

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

**Otemon Gakuin University**



Basic Information of the Institution	
Ownership: Private	Location: Osaka, Japan
Accreditation Status	
Year of the Review: 2024	
Accreditation Status: accredited (Accreditation Period: April 1, 2025 – March 31, 2032)	

## **Certified Evaluation and Accreditation Results for Otemon Gakuin University**

### **Overview**

Otemon Gakuin University sets forth the mission of “fostering human resources with high integrity and excellent health as well as creative, practical, and leadership skills that contribute to the development of the nation and the enhancement of social welfare,” based on its educational principle of “Independence and Self-Reliance,” to conduct educational, research, and social contribution activities. The University formulated Otemon Gakuin University Long-Term Vision 2040 in 2018 to lay out its direction, and the ten-year Otemon Gakuin Long-Term Plan 2030 (hereafter “Long-Term Plan 2030”) and the six-year Otemon Gakuin University IV Medium-Term Management Strategy (hereafter “IV Mid-Term Management Strategy”) have been drawn up based on its long-term vision.

Under these schemes, the University makes distinctive efforts to realize its school corporation’s principle of “Independence and Self-Reliance” through a variety of social cooperation and contribution activities. For example, the research and planning division plays a central role in signing comprehensive partnership agreements with regional communities, and each faculty works with these communities through fieldwork. Notably, the Faculty of Regional Development Studies and the Faculty of Management have concluded agreements with target organizations to provide education through fieldwork in collaboration with local communities. Through long-established educational programs fostering regional cooperation, the faculties have helped create and expand economic and cultural networks connecting local communities to promote regional revitalization. This is a highly commendable initiative to realize the University’s educational principle. To provide pre-enrollment education, the University adopts various approaches, such as organizing programs for admitted students to interact with enrolled students, to help newcomers transition and adjust by raising their awareness as university students.

Regarding internal quality assurance, the teaching and learning body and the administrative office work together under a president-led educational management system, and began in 2023 to address the issues pointed out in JUAA’s previous certified evaluation and accreditation results and 2022 progress report. Specifically, the University-Wide Self-Study Committee, an organization responsible for promoting university-wide internal quality assurance, annually prepares a self-study implementation plan under which faculties, graduate schools, and other programs use the IV Medium-

Term Management Strategy PDCA (Plan-Do-Check-Act) Sheet that corresponds to JUAA's standards and the Curriculum Assessment Checklist with a focus on internal educational quality assurance to measure student learning outcomes. Under a double-check system, the Internal Quality Assurance Promotion Committee inspects and assesses the results before reporting to the University-Wide Self-Study Committee, which also conducts inspections and assessments. To address improvement items, the University-Wide Self-Study Committee gives advice and instructions for improvement to the Internal Quality Assurance Promotion Committee, which in turn advises and instructs the faculties and graduate schools to make improvements. However, differences between the two committees' inspection and assessment perspectives are unclear, as are the coordination and purpose of their instructions for improvement. In some cases, reviews and instructions are conducted only by the Internal Quality Assurance Promotion Committee, depending on the types of improvement items. This situation highlights the vagueness of the two bodies' roles. The University needs to address this issue by reviewing the organizational structure of internal quality assurance to properly operate a system for conducting multilayered inspections and assessments and issuing improvement instructions in stages. The graduate schools plan to conduct self-studies using a PDCA sheet similar to the one used by the faculties, starting in AY2025.

As for education, faculties and graduate schools have designed their curricula based on the three diploma, curriculum, and admission policies to achieve the University's mission and purpose, but some faculties and graduate schools fail to state the basic concept of curriculum implementation in their curriculum policies. This issue should be addressed. The University has adopted future-oriented educational methods, such as developing and offering the "WIL (Work-Is-Learning)" program that helps students learn independently and acquire skills to navigate their way through unpredictable times while working together to solve problems, and establishing the MATCH Promotion Center aimed at providing learner-centered education using information and communications technology (ICT).

While the University provides specifically designed support to enhance student learning and operates systematically based on carefully formulated project plans and management strategies, JUAA's latest certified evaluation and accreditation results have identified issues the University needs to address, including ongoing items pointed out in JUAA's previous results. The University is expected to make steady improvements and progress further by advancing its distinctive initiatives.

### **Notable Strengths**

### *Social Cooperation and Contribution*

- The research and planning division plays a central role in signing comprehensive partnership agreements with regional communities, and each faculty works with these communities through fieldwork. The Faculty of Regional Development Studies regularly dispatches students to local communities to conduct surveys and propose solutions to regional challenges, while the Faculty of Management interviews people at local shopping areas and uses social media to introduce local specialty vegetables with comments from their producers. Through long-established educational programs fostering regional cooperation, the faculties have helped create and expand economic and cultural networks connecting local communities to promote regional revitalization. This is a commendable initiative to realize the educational principle of “Self-Reliance.”

### **Suggestions for Improvement**

#### *Internal Quality Assurance*

- A double-check system is in place to ensure the validity of inspections and assessments; the Internal Quality Assurance Promotion Committee, as an organization promoting internal quality assurance, inspects and evaluates the inspection and assessment results of the faculties and graduate schools from a university-wide perspective, and the University-Wide Self-Study Committee, also responsible for internal quality assurance, carries out inspections and assessments as well. However, differences between the two committees’ inspection and assessment perspectives are unclear. In terms of the improvement process, the University-Wide Self-Study Committee issues instructions for improvement to the Internal Quality Assurance Promotion Committee, which in turn provides improvement instructions to faculties and graduate schools, but the coordination and purpose of these instructions are vague. In some cases, instructions are issued only by the Internal Quality Assurance Promotion Committee, depending on the types of improvement items. This issue should be addressed by clarifying the roles of the two committees in internal quality assurance as well as reviewing their inspection, assessment, and instruction methods in order to properly operate a system for conducting multilayered inspections and assessments and issuing improvement instructions in stages.

*Educational Program and Learning Outcomes*

- The basic concept of curriculum implementation is not stated in the curriculum policies of the Department of Humanities in the Faculty of Letters, Department of International Studies in the Faculty of International Studies, Department of Psychology in the Faculty of Psychology, Department of Sociology in the Faculty of Sociology, and Department of Regional Development Studies in the Faculty of Regional Development Studies. This issue should be addressed.