

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

**Hannan University**

<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Osaka, Japan
<b>Accreditation Status</b>	
Year of the Review: 2012	
Accreditation Status: accredited (Accreditation Period: April 1, 2013 – March 31, 2020)	
<b>Related Links</b>	
Hannan University: <a href="http://www.hannan-u.ac.jp/english/">http://www.hannan-u.ac.jp/english/</a>	
Full Text of the Accreditation Results (in Japanese): <a href="http://www.juaa.or.jp/accreditation/university/result_2012.html">http://www.juaa.or.jp/accreditation/university/result_2012.html</a>	
Accreditation Standards, Process and other related information (in English): <a href="http://www.juaa.or.jp/en/accreditation/university.html">http://www.juaa.or.jp/en/accreditation/university.html</a>	

## Certified Evaluation and Accreditation Results for Hannan University

### Notable Strengths

#### *Educational content, methods, and outcomes*

- It is commendable that Hannan University has made efforts to nurture students to be independent persons of talent who are skilled in problem-solving. For example, the university touts its strength in supporting students as they secure employment after graduation through its unique Career Support Program (CSP). The CSP consists of three sub-programs: the Career Education Program, the Job-hunt Support Program, and the Qualification Support Program. These are mutually linked to support students as they develop their careers. Notably, the Career Education Program offers Entrepreneurial Education workshops for students starting their businesses on campus, internships, and Career Seminars for identifying and solving problems in the local community.

#### *Social cooperation and contribution*

- It is commendable that the university has made efforts to contribute to the local community by connecting local companies and municipalities to the knowledge and research findings accumulated by the university. For example, the university has set up the Center of Support for SMEs and Entrepreneurs in Yodoyabashi in Osaka City, which offers counsel on starting and managing businesses. The Center has collaborated with the Osaka Prefectural Association of Small Business Entrepreneurs to offer continuing education courses to prospective executives of these companies, concerning not only management but also the economy and cultural issues in Osaka.

### Suggestions for Improvement

#### *Faculty and faculty organization*

- Efforts to improve the quality of faculty members are insufficient, though there have been some efforts to improve course content and teaching methods. The university should strengthen the efforts on this front.
- With the exception of a very few Faculties, there are faculty members without any research accomplishments. University-wide systems to promote original research activities are lacking and, therefore, the university should create such systems.

#### *Educational content, methods, and outcome*

- The maximum number of credits that students can register for per year are high—at 52 for fourth year students in the Faculty of Business and for all students in the Faculty of Management Information. The university should revise the maximum in accordance with the purpose of the credit system.

#### *Enrollment*

- In the last five years, the average of the ratios of enrolled freshmen to the freshman admission cap is high at 1.27 in the Faculty of International Communication, 1.26 in the Department of International Communication, 1.29 in the Faculty of Business, and 1.27 in the Faculty of Management Information.

These numbers should be improved.

- The ratio of transfer students to the transfer student admission cap is low at 0.15 in the Department of International Communication in the Faculty of International Communication. This should be improved.

*Internal quality assurance*

- The university has established a Committee on Self-study with sub-committees such as the Committee to Examine Basic Matters and the Planning and Implementation Committees under its auspices. However, absence of coordination between these committees has hampered the use of results for prompt action leading to improvement. To assure quality, the university should clearly define steps for improvement and coordinate its committees, departments, and systems.