University Accreditation Results

(Results for Certified Evaluation and Accreditation for university)

Nagahama Institute of Bio-Science and Technology

Basic Information of the Institution	
Ownership: Private	Location: Shiga, Japan
Accreditation Status	
Year of the Review: 2016 Accreditation Status: accredited （Accreditation Period: April.01.2017 – March.31.2024）	

Certified Evaluation and Accreditation Results for Nagahama Institute of Bio-Science and Technology

Overview

Nagahama Institute of Bio-Science and Technology (hereafter, the Institute), whose predecessor was Kyoto Jinbun Gakuen (founded in 1946), was established as a college with a single faculty for the Faculty of Bioscience in 2003, with support from Shiga Prefecture as well as Nagahama-shi. After establishing the Graduate School of Bioscience in 2007 and two undergraduate departments in 2009, the Institute now has one faculty with three departments, and one graduate school. The Institute has its campus in Nagahama-shi, Shiga Prefecture, and has engaged in its education and research activities based on its educational policy: "Fostering the 'a thinker who acts' who respects peace and humanism above all, and also equips persons with rich humanity and scientific rationality."

After its accreditation review by Japan University Accreditation Association (JUAA) in 2010, the Institute, led by the "Education Research Strategy Conference," has built a system for improving its activities, and has conducted improvements and reforms based on the three basic policies: "Basic Policies for Education," "Basic Policies for Research," and "Basic Policy for Social Contribution," all of which were set by the managing directors council.

In this accreditation review, distinct features of the Institute include its efforts to facilitate students' sense of autonomy through the creation of the Career Education Unit, the application of a curriculum intended to cultivate a well-educated and well-rounded character, and the implementation of "Bio Learning Wonderland," an active teaching method utilizing a bi-directional learning support system.

However, the Institute still has several issues to address, such as an insufficient number of faculty members as required by law and exceeding the student enrollment caps in some departments. Moreover, because issues exist in the curriculum in the doctoral program in the graduate school and in setting the upper limit for annual credit registration in the faculty, JUAA expects that the Institute will fully rebuild curriculum design policies in both the faculty and graduate school and improve these issues. Additionally, since the Institute practices experiments in the field of bioscience, JUAA hopes that the Institute will take students' safety into consideration and build a medical office.

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the Institute has established a curriculum that cultivates students' broad education and rich humanity and has produced successful educational results. In particular, in the Faculty of Bioscience, the Career Education Unit in the General Liberal Arts Education Program offers nine subjects including some required subjects for first- and second-year students. These subjects, which are intended to help students acquire a broad education and develop the ability to think, include the freshman course "Learning in the University and the Methods for Practice," as well as a course that teaches content related to Nagahama and nearby industries. As a result, students who took courses in the Career Education Unit have organized a voluntary action group, "The Machiya Project," and are continuously engaged in exchange activities with the local community.

Educational Content, Methods, and Outcome

- It is commendable that through bi-directional education between faculty members and students, the Institute has promoted students' independent learning. For example, to increase students' willingness to learn, the Institute has built and utilized a system whereby students and faculty members interact bi-directionally by independently developing an e-learning system, "Bio Learning Wonderland," that offers students educational materials, to enhance basic academic skills and measure their comprehension of classes. Also, the Institute has energetically introduced active learning into many subjects, cultivating students' skills in presentation, investigation, and research through surveys, discussions, and in-class presentations.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- In the Department of Animal Bioscience in the Faculty of Bioscience and in the master's programs and doctoral programs in the Graduate School of Bioscience, the curriculum design policies explain only the purpose of fostering human talents, competencies to learn, and educational objectives. These departments and programs should clearly state the basic policies with regard to educational content and methods.

- The curriculum of the doctoral program in the Graduate School of Bioscience is not considered to be a proper combination of research work and course work. Considering the purpose of the course-based graduate school, the doctoral program should offer appropriate educational content.

- In all the departments in the Faculty of Bioscience, students are allowed to take additional credits for summer intensive courses and lectures as a part of the Lake Biwa Rim Regional Consortium Credit Exchange Program despite the fact that the maximum number of credits a student can register for per year is set to 48. This should be improved considering the purpose of the credit system.

- In the doctoral program in the Graduate School of Bioscience, some students complete all the requirements except the dissertation, and leave the Institute before completing their dissertation requirement within the time limit. It is stipulated that when these students submit their dissertations later, even though they do not have enrollment status, they are granted doctoral degrees in the same manner as those students who have been continuously enrolled. This is not an appropriate use of the system. The criteria for granting doctoral degrees should be reconsidered, and in accordance with the purpose of a course-based doctoral program, measures to facilitate the degree completion within the required time frame should also be taken.

Enrollment

- In the Department of Bioscience in the Faculty of Bioscience, the admission cap for transfer students is set, but there are no transfer students. This should be improved.

Student Support

- As a university of natural science which offers many subjects of experiment, it is

preferable to hire a regular medical staff in the first-aid room considering the safety of students. Also, the location of the first-aid room and the number of beds are not welcoming for students. The Institute should establish an appropriate environment for users.

Area of Serious Concern

Faculty and Faculty Organization

- In the Department of Computer Bioscience in the Faculty of Bioscience, an additional professor must be hired to meet the legal requirements.

Enrollment

- The average of the ratios of the last five years of enrolled freshmen to the freshman admission cap and the ratio of enrolled students to the student enrollment cap are high at 1.25 and 1.23 respectively in the Department of Bioscience in the Faculty of Bioscience, at 1.20 and 1.15 respectively in the Department of Animal Bioscience in the Faculty of Bioscience, and at 1.20 and 1.17 respectively in the entire Faculty of Bioscience. Also, the Department of Bioscience in the Faculty of Bioscience does not satisfy the admission cap for transfer students. The faculty must implement enrollment management appropriately.