University Accreditation Results

(Results for Certified Evaluation and Accreditation for University)

Hannan University

Basic Information of the Institution
Ownership: Private   Location: Osaka, 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 Hannan University

Overview

Hannan University (hereinafter referred to as the "University") aims to "nurture talented individuals capable of playing an active role in the world as true global business persons." In order to achieve its founding philosophy and purpose of "imparting broad knowledge, and nurturing personality-rich individuals who can teach and study specialized arts and sciences in depth, develop their intellectual, moral, and applicational skills, maintain a high level of enthusiasm and independence, exhibit comprehensive analytical skills and judgment, and thereby play a leading role in an era of globalization and digital transformation," the University has formed a Mission Statement and University Vision, developed the Hannan University Mid- to Long-term Plan (hereinafter referred to as the "Mid- to Long-term Plan") in line with the Mission Statement and University Vision, and engaged in the enhancement of educational and research activity.

The Internal Quality Assurance Promotion Committee was established in AY2018 as the university-wide organization responsible for promoting internal quality assurance. The University Self-Study Implementation Committee was established under the Internal Quality Assurance Promotion Committee, the role of which is to assign tasks to the respective Division Self-Study Implementation Committees. Based on the reports from the University Self-Study Implementation Committee, the Internal Quality Assurance Promotion Committee regularly examines the various activities conducted throughout the University and provides instructions for reform, improvement, and enhancement at the respective levels. The University has established the University Education Center for the purpose of promoting institutional research activities, such as the accumulation and analysis of education- and research-related information, and aims to support self-study at a university-wide and divisional level.

In AY2019, the Internal Quality Assurance Promotion Committee took part in the formulation of the goals and numerical targets set in the Mid- to Long-term Plan, and the committee's active role in improvement efforts can be confirmed. However, since the internal quality assurance system has just been launched, the University needs to clarify the authorities and roles of the relevant organizations, promote interorganizational cooperation, and ensure that the PDCA cycle functions properly.

Regarding education, all faculties and the graduate school have organized their curricula appropriately in accordance with the degree award policy (diploma policy) and

curriculum design and implementation policy (curriculum policy). In AY2019, a university-wide effort was launched to visualize the correlation of each subject with the degree award policy and curriculum design and implementation policy, and enable students to take courses in a systematic and methodical manner. To this end, the University created curriculum maps as well as a subject numbering system that clarifies the systematic order of curricula.

In its University Vision, the University states the aim to become the "university with the highest rate of student growth" and to focus on face-to-face, small-group education in order to achieve that aim. For example, the University encourages active student learning by providing remedial lessons and introductory seminars as basic subjects, and arranging problem-solving classes such as fieldwork and subjects involving peer-support students as core subjects. The University offers individual tutoring and other forms of extensive support to stimulate student learning outside of class, and encourages students to reflect on themselves and grow by referring to Student Learning Records. These are noteworthy endeavors. The University uses the Student Learning Records to grasp the learning outcomes indicated in the degree award policy, and the Faculty of International Communication has implemented advanced initiatives. Going forward, we hope the Student Learning Records are utilized even further, and the University Education Center and other divisions analyze learning outcomes and utilize them for further improvement.

Distinctive endeavors include practical education and various career support programs, the promotion of which is presented in the University's educational policy. Career Seminars involve problem-solving learning, and are part of the career education subject group that forms part of the regular curriculum. The seminars represent a concrete example of theoretical and practical, hands-on education that the University considers to be a key aspect of the curriculum design and implementation policy, and also contributes to the local community. This is a remarkable endeavor. Extracurricular career support programs such as the Employment Support Program and Certification Support Program enable students to develop competencies for working persons, in line with the University's goals, and has led to a high employment success rate. In particular, the Certification Support Program offers a wide variety of courses designed to support participants in gaining practical certifications. The program contributes to the achievement of one of the University's goals of "helping students find a job," which is presented in the University Vision.

However, there are some issues that should be addressed. First, the Master's Program in the Graduate School of Management & Information Technology does not

clearly indicate the examination criteria for special assignment research results. The University should clarify its university management policy for achieving the Mid- to Long-term Plan, and implement staff development (hereinafter referred to as "SD") activities in order to enhance the qualities required for university management in an organizational and planned manner.

Going forward, we hope the University solves these issues through internal quality assurance efforts, and accelerates its distinctive initiatives for further development of its program.

Notable Strengths

Educational Program and Outcome

- Of the Basic Seminars and Specialized Seminars intended for students in their second year or above, seminars that involve the development of competencies for working persons through the identification and solving of local problems in cooperation with the business and governmental sector are called Career Seminars. Career Seminars involve practical problem-solving learning on themes set according to the characteristics of each faculty. Specific examples include a project carried out in the Faculty of Economics in which students planned, developed, and marketed products related to the University's mascot to improve the University's image, and a project carried out in the Faculty of International Tourism in which students came up with an activity-involving, overnight-stay plan at a hot spring resort. The University provides students with the opportunity to engage in a comprehensive learning experience by developing a deeper understanding of their department's specific field of study through theoretical and practical, hands-on education, and thereby develops students' creative thinking. This is a commendable endeavor.

Student Support

- The career education subject group that students engage in as part of the regular curriculum from the first year onwards is designed in a systematic way, and the University offers a wide range of extracurricular career support programs, including the Employment Support Program. These initiatives have led to a high employment success rate, among other positive results. In particular, the Certification Support Program offers a wide variety of courses designed to support participants in passing

practical certification tests such as the Official Business Skill Test in Bookkeeping and the Sales Representative Qualification Exam. The program contributes to the achievement of the University's goal, and is thus commendable.

Suggestions for Improvement

Educational Program and Outcome

- The Master's Program in the Graduate School of Management & Information Technology does not clearly indicate the examination criteria for special assignment research results.

University Management and Finance

- Staff development (SD) activities designed to enhance faculty and staff members' university management capabilities are not implemented on an organizational level or on a regular basis. Therefore, the University should clarify its university management policy for achieving the Mid- to Long-term Plan and, in accordance with the policy, implement SD activities intended for faculty and staff members in order to enhance the qualities required for university management in an organizational and planned manner.