

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

Osaka Sangyo University



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

Overview

Osaka Sangyo University is founded on the spirit of “Be a great ordinary person”, meaning that “the greatest is one who finds purpose and pleasure in bettering human society, and is uninterested in a utilitarian or careerist way of life to attain honors or elevated positions.” In line with its founding spirit, the University defines its mission as “contributing to society by fostering a spiritually rich human nature with a solid education and sound ethical views important to a member of society as well as nurturing citizens who can proactively promote the development of a sustainable society.” It also sets forth the purpose of “teaching fundamental knowledge and profound specialized academic skills with respect to the humanities, social sciences, and natural sciences, while cultivating sensitivity, applied skills, and practical abilities, and nurturing individuals with rich human skills.” To achieve its mission and purpose, the University has developed and published the 10-year long-term “Vision 100” toward AY2028, the 100th anniversary of its founding. “Vision 100” comprises the four pillars of “action strategy to enhance the institution’s overall strength,” “organizational and HR strategy,” “financial strategy,” and “university campus improvement plan.” To implement them, the University created three consecutive three-year medium-term business plans to clearly delineate the direction the University will take in the future as it engages in educational and research activities.

With respect to internal quality assurance, the University has reviewed its internal quality assurance system in light of the comments made in the previous certified evaluation and accreditation results. Under the Internal Quality Assurance Promotion Committee, which has been the core internal quality assurance organization since AY2019, the University created the Curriculum Committee and the Educational Plan Subcommittee as advisory organizations, and established an internal quality assurance system with the committees and subcommittee working in conjunction with the Self-Study Committee and the IR, FD, and SD working groups. The system began operation in AY2020. It can be said that the University quickly established a mechanism to assure and improve the quality of education and that the system is now beginning to function, although it will take time for the new system to become fully operational and be able to enhance the quality of education and student

learning outcomes. In particular, to encourage the development and steady implementation of improvement plans based on self-studies, the University uses the Improvement Planning Sheet to clarify the entities responsible for improvements, issues, and annual plans, and is working to enhance the usability of the system, including checking the progress of implementation and carrying out semiannual system maintenance with reference to the sheet. This makes it possible for the Internal Quality Assurance Promotion Committee to accurately understand the progress the individual organizations have made in implementing the plans, and to strengthen system management as necessary. These efforts ensure that the internal quality assurance system is functioning effectively.

Regarding education, in line with the founding spirit, the individual faculties and graduate schools have organized their curricula in accordance with the diploma and curriculum policies, and created opportunities for students to learn independently off campus through internships and fieldwork. They are also actively involved in social cooperation activities with the participation of students, which contributes not only to society but also to developing the skills of students. This is consistent with the University's mission and purpose.

In terms of student support, the University implements the Project-based Joint Education to help students acquire basic skills as working adults. It is highly commendable that students independently tackle a variety of self-selected themes, including transportation, machinery, and the environment, which take advantage of the University's characteristics, and other such topics as community and cultural development. Faculty and administrative staff and students actively engage in these activities that enhance their learning experiences out of the class.

There are several issues the University needs to address, however. With respect to education, some graduate schools do not explicitly outline their basic views in the curriculum policies. At the graduate level, they try to assess and evaluate student learning outcomes through an examination of degree dissertations, but the relationship between the criteria for degree dissertations and the diploma policy is not clearly defined, and measurement is not conducted in a multifaceted way. Going forward, the University should ensure the substantiation of credits by providing detailed support, such as academic guidance, for students taking teacher-training courses that are excluded from the cap on the maximum number of credits a student can register in a year. In addition, some graduate schools and programs should make other improvements such as lifting the low ratio of student enrollment to the student enrollment cap and ensuring that student quotas are thoroughly managed.

The University has been striving to develop and improve its internal quality assurance system. Going forward, JUAA expects the University to improve the functionality of the system and ensure the quality assurance and outcomes of its activities, including education. As many distinctive activities were identified in the students' independent initiatives, JUAA also hopes that the systematic implementation of these initiatives will develop into sustainable programs.

Notable Strengths

Internal Quality Assurance

- By entering in the Improvement Planning Sheet the entity responsible for improvements based on the self-study results, summaries of issues, annual improvement plan, and results of the plan, the heads of the organizations can clarify the issues, confirm the plan's progress semiannually, revise the plan as necessary, and report the outcomes to the Internal Quality Assurance Promotion Committee. The Improvement Planning Sheet can clarify the issues and the progress of improvement, and help the Internal Quality Assurance Promotion Committee accurately assess the progress of the plan and provide additional support for improvement as needed. This support has led to, for example, the development and implementation of an assessment plan for assessing and evaluating the learning outcomes in undergraduate programs. It is commendable that the University has developed and utilized a mechanism to confirm the progress and improvements based on self-studies, and enhanced the functionality of its internal quality assurance system.

Student Support

- At the Center of Advanced Education, the University carries out the university-wide Project-based Joint Education designed to help students acquire basic skills as working adults. Students independently tackle a variety of themes of their choice, including transportation, machinery, and the environment, which take advantage of the University's characteristics, and other such topics as community and cultural development. This effort is promoting student independence, and helping them acquire the abilities necessary for teamwork as well as revitalizing the local community through activities outside the class. This is a commendable

effort that effectively achieves the University's mission and purpose.

Suggestions for Improvement

Educational Program and Learning Outcomes

- In the Division of Environmental Design Master's Degree Course, Graduate School of Engineering, the curriculum policy does not explicitly outline the basic views about curriculum design and implementation. This situation should be improved.
- The graduate schools assess and evaluate student learning outcomes by examining degree dissertations, which does not sufficiently measure the learning outcomes indicated in the diploma policy. Improvements should be made to develop and implement methods and indicators to assess and evaluate student learning outcomes in an appropriate and multifaceted way.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap is low at 0.25 in the Master's Degree Course of the Graduate School of Human Environment, 0.47 in the Master's Degree Course of the Graduate School of Business Administration and Distribution, 0.22 in the Doctoral Degree Course of the Graduate School of Economics, 0.28 in the Master's Degree Course of the Graduate School of Engineering, and 0.06 in the Doctoral Degree Course of the Graduate School of Engineering. Improvements are required to ensure that the graduate schools' student quotas are thoroughly managed.