

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

Kitasato University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, 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 Kitasato University

Overview

Kitasato University, founded on the guiding principles of “the spirit of pioneering,” “the spirit of thankfulness,” “the spirit of wisdom and practice,” and “the spirit of tenacity,” defines the philosophy of the University and the Kitasato Institute as follows: “With profound respect for the sanctity of life, our purpose is to contribute to society by dedicating ourselves to the quest for truth through the application of practical science.” The University sets forth the purpose of “broadly contributing to the advancement of society through academic research and human resource development in the fields of life and medical sciences.” The University describes its principles as well as the vision of the University and the school corporation as “nurturing internationally talented human resources and returning the outcomes of education, research, and medical care to society as a pioneer in the life sciences.” Based on its principles and vision, the University has established its missions to “resolutely carry out management reforms and cultivate next-generation human resources.” To this end, the University has formulated the Kitasato Institute Medium-Term Plan to enhance its educational and research activities.

Regarding the University’s internal quality assurance, the Dean’s Council and the Graduate School Committee) serve as the organizations in charge. A university-wide self-study is conducted with the PDCA (Plan-Do-Check-Act) cycle appropriately operated, as the results of assessments conducted by each division’s self-study committee are compiled by the Kitasato University Self-Assessment Committee (hereafter “University-Wide Self-Assessment Committee”) and reviewed at the President and Vice President Meeting, before being discussed and approved, along with the Current Issues and Improvement Plans, by the Dean’s Council and the Graduate School Committee. In addition, the appropriateness of the internal quality assurance system is objectively evaluated through internal, teaching, and learning audits conducted by the auditing office. However, the evaluation results are discussed and approved only by the Dean’s Council with no procedures undertaken by the Graduate School Committee. This situation should be addressed.

In terms of student support, the University implements effective educational measures by establishing various support systems, such as providing individual guidance for basic education subjects. Other distinctive initiatives include creating an educational

and research environment based on the vision of the University and the school corporation. Notably, the University has constructed a facility that physically and functionally connects three medical-related faculties and an affiliated hospital with the existing Interprofessional Education Building (IPE Building) serving as a core base. This establishment, designed to provide an effective interprofessional education, is expected to play a key role in training medical professionals who can contribute to team medicine.

As for education, the undergraduate school organization has designed curricula systematically and appropriately based on the diploma and curriculum policies for each degree to be awarded in line with the University's principles and purpose. However, the contents of both policies are inadequate in some graduate schools, and this situation should be addressed. With respect to monitoring student learning outcomes in the graduate schools, the learning outcomes stated in the diploma policy are not clearly linked to the measurement methods. This issue should be addressed. Moreover, research guidance plans are not specified for some graduate schools, and this situation should be corrected with the plans laid out and clarified to students beforehand.

There are other areas of improvement the University should address. The faculties should improve the management of their student quotas to deal with insufficient or excessive quota fulfillment in student enrollment. Some graduate schools do not conduct faculty development (FD) activities related to educational improvements, and should appropriately implement these activities.

In the years ahead, the University is expected to resolve these issues through internal quality assurance efforts, and to progress further by enhancing its educational, research, and social contribution activities as a university for life sciences and medical studies.

Notable Strengths

Education and Research Environment

- The newly constructed Interprofessional Education Building (IPE Building) on the Sagami-hara Campus provides team medicine education across medical-related faculties (pharmacy, medicine, nursing, and allied health sciences). The facility features the Skills Lab, where students perform simulated medical examinations and operations, and the Team Medicine Practice Room to be used for clinical and other educational activities. The new building also includes a library, study room, and

cafeteria to create opportunities for students in various professional fields to interact with one another inside and outside the class, thereby enhancing cross-disciplinary education and research involving the four medical-related faculties. Its establishment is expected to serve as a key training base for medical professionals who can contribute to team medicine, and the IPE Building is expected to be positioned by 2024 as the center of the University's affiliated hospital and School of Nursing and School of Medicine buildings with their facilities connected. It is commendable that the University utilizes its faculty structure to create a campus able to provide effective education.

Suggestions for Improvement

Educational Program and Learning Outcomes

- The diploma policy is not established for each degree to be awarded in the Master's Program and Doctoral Program in the Graduate School of Pharmaceutical Sciences, the Master's Program and Doctoral Program in the Graduate School of Science, and the Master's Program in the Graduate School of Medical Sciences. This item should be specified and made known to the public.
- The curriculum policy is not established for each degree to be awarded in the Master's Program and Doctoral Program in the Graduate School of Pharmaceutical Sciences, the Master's Program and Doctoral Program in the Graduate School of Science, and the Master's Program in the Graduate School of Medical Sciences. The Master's Program and Doctoral Program in the Graduate School of Marine Biosciences do not state the basic concepts of curriculum design and implementation, and the Doctoral Program in the Graduate School of Nursing does not specify the basic concept of curriculum implementation. These issues should be addressed.
- The graduate schools monitor student learning outcomes based on the screening of dissertations and class evaluation surveys, but the connection between the learning outcomes stated in the diploma policy and each method is unclear. This situation should be addressed.

Student Enrollment

- The average ratios of freshman enrollment to the freshman enrollment cap over the past five years are high at 1.01 in the Faculty of Medicine, School of Medicine, and low at 0.89 in the Department of Environmental Bioscience, School of Veterinary Medicine. The ratios of student enrollment to the student enrollment cap are high at 1.04 in the Faculty of Medicine, School of Medicine, and low at 0.80 in the Department of Environmental Bioscience, School of Veterinary Medicine. These ratios should be corrected with the faculties' student quotas thoroughly managed.

Faculty and Faculty Organization

- The graduate schools excluding the Graduate School of Medical Sciences do not conduct their own FD activities related to educational improvements. This issue should be addressed with the master's and doctoral programs as a whole or each graduate school appropriately conducting these activities.

Recommendation

Educational Program and Learning Outcomes

- The research guidance methods and schedules as research guidance plans are not specified for the Master's Program, Doctoral Program of the Division of Animal Science, and Doctoral Program in the Graduate School of Veterinary Sciences, the Master's Program and Doctoral Program in the Graduate School of Marine Biosciences, and the Master's Program in the Graduate School of Nursing. The situation must be corrected with these items specified and clarified to students beforehand.