

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

Kurume University



Basic Information of the Institution	
Ownership: Private	Location: Fukuoka, Japan
Accreditation Status	
Year of the Review: 2013	
Accreditation Status: accredited (Accreditation Period: April.01.2014 – March.31.2021)	

Certified Evaluation and Accreditation Results for Kurume University

Notable Strengths

Educational content, methods, and outcome

- It is commendable that the School of Medicine emphasizes students' written reflection activity for the purpose of cultivating the ability to think when they are face-to-face with patients. In the School of Medicine, all students set their own objectives for the year on the first day of the school year. The objectives are shown to the student's guardian in November, and the student looks back them at the end of the school year. Regarding daily experiments and practicums, the portfolio and reports always have a column for reflection, and students are constantly required to do self-evaluation. This is an appropriate way to foster practical persons of talent proposed in the mission statement of the University.
- It is commendable that the University offers experience-based practical classes that cultivate active learning as a way to achieve the mission of the University. The Psychology Internship in the Department of Psychology and the Practicum and Seminar in the Department of Information Sociology in the Faculty of Literature offer original practicums through collaboration with the professor in charge and those organizations that accept student interns. The students are actively involved in the operation of the classes; for example, they conduct the prior investigation, make presentations, and publish a final report.
- It is commendable that the Student-Faculty Communication Conference is an effective means to improve education content and teaching methods. The Graduate and Professional School of Law holds the annual Student-Faculty Communication Conference, which accepts broad opinions and requests on the curriculum, facilities, and student life from student representatives. The curriculum was reformed as a consequence of the Conference, and the Conference is well-regarded by students.

Student support

- It is commendable that the School of Medicine offers detailed and careful support paying attention to the needs of each student. To support students in their studies, the School of Medicine and the School of Nursing place a professor in charge each year. The School of Medicine has a long-lasting and successful on-campus consulting system, and the same professor takes care of the same small group of students from freshman year to graduation. The School of Nursing has introduced an advisor system, and the School holds a Class Communication Meeting as well as individual guidance sessions when necessary, and provides appropriate supervision. The School of Nursing also addresses the needs of students with developmental disabilities by implementing campus-wide measures in collaboration with the pediatricians in the School of Medicine.

Social cooperation and contribution

- It is commendable that the University has made an effective contribution to the local communities by promoting voluntary participation of students to social collaboration and social contribution activities, and at the same time participation

to these activities facilitate the growth of their autonomy In the Faculty of Literature, through the Syu-Katsu (Revitalization by Japanese wine) Project and the Sweets Project, students developed products in collaboration with local industries to help revitalize the local area. Also, the International Center makes a significant contribution to the local community by sending international students as interpreters or counselors for the foreign residents of Kurume City.

- It is commendable that the University's academy—industry—government collaboration effort has produced good results and made contribution to the local communities. Working with the Kurume City Office and local industries, the University established the Investigative Commission for Academy—Industry—Government Collaboration, and started an effort to create a new industry by integrating the needs of local industries with the research results prepared by the University. The Investigative Commission chose the issues of caring and rehabilitation, and produced good results contributing the local community by creating the first prototype of equipment to move a person from a bed to a wheelchair.

Administration and finance

- It is commendable that the Mentoring System has improved the quality of the staff, and the fostering cycle is working effectively. The Mentoring System is a training opportunity offered to the new staff. The responsible mentor regularly sets objectives for each new staff member, who then reports on his or her achievements. The mentoring staff or the immediate manager make comments on the reports, facilitate reflective activities, and give appropriate directions or advices.

Internal quality assurance

- It is commendable that the internal quality assurance system of each unit works effectively in increasing awareness for the review and evaluation process and clarifying future agendas. Each Faculty, School, and Institute works appropriately with the PDCA cycle. Based on the results of evaluation summarized by the Individual Self-Study and Evaluation Committee, the University's Specialized Self-Study Committee examines results across Faculties and Schools, and the Entire School Self-Study and Evaluation Committee, headed by the University President examines the current situation alongside University policy for improvement and reform. When necessary, the University may set up the Advisory Committee under the President. In addition, the External Evaluation Committee was set up in order to objectively examine the appropriateness of the review and evaluation activities, and reinforces the internal quality assurance system.

Suggestions for Improvement

Educational content, methods, and outcome

- Regarding degree granting policy, the Graduate School of Medicine and the Graduate School of Comparative Studies of International Cultures and Societies do not define the required outcomes, competencies, and standards for completing the programs. In the Faculty of Literature, the requirements for completing the programs are not clearly differentiated from the purpose of fostering persons of talent, and in the Graduate School of Business Administration, those requirements are not concrete. These points should be improved. In the Graduate School of Psychology, the design and implementation of the curriculum is not clearly

differentiated from the purpose of fostering the persons of talent or the purpose of education. This should be improved.

- In the School of Medicine, the plan for research guidance is not widely disseminated to the students. This should be improved.
- The Graduate School of Comparative Studies of International Cultures and Societies has not offered any faculty development activities of its own to improve educational content and methods. This should be improved.
- The criteria for examining degree-seeking thesis is monolithic, and each School and program should set its own criteria.
- In the School of Medicine, the Graduate School of Comparative Studies of International Cultures and Societies, and the Graduate School of Psychology, some students complete all the requirements except the dissertation, and leave the university before completing their dissertation requirement within the time limit. 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 those students continuously enrolled. This is not an appropriate use of the system. The University needs to reconsider the criteria for granting doctoral degrees by way of advanced course work, and in accordance with the purpose of having doctoral program, the university should also create measures to improve the rate of degree completion within the required time frame.

Enrollment

- In the acceptance policy of the Faculty of Commerce, the student expectations are not clearly defined. This should be improved.
- The average of the ratios the last five year of enrolled freshmen to the freshman admission cap is high at 1.22 in the Department of Social Welfare in the Faculty of Literature. The ratio of enrolled students to the student enrollment cap is high at 1.02 in the School of Medicine, and low at 0.27 in the Graduate and Professional School of Law. These numbers should be improved.
- The ratio of transfer students to the transfer student admission cap is low at 0.00 in the Department of Psychology, at 0.14 in the Department of Information Sociology, at 0.50 in the Department of Intercultural Studies, and at 0.00 in the Department of Social Welfare in the Faculty of Literature, at 0.54 in the Department of Jurisprudence and at 0.20 in the Department of International Politics in the Faculty of Law, and at 0.47 in the Department of Economics and at 0.20 in the Department of Cultural Economics in the Faculty of Economics. These numbers should be improved.

Administration and finance

- Depending on the scale of campus improvement project begun in 2013 under the School Corporation Kurume University Basic Vision Formulating Committee, it is unavoidable that the financial situation of the University will decline. Hereafter, following the base fund allocation plan that correlates with the campus improvement project, the University should secure specific assets for allocation in the budget for each year.