

Sapporo University of Health Sciences (札幌保健医療大学)

Evaluation summary

Standard 1. Mission and Objectives, etc.

The mission, goals and educational objectives of the University are stipulated in the University Regulations, its distinctive qualities are illustrated in printed materials etc., and the University reviews its educational objectives according to social circumstances. Executives, faculty and staff are involved in the formulation of missions, goals and educational objectives, which are made public in printed form and on the University website. In order to achieve these missions, goals and educational objectives the University's incorporated entity has formulated a medium-term plan that incorporates them. The three policies of diploma policy, curriculum policy and admission policy are clearly stated based on the mission, goals and educational objective, and the educational and research organization requisite for their realization has been prepared.

Standard 2. Students

The admission policy is stipulated, made public in printed form and on the University's website, and a variety of methods for the selection of entrants is employed. In the Faculty of Health Sciences, the Department of Nursing is securing the number of students in line with the enrollment quotas and total capacity, but at the Department of Nutrition, for which the academic year 2018 is in the second year since its opening, the enrollment quotas are not being met for the first and second year students. . The Student Affairs Committee, composed of faculty and staff, proposes and implements support plans etc., and a support system for learning and class instruction is in place. A system for career guidance is also in place, centering on the Career Development Committee. In addition to the support for students provided by each of the University's committees, the infirmary and student counseling center support students' physical and mental health. A campus, buildings, and equipment and facilities that surpass the Standards for Establishment of Universities have been prepared and a learning environment developed. The University maintains a grasp on students' opinions and requests by implementing various forms of surveys for all its students, and these link in with improvements to support for learning and class instruction and the learning environment.

Standard 3. Educational curriculum

A diploma policy is stipulated for each department, and made public in printed materials and on the University's website. The standards for awarding credits, promotion to the next school year, and certifying graduation etc. are stipulated in the University Regulations, and the standards for evaluation of academic results are shown in course completion manuals and the syllabus. A curriculum policy is stipulated by each department, and by connecting it with the implementation of the policy for obtaining diplomas it is consistent with the diploma policy. Classes take the form of lectures, seminars, practical trainings, experiments, group learning and rotating lectures taught by multiple lecturers. Learning achievement is inspected and evaluated through the state of

qualifications earned by students, surveys into student satisfaction levels, and class evaluation questionnaires by students, and attempts to improve and plan learning guidance are made by providing feedback to both students and faculty.

Standard 4. Faculty and Staff

The organization requisite for the execution of education and learning management, and faculty and staff are appropriately assigned, while mechanisms to support the President's leadership have also been established. Faculty Selection Regulations are stipulated, and there is a Faculty Candidate Selection Committee for making selections. Through the convening of an FD Training Workshop covering the entire faculty, educational content and methods are approached and improved, the self-evaluation of the faculty is implemented through the Evaluation System for Faculty Achievement in Education and Research. Utilizing the SD Training Workshop and the Joint SD Training Workshop with other universities, the University is striving to improve the quality of faculty and staff. A research environment enabling adequate educational and research activities is in place, the University allots individual research funds, and supports research. Regulations have been stipulated to prevent the misuse of research funds and ensure ethics are observed.

Standard 5. Management, Administration and Finance

The University has stipulated its articles of endowment and the University Regulations, is operated in observance of the laws and regulations, and has published the Information Disclosure Regulations on its website. A Board of Directors, Board of Councilors, and Executive Committee are in place, and through the functioning of each of these a system is in place whereby the leadership of the Chair of the Board of Directors can be exercised. Audits by auditors, a certified public accountant, and the Audit Office are conducted. Although the University's incorporated entity has established a stable financial base, the University's fiscal balance is in a constant state of over-spending, and is thus launching a variety of attempts to recruit a full student quota. The University's accounting procedures are appropriately conducted in line with the Accounting Standards for Incorporated Educational Institutions.

Standard 6. Internal Quality Assurance

In terms of the organizational system for internal quality assurance, the Self-Inspection and Evaluation Committee and the University Evaluation Committee that possesses IR (Institutional Research) capabilities have been set up. The Self-Inspection and Evaluation Committee compiles the Self-Inspection and Evaluation Report based on the activities reports created by each University committee and the secretariat. The Self-Inspection and Evaluation Report provides space for measures towards issues and improvements, creating the PDCA cycle. With regard to University operation, in line with the three policies attempts are made for reforms and improvement utilizing the self-inspections and evaluations as well as the various survey results, and the internal quality assurance mechanisms are functioning.

In summary, an educational curriculum, educational and research organization, learning environment and student support system for attaining mission, goals and educational objectives are in place. The Department of Nutrition has yet to achieve enrollment quotas in line with the number of students it should be securing, but with regard to education and learning management, an organization to support the President's leadership has been appropriately created and is organically functioning. Responsibility and authority for management, administration and finances are clear. Utilizing the self-inspections and evaluations as well as the various surveys is providing an organizational link to internal quality assurance.

Note that with regard to the University's unique standards, the general comments on "Standard A. Community contribution and social collaboration" should be referred to.

It should be noted that the University has cited the following remarks

1. Emphasis on education "for medical care rooted in the local community"
2. University's farmland and specialist education