

**University Accreditation Results**  
**(Results for Certified Evaluation and Accreditation for university)**

**St. Marianna University School of Medicine**



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Kanagawa, Japan
<b>Accreditation Status</b>	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2031)	

## **Certified Evaluation and Accreditation Results for St. Marianna University School of Medicine**

### **Overview**

St. Marianna University School of Medicine, the only medical university with a Christian background in Japan, sets forth the founding spirit of “realizing a doctor’s sense of mission based on ‘respect for the dignity of life’ rooted in Christian love for humanity, nurturing individuals who dedicate themselves to human societies, and training doctors who can utilize their specialized research outcomes for the welfare of humanity.” To achieve its founding spirit and philosophy as well as the purposes of its undergraduate and graduate schools, the University has laid out the St. Marianna University School of Medicine Medium-Term Plan (AY2020-AY2024) that outlines the basic policies, strategies, and action plans for the five-year period. The medium-term plan lists the five key items of “education,” “research,” “medical care,” “school corporation management,” and “finance,” with the basic policy of “education” including the promotion of output-based education aimed at clinical practice rather than knowledge-focused education. The University has also specified the 50th anniversary and other projects as special items to enhance its educational and research activities.

The University was identified as “a case with a high possibility of being inappropriate” in the Final Summary of the Emergency Review on Ensuring Fairness in Admissions to Medical Schools published by the Ministry of Education, Culture, Sports, Science and Technology in 2018. In response, JUAA conducted a review in AY2019 and revised the status of its AY2016 certified evaluation and accreditation results to “unaccredited.” Following this revision, the University applied for JUAA’s Supplementary Review in AY2020 with improvements made for the items at issue, including the above case. JUAA judged the University to have failed to meet the University Standards as fundamental improvements had not been made with regard to the selection process for admissions, identified as a major factor for the University’s unaccredited results. In light of this judgement, the University revamped its admissions procedures and processes, such as involving Entrance Examination Committee in the selection process, indicating the University has taken action to address the issues pointed

out in JUAA's AY2020 Supplementary Review Results.

In addition to tackling these issues, the University began reorganizing its internal quality assurance structure in AY2021 and has established a system with the current University Self-Monitoring/Evaluation Committee as the responsible body. Specifically, the purpose of self-monitoring/evaluation is stipulated in the University School Code and the Graduate School Code, and the St. Marianna University School of Medicine Internal Quality Assurance Basic Policy and Procedures and the Self-Monitoring/Evaluation Regulations were formulated to outline the university-wide internal quality assurance policy. While inspecting and assessing the activities of the standing committees, courses, and faculty members, the University Self-Monitoring/Evaluation Committee handles the items identified in the university and program evaluations and accreditations by notifying the standing committees and relevant divisions through Faculty Council Review Committee Meetings and Graduate School Faculty Council Review Committee Meetings, with improvement measures undertaken by the standing committees and other bodies. However, the University's inspections and assessments led by the University Self-Monitoring/Evaluation Committee deal mainly with the university and program evaluations and accreditations, and periodic inspections and assessments stipulated in the policy and regulations are insufficiently conducted. In addition, the committee's efforts for such university-wide activities as monitoring the inspection and assessment results from the standing committees and other bodies, presenting the University's direction of improvement, and implementing improvement and enhancement initiatives are inadequate. The University must correct this situation by effectively operating its revamped internal quality assurance system to assure the quality of its educational and other activities.

As for education, the University has designed its diploma policy consisting of three major categories and eight areas with the aim of boosting student motivation and learning by clarifying the knowledge, skills, mindsets, and other learning outcomes to be acquired, as well as achievement levels for competence, competencies, and milestones as targets. The system in place to support students assigns a faculty member to take charge of students in small groups for each school year. Faculty and staff members involved in the Student Counseling Office and other relevant officials as well as the Student Advisor Committee share detailed information through the Student Personal Record System to quickly detect and offer care to students struggling with poor grades or mental health issues. The University is providing specifically designed life and learning support to facilitate students' learning and improve their healthy and safe campus life. This is an

outstanding initiative in line with the University's founding spirit.

Moreover, the University has established the Center for the Promotion of Intellectual Property to return its research outcomes to society as industry-academia-government collaboration and community contribution. The center actively engages in various activities, such as helping faculty and staff members create intellectual property and raise awareness of patent applications on campus, continuously supporting the marketing of products, and organizing relevant forums and basic courses to achieve the UN Sustainable Development Goals (SDGs) in terms of education, healthcare, and research. In this way, the University is taking advantage of its strengths to promote collaboration with the community, industry, academia, and government. The center's outstanding initiatives are expected to play an important role as a medical and educational institute for the local community.

There are several areas of improvement the University should address, however, in addition to the above issues related to internal quality assurance. The Graduate School does not necessarily clarify the research guidance system and methods in its research guidance plan and should address this issue. The graduate school should also do more to appropriately measure and evaluate the student learning outcomes stated in the diploma policy. The University has high ratios of student enrollment to the student enrollment cap, and this situation should be addressed with the University's student quotas thoroughly managed.

The University has reorganized itself to address the internal quality assurance issues based on the university and program evaluations and accreditations. However, the internal quality assurance system is still far from operating effectively. With inspections and assessments conducted under the University Self-Monitoring/Evaluation Committee starting in AY2022, the Institutional Research Center should be fully utilized to operate the university-wide processes of inspections, assessments, improvements, and enhancements. The University is expected to resolve not only the above problems but also other issues identified through self-directed inspections and assessments while enhancing its numerous distinctive initiatives, thereby progressing further.

## **Notable Strengths**

### *Student Support*

- The University assigns an advisor to take charge of students in small groups for each school year. The advisors share the students' daily lives and learning at the Student Advisor Committee and record interviews and other activities in the Student Personal Record System, with detailed information shared with the Student Counseling Office, school physicians, Educational Affairs department staff, and other relevant faculty and staff members in order to quickly detect and offer care to students struggling with poor grades or mental health issues. It is commendable that the University is providing specifically designed life and learning support to facilitate students' learning and improve their healthy, safe campus life in line with its founding spirit.

#### *Social Cooperation and Contribution*

- The University has established the Center for the Promotion of Intellectual Property to return its research outcomes to society through industry-academia-government collaboration. The center provides continued assistance for faculty and staff members to create intellectual property, raise awareness of patent applications on campus, and market products, with achievements including the sale of a product jointly developed with a medical equipment manufacturer. In addition, the center actively engages in various activities including forums and basic courses to achieve the SDGs in terms of education, healthcare, and research, and is certified as a Kawasaki SDGs Gold Partner in the city of Kawasaki. It is commendable that the University is taking advantage of its strengths to step up its partnerships with the community, industry, academia, and government, with this initiative expected to play an important role as a medical and educational institute for the local community.

#### **Suggestions for Improvement**

##### *Educational Program and Learning Outcomes*

- The Graduate School clarifies the research guidance schedules in the Graduate School Manual, and supervisors in each specialized field explain the research guidance systems and methods. However, the manual only states that research is

conducted following advice from the Doctoral Student Advisor Committee. This issue should be addressed with the research guidance systems and methods clarified to students beforehand.

- The Graduate School uses credit approval, report evaluations, degree screening results, and other means to comprehensively evaluate the learning outcomes to be acquired as stated in the diploma policy. However, the evaluation indicators and methods for measuring the level of proficiency for the knowledge, skills, and mindsets stated in the diploma policy are unclear. This issue should be addressed with the connection between the diploma policy and each measurement method clarified to appropriately measure and evaluate student learning outcomes.

#### *Student Enrollment*

- The ratio of student enrollment to the student enrollment cap is high at 1.02 in the University. This ratio should be lowered with the University's student quotas thoroughly managed.

#### *University Management*

- The ratio of financial assets to the required reserve fund has been low since AY2017, indicating that the University is far from establishing the solid financial base necessary to sustainably carry out its educational and research activities. JUA's previous certified evaluation and accreditation results called for the University to formulate a medium- to long-term financial plan, but the University has yet to do so. A medium- to long-term financial plan should be formulated and implemented with more concrete measures and consideration given to rebuilding the hospital and other factors with a view to establishing a sound financial base.

### **Recommendation**

#### *Internal Quality Assurance*

- The internal quality assurance structure has been established with the University Self-Monitoring/Evaluation Committee as the responsible body, but activities led by the committee deal mainly with university and program evaluations and accreditations, and the University's self-directed, periodic inspections and assessments are insufficiently conducted. When handling each division's inspections, assessments, and improvement measures, the University Self-Monitoring/Evaluation Committee fails to play a central role in monitoring information, presenting the University's direction of improvement, and implementing university-wide improvement and enhancement initiatives. With the Self-Monitoring/Evaluation Regulations revised in AY2022 to promote quality assurance with annual self-directed self-studies, the University must implement this plan and effectively operate its revamped internal quality assurance system to assure the quality of its educational and other activities.