

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

Kitasato University



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

Overview

Kitasato University (hereafter, the University) was established in 1962 in commemoration of the 50th anniversary of the Kitasato Institute, its parent organization founded in 1914. The University has its main campuses in Minato-Ward, Tokyo; Sagami-hara City, Kanagawa Prefecture; and Towada City, Aomori Prefecture. It maintains its founding spirit, named the Spirit of Kitasato, : “Kaitaku”, the spirit of pioneering; “Ho-on”, the spirit of gratitude; “Eichi-to-jissen”, the spirit of wisdom and practice; and “Futo-fukutsu”, the spirit of persistency. It offers seven undergraduate schools (the School of Pharmacy, the School of Veterinary Medicine, the School of Medicine, the School of Marine Biosciences, the School of Nursing, the School of Science, and the School of Allied Health Science) and seven graduate schools (the Graduate School of Pharmaceutical Sciences, the Graduate School of Veterinary Sciences, the Graduate School of Marine Biosciences, the Graduate School of Nursing, the Graduate School of Science, and the Graduate School of Medical Sciences and the Graduate School of Infection Control Sciences) and has grown into a comprehensive university for the life sciences.

After its accreditation review by the Japan University Accreditation Association (JUAA) in 2009, the University formulated its board policies for each term as a future vision in 2012 and 2016. Through a system of focused policy decisions and by leveraging its pioneering clout in the life sciences, the University has made efforts to foster an academic and research environment that cultivates global human resources and return research results to society. The University has also taken seriously the points suggested in the previous accreditation and has earnestly sought to make improvements. However, issues remain concerning the current systems in the School of Pharmacy and the School of Veterinary Medicine that make special concessions for students who fail to complete freshman courses.

Unique features identified in this accreditation review include the University’s utilization of its medical and health care related schools by promoting education on “Interprofessional Health Care Program” to train and cultivate practitioners of safe, high-quality and effective medical care through functional collaboration among various students and professionals. In addition, the University also promotes educational programs that feature “Collaboration of Agricultural Science and Medical science” to pursue the integration of knowledge in the agricultural and medical fields. These efforts are highly commendable.

However, with regard to internal quality assurance, the Self-Study Committees in undergraduate schools and graduate schools do not work as stipulated in the regulations, and it is urgent that the University restructure them into an effective system for implementing improvements. Under the leadership of the president, the faculty and staff should work together to ensure that the self-study of the entire university and each section is well coordinated, and develop the system of internal quality assurance across the University.

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the University offers educationally effective curricula that result in high student satisfaction. In particular, in cooperation with the undergraduate schools related to medical science and four university-affiliated hospitals, the University has carried out its Interprofessional Health Care Program to foster the development of safe, highly qualified practitioners within an

educational environment that is suitable for interprofessional education. It provides opportunities for students to acquire comprehensive practical skills such as knowledge and expertise of other professions as well as mutual understanding and cooperation through systematic programming consisting of lectures, exercises, and clinically-set hospital training in Interprofessional Health Care Program.

- It is also commendable that the University makes efforts to foster problem-solving skills that engage multiple perspectives from agriculture and medicine, and that these skills are also highly effective educationally in improving the overall mastery of the students who took the course. In particular, the University offers a cross-disciplinary education that develops generic and practical skills centered on food and health, animal-mediated medical care, and diffusion of Eastern medicine through the integration of knowledge from both the agricultural and medical fields. It also established the Center of Education and Research for Agromedicine in 2013 to advance the development and support of this program.
- It is commendable that the University supports its faculty and students in activities that have helped to produce ripple effects in academic international exchange programs and high school education. In particular, with the Presidential Grant Fund, the University provides financial support for a project that is selected via an on-campus open competition to promote educational reform within the University. For example, a preliminary study tour to investigate the feasibility of a short-term study abroad program to enhance language education. As a result, a study abroad program was introduced, and students who attended were highly satisfied with this program. Furthermore, the School of Nursing introduced distance education utilizing a cloud-based educational support system in the subject of midwifery practice. As part of the program, students who aim to become midwives sometimes visit high schools and give presentations on midwifery and issues of pregnancy to high school students. One of these high school students wrote about the experience and was awarded a prize in a prefecture-sponsored contest, and the faculty member in charge of the program was commended for the efforts of the School of Nursing.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- The acceptance criteria of the fourth-year common tests (CBT and OSCE), the fifth-year comprehensive test, and the sixth-year comprehensive test in the School of Medicine are not disclosed to students in advance. This should be improved.

Enrollment

- The average of the ratios of the last five years of enrolled freshmen to the freshman admission cap is high at 1.01 in the School of Medicine, 1.24 in the School of Marine Biosciences, and 1.22 in the Department of Biosciences of the School of Science. These numbers should be improved. Also, the ratio of enrolled students to the student enrollment cap is high at 1.04 in the School of Medicine. This should be improved.
- In the School of Nursing, the ratio of transfer students to the transfer student admission cap is low at 0.40. This number should be improved.

Education and Research Environment

- As regular staff, any librarian or the other staffs with professional knowledge has

not been hired in the library on the Towada Campus. This should be improved.

Internal Quality Assurance

- In each undergraduate and graduate school, self-study is done by its own committees, not by the Self-Study Committee as stipulated in the Self-Study Regulation. Also, the role of the University-wide Self-Study Committee is not clearly defined. The self-studies of each school do not link to the one of the entire University, and as a result the University has not made improvements or reforms based on the self-study of the entire university. Review systems, regulations, and the definitions of roles of and responsibilities should be reviewed and appropriate self-study implemented to develop an effective internal quality assurance system.