

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: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2028)	

Certified Evaluation and Accreditation Results for Kurume University

Overview

Kurume University (hereinafter referred to as the “University”) states “Our principal purpose is: To search for truth and justice, To aim for human love and respect, To foster people who will have practical knowledge, noble ideas and a deep sense of humanity, To brighten the regional culture and show its brilliant results to the world, and to contribute to the peace of the world.”. The University also states, “The purpose (of the University) is to conduct comprehensive professional education and research based on the Fundamental Law of Education and the School Education Act. The mission is to train academic and well-educated people with skills, and contribute to the academic advancement and the improvement of social culture.” In addition, the “Future Plan” was formulated as a medium-to-long-term plan following the “Basic Plan” to achieve the founding spirit and the purpose of the University. These efforts to enhance education and research activities are commendable.

Regarding internal quality assurance, the University established a University-wide policy with the “Dean's Committee” and the “Council for Future Planning” as the promotional organizations for internal quality assurance. The “University Check and Review Committee” (the “University Committee”), the “University Expert Check and Review Committee” (the “Expert Committee”), the “Discrete Check and Review Committee” (the “Discrete Committee”), and the “External Evaluation Committee” were established as the main bodies for checks and reviews. These Committees prepares the “Check and Review Sheet”, “Improvement Activity Sheet” and “Summary” developed by the University for the activities of each faculty and graduate school every year. By implementing the checks and reviews using these resources and applying management of teaching and learning, the internal quality assurance system is functioning effectively.

Regarding education, each faculty and graduate school appropriately designs its own curriculum according to its degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy). Faculties have devised curriculum trees and curriculum maps to depict the overall framework of the curriculum, the relationships between subjects, and relevance to the degree award policy, as well as a numbering system of subjects that number each subject according to the content and level of the course, so that students can take courses systematically and sequentially. Graduate schools also make it easier for students to take courses in a systematic and sequential

manner by allocating subjects to the appropriate category and allotted year. Education that appropriately combines course work and research work is being provided. In addition, the schools offer active learning classes and other methods to encourage students to proactively participate. Moreover, the “Policy on Evaluation of Learning Outcomes” has been formulated, and preparations are underway for measuring learning outcomes throughout the University.

The Student Support Center plays a central role in creating the relationship diagram of each support facilities. The list summarizes the ideal support (reasonable accommodation) for students with developmental disabilities or social anxiety who require support, with the position of the faculty members in mind. This list is published on the University website. Not only is this information common knowledge to faculty members, but also students, guarantors, etc., which leads to reduced anxiety among the parties concerned. From the fact that many of the students who received support with reasonable accommodation have graduated within the specified period and some are highly valued by the companies where they work, it can be said that the support system is functioning effectively, and this is an excellent initiative.

In addition, each social cooperation and social contribution policy were established based on the “promotion of cooperation with local communities” and “cooperation with industry, academia, and government” set out in the future plan. The Regional Liaison Center is striving to develop various regional activities by entering into agreements and collaboration with local governments, universities, and companies, utilizing the mechanisms of education, research, and medical care. In particular, efforts that contribute to the promotion and development of traditional industries in the region through the Institute of Comparative Studies of International Cultures and Societies, the Cultural Properties Conservation Science Research Group, and student-centered planning and projects are distinctive.

However, there are several issues that should be addressed. First, to improve and enhance the University, policies must be set to specify methods and approaches to achieve objectives. Second, the degree award policy and the curriculum design and implementation policy in some graduate schools are flawed. Third, in some faculties, measures to substantiate credits are not sufficient, and improvement is required in light of the purpose of the credit system. Furthermore, some departments are accepting more students than the quota, so improvements are needed to ensure thorough quota management for departments.

Moving forward, in addition to resolving these issues through internal quality assurance, the University is expected to make greater strides by further developing its

distinctive initiatives.

Notable Strengths

Student Support

- The Student Support Center plays a central role in creating the relationship diagram of each support facilities. The list summarizes the ideal support (reasonable accommodation) for students with developmental disabilities and social anxiety who require support, with the position of the faculty members in mind. This list is published on the University website. The information is shared so that the list of facilities is common knowledge, to faculty members, but also students, guarantors, etc., which leads to reduced anxiety among the parties concerned. Support is being offered using the list of support facilities. Many of the students who have received support with reasonable accommodation have graduated within the specified period, and some are highly valued by the companies where they work. It can be said from this fact that the support system is functioning effectively, and this is an excellent initiative.

Social Cooperation and Contribution

- Each social cooperation and social contribution policy were established based on the “promotion of cooperation with local communities” and “cooperation with industry, academia, and government” as set out in the future plan. The Regional Liaison Center is striving to develop various regional activities by entering into agreements and collaborations with local governments, universities, and companies, utilizing the mechanisms of education, research, and medical care. In particular, the University is actively promoting the introduction and dissemination of traditional industries in the Chikugo region. The Institute of Comparative Studies of International Cultures and Societies and the Research Committee for the Conservation of Cultural Properties are giving back research results to the public through open lectures and workshops. In addition, in FY 2018, with the support of the Japan Foundation, the University carried out a project to introduce traditional industries of Kurume City internationally. In addition, students voluntarily hold or participate in events and projects to promote and develop the distinct industries of the region, such as Kurume Kasuri, Yamecha, and Kurume Shima Ori. This initiative helps the students understand the local

industries and is commendable as it contributes to the realization of the basic mission of the University “to shine a light on local culture and share its brightness with the world.”

Suggestions for Improvement

Educational Program and Learning Outcomes

- No degree award policy is set for each degree conferred for the Masters and Doctoral Programs in the Graduate School of Comparative Studies of International Cultures and Societies and the Masters and Doctoral Programs in the Graduate School of Medicine, so improvement is required.
- The basic approach for curriculum implementation is not indicated in the curriculum design and implementation policies of the Master’s Program and the Doctoral Program of the Graduate School of Comparative Studies of International Cultures and Societies, so improvement is required.
- Although the Faculty of Human Health has 48 credits in the first to third years and 44 credits in the fourth year, a considerable number of students have registered for more than the maximum number of credits since the establishment of the Faculty. Since there are no other measures and the credits are not substantiated sufficiently, improvement is required in light of the purpose of the credit system.

Recommendation

Student Enrollment

- Regarding the ratios of student enrollment to the student enrollment cap, the ratios are as high as 1.36 for the Department of International Politics in the Faculty of Law, 1.25 for the Department of Economics in the Faculty of Economics, and 1.07 for the School of Medicine. Moreover, in the last five years, the average ratio of freshman enrollment to the freshman enrollment cap has been as high as 1.01 in the School of Medicine. For this reason, the University should make improvements to ensure thorough faculty quota management.