

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

Dokkyo Medical University



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

Certified Evaluation and Accreditation Results for Dokkyo Medical University

Overview

Dokkyo Medical University sets forth the four founding principles of “Training future physicians, nursing professionals in the humanist spirit,” “Education focused on developing and expanding the capabilities,” “Playing an important role as a medical facility in the community,” and “Research in medical and nursing sciences based upon an international exchange” based on the founding spirit of “character developed through learning.” The University defines its mission and purpose as “teaching and researching theory and practice related to the liberal arts, medicine, and nursing, and imparting advanced medical and nursing knowledge and skills from an international perspective to train doctors, public health nurses, midwives, and nurses who are trusted by society, while contributing to the advancement of medicine and nursing and the enhancement of welfare.” To this end, the 13th Dokkyo Gakuen Basic Plan was formulated for the six-year period from AY2023. To mark the 50th anniversary of its founding, the University drew up in 2023 the Action Plan for the Advancement of Dokkyo Medical University “NEXT 50” under the president’s leadership to engage in educational and research activities and provide medical care at its affiliated hospitals. Specifically, the plan outlines action goals in the six areas of administration, projects, education, research, medical care, and future vision. These goals include improving the quality of education (adopting digital teaching materials, visualizing student learning, and promoting efficient methods of learning) as part of the University’s efforts to advance technology-based education; promoting internal quality assurance through constant assessments of educational and research activities to achieve a spiral of improvements under the PDCA (Plan-Do-Check-Act) cycle; utilizing its value as a medical school for social contribution activities; and creating intellectual property through community and industry-academia-government collaborations.

The University is accordingly working to effectively operate its internal quality assurance system with the Internal Quality Assurance Promotion Committee positioned as a promotion body in order to conduct inspections and assessments from a university-wide perspective based on the inspections and assessments of the undergraduate and graduate schools. A mechanism is also in place to solicit advice and proposals from external evaluators, with items requiring university-wide improvements compiled based

on the evaluators' comments to present proposals to the president. After discussing the proposals at the President Advisory Council, the president issues instructions for improvement to the Teaching and Learning Management Committee tasked with deliberating on the education and campus life of undergraduate and graduate students as well as the divisions related to improvement items. The Internal Quality Assurance Promotion Committee annually checks the progress of the improvement efforts, and presents recommendations to the president when little progress has been made. The university-wide PDCA cycle is operated in this way. In the coming years, the University is expected to appropriately release information and clarify the process of inspecting and assessing the appropriateness of the present internal quality assurance system based on the Dokkyo Medical University Internal Quality Assurance Promotion Regulations (hereafter "Internal Quality Assurance Promotion Regulations") established in AY2022, thereby making further improvements.

As for education, the University has established diploma policies for each degree to be awarded and curriculum policies based on these policies, with the curricula systematically designed by offering lesson subjects appropriate for each degree program. To monitor student learning outcomes, the undergraduate schools have developed measurement methods based on the educational contents of each school. The School of Medicine has created competency milestones for students to compile their self-evaluation results into portfolios, while the School of Nursing has established the evaluation criteria for the achievement goals for each school year, and based on the criteria, students set and evaluate their own learning goals each semester, with the Diploma Supplement issued at the time of graduation to visualize the learning outcomes.

The University also focuses on social contribution activities utilizing its value as a medical school as indicated in its medium-term and action plans, with the Nursing Education Center for Community Collaboration engaging in activities supporting sick children and their families, and offering lifelong learning assistance to nurses in the local community in an effort to overcome regional challenges related to medical care and nursing. To advance these efforts, the center was reorganized into the Center for Collaborative Creation and Collective Innovation in AY2023 with the aim of strengthening its system by expanding its activities focused on nursing to joint community contribution efforts by the medical and nursing schools. This is a highly commendable initiative effective for "Playing an important role as a medical facility in the community" as stated in the University's founding principles.

There are several areas of improvement the University should address, however. The undergraduate programs monitor, evaluate, and visualize student learning outcomes

as mentioned earlier, but the graduate schools undertake this monitoring based on credit approval and dissertation screening, and the connection between these measurement methods and the learning outcomes stated in the diploma policy is vague. Efforts should be made to develop appropriate methods of monitoring and evaluating these outcomes. The School of Nursing inadequately describes the contents of its curriculum policy. With a new curriculum policy currently under consideration, the school is expected to make steady improvement efforts. The doctoral courses in the Graduate School of Medicine fail to clarify their research guidance plans outlining such items as the degree acquisition process and research guidance methods. Efforts are being made to clarify the subjects required for course completion, and to draw up a plan to facilitate communication between research supervisors and students in response to JUAA's previous certified evaluation and accreditation results, but these efforts remain insufficient. The graduate school needs to formulate more appropriate research guidance plans. In terms of student enrollment, the School of Medicine appropriately manages its freshman enrollment to the freshman enrollment cap, but the ratio of student enrollment to the student enrollment cap is high. The school should address this issue by managing its student quotas with appropriate learning support and guidance.

In the years ahead, the University is expected to enhance its educational and research activities by better using the inspection and assessment mechanism based on each division's Annual Goals for Affiliate Management launched in AY2022 as part of the internal quality assurance efforts, while effectively operating the university-wide PDCA cycle under the university-wide internal quality assurance structure led by the Internal Quality Assurance Promotion Committee.

Notable Strengths

Social Cooperation and Contribution

- The Nursing Education Center for Community Collaboration plays a leading role in conducting activities supporting sick children and their families, and offering lifelong learning assistance to nurses in the local community to help overcome regional challenges related to medical care and nursing. To advance these achievements, the Center for Collaborative Creation and Collective Innovation has been established to focus on the three key pillars of “community cooperation and contribution,” “recurrent education,” and “career development and support” with the aim of strengthening its system as a university-wide initiative. This reorganization is

expected to upgrade the activities focused on nursing to joint medical and nursing support for the community, and is a commendable initiative effective for “Playing an important role as a medical facility in the community” as stated in the University’s founding principles.

Suggestions for Improvement

Educational Program and Learning Outcomes

- The School of Nursing does not state the basic concept of curriculum implementation in its curriculum policy. This issue should be addressed.
- The Graduate School of Medicine and the Graduate School of Nursing measure student learning outcomes through credit approval, dissertation screening, and other means, but the connection between these measurement methods and the learning outcomes stated in the diploma policy is unclear. Efforts should be made to measure and monitor the learning outcomes in an appropriate and multifaceted way.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap is high at 1.01 in the Course of Medicine in the School of Medicine and should be lowered.

Recommendation

Educational Program and Learning Outcomes

- In response to the issue of research guidance plans pointed out in JUAA’s previous certified evaluation and accreditation results, the doctoral courses in the Graduate School of Medicine are designing the Research Guidance Planning Form with research supervisors and students exchanging opinions. The Graduate School of Medicine Course Flow Chart illustrates the lesson subjects required for course completion, but still inadequately describes the schedules from enrollment to degree acquisition and the research guidance methods. This situation must be corrected with more appropriate research guidance plans formulated and clarified to students.