

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

Osaka Sangyo University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Osaka, Japan
<b>Accreditation Status</b>	
Year of the Review: 2015	
Accreditation Status: Limited (Accreditation Period: April.01.2016 – March.31.2019)	

## **Certified Evaluation and Accreditation Results for Osaka Sangyo University**

### **Overview**

Osaka Sangyo University (hereafter, the University), whose predecessor was Osaka Railway School (founded in 1928), was established in 1965 as Osaka Industrial University with the faculties of Engineering and Management. In the same year, after renaming itself and following a series of installments and reformations of faculties, departments and graduate schools, the University consisted of four faculties (currently, the faculties of Human Environment, Business Management, Economics, and Engineering) as well as four graduate schools (currently, the graduate schools of Human Environment, Business Administration and Distribution, Economics, and Engineering). In addition to the Chuo and Tobu campuses in Daito City, Osaka Prefecture, the University has the Ikoma Campus. Based on its founding spirit of “Be a great ordinary person,” the University has developed its education and research activities by realizing its “missions,” set by the entire university and graduate schools.

While the University has made efforts to improve its administration and its university-wide internal quality assurance since a problem arose regarding its entrance examination in 2009 (hereafter, “the 2009 entrance exam problem”), three issues in need of improvement have been addressed.

The first problem concerns faculty members and their organization. The University fell short by one professor of meeting the number of faculty members required, in principle, by the Standards for Establishment of Universities in 2014. In addition, the University fell short by one full-time faculty member in both the Department of Business Management in the Faculty of Business Management and the Department of International Economics in the Faculty of Economics in 2015. However, despite the persistence of faculty member shortages, the University has not formulated a plan for personnel affairs, which, along with a hiring plan for faculty members, puts the midterm and long-term education and research activities into perspective.

The second problem concerns administrative operation. Although the school corporation established several organizations to enhance the function of the internal audit office by 2014, these organizations have not played clear roles. Furthermore, the University has not yet built a system in which all departments cooperate with each other and opinions are gathered from each department to make decisions. The governance of the University has not functioned well.

The third problem concerns internal quality assurance. Due to the absence of a system in which reviews and evaluation results from each office are considered at the university level, for improvements, it must be assumed that university wide self-study has functioned well and, therefore, the internal quality assurance system has been built insufficiently.

The three issues mentioned above must be corrected immediately. The University has made efforts for improvements and reforms, such as its plan to establish an “educational management organization” in order to implement university administration from the university-wide perspective and build a review system. However, it cannot be predicted at this point the impacts these efforts will produce. Thus, JUAA needs to confirm the results of these efforts and has granted “accreditation with limited.”

Therefore, JUAA asks the University to work for improvements in accordance with the general comments and suggestions for re-review. It is expected that the University should make determined efforts for improvements and further development beginning with this accreditation

## Notable Strengths

### *Educational Content, Methods, and Outcome*

- It is commendable that the University has enhanced the motivation of students who already had interests in certain fields and has given them opportunities to study with a sense of independence. These efforts include the unique seminars or fieldwork in the departments of Mechanical Engineering for Transportation and Urban Creation Engineering in the Faculty of Engineering. For example, the Department of Mechanical Engineering for Transportation has implemented a practical workshop in which students enhance their work abilities through learning the basic structures of automobiles. The department also began a class, established in cooperation with railway companies, designed to give students hands-on experience. Furthermore, the Department of Urban Creation Engineering has cultivated the ability for problem solving through group activities.

### *Social Cooperation and Contribution*

- It is commendable that the University has conducted a variety of social contribution activities involving students and citizens based on a three-party cooperation agreement with Daito City and the Chamber of Commerce and Industry in the city. For example, the Daito Industrial Advancement Center has annually published a pamphlet in which students have introduced local specialties in Daito City. Also, the Wellness 2008 Center, a membership-based comprehensive sport club, has been used by many local residents. Trained students, under the supervision of faculty members, not only work as instructional staff in exercise classes for residents of a variety of ages and in exercise therapy sessions for cardiac patients, but have also been involved in the planning and management of programs.

## Suggestions for Improvement

### *Educational Content, Methods, and Outcome*

- The policies on degree award do not define the learning outcomes required for the completion of programs in the following departments: the Department of Economics in the Faculty of Economics, all departments in the Faculty of Design and Engineering, the Department of Mechanical Engineering for Transportation and the Department of Urban Creation Engineering in the Faculty of Engineering, the Graduate School of Human Environment, and the Graduate School of Economics. These departments and graduate schools should develop their own policies. Also, in the Graduate School of Human Environment, the Graduate School of Economics, and the Graduate School of Engineering, the master's and doctoral programs do not have separate policies on degree award as well as or curriculum design policies. In these graduate schools, each program should develop its own policy.
- The maximum number of credits a student can register for per year is high at 50 for fourth-year students in the Department of Life Environment in the Faculty of Human Environment; at 50 for all students in the Department of Sports and Health in the Faculty of Human Environment, the Faculty of Design and Engineering, and the Department of Mechanical Engineering for Transportation in the Faculty of Engineering; at 54 for transfer students in all departments in the Faculty of Design and Engineering and the Department of Mechanical Engineering for Transportation; and at 50 in other departments in the Faculty of Engineering. Also, the maximum number has not been set for transfer students in the Faculty of Human Environment.

In addition, in the Faculty of Business Management, all students except first- and second-year students in the Department of Business Management, and any department in the Faculty of Economics, can register beyond the maximum number of credits for some speciality subject courses that can be counted as required credits for graduation. This should be improved according to the purpose of a credit-based degree system.

- In all graduate schools, research guidance plans are not communicated well to students. This should be improved.
- Distinct faculty development (FD) activities for the improvement of educational content and methods have not been implemented in the graduate schools. This should be improved.
- The criteria for examining degree-seeking theses or dissertations have not been defined in the following programs: the master's and doctoral programs in the Graduate School of Business Administration and Distribution, the master's programs in Urban creation engineering major and Electronics major, Information major, and Communication Engineering major, and the master's and doctoral programs in Information system engineering major in the Graduate School of Engineering. Also, in the Graduate School of Economics, the content of the criteria are almost identical for the master's and doctoral programs. Each program should develop its own criteria.

#### *Enrollment*

- In all programs in the graduate schools, the master's and doctoral programs do not have separate admission policies. This should be improved.
- The average of the ratios of the last five years of enrolled freshmen to the freshman admission cap is high at 1.20 in both the Department of Mechanical Engineering and the Department of Electronics, Information, and Communication Engineering in the Faculty of Engineering. In addition, the ratio of enrolled students to the student enrollment cap is low at 0.88 in the Department of Culture and Communication and the Department of Life Environment in the Faculty of Human Environment, and in the Department of International Economics in the Faculty of Economics, 0.47 in the master's program and 0.06 in the doctoral program in the Graduate School of Engineering, and 0.11 in the doctoral program in the Graduate School of Human Environment. These numbers should be improved.
- The ratio of transfer students to the transfer student admission cap is low at 0.43 in the Department of Culture and Communication, 0.35 in the Department of Life Environment in the Faculty of Human Environment, 0.45 in the Department of Economics, 0.60 in the Department of International Economics in the Faculty of Economics, 0.38 in the Department of Mechanical Engineering for Transportation, 0.20 in the Department of Urban Creation Engineering, and 0.50 in the Department of Electronics, Information, and Communication Engineering in the Faculty of Engineering, but high at 1.73 in the Department of Business Management in the Faculty of Business Management. These numbers should be improved.

#### *Student Support*

- The consequences for a wide range of harassment offenses have not been sufficient, and students have not been informed about the counseling office.

### *Administration and Finance*

- The financial basis of education and research in the University has not been well established, and the University should formulate mid-term and long-term financial plans and implement them incrementally.

### **Area of Serious Concern**

#### *Faculty and Faculty Organization*

- In 2015, the Department of Business Management in the Faculty of Business Management and the Department of International Economics in the Faculty of Economics should hire one more full-time faculty member for each department to satisfy the University Establishment Standards. While the shortage of faculty members in the Department of Economics in 2014 has been improved, the shortage of full-time faculty members or professors persists in other departments. The University must implement appropriate hiring practices hereafter.

### *Administration and Finance*

- In regards to the decision making across the University, the liaison meeting, attended by departmental chairs and administrative managers and at which adoption of proposals for the university council is decided, is not defined in the regulations, and the decision-making process for important University matters is not clear. Also, the school corporation reinforced the functions of the Internal Audit Office, the School's Strategic Meeting, and the Teaching and Research Committee, but these organizations do not have clear roles, and the system for implementing decisions and monitoring implementation status is not clearly defined. Thus, they are not effective. A system in which all departments cooperate with each other and opinions from each department are gathered to facilitate decision making has not been established. The University must implement a clear decision-making process, and establish functional governance.

### *Internal Quality Assurance*

- The self-study of the entire university does not consider the content of activities in each department, and self-study implemented at each department level does not have proper information to indicate their implementation status. Despite the fact that the University experienced a serious problem in this area in the past, the University lacks the well-functioned system to assure quality to society. The University does not have a policy for internal quality assurance and has not developed a policy or review system in several areas. The University must promptly build an internal quality assurance system, including a system and process of self-study that serves for improvements and reforms of the University, and have it function properly.