

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

Kanagawa Dental University



Basic Information of the Institution	
Ownership: Private	Location: Kanagawa, Japan
Accreditation Status	
Year of the Review: 2024	
Accreditation Status: accredited (Accreditation Period: April 1, 2025 – March 31, 2032)	

Certified Evaluation and Accreditation Results for Kanagawa Dental University

Overview

Kanagawa Dental University sets forth the founding spirit of “Compassion for everything and practice of the ‘spirit of love’ that values life,” and defines the Faculty of Dentistry’s educational philosophy as “Education of love for academic learning, skills training, and understanding people to acquire professional skills as a dentist while cultivating human kindness” and the graduate school’s educational philosophy as “Education of love for academic learning, skills training, and understanding people.” To achieve the founding spirit, educational philosophy, and purpose, the University has formulated the KDU 2028 Plan as a medium- to long-term plan that envisions 10 years from 2019, with the period divided into three phases. After undergoing the second reform phase (acceleration phase) from 2019 to 2020, the University is currently in the third reform phase (growth phase) from 2021 to 2024 to enhance its educational and research activities.

Regarding internal quality assurance, the University has formulated a university-wide policy, with organizations under five responsibility systems working on items related to JUAA’s 10 standards. The Self-Study Committee conducts assessments and compiles a self-study report while taking into account the External Evaluation Committee’s third-party objective evaluations and opinions. The Internal Quality Assurance Committee, an organization responsible for promoting university-wide internal quality assurance, evaluates the document before reporting to the president. The final inspection and assessment results and improvement measures are forwarded as feedback from the president to each organization through the Internal Quality Assurance Committee. The organizations carry out improvement activities based on the feedback, thereby effectively operating the university-wide PDCA (Plan-Do-Check-Act) cycle. The Internal Quality Assurance Committee verifies the appropriateness of a series of steps in the internal quality assurance system and process as well as the PDCA cycle.

As for education, based on the diploma and curriculum policies, the Faculty of Dentistry lays out assessment plans for the knowledge, mindsets, and skills specified in its diploma policy, while the Graduate School of Dentistry uses coursework achievement tests and the Checklist and Submission Form for Degree Screening Committee Members to monitor and evaluate the student learning outcomes stated in the diploma policy. The University has introduced a five-stage system with the academic year divided into five

terms to promote and ensure students' understanding of the learning content. Self-Inquiry Studies a course designed for high achievers in the first through third years, is arranged in the final stage of each year to provide students with a variety of practical learning opportunities, such as participating in volunteer activities, internships, and the graduate school's research activities and presentations. For international students, the curriculum offers Japanese for Dentistry and other courses to improve the Japanese language skills necessary for dentists. It is highly commendable that the University has designed a distinctive curriculum based on comprehensive learning assessments for each year as well as the characteristics and status of student learning.

There is an area of improvement the University should address, however. The training for teaching assistants (TAs) and other assistant instructors required by the Standards for Establishment of Universities and the Standards for Establishment of Graduate Schools is insufficient. This issue should be addressed by establishing a university-wide training system to ensure that training is properly provided to improve the skills and abilities of its TAs.

The University has strengthened the university-wide internal quality assurance system and made progress in improving its self-studies based on the items pointed out in the AY2017 certified evaluation and accreditation results. The University is expected to continue reviewing the roles and coordination of organizations involved in internal quality assurance, resolve various issues through internal quality assurance efforts with the active support of the Internal Quality Assurance Committee, and make further improvements and enhancements by advancing its numerous distinctive initiatives.

Notable Strengths

Educational Program and Learning Outcomes

- The University has introduced a five-stage system with the academic year divided into five terms to promote and ensure students' understanding of the learning content. For international students, the curriculum offers Japanese for Dentistry, Japanese for Medical Communication, and other courses to improve the Japanese language skills necessary for dentists. Self-Inquiry Studies, a course designed for high achievers in the first through third years, is arranged in the final stage (Stage V) of each year to provide students with a variety of practical learning opportunities, such as participating in volunteer activities, internships, and the graduate school's research activities and presentations. It is commendable that the University has designed the

curriculum in light of the characteristics and learning status of various students, with these efforts expected to help students develop a mindset for self-directed learning while acquiring specialized dental knowledge and skills.

Suggestions for Improvement

Faculty and Faculty Organization

- Teaching assistants (TAs) are assigned to assist in subjects that involve experiments and practical training, but no explanations are provided about their roles and tasks, indicating that their training is insufficient. The University should address this issue by establishing a mechanism to ensure that training and other sessions are conducted for TAs to understand their roles and improve the skills and abilities necessary to perform their tasks appropriately.