

Results for Certified Evaluation and Accreditation for Junior College

Oita Prefectural College of Arts and Culture



Basic Information of the Institution	
Ownership: Public	Location: Oita, Japan
Accreditation Status	
Year of the Review: 2022	
Accreditation Status: accredited (Accreditation Period: April 1, 2023 – March 31, 2030)	

Certified Evaluation and Accreditation Results for Oita Prefectural College of Arts and Culture

Overview

The educational goal of Oita Prefectural College of Arts and Culture (hereafter, the College) is “to contribute to the creation of arts, the promotion of culture, and the development of the local community by nurturing a broadly cultured, morally upright workforce with superior skills imparted through education and research of specialized knowledge related to arts and culture in accordance with the purpose of the Basic Act on Education and the School Education Act.” The College sets forth five educational principles that demonstrate the purpose of a public junior college, with one such principle being “to promote higher education that responds to the demands and expectations of the people of Oita Prefecture as the sole junior college in the prefecture.” Furthermore, the College implements education and research activities in line with the specific educational targets and objectives defined for each of its four departments, namely the Departments of Art and Design, Music, Global Studies, and Communication & Information Studies, as well as for the two Advanced Programs (Major in Art and Design and Major in Music). In order to achieve these educational goals and objectives, the College formulates a medium-term plan based on the six-year medium-term plan established by the governor of Oita Prefecture, and works toward the specific targets set based on the medium-term plan.

In AY2020, the College adopted the Policy and Procedures for Internal Quality Assurance of Education and established an internal quality assurance system consisting of the Education and Research Council responsible for the promotion of internal quality assurance across the institution; the Academic Affairs and Student Committee tasked with planning and designing education programs; and the FD/SD Promotion Office in charge of assessing student learning outcomes based on the results of student course surveys and graduate satisfaction surveys. More specifically, the Academic Affairs and Student Committee liaises with each department, asking them to review the existing curriculum and draw up recommendations for revisions for the following academic year, and approves the recommendations. The FD/SD Promotion Office works with the departments and confirms the progress of improvements made in response to the annual action plan. These entities report to the Education and Research Council, which reviews these reports and the results of the deliberations of various internal committees. The council then forwards the findings and reports to the board of directors and the

Management Council for further teaching improvements. Finally, the progress report of the annual plan against the medium-term plan, prepared by the Annual Plan Review Committee and verified by each department, undergoes a public university evaluation. It should be pointed out that while the Education and Research Council deliberates and decides on the departmental self-studies, it fails to offer sufficient improvement recommendations and support to the departments. Considering the newness of the internal quality assurance system, the College is expected to take steps going forward to ensure the system is fully functional.

With respect to the education programs, the College has a clear diploma policy and the expected learning outcome statements for each department and major are clearly defined. The policy and statements form the basis of a systematic, discipline-based curriculum designed sequentially in line with the curriculum policy. It is commendable that a curriculum map has been created to assess the alignment between the diploma and curriculum policies and the courses offered. For monitoring and evaluating student learning outcomes, learning portfolios and rubric-based evaluations are being used on a trial basis. Going forward, the College is expected to consider adopting learning outcome assessment tools for its application-oriented, hands-on courses as well.

A notable strength of the College is the learning opportunities provided through various social contribution activities. The Service Learning course, for example, aims to motivate students' learning and improve social skills by bringing students and local residents together, and having students organize and manage events and activities that meet the needs of the local community or municipality. The Art Management Program provides an opportunity for students in the arts and humanities fields to work together across disciplines, while drawing on their respective field-specific perspectives to think about the meaning of creating opportunities to enjoy art and culture at the regional level through planning and organizing art and culture projects for local residents. In addition, the program has produced graduates who have gone on to careers at local cultural institutions and the cultural sections of government. These are unique initiatives that provide learning experiences leading to students' future careers.

There are a number of issues the College needs to address, however. First, the administrative functions of the College need to be strengthened. The College does not have the administrative capabilities to respond to the workload that is expanding in volume, complexity, and technicality. Second, the training programs administered as part of Staff Development (SD) have so far targeted only administrative staff. The College should offer SD programs for the teaching staff as well with the aim of improving university management. Another area for improvement relates to the varying levels of

detail in the syllabus, an issue pointed out in the previous certified evaluation and accreditation for junior colleges. While the College has tried to address the issue by sending out notifications to all teachers, an agreement has yet to be reached on how progression plans should be presented in the syllabus of performance-based art courses. Continued discussions should be held to resolve this issue.

Going forward, the College is expected to maintain and further improve its strong student support programs and systems by assessing the appropriateness and effectiveness of its internal quality assurance system, ensuring the Education and Research Council offers improvement recommendations and support to individual departments, majors, and other sections, and implements the PDCA cycle effectively on an institution-wide basis.

Notable Strengths

Social Cooperation and Contribution

- All departments have actively engaged in social contribution and international exchange activities over many years. In the general education category's Service Learning course, in particular, students and teachers work together in many activities upon request from the local community and government. It is commendable that the course's activities are helping to revitalize the community and promote international exchanges while motivating students' learning and improving social skills.
- The Art Management Program launched in AY2018 promotes art and culture in the community, with students in the arts and humanities fields working together across disciplines to plan and organize art and culture projects. Students bring to the program the perspectives of their respective fields of study, and opportunities are provided to learn first-hand the meaning and practical aspects of organizing art and culture events in communities, with some graduates going on to careers at local cultural institutions, cultural sections of government, and art-related companies. The program is a commendable initiative beneficial from the standpoints of social contribution and career education.

Suggestions for Improvement

University Management and Finance

- The administrative staff has not risen in number to match the growing and increasingly complex workload, and the technical functions of general affairs and finance, academic affairs, student support, and admissions are struggling to operate smoothly. The College is advised to build up the administrative capabilities it currently lacks in order to respond to the requirements of the increasingly diverse and technical duties and challenges.
- A teacher-targeted SD program to improve university management should be implemented.