

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

Momoyama Gakuin University / St. Andrew's 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 Momoyama Gakuin University (St. Andrew's University)

Overview

Founded on the philosophy of “Fostering ‘Citizens of the World’ Based on the Christian Spirit,” Momoyama Gakuin University has established its educational objectives as follows. “We encourage our students to cultivation of a rich character based on a Christian spirit and to acquire a wealth of knowledge and culture. We also conduct highly specialized academic research and impart the results of such research to our students. Thereby, we will nurture human resources who can play an active role in the world at large as "Citizens of the World" and contribute to the development of international society and culture.” In order to achieve its founding philosophy and purpose, the University has formulated the new Momoyama Gakuin University Medium-term Plan (hereinafter “University Medium-term Plan”) in light of the achievements and issues of the previous medium-term plan, striving to improve educational and research activities through measures such as establishment of the Faculty of Business Design.

Internal quality assurance is promoted by the University Self- Assessment and Review Conference that verifies the effectiveness of educational and research activities on a university-wide level, on the basis of which the University makes consistent and continuous improvements. The University clearly defines the university-wide policies and procedures for internal quality assurance, positioning the Annual Activity Plan (Report) and Self-Assessment Sheet as the two pillars of the PDCA cycle in its faculties, graduate schools, and other organizations. On a university-wide level, the University implements initiatives for improving and enhancing its internal quality assurance system on a regular basis through managing the progress of the University Medium-term Plan and annual business plans. However, due in part to the fact that the current structure was launched in 2019, some issues have been identified in relation to internal cooperation between organizations and the self-study method. Going forward, the JUAA hopes the University makes improvements in that area, among others.

As for education, each faculty and graduate school has established a degree award policy and curriculum design and implementation policy in line with the University's founding philosophy and educational purpose, offers subjects that are

suitable for the respective degree programs, and organizes its curriculum in a systematic manner. The Common and General Education Organization established in 2015 implemented a curriculum reform for common education subjects, giving each basic subject a specific number. In this way, the University offers a system that allows students to take a variety of subjects from departments other than their own and thereby expand their academic horizons. Departmental education subjects, which are department-specific specialized subjects, include basic subjects for acquiring the knowledge, abilities, and skills necessary in the respective fields, as well as related subjects, specialized seminars, and other subjects that are designed for courses aimed at the acquisition of more specialized knowledge and skills or other desired models. Guidance for taking courses is provided by the academic affairs division staff of individual faculties, student staff of the Learning Support Center, and seminar teachers who are equivalent to homeroom teachers. In order to identify learning outcomes, these personnel gather basic information such as the earned credit distribution, GPA distribution, graduation rate during the course of study, degree award rate, and school leave and withdrawal rate (including expelled students), and each faculty conducts its own initiatives, such as the Student Article Contest, Student Research Presentation Session, Study Area Certification, and Legal Quiz. Since September 2020, the University has been considering ways to build on the experience of the COVID-19 pandemic to improve its educational program in the President's Office Meeting and other venues.

Remarkable initiatives include student support provided by student staff. On a university-wide level, assistance is provided by staff that specialize in information device support, student library staff, and resident assistants (RAs) that support international students. Faculty-specific learning support is also provided. These programs allow student support to be provided from the student's perspective, while also enabling the students providing support to develop empathic skills, practical skills, leadership, and other abilities, and have produced significant results, which is highly commendable.

However, there are several issues that should be improved. As some graduate schools have low ratios of student enrollment to the student enrollment cap. This should be improved to ensure proper graduate student quota management. Regarding the faculty, there is room for improvement in graduate school-specific faculty development in some graduate schools. As for staff development there are issues such as low participation rate. Therefore, improvements should be made in these areas.

Going forward, the JUAA hopes the University solves these issues through

internal quality assurance efforts and accelerates its remarkable initiatives for further development of its program.

Notable Strengths

Student Support

- The University offers student support by students in a range of areas within and outside the curriculum. The University has a system in place that allows senior students to provide various kinds of learning support to first-year students in classes in some faculties and departments. In addition, the University has learning supporters working in the Learning Support Center, student staff that assist other students experiencing trouble using the University's ICT system and various tools as well as responding to related inquiries, student staff that assist library users and also plan events and share information to promote library use, and resident assistants (RAs) of the International Center that assist international students in everyday life while living in a boarding house designated by the University. These programs involving student support by students allow students receiving support and students providing support to help and learn from each other, leading to the development of communities in which both junior and senior students can learn together. These programs involving student support by students are commendable as they contribute to fulfilling the University's mission and purpose and have produced significant results.

Suggestions for Improvement

Student Enrollment

- The ratios of student enrollment to the student enrollment cap are low at 0.15 for the Graduate School of Letters Master's Course, 0.00 for the Graduate School of Letters Doctoral Course, and 0.22 for the Graduate School of Business Administration Doctoral Course. This should be improved to ensure proper graduate student quota management.