

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

Otemon Gakuin University



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| Basic Information of the Institution | |
| Ownership: Private | Location: Osaka, Japan |
| Accreditation Status | |
| Year of the Review: 2017 | |
| Accreditation Status: accredited (Accreditation Period: April.01.2018 – March.31.2025) | |

Certified Evaluation and Accreditation Results for Otomon Gakuin University

Overview

Otomon Gakuin University (hereafter, the University) has its origins in the elementary school attached to Osaka Kaikosha (Incorporated Association), which was formed in 1888. After adding a junior high and high school later, it was established as Otomon Gakuin University in 1966 with the Faculty of Economics and Faculty of Letters to commemorate its 80th anniversary. Then through additions and reorganizations of departments and faculties, the University was reorganized into six faculties (Faculty of Economics, Faculty of Management, Faculty of Regional Development Studies, Faculty of Sociology, Faculty of Psychology and Faculty of International Liberal Arts) and four graduate schools (Graduate School of Economics, Graduate School of Business Administration, Graduate School of Psychology and Graduate School of Letters) and conducts educational and research activities in Ibaraki City, Osaka Prefecture, based on its educational principle of “fostering independence and self-reliance.”

After its previous accreditation review by Japan University Accreditation Association (JUAA), the University began governance reforms in 2015 and has been focusing on educational reform by managing the University through collaboration between faculty members and staff and under the leadership of the President, with the faculty council and the University’s Board of Councilors acting as the President’s advisory body and administrative staff positioned as aides of the Dean.

In this accreditation review, JUAA has found that the University places importance on understanding and expressing oneself, and for this it has been implementing the “Assertive Program” since 2014 and introduced an assertive entrance examination for students interested in the programs. This initiative stands out as a system that clarifies the students’ objective for studying at the university and helps enroll students with high self-expression skills in line with the University's educational principles. It is also commendable that the University is striving as a unit to implement educational reforms, including the introduction of the assertive entrance examination, by developing a university management system based on faculty and staff cooperation and actively training administrative staff. However, the University is yet to resolve the issue of the lack of research supervision based on a research supervision plan as

pointed out in the previous review, and should work to make improvements. It is also unable to meet its transfer student quota and enrollment quota in graduate schools. This issue should be addressed as well. It is important to activate an improvement mechanism based on self-study to resolve various issues and work toward educational quality assurance. Moreover, although the University reviewed related regulations and attempted to develop a system, the contents of the self-study are focused mainly on the progress management of the University's core policies and do not include a self-study of educational activities in general. Therefore, the system is not sufficient for improvement. It is expected that the University will strive to resolve various issues and improve its educational activities by reviewing and updating the system and clarifying processes leading to improvements based on the new system.

Notable Strengths

Enrollment

- The University places importance on understanding and expressing oneself. For this, it implemented the "Assertive Program" from 2014 for prospective students and is striving to clarify the purpose of studying at a university through individual consultations, Internet-based learning programs and reflection on the learning from the programs by creating assertive notes and training students to find issues and think logically. It also conducts assertive entrance examination for students who complete this program. Selection is based on group discussions, aptitude test of basic learning skills and individual interviews. This program is commendable for supporting students transition from high schools to the University.

Administration and Finance

- Apart from appointing administrative staff as the Dean's aide, the University also appointed a faculty member as head of Academic Affairs Department, which earlier comprised only administrative staff. Through such initiatives, it enables faculty members and administrative staff to work together and build system of joint management of the university by faculty and staff. The University also encourages participation in internal SD trainings and other external trainings. In the internal follow-up training, staff act as lecturers and provide feedback on the

training content. It is commendable that the University has built a foundation for joint resolution of educational issues by faculty and staff by establishing a system of collaboration between the two and this initiative is giving rise to unique activities such as the planning and implementation of the Assertive Program and the entrance examination linked to it.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- The degree award policies of the Master's and Doctoral Courses in the Graduate School of Business Administration do not indicate the learning outcomes expected on completion of the courses. This should be rectified.
- The curriculum design and implementation policies of the Master's and Doctoral Courses in the Graduate School of Business Administration do not indicate the basic concepts related to educational program and instruction. This issue needs to be addressed.
- The curriculum for the Doctoral Course in the Graduate School of Economics and the Graduate School of Business Administration lacks an appropriate combination of course work in research work. The University should provide an appropriate educational program for these courses by reviewing them in light of the Program-Based Graduate School System.
- No systematic training or research is conducted in the Graduate School of Economics, the Graduate School of Business Administration and the Graduate School of Letters to improve education programs and instruction. This issue should be addressed.

Enrollment

- The ratios of transfer students to the transfer student quota were low at 0.20 for the Department of Economics of the Faculty of Economics, 0.21 in the Department of Management of the Faculty of Management and 0.42 for the Department of

Marketing of the Faculty of Management. There are no transfer students in the Department of Sociology of the Faculty of Sociology, the Department of Psychology of the Faculty of Psychology, the Department of Asian Studies of the Faculty of International Liberal Arts and the Department of International Liberal Arts in the same faculty. This should be addressed.

- The ratios of student enrollment to the student enrollment cap were low at 0.07 in Master's program in the Graduate School of Economics, 0.33 in the Master's program in the Graduate School of Letters and 0.11 in the Doctoral program in Economics in the Graduate School of Economics.

Internal Quality Assurance

- Although the University reviewed regulations related to self-study and developed a clear system, the new system is focused mainly on the status of activity plans formulated on the basis of the mid-term management strategy summarized in the form of a activity report and does not include a self-study of educational activities in general. The University should conduct appropriate self-study for its activities, build improvement processes based on the outcomes and strive for educational quality assurance.

Area of Serious Concern

Educational Content, Methods, and Outcome

- Research supervision plans have not been formulated for all the graduate schools. This should be improved so that students can be provided proper guidance for their research and degree thesis or dissertation, based on the research supervision plans.