

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

Kyushu Sangyo University



Basic Information of the Institution	
Ownership: Private	Location: Fukuoka, Japan
Accreditation Status	
Year of the Review: 2019	
Accreditation Status: Accredited (Accreditation Period: April 1.2020 – March 31.2027)	

Certified Evaluation and Accreditation Results for Kyushu Sangyo University

Overview

With the founding ideal of “unification of industry and academia” and the founding principles of “promotion of self-awareness as a citizen and the spirit of the middle path” and “establishment of practicality-oriented academic traditions,” Kyushu Sangyo University (hereinafter referred to as the “University”) aims to nurture individuals with practical skills, passion, and a rich sense of humanity in order to meet the expectations of industrial circles through its undergraduate and graduate programs. In order to achieve the founding ideal and principles and the purpose of the undergraduate and graduate programs, the University has formulated the Nakamura Sangyo Gakuen Mid-term Business Plan for AY2016 to AY2020 (hereinafter referred to as the Mid-term Business Plan). The University is engaged in enhancing its educational and research activity with the aim of become a community-oriented university based in Kyushu, and has, as of 2019, nine faculties and five graduate schools dedicated to humanities, science and engineering, and art.

Regarding education, with the exception of some faculties and graduate schools, the degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy) have been established appropriately, and curricula are organized with consideration given to systematicity and order. As for educational methods, the University sets goals by clearly describing the skills that students can acquire, for example, and thereby provides effective education. Particularly notable is that the University runs a program called KSU Project Based Learning which enables students to engage in practical learning through industry-academia-government cooperation and inter-faculty exchange. In the program, students actively engage in projects in cooperation with businesses, the local government, and local communities. This is a highly commendable endeavor.

However, there are some issues that should be addressed. First, the graduate schools and departments do not set forth their own research supervision methods and schedule in the research supervision plan. This should be corrected. Some faculties and graduate schools have not set or described their degree award policy and curriculum design and implementation policy appropriately, some graduate schools do not have appropriate examination criteria related to theses and special assignment research results, and some graduate schools have an inadequate student body size. These issues should be

addressed. The University has implemented initiatives, such as launching an Education Result Assessment Committee and establishing an assessment policy, for measuring learning outcomes. However, the relationship between these initiatives and the learning outcomes indicated in the degree award policy are unclear, and the initiatives are insufficient in terms of appropriately grasping and assessing learning outcomes. This should be improved.

The University establishes university-wide policies regarding internal quality assurance. The Self-Study Steering Committee, the organization responsible for the promotion of internal quality assurance, plays a central role in establishing self-study implementation plans and goals, according to which each faculty, graduate school, division, center, etc. carries out self-study. Based on the results thereof, the General Committee for Promotion of University Reform, Education Result Assessment Committee, and Faculty Development Committee (hereinafter referred to as the “FD Committee”), among other committees, implement measures for improvement accordingly. However, the measures for improvement implemented by the committees, as well as the results of those measures, are only grasped individually by the President, Vice President, and others who act as chairs of the respective committees. Since the Self-Study Steering Committee, which is responsible for the promotion of internal quality assurance, is not involved in management and support for organizational improvement, including grasping the state of improvement, the internal quality assurance system does not function effectively. This should be improved.

Going forward, the University should implement university-wide management of internal quality assurance toward addressing the various issues and further promoting its distinctive initiatives, so that it can nurture individuals embodying the ideal of “unification of industry and academia” who are capable of contributing to the local community and can further develop its program.

Notable Strengths

Educational Program and Outcome

- The University has introduced the KSU Project Based Learning Education program, in which students develop a foundation in liberal arts and basic knowledge and then engage in practical learning. The aim is for students to learn various problem solving methods through practice in the field. More specifically, in an attempt to develop and market new products by combining the aspects of humanities, science and engineering,

and art, students majored in science and engineering engage in product manufacturing, students majored in art engage in designing, and students majored in commerce engage in market analysis and promotion, in cooperation with businesses, the local government, and local communities. Through such activities, a diverse range of projects are implemented based on cooperation between students belonging to different faculties and departments, each leveraging their expertise in a particular area. It is commendable that the number of curricular and extracurricular projects involving active student engagement has increased each year, and that the repetition of learning and practice has led to growth in students' practical skills, co-creation skills, and leadership in the team.

Suggestions for Improvement

Internal Quality Assurance

- The measures for improvement implemented by the committees, as well as the results of those measures, are only grasped individually by the President, Vice President, and others who act as chairs of the respective committees. Since the Self-Study Steering Committee, which is responsible for the promotion of internal quality assurance, is not involved in management and support for organizational improvement, including grasping the state of improvement, the internal quality assurance system does not function effectively. This should be improved.

Educational Program and Outcome

- The Master's Program and Doctoral Program in the Graduate School of Economics and Business do not have a degree award policy corresponding to each degree. The Master's Program and Doctoral Program in the Graduate School of Fine Arts and the Master's Program and Doctoral Program in the Graduate School of International Studies of Culture do not indicate the knowledge, skills, abilities, and other learning outcome students need to attain in order to receive a degree in the degree award policy.
- The Master's Program in the Graduate School of Economics and Business and the Master's Program in the Graduate School of International Studies of Culture do not present the basic ideas on curriculum organization and implementation in the curriculum design and implementation policy. The Department of Information Science in the Faculty of Science and Engineering, the Department of Japanese

Culture in the Faculty of International Studies of Culture, the Doctoral Program in the Graduate School of Economics and Business, and the Doctoral Program in the Graduate School of International Studies of Culture do not present the basic ideas on curriculum implementation in the curriculum design and implementation policy. This should be improved.

- The Master's Program in the Graduate School of Economics and Business and the Doctoral Program in the Graduate School of Fine Arts have not established the criteria for thesis examination, and the examination criteria for theses and special assignment research results are identical in the Master's Program in the Graduate School of Fine Arts. The Master's Program and Doctoral Program in the Graduate School of International Studies of Culture have identical criteria for thesis examination. This should be improved.
- Faculties have formulated an assessment policy, and aim to visualize learning outcomes by inputting the grade points of each subject and results of class questionnaires in student portfolios. Graduate schools measure learning outcomes in thesis examinations. However, the relationship between these measures and the learning outcomes indicated in the degree award policy are unclear, and the learning outcomes indicated in the degree award policy are not appropriately grasped or evaluated. This should be improved.

Student Enrollment

- The Doctoral Program in the Graduate School of Economics and Business, the Master's Program and Doctoral Program in the Graduate School of Fine Arts, and the Master's Program and Doctoral Program in the Graduate School of Information Science do not indicate the ideal student profile in the admission policy. This should be improved.
- The ratio of student enrollment to the student enrollment cap is low at 0.28 and 0.13 in the Master's Program and Doctoral Program in the Graduate School of Economics and Business, respectively, at 0.31 and 0.08 in the Master's Program and Doctoral Program in the Graduate School of Engineering, respectively, and at 0.18 in the Master's Program in the Graduate School of Information Science, and there are no students in the Doctoral Program in the Graduate School of Information Science.

Therefore, significant improvement should be made in graduate school quota management.

Recommendation

Educational Program and Outcome

- None of the graduate schools or departments set forth their overall research supervision methods and schedule in the research supervision plan. These should be established for each degree program and clearly presented to students in advance.