

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

Osaka Dental University



Basic Information of the Institution	
Ownership: Private	Location: Osaka, Japan
Accreditation Status	
Year of the Review: 2021	
Accreditation Status: accredited (Accreditation Period: April.1.2022 – March 31, 2029)	

Certified Evaluation and Accreditation Results for Osaka Dental University

Overview

Osaka Dental University, with “philanthropy and the public interest” as its founding spirit, declares the purpose of the institution to be “to widely provide knowledge in dentistry required to be a dentist, to teach theory and techniques deeply in specialized areas, to help develop intellectual, moral, and applied abilities, and to contribute to the creation and development of culture.” On the occasion of the 100th anniversary of its founding, the University drew up “Five Basic Goals and “Three Additional Goals.” As such, it is recognized as making efforts from a long-term perspective to secure students, produce excellent dental professionals, and enhance its educational and research activities.

The Osaka Dental University Council (hereinafter the “University Council” as a body for promoting internal quality assurance under the internal quality assurance policy. Self-study responsibilities are shared between the University Council and the Osaka Dental University Self-Study Committee (hereinafter the “Self-Study Committee”, which compiles the check and review results conducted by each faculty, graduate school, etc. to conduct self-study on a university-wide basis. However, with respect to faculties and graduate schools’ efforts to make improvements and enhancements based on the recommendations obtained from the check and review results, the specific management and support system for the University Council and the Self-Study Committee is not sufficient. This should be improved.

Regarding education, the University offers appropriate courses and has organized its curriculum appropriately in accordance with the degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy). In addition, each faculty and graduate school takes various measures to stimulate student learning and provide effective education. For example, the syllabus clearly states the class objectives and outline, achievement objectives, indicators of learning outcomes, class content and methods, lesson plans, instructions for class preparation, grading methods, textbooks and reference books, and office hours to clearly indicate to students the purpose of taking the course and how to prepare for it. The University is generally taking appropriate measures to understand and evaluate the learning outcomes of the undergraduate program, such as by administering a questionnaire of graduates to have them self-assess their levels of

achievement. It is highly commendable that the School of Dentistry has implemented “Honors Education” as part of its efforts to support students with outstanding academic records, and that the results of this program are reflected in students’ research, study abroad, and other achievements.

Another outstanding initiative is the Dental Hygienist Training Center, which serves as a recurrent education facility for dental hygienists, enabling those who attend to re-enter the workforce. The Student Research Grant, established to cultivate a research mindset among students at the School of Dentistry, has also produced results, with students who have engaged in research receiving awards at academic conferences.

However, there are some issues where corrections and improvements need to be made. First, with regard to student admission, there are some faculties where the ratio of student enrollment to the student enrollment cap are too low or too high, making it difficult to say that student quota is properly managed. Meanwhile, the issues regarding internal quality assurance are as described above. Furthermore, at the graduate school level, there is a lack of faculty development (hereinafter “FD”) relating to the understanding and evaluation of learning outcomes and improvement of education as stipulated in the degree award policy.

Going forward, the JUAA hopes that the University will resolve these issues through internal quality assurance efforts and makes greater strides forward by further developing its many distinctive initiatives.

Notable Strengths

Education and Research Organizations

- The Dental Hygienist Training Center, which was established to support the return to work of dental hygienists who have left the profession, ensure prompt development of clinical practice skills for newly qualified dental hygienists, and to ensure they stay in the field, has produced many graduates since its establishment, of whom nearly 70% have found employment. As such, the Dental Hygienist Training Center effectively functions as a recurrent education facility for dental hygienists, and is commendable as an initiative that meets the needs of the current dental care system.

Educational Program and Learning Outcomes

- As part of its efforts to support students with outstanding academic records, the School of Dentistry has implemented Honors Education, which consists of three

core areas: English study support, research challenge, and overseas training. The program is producing positive results, with some participants winning top prizes in competitions sponsored by the Japan Dental Association for the presentation of research results, while others have gone on to graduate school and then studied abroad to conduct research. Honors education is highly commendable as an advanced initiative to develop not only basic researchers, but also research-minded dentists, and international dentistry educators, researchers, and clinicians.

Student Support

- The Student Research Grant, established to cultivate a research mindset among students at the School of Dentistry, provides grants after screening to students who are engaged in research and supports them to present their research results at professional academic conferences, etc. Students who have received the grant have received awards at conferences for their research, and the program is commendable for the improved motivation to study that it has provided.

Suggestions for Improvement

Internal Quality Assurance

- The University Council was established as a body to promote internal quality assurance, and together with the Check and Review Committee, it compiles the check and review results conducted by each faculty, graduate school, etc., makes recommendations for improvements and enhancements, and promotes internal quality assurance on a university-wide basis. However, with respect to both the University Council and the Check and Review Committee, there is insufficient specific management and support to enable faculties, graduate schools, etc. to make improvements and enhancements based on recommendations. This should be improved.

Educational Program and Learning Outcomes

- Although the Graduate School of Dentistry and the Graduate School of Health Sciences hold mid-term research presentation meetings to identify and evaluate learning outcomes as specified in their degree award policies, the relationship between the methods of identification and assessment with the outcomes specified in these policies is unclear. Improvements are required to ensure that the learning outcomes specified in the degree award policies are identified and assessed in an appropriate and multifaceted manner.

Faculty and Faculty Organization

- Since no graduate school-specific FD on educational improvement is conducted, measures are required to ensure that this is implemented appropriately, either for the master's and doctoral programs as a whole or for each graduate school individually.

Recommendation

Student Enrollment

- The ratio of student enrollment to the student enrollment cap is high at 1.07 in the Faculty of Dentistry of the School of Dentistry, and low at 0.81 in the Faculty of Health Sciences and 0.56 in the Faculty's Department of Oral Health Engineering. This should be corrected to ensure proper undergraduate student quota management.