University Accreditation Results

(Results for Certified Evaluation and Accreditation for University)

Keio University

Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2019	
Accreditation Status: Accredited（Accreditation Period: April 1.2020 – March 31.2027）	

Certified Evaluation and Accreditation Results
for Keio University

Overview

Keio University (hereinafter referred to as the "University") was originally established as a faculty in 1890. Since then, it has developed into its current form as a comprehensive university with 10 faculties and 14 graduate schools. The University's mission and purpose build on the principles advocated by its founder, including "Dokuritsu Jison [Independence and Self-Respect]," "Jitsugaku no Seishin [Science]," "Kihin no Sengen, Chitoku no Mohan [Source of Honorable Character, Paragon of Intellect]," "Hangaku-hankyo [Learning while Teaching, Teaching while Learning]," and "Shachu Kyoryoku [Collaboration within the Company]," and are redefined as a vision or philosophy in response to globalization and other demands of the era. The overall framework of the vision is to become a university "where the best students and researchers come to lead." The vision presents four goals based on this framework, and upholds the philosophy of "Honor & Intellect."

The University has implemented a PDCA cycle through formulation of annual business plans. In order to comprehensively check and review the activities of the entire organization, the University has developed an internal quality assurance system centered around the Internal Accreditation Committee. The purpose of internal quality assurance is "to enhance the quality assurance and standards of education and research." Thus the University has stipulated its intention to promote quality assurance. With regard to procedures, the University has developed a system whereby the check and review planned by the Internal Accreditation Committee are conducted by the Internal Accreditation Expert Committee (hereinafter referred to as the "Expert Committee"), the Committee reports to the Executive Board of Trustees after conducting review from a university-wide perspective, and then an external review is conducted. Check and review results are reflected in the following year's business plan and budget plan through the Executive Board of Trustees. The University has thus established a system for promoting internal quality assurance. Going forward, the University is expected to make the PDCA cycle of quality assurance function more effectively based on intra-organizational cooperation.

As for education, the University carries out a diverse range of educational and research activities that leverage the distinctive features of each faculty and graduate school, in line with its mission and purpose. All faculties have organized a systematic curriculum, and conduct classes that utilize ICT, for example, in order to achieve effective

education. Also conducted are field experiences intended as internships for developing practical and applicable skills and various activities aiming at community revival. Aiming to create a curriculum that appropriately combines course work and research work, the graduate schools offer a variety of subjects as course work based on the curriculum design and implementation policy and, as research work, instruct students to write a thesis under the supervision of multiple faculty members. In order to enhance research quality, the graduate schools adopt a credit transfer program, dual degree program, and double degree program, among others.

The University provides learning support that takes into account the distinctive features of each faculty and promotes active student learning, through remarkable endeavors such as the "peer-mentor" system which is provided by senior students in multiple media centers. Considering social contribution and regional coordination important endeavors in line with its principles, the University promotes regional coordination as an organizational effort with the support of the Office of Community and Regional Affairs and involves students and faculty and administrative staff members in diverse activities. It is highly commendable that the University contributes to the local community and provides students with the opportunity to learn through extracurricular activities in the actual field.

However, there are several issues that should be addressed. Many faculties and graduate schools have not established a degree award policy (diploma policy), curriculum design and implementation policy (curriculum policy), and admission policy for each degree program or degree to be awarded, and some graduate schools have not established a research supervision method and schedule. These shortcomings should be addressed. Some graduate schools do not clearly indicate the criteria for thesis examination. This should be improved.

Going forward, it will be important for the University to engage in quality assurance to further develop its structure in a way that leverages its strengths. To this end, the University should enable its new internal quality assurance system to function effectively and work especially on addressing educational issues.

Notable Strengths

Student Support

- Senior students provide the "peer-mentor" system at the media centers in Hiyoshi, Shonan Fujisawa, and other campuses, through which users can seek advice about

essay writing and presentations, research and papers, and how to study physics, math, and other subjects, for example. In this way, the University promotes learning support between students while taking into account the distinctive features of each campus and faculty. In addition to providing learning consultation by faculty and staff members, the Keio Research Center for Liberal-Arts publishes reference books which are linked to Academic Skills subjects and compiled by students, and thereby promotes learning support between students. It is commendable that the University enhances active student learning.

Social Cooperation and Contribution

● The University is actively engaged in community revival through industry-academia cooperation. As part of its SDGs efforts, and with the support of the Office of Community and Regional Affairs, the University has carried out the Keio Minami-Sanriku Project, in which students engage in forest management and the distribution and processing of timber in Miyagi Prefecture, and has capitalized on the research results of the Institute for Advanced Biosciences, Keio University, to established multiple healthcare venture firms in the Tsuruoka Town Campus of Keio, of which purpose is to conduct cutting-edge research and disseminate information. Such activities have provided intellectual contribution to the local community by leveraging the features of each organization and campus. By involving students and faculty and staff members in these activities, the University has contributed to the local community and also provided students with the opportunity to learn through extracurricular activities in the actual field. This is a commendable achievement.

Suggestions for Improvement

Educational Program and Outcome

● The Master's Program and Doctoral Program in the Graduate School of Letters, Master's Program in the Graduate School of Business and Commerce, Master's Program and Doctoral Program in the Graduate School of Medicine, Master's Program and Doctoral Program in the Graduate School of Media and Governance, and Doctoral Program in the Graduate School of Health Management do not clearly indicate the examination criteria for theses and special assignment research results.

This should be improved.

- The maximum number of credits that students can register for in a single year is high at 54 in the Faculty of Science and Technology. In the Faculty of Letters, the maximum number of credits that first-year students can register for in a single year is high at 52, and they are allowed to register for optional subjects in excess of the limit. Due to this, a considerable number of first-year students in the Faculty of Science and Technology and fourth-year students in the Faculty of Letters actually register for a large number of credits, thus rendering the limits ineffective. Other than setting these limits, no other satisfactory measures have been taken to give substance to credits in both faculties. Therefore, the University should improve the situation in view of the purpose of the credit system.

- The relationship between the learning outcomes indicated in the degree award policy and the measurement methods based on the results of the assessment of academic achievement, questionnaire surveys, and papers of currently provided subjects is unclear. Therefore, the University should make improvements so that each faculty and graduate school can appropriately grasp and assess learning outcomes.

Student Enrollment

- In the last five years, the average of ratios of freshman enrollment to the freshman enrollment cap and the ratio of student enrollment to the student enrollment cap are high at 1.01 in the Department of Medicine, School of Medicine. The University should thoroughly implement quota management in the school.

- The ratio of student enrollment to the student enrollment cap is low at 0.43 in the Master's Program in the Graduate School of Law, 0.28 in the Master's Program in the Graduate School of Business and Commerce, and 0.13 in the Doctoral Program in the Graduate School of Business Administration. The University should thoroughly implement graduate school quota management.

Faculty and Faculty Organization

- With the exception of the Professional Degree Program, the graduate schools do not implement unique FD activities related to educational improvement. FD activities

should be appropriately implemented for all Master's Programs and Doctoral Programs or in the respective graduate schools.

Recommendation

Educational Program and Outcome

● The Graduate School of Health Management and Graduate School of Pharmaceutical Sciences have not established a degree award policy for each degree program. The Faculty of Science and Technology, Faculty of Letters (distance learning program), Graduate School of Law, Graduate School of Human Relations, Graduate School of Science and Technology, and Graduate School of Pharmaceutical Sciences have not established a degree award policy for each degree to be awarded. The Faculty of Law, Faculty of Science and Technology, Faculty of Policy Management, Faculty of Environment and Information Studies, Faculty of Letters (distance learning program), Faculty of Law (distance learning program), Graduate School of Economics, Graduate School of Law, Graduate School of Human Relations, Graduate School of Medicine, Graduate School of Science and Technology, Graduate School of Business Administration, Graduate School of Media and Governance, and Graduate School of Media Design do not indicate the learning outcomes, including knowledge, skills, and abilities, that students must acquire to receive the relevant degree in the degree award policy, and the Graduate School of Business and Commerce does not indicate the learning outcomes for each degree program. These policies should be corrected appropriately.

● The Graduate School of Business and Commerce, Graduate School of Health Management, Graduate School of System Design and Management, and Graduate School of Media Design have not established a curriculum design and implementation policy for each degree program. The Faculty of Science and Technology, Faculty of Letters (distance learning program), Graduate School of Law, Graduate School of Science and Technology, Graduate School of Health Management, and Graduate School of System Design and Management have not established a curriculum design and implementation policy for each degree to be awarded. The Faculty of Business and Commerce, Faculty of Policy Management, Faculty of Environment and Information Studies, Faculty of Pharmaceutical Sciences, Faculty of Letters (distance learning program), Graduate School of Economics, Graduate School of Science and

Technology, Graduate School of Health Management, Graduate School of System Design and Management, Graduate School of Pharmaceutical Sciences, and Graduate School of Law do not indicate the basic ideas on curriculum organization and implementation in the curriculum design and implementation policy. These policies should be corrected appropriately.

- The Master's Program and Doctoral Program in the Graduate School of Letters, Master's Program and Doctoral Program in the Graduate School of Economics, Master's Program in the Graduate School of Law, Master's Program and Doctoral Program in the Graduate School of Business and Commerce, Master's Program and Doctoral Program in the Graduate School of Medicine, Master's Program and Doctoral Program in the Graduate School of Science and Technology, Doctoral Program in the Graduate School of Health Management, Doctoral Program in the Graduate School of System Design and Management, and Master's Program and Doctoral Program in the Graduate School of Pharmaceutical Sciences have not established a research supervision method and schedule in the form of a research supervision plan. A plan should be established and presented to students in advance.

Student Enrollment

- The Graduate School of Law, Graduate School of Human Relations, Graduate School of Business and Commerce, Graduate School of Medicine, Graduate School of Science and Technology, Graduate School of Media and Governance, Graduate School of Health Management, Graduate School of Pharmaceutical Sciences, Graduate School of System Design and Management, and Graduate School of Media Design have not established an admission policy for each program. The Doctoral Program in the Graduate School of Economics does not clearly indicate the ideal student profile in its policy. These policies should be corrected.