

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

Fukuoka University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Fukuoka, Japan
<b>Accreditation Status</b>	
Year of the Review: 2015	
Accreditation Status: Accredited (Accreditation Period: April.01.2016 – March.31.2023)	

## Certified Evaluation and Accreditation Results for Fukuoka University

### Overview

Fukuoka University (hereafter, the University), whose predecessor was Fukuoka Higher Commercial School (founded in 1934), was established as the Fukuoka College of Commerce, a university under the postwar education system. In 1956, Fukuoka College of Commerce was renamed Fukuoka University. Currently, the University has nine faculties (Humanities, Law, Economics, Commerce [including evening school], Science, Engineering, Medicine, Pharmaceutical Sciences, and Sports and Health Science), nine graduate schools (Humanities, Law, Economics, Commerce, Science, Engineering, Medical Sciences, Pharmaceutical Sciences, and Sports and Health Science), and one professional graduate school (the Institute for Legal Practice). The University has its campus in Fukuoka City, Fukuoka Prefecture, and has the founding spirits of “prominent and consistent ideas,” “moderate and neutral,” and “unaffected and sincere,” as well as “vigorous acting,” and is engaged in education and research activities.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2008, the University has conducted a comprehensive revision of the “Self-Study and Evaluation Regulations for the School Corporation Fukuoka University” and has embarked on the reformation of the system for internal quality assurance.

It is commendable that the University has made contributions to the local society by utilizing its features, and has reflected the locality in its education content. The University as a whole, as well as each faculty and graduate school, has instituted a wide range of cooperative programs with the local community from the perspective of locality, which is emphasized in the concept of educational research based on the founding spirits.

However, the University still has several issues to address. University matters, such as providing students with sufficient explanation about the credit system and conducting and analyzing questionnaire surveys of classes (which needed to be solved uniformly and impartially), have been handled by each faculty and graduate school in its own distinct way and insufficient manner. JUAA hopes that the University will improve these issues in the future. Furthermore, the University is expected to constantly and effectively maintain a functional system with regard to a new system for internal quality assurance.

Prior to this accreditation review, the Institute for Legal Practice had already undergone professional graduate school accreditation review by Japan Law Foundation in 2012. Thus, JUAA reviewed the Institute this time by examining the improvements from 2012 onward from the standpoint of University Accreditation (institutional certified evaluation and accreditation).

### Notable Strengths

#### *Educational Content, Methods, and Outcome*

- It is commendable that the University has considered local society by introducing “Living in Our Time ” and “Basic Disaster Prevention,” two omnibus lectures that teach scientific knowledge about disaster prevention and practical methods to deal with disasters. The University has also encouraged students in several majors to take these classes to help decrease the impact of disasters on society and cultivate their disaster-prevention skills.
- It is noteworthy that the Faculty of Engineering, as part of the support program for undergraduate education, has worked for improvement in first-year students’

motivation to learn and enhancement of basic engineering education. The efforts include the consolidation of introductory education, such as mastery of basic knowledge and team building, both of which have led to an improvement in basic academic skills and a faculty-wide decrease in the rate of holdovers.

#### *Social Cooperation and Contribution*

- Based on its university-wide policies, the University has worked for a variety of social cooperation and social contribution activities by making use of its features as a comprehensive university. In particular, the “Community Exchange Salon” (which was established by a cooperative agreement between the University and Fukuoka City for contributions to development of the local community and the cultivation of persons of talent through exchanges and cooperation of their intellectual, human, and material resources) has not only been used for a wide range of activities, such as interactions among community residents, but also has published leaflets about activities that contribute to the community in order to inform residents of the University’s various efforts. In addition, it is commendable that the University has contributed to the community through such activities as “Entrepreneur Exchange School,” which has been held by the Faculty of Commerce (including its evening school) for the purpose of promoting students’ sense of independence and self-support through interactions among alumni and businesspeople in planning and management positions, students, and faculty members.

#### **Suggestions for Improvement**

##### *Educational Content, Methods, and Outcome*

- The curriculum design policy in the School of Nursing in the Faculty of Medicine does not indicate the basic ideas on the content and method of education. This should be improved.
- The master’s and doctoral programs in economics major in the Graduate School of Economics, and pharmaceutical health science major and pharmaceutical science major in the Graduate School of Pharmaceutical Sciences do not indicate separate policies on degree award. The master’s and doctoral programs in economics major in the Graduate School of Economics, and commerce major in the Graduate School of Commerce, do not separately indicate curriculum design policies. Also, with regard to the policy on degree award, each doctoral program in the Graduate School of Humanities (except socio-cultural studies major), each master’s and doctoral program in public law major and civil and criminal law major in the Graduate School of Law, economics major in the Graduate School of Economics, commerce major in the Graduate School of Commerce, and in the Graduate School of Science (except master’s program in applied physics major), and information and control systems major in the Graduate School of Engineering, the Graduate School of Medical Sciences (except nursing major), and sports and health science major in the Graduate School of Sports and Health Science do not indicate the required learning outcomes for the completion of programs. Furthermore, with regard to the curriculum design policy, the following programs do not indicate the basic ideas on educational contents and methods: economics major in the Graduate School of Economics, commerce major in the Graduate School of Commerce, nursing major in the Graduate School of Medical Sciences, and pharmaceutical health science major and pharmaceutical science major in the Graduate School of Pharmaceutical Sciences (except the integrated pharmaceutical course in pharmaceutical health

science major). These policies should be improved.

- The curricula of the doctoral program in commerce major in the Graduate School of Commerce do not appropriately combine research work and course work. Considering the purpose of a credit-based degree-granting system, the doctoral program should offer appropriate educational contents.
- Questionnaire surveys of classes are conducted by each faculty or center, and the results are also analyzed by each entity. The University should consider establishing a system to improve educational content and methods and make systematic efforts for improvement.
- In the master's and doctoral programs in the Graduate School of Law, the Graduate School of Economics, the Graduate School of Science, the Graduate School of Engineering, and the Graduate School of Pharmaceutical Sciences, and the doctoral program in the Graduate School of Commerce, students are not sufficiently informed about the schedules of research guidance or the research guidance plan. This should be improved.
- In the public examination for the doctoral degree in the Graduate School of Medical Sciences, the degree candidate's research advisor serves as the main examiner of that candidate's dissertation. From the perspective of objectivity and fairness, this should be improved.
- The examination criteria for the degree-seeking thesis or dissertation are identical for the master's and doctoral programs in the Graduate School of Sports and Health Science. Each program should define its own criteria.

#### *Enrollment*

- In economics major in the Graduate School of Economics and commerce major in the Graduate School of Commerce, the master's and doctoral programs do not have separate admission policies. Also, in each program in economics major in the Graduate School of Economics, pharmaceutical health science major and pharmaceutical science major in the Graduate School of Pharmaceutical Sciences, sports and health science major in the Graduate School of Sports and Health Science, and recycling and eco-technology major in the Graduate School of Engineering, the target students are not clearly defined in the admission policies. This should be improved.
- The ratio of enrolled students to the student enrollment cap is high at 1.25 in the Department of Business Management in the Faculty of Commerce, at 1.01 in the School of Medicine in the Faculty of Medicine, and at 2.20 in the master's program in the Graduate School of Economics, while low at 0.30 in the master's program in the Graduate School of Pharmaceutical Sciences, at 0.20 in the doctoral programs in the Graduate School of Law, at 0.18 in the doctoral program in the Graduate School of Science, and at 0.35 in the Institute for Legal Practice. These numbers should be improved.