

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

Kobe Pharmaceutical University



Basic Information of the Institution	
Ownership: Private	Location: Hyogo, Japan
Accreditation Status	
Year of the Review: 2022	
Accreditation Status: accredited (Accreditation Period: April 1, 2023 – March 31, 2030)	

Certified Evaluation and Accreditation Results for Kobe Pharmaceutical University

Overview

Kobe Pharmaceutical University sets forth the educational principles of serving as a university widely open to society; pursuing both education and research as its foundation; cultivating pharmacists, educators, and researchers with advanced knowledge of pharmacy as well as a sense of mission and ethical standards as medical professionals; and serving as a center that can contribute to the community. The University has formulated the Third Medium-term Plan (AY2022-AY2026) in accordance with the Kobe Pharmaceutical University Governance Code established in AY2020, and launched a new undergraduate program curriculum in AY2022 with a view to developing human resources who will lead the future of pharmacy.

Regarding the University's internal quality assurance system, the Self-Assessment Committee serves as a core university-wide organization. Each division is asked to describe the PDCA (Plan-Do-Check-Act) items using a self-assessment sheet, and the results are evaluated by the committee. Based on the feedback received, the divisions hold additional discussions and brief the committee on the outcomes. To assure the quality of the undergraduate programs, the Comprehensive Education and Research Center (Administrative Division) was established in AY2020 to play a central role in designing and implementing new curricula, assuring the quality of educational content, and reporting its activities to the Self-Assessment Committee. This process indicates that the University's internal quality assurance system is functioning properly in general. The graduate school's PDCA cycle is operated by the Graduate School Faculty Council, but coordination with the Self-Assessment Committee is unclear. This issue should be addressed in the years ahead.

As for the University's education, both undergraduate and graduate schools have appropriately established and published the diploma and curriculum policies for each degree to be awarded in their syllabuses and on the University website. The Comprehensive Education and Research Center (Support Division) plays a leading role in providing effective study support, such as counseling for students lacking motivation and offering learning assistance to students repeating the year. In terms of the University's principle of pursuing both education and research, "Active Lab" has been introduced as an elective for first- to third-year undergraduate students, with laboratory experiments offered from the first year. It is highly

commendable that this program helps students develop a research mindset and increase their motivation for pharmacy and graduation research starting in the fourth year. To understand the student learning outcomes at the time of undergraduate course completion, the University has introduced a GPA (grade point average) system, and evaluates the achievements of the diploma policy in stages by checking student attitudes toward graduation research and their presentations. The University also surveys the graduates on the achievements of the diploma policy to grasp the learning outcomes. On the other hand, while the graduate school monitors student learning outcomes based on grades and credit status, the method does not sufficiently measure the outcomes stated in its diploma policy. This issue should be addressed with methods and indicators adopted to appropriately monitor and evaluate student learning outcomes in a multifaceted way.

The University pays attention to local healthcare and environmental issues, and is actively involved in social cooperation and contribution activities based on its principle of serving as a center contributing to the promotion and maintenance of good health. It is highly commendable that the University has undertaken numerous efforts based on this principle. For example, the Extension Center takes the initiative in providing pharmacists with lifelong training support and offering certificate training for pharmacists, and the Community Cooperation Satellite Center plays a core role in providing information to local residents. The University also employs a university research administrator (URA) to handle tasks related to its intellectual property as well as promote faculty members' research concepts when seeking external funding. The University's efforts to realize the principle of pursuing both education and research are commendable.

However, the University should improve the low ratio of student enrollment to the student enrollment cap in the master's course, in addition to addressing the above issues.

In the coming years, the University is expected to progress as a university leading the future of pharmacy by stepping up its university-wide internal quality assurance efforts to resolve the issues in question while promoting more distinctive initiatives.

Notable Strengths

Educational Program and Learning Outcomes

- Graduation research is positioned as the most important subject for acquiring the abilities stated in the diploma policy. With educational approaches focused on research since its foundation, the University has introduced “Active Lab” as an elective subject for first- to third-year undergraduate students, allowing them to join laboratories in specialized fields of their choice and participate in research activities from the first year. This program allows students to build the foundation for setting goals and conducting experiments and studies when launching graduation research projects; it also helps students develop a research mindset and increase their motivation for pharmacy and graduation research starting in the fourth year. It is commendable that this initiative fosters students’ independence, creativity, and scientific inquiry through research activities.

Social Cooperation and Contribution

- The Extension Center, as a knowledge center widely open to society, promotes lifelong pharmaceutical education support by providing useful and practical lifelong training for pharmacists, including the University’s graduates, working in healthcare facilities. In the course of its longstanding activities, the Extension Center has been certified as a training institution for certified pharmacists in the health food field, and is working to train more professional pharmacists. In addition to lifelong education for pharmacists, the University operates the Community Cooperation Satellite Center to promote and maintain the health of the local community. The facility holds seminars and other events for the general public, and collaborates with local relevant organizations, government agencies, and educational institutions to offer the community not only knowledge on drug treatments, but a wide range of medical expertise. It is commendable that the University returns the positive outcomes in line with the Community Contribution Policy based on its educational principles.

Suggestions for Improvement

Educational Program and Learning Outcomes

- The graduate school monitors and evaluates student learning outcomes based on the screening of dissertations, but this method is insufficient for measuring the learning outcomes stated in its diploma policy. This issue should be addressed

with methods and indicators adopted to appropriately monitor and evaluate student learning outcomes in a multifaceted way.

Student Enrollment

- The Master's Course of Pharmaceutical Science, Research Division in Pharmacy and Pharmaceutical Science, has a low ratio of 0.20 in student enrollment to the student enrollment cap. This ratio should be improved with the graduate school's student quotas thoroughly managed.