

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

The International University of Kagoshima

Basic Information of the Institution	
Ownership: Private	Location: Kagoshima, Japan
Accreditation Status	
Year of the Review: 2012	
Accreditation Status: accredited (Accreditation Period: April 1, 2013 – March 31, 2020)	
Related Links	
The International University of Kagoshima: http://www.iuk.ac.jp/english/	
Full Text of the Accreditation Results (in Japanese): http://www.juaa.or.jp/accreditation/university/result_2012.html	
Accreditation Standards, Process and other related information (in English): http://www.juaa.or.jp/en/accreditation/university.html	

Certified Evaluation and Accreditation Results for the International University of Kagoshima

Notable Strengths

Educational content, methods, and outcome

- It is commendable that the International University of Kagoshima has made efforts to improve instructional methods. For example, the Educational Development Center plays a core role in organizing open classes by all faculty members (including those who serve concurrent positions) and recommends that faculty attend such classes more than once. After attending the open classes, faculty members write “Class Participation Records,” which serve as the basis for lively discussion on teaching. In addition, end-of-term questionnaires on classes are filled out by students and compiled. The results are published in the Faculty Development (FD) Activity Report published every year to give appropriate feedback to faculty on how to improve instruction. These measures help the faculty, staff, and students review instruction and learning experience based on the syllabus, as they jointly engage in the endeavor to improve teaching effectiveness, through feedback via multilateral course evaluations.

Student support

- It is commendable that the university supports student learning. In particular, the university has established two student information systems to monitor class attendance and study progress: the Live Campus and the Web Career Portfolio. Faculty members monitor student attendance and progress by using these systems and personalize guidance for individual students. In addition, these systems help students reflect on their academic performance and set academic goals (“benchmarks”) based on their online portfolio. These measures allow students to manage and work through their learning plans on their own.
- It is commendable that the university actively engages in raising student awareness regarding employment from the beginning of their college career. For example, through projects such as the University Education and Student Support Project and the Nurturing Employability of University Students Project, the university has made efforts to develop faculty and staff members’ knowledge and skills in counseling students and to nurture career counselors, who are able to listen to, communicate with, and think things through with students. Of special mention are programs such as the Internship, the Fieldwork, and the Three-day Mock CEO Secretary Experience programs, and distribution of a publication entitled *the Career Note*. Students’ use of the Community Room, a study room for students, has also been productive, suggesting that students are motivated and have become more active.

Administration and finance

- It is commendable that the university offers training sessions outside the university to develop the basic abilities of the university staff to cope with the demand for increasing complexity in higher education administration. For example, the university has established an off-campus training system that partially funds off-campus training courses for core staffers. It has also implemented overseas language training opportunities for staff. Positive results have included eight staffers obtaining qualifications as career counselors and another three acquiring master’s degrees in professional graduate schools.

Suggestions for Improvement

Educational content, methods, and outcome

- In undergraduate education, the policies for awarding bachelor's degrees and for the content and ideas behind organizing and implementing the curricula differ according to each Faculty and Department. A consensus should be formed throughout the university and appropriate policies should be established.
- The maximum number of credits students can register for is high at 52 for third and fourth year students in the Faculty of Economics. In the Faculty of Welfare Society, the number is high at 52 for fourth year students in the Department of Social Studies, and 52 for second, third, and fourth year students in the Departments of Social Welfare and the Department of Child Studies. This number is also set high at 52 for fourth year students in the Faculty of Intercultural Studies. These numbers should be improved in accordance with the purpose of the credit system. The number is also high for transfer students in these Faculties and Departments, and should be improved.
- In the Graduate School programs, the syllabi vary in terms of specifics in course content description, course schedule, and grading policies and criteria. This situation should be improved.
- The Graduate School programs—excepting the doctoral programs in the Graduate School of Economics and the Graduate School of Social Welfare—do not indicate the criteria for examining degree-seeking dissertations, and so the students are not informed about them. This should be clarified in the Student Handbook (and other handbooks).
- In the doctoral programs, some students complete all the requirements except the dissertation, and leave the university before completing the dissertation requirement within the time limit set by the university. Later, when these students submit their dissertations, even though they do not have enrollment status, they are granted doctoral degrees in the same manner as students continuously enrolled. This is an inappropriate use of the system and should be corrected. The university should modify the ways it has addressed this problem, and, in accordance with the purpose of having course-based doctoral programs, should create measures to encourage degree completion within the required time frame.

Enrollment

- In the Department of Child Studies in the Faculty of Welfare Society, the ratio of enrolled students to the student enrollment cap is high at 1.20, which should be improved.

Administration and finance

- The powers and authorities of the President, Chairs of each Faculty, and Chairs of each Graduate School should be clarified in the University Regulations. Graduate School Chairs are selected according to customary practices without a succinct policy that stipulates the procedures and processes of appointment. This should be improved.
- The university has formed the Committee for Examining Total Personnel

Expenditures and decided to decrease personnel expenditure by lowering the retirement age. It has also formed the Committee to Deliberate University Reforms, which has made plans for the system of education and research as well as reforms in personnel cost cutting. Even so, the future offers dire prospects. Thus, these plans should be steadily enforced. New students should be aggressively recruited and swift financial reform implemented by reviewing the mid- to long-term fiscal plans on a yearly basis.

Area of Serious Concern

Enrollment

- In the last five years in the Faculty of Intercultural Studies, the average of the ratios of enrolled freshmen to the freshman admission cap is low at 0.67, and the ratio of enrolled students and the student enrollment cap is low at 0.69. In the Department of Intercultural Studies, established in 2011, the ratio of enrolled freshmen to the freshman admission cap is low at 0.74 in the first year of establishment. These numbers must be improved.