

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

Kyoto Sangyo University



Basic Information of the Institution	
Ownership: Private	Location: Kyoto, 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 Kyoto Sangyo University

Overview

Kyoto Sangyo University (hereafter, the University) began in 1965 with two faculties, the Faculty of Economics and the Faculty of Science. The University established new faculties and graduate schools and has undergone a reorganization. Currently, the University contains eight faculties: the Faculty of Economics, the Faculty of Business Administration, the Faculty of Law, the Faculty of Foreign Studies, the Faculty of Cultural Studies, the Faculty of Science, the Faculty of Computer Science and Engineering, and the Faculty of Life Sciences; and ten graduate schools: the Division of Economics, the Division of Management, the Division of Law, the Division of Foreign Languages, the Division of Science, the Division of Engineering, the Division of Frontier Informatics, the Division of Life Sciences, Law School, and the Division of Economics Correspondence Education. In Kyoto City, Kyoto Prefecture, the University enriched its campus amenities (campus space and learning environment) and renovated the campus to make it barrier-free based on “Koyama Nature College Plan.” Following its founding spirit of “fostering human resources for the coming society,” the University defined its educational philosophy as meeting the needs of a new era and build upon the founding spirit with a contemporary focus: “cultivating talented individuals with self-control who are highly creative, have a strong sense of social responsibility, and are capable of taking an active role in and outside of Japan.” Thus, the University is engaged in educational and research activities that help students gain ideas and an international mindset by “not only acquiring a deep understanding of the characters and historical significance of cultures particular to Japan, but also becoming well versed in the cultures and civilizations of various other countries and acquiring a view of international ways of thinking accepted throughout the world.”

After its accreditation review by Japan University Accreditation Association (JUAA) in 2009, the president has played a leading role in devising reforms that address self-study and has led university-wide and systematic efforts to improve both superstructure and infrastructure. Furthermore, in 2014 the University has made improvements and reforms, such as inspection by the Progress Review Committee of Grand Design and the development of a mid- and long-term plan, “Koyama Style 2030.”

The current accreditation review notes that the University has made efforts to establish a mechanism whereby the opinions and suggestions of a students’ faculty development (FD) group focusing on class improvements are actively and continuously taken into consideration for university-wide FD initiatives. These efforts have resulted in notable outcomes, including enrichment activities that incorporate students’ perspectives; higher employment rates through career development support education and consistent career support beginning in the lower grades; and a number of activities for social and community contribution, such as a joint project for developing an epidemic-prevention kit.

However, in some faculties the quality of syllabi varies, and in graduate schools several issues have been identified regarding enrollment management. These issues should be improved.

The Law School was accredited as a professional graduate school by Japan Law Foundation in the latter half of 2014. Thus, the current JUAA examines improvements made after that time from the standpoint of University Accreditation (institutional certified evaluation and accreditation).

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the improved educational methods that involve adopting students' perspectives have been effective. As part of University-wide FD activities, the Center for Research and Development for Educational Support has actively and continuously engaged in collaboration with a students' FD group (SAN) to address class improvement. Specifically, while monitoring students in meetings with the student FD group and receiving feedback from students before the sixth week of the term, the center offers students the suggested improvement by faculty within one week. Professor-Student Dialogue(Taiwa) Sheet/Questionnaire on Classes has been implemented across all subjects, resulting in outcomes including the addition and change of syllabus items.

Student Support

- It is commendable that the University has carried out systematic and step-by-step support to assist students with studying, future course selection, and career/employment counseling from admission to graduation, resulting in an increased focus on learning and higher employment rates. For example, the Center for Academic Affairs played a leading role in developing the TSUNAGI Project, an integrated student study support system that takes effect before admission and extends to graduation and incorporates the academic support system of each faculty. Also, the MUSUBIWAZA Co-op Program is a long-term internship for third-year students where participants individually seek opportunities with companies in the Center for Career Support and Center of Research & Development for Cooperative Education. Their outcomes and consultation records are assembled into a learning portfolio.

Social Cooperation and Contribution

- It is commendable that the University has targeted a more effective collaborative base and social contribution through research and has contributed to local communities while making use of its geographical advantages. For example, the Avian Influenza Research Centre, in collaboration with Kyoto Prefecture and businesses, has developed an epidemic-prevention kit to help prevent the spread of domestic animal infectious diseases and has helped Kyoto develop an infectious disease prevention system. In addition, while actively dispatching volunteers for disasters in various parts of Japan as an effort to solve social challenges, such as preventing epidemic and disaster, the University utilized "Musubiwaza-kan" as a base for volunteer activities in accordance with an agreement with Shimo-gyo Ward, Kyoto City. Furthermore, the University has opened learning programs for elementary and high school students in astronomy studies in collaboration with research activities at Koyama Astronomical Observatory and regularly offers several lifelong learning programs, "Musubiwaza Kouza," to the public.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- In each the doctoral programs in the Division of Economics, the Division of Law, the Division of Engineering, and the Division of Frontier Informatics, the

curriculum does not appropriately combine research with course work. Considering the purpose of a course-based graduate school, the curriculum should be revised to offer educational content appropriate to the program.

- In the Faculty of Economics, the Faculty of Business Administration, the Faculty of Foreign Studies, the Faculty of Cultural Studies, the Faculty of Science, the Division of Science and the Division of Life Sciences, some subjects provide detailed information in the syllabus while others do not. The syllabus should be improved to better serve students.
- Student Learning Outcome Assessment Questionnaire and open classes inviting unaffiliated faculty members are implemented as university-wide FD activities, but in the Division of Economics and the Division of Science, no attempt has been made for the analysis of survey results and FD activities needed for each graduate program. This should be improved.

Enrollment

- The ratio of transfer students to the transfer student admission cap is low at 0.57 in the Department of Economics of the Faculty of Economics, 0.25 in the Department of Social Management in the Faculty of Business Administration, 0.55 in the Department of Law, and 0.50 in the Department of Interdisciplinary Studies in Law and Policy in the Faculty of Law. These numbers should be improved.
- The ratio of enrolled students to the student enrollment cap is low at 0.15 in master's program in the Division of Economics, 0.25 in the master's program in the Division of Law, 0.27 in the master's program in the Division of Foreign Languages, and 0.07 in the doctoral program in the Division of Economics. There are no students in the doctoral programs in the Division of Frontier Informatics. These numbers should be improved.