

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

**Kansai 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>	
Kansai University: <a href="http://www.kansai-u.ac.jp/English/">http://www.kansai-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 Kansai University

### Notable Strengths

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

- It is commendable that Kansai University's faculty and students are enthusiastic in their consideration of the appropriateness of the curriculum, which has enhanced student motivation for active participation in their studies and campus life. For example, the Course Recommendation Student Committee not only has provided suggestions for courses, but also has established new courses such as "Kansai University Brand Development through Vegetable Production" in a joint effort with faculty.
- It is commendable that the university has made a number of efforts to become more international. For example, a new measure for internationalization was realized in the 2010 Kansai University Global Initiatives (GI) plan, which is an extension of the Global Kansai (GK) Plan of Vision for Internationalization, established in 2004. As a result, the university as a whole increased its partnerships with universities abroad from 18 to 50, established five study abroad programs, and started the International Cooperation Experience Seminar, a practical overseas experience program. In addition, the Dual Degree Program with Webster University (USA) serves as a unique program for promoting internationalization.
- It is commendable that the university has made efforts to promote instructional methods reflective of research on various Good Practice (GP) programs. For example, a project, entitled "Developing a Furusato ("Home") by Settling in the Rural Community," was approved in 2007 as one of the Contemporary Educational Needs Support Programs (Contemporary Good Practice [GP]). Another project, entitled "Creating a Community-Graduate School Program Joint Project to Think and Take Action," was approved in 2008 as one of the Organizational Graduate School Reform Promotion Projects. Through these projects, continuous research has been carried out with the establishment of new practicum courses in undergraduate and graduate programs. This demonstrates that the research has had appropriate impact upon curriculum and instruction of the undergraduate and graduate programs. Another project, "Progress in E-learning," was approved in 2004 for the Contemporary Educational Needs Support Program (Contemporary Good Practice [GP]), which led to the development of the Web-based Coordinated Education Activation System (CEAS). Faculty and students actively use this system to tailor study to students' needs. The university has made efforts to continue research in this field after completing the GP program term, which has also been echoed in its educational methods.
- It is commendable that the Materials Science Course in the Department of Chemistry and Materials Engineering in the Faculty of Chemistry Materials and Bioengineering, through a program authorized by the Japan Accreditation Board for Engineering Education (JABEE), has enabled each student to compile an Achievement Evaluation Card of Learning and Education Objectives based on a comprehensive evaluation rank system.

#### *Education and research environment*

- It is commendable that the university has devised measures to continue to support

research efforts and to enhance and maintain the faculty's motivation for research and education. For example, in terms of education and research support systems, the university has stipulated regulations to provide research encouragement funds to promote research activities and encourage faculty to acquire external grants. The university has also effectively conducted the Formation of Research Foundation Projects, substantiated research facilities, and acquired external grants. Moreover, urgent fund support is provided if or when grants for programs (e.g., programs related to educational reforms) are decreased or terminated, which has led to continuous support of education and research. As a result, programs and projects, including the establishment of the Institute for Cultural Interaction Studies in East Asia (a Global COE program), the Institute for Conservation and Restoration of Cultural Properties (ICP), and the Research Center for Social Trust and Empowerment Process (STEP), have been formed, all of which prove the effectiveness of the measures.

#### *Internal quality assurance*

- It is commendable that self-study and evaluation efforts have taken root throughout the university with effective Plan-Do-Check-Act (PDCA) cycles in constant operation. For example, in self-study and evaluation, the university has added “research activities” and “international exchange” as items to be evaluated, conducted self-studies on campus every other year, and conducted external evaluation every 6 years. To form the PDCA cycles, the university has taken on various initiatives, including: linking mid- to long-term action plans with self-studies; the Comprehensive Planning Office reinforcing internal quality assurance activities; and implementing fair and objective evaluations by the External Evaluation Committee comprised of external scholars. The Internal Audit Office inspects all sections every three years for compliance and accountability to improve management and enhance work-related efficiency.

#### **Suggestions for Improvement**

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

- The maximum number of credits third-year transfer students can register for in the Faculty of Economics is high at 56. In the Faculty of Commerce, it is high at 50 for fourth year students. This should be improved in accordance with the purpose of the credit system.
- With the exception of the professional graduate schools, none of the Graduate Schools have clarified criteria for examining degree-seeking dissertations. The criteria should be clearly stated in the Student Handbook (and other information sources).

##### *Enrollment*

- The ratio of enrolled students to the student enrollment cap is high at 1.20 in the undergraduate programs in the Department of Chemistry and Materials Engineering in the Faculty of Chemistry Materials and Bioengineering. It is also high at 3.22 in the doctoral program of the Graduate School of Foreign Language Education. In contrast, the ratio is low at 0.48 in the master's program in the Graduate School of Economics, at 0.23 in the doctoral program in the Graduate School of Commerce, and 0.16 in the doctoral program of the Graduate School of Science and Engineering. These numbers should be improved.

- In the Faculty of Informatics, the ratio of transfer students to the transfer student admission cap is low at 0.65. This number should be improved.

#### *Education and research environment*

- The faculty offices in the three Faculties in the areas of science and engineering are also used as labs for experiments. As these rooms are too small to serve both purposes. This should be improved.
- The libraries of the Takatsuki, Takatsuki Muse, and Sakai campuses do not have full-time qualified librarians. This should be improved.

#### **Area of Serious Concern**

##### *Enrollment*

- In the last five years, in the Faculty of Engineering Science, the average of the ratios of enrolled freshmen to the freshman admission cap is high at 1.20 in the Department of Pure and Applied Physics and 1.20 in the Department of Electrical and Electronic Engineering. The ratio of enrolled students to the student enrollment cap is high at 1.22 in the Faculty of Engineering Science as a whole. The ratio is also high at 1.31 in the Department of Mathematics, 1.21 in the Department of Pure and Applied Physics, and 1.22 in the Department of Electrical and Electronic Engineering. These numbers must be improved.