

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

Momoyama Gakuin University



Basic Information of the Institution	
Ownership: Private	Location: Osaka, Japan
Accreditation Status	
Year of the Review: 2014	
Accreditation Status: accredited (Accreditation Period: April.01.2015 – March.31.2022)	

## Certified Evaluation and Accreditation Results for Momoyama Gakuin University

### Overview

Momoyama Gakuin University (hereafter, the University), or St. Andrew's University, has its roots in Trinity Boy's School, which was established by the Church Missionary Society in the Osaka (Kawaguchi) foreign settlement in 1884. In 1890, the Higher English School was also founded, and eventually became a university with a single faculty, the Faculty of Economics, in 1959. Although it was located in Osaka City, Osaka Prefecture, the entire campus was moved and is now located in Izumi City, Osaka Prefecture. The University has five faculties, the Faculty of International Studies and Liberal Arts, the Faculty of Sociology, the Faculty of Law, the Faculty Economics, and the Faculty of Business Administration, and four graduate schools, the Graduate School of Letters, the Graduate School of Business Administration, the Graduate School of Economics, and the Graduate School of Sociology.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2007, the University has made many notable features—for instance, students' mutual support efforts such as the student peer support system and the student volunteers supporting handicapped students. However, the University also has several issues to address, such as its educational content, methods, and outcome. JUAA hopes that the University will make improvements for further development.

### Notable Strengths

#### *Student Support*

- It is commendable that the University has an institution-wide system of student support that allows students to mutually support each other. For example, the University has introduced a peer support system through which they can help one another, e.g., third and fourth year students giving advice to freshman students during freshman orientation. In addition, when third year students begin to look for jobs, they can consult with students who have already found employment. Many students take advantage of this opportunity. Moreover, students who volunteer to offer support to handicapped students receive a small token of gratitude, which constitutes a cornerstone of human support activities under the University. Student volunteers take responsibility for note-taking and offering help and care for these students in class.

#### *Social Cooperation and Contribution*

- It is commendable that the University has engaged in educational extension activities that incorporate various adult education needs in local community members, including adult residents. In particular, since 1960 the University has held seminars for librarians and assistant librarians with measurable success. A large number of participants have completed the seminar program and have subsequently taken active roles in public and university libraries. The University has been making efforts to enrich the program further.
- It is commendable that the University has promoted volunteer opportunities for students, and that students have taken active part in such opportunities. In particular, through international volunteer exchanges with countries such as India and Australia, the University offers enriched experience-based programs that attract a large number of students. The University motivates students by requiring them to

participate in guidance opportunities and seminars prior to the program and by holding sessions after the program where students make presentations to report their volunteer activity experiences.

## **Suggestions for Improvement**

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

- In their policies for awarding degrees, neither the Graduate School of Letters nor the Graduate School of Sociology do not state learning outcomes at the time of program completion. This situation should be improved.
- The maximum number of credits students can register in a year has been set high at fifty for fourth year students in the Faculty Economics, the Department of Sociology in the Faculty of Sociology, the Faculty of Business Administration, the Faculty of International Studies and Liberal Arts, and the Faculty of Law. In addition, the maximum number of credits students can register for per year is high at fifty for transfer students. This situation should be improved in accordance with the purpose of having a credit system.

### *Enrollment*

- The ratio of enrolled students to the student enrollment cap in the master's program at the Graduate School of Letters is low at 0.15. This situation should be improved.
- The ratio of enrolled transfer students to the transfer student cap is low—at 0.11 in the Department of International Studies and Liberal Arts in the Faculty of International Studies and Liberal Arts, at 0.30 in the Faculty of Sociology, at 0.15 in the Department of Sociology in the Faculty of Sociology, at 0.10 in the Department of Economics in the Faculty of Economics, and at 0.30 in the Department of Business Administration in the Faculty of Business Administration. This situation should be improved.

### *Education and Research Environment*

- The University has not set regulations regarding research ethics. In addition, no trainings or study meetings on research ethics have been held. This situation should be improved by developing measures to inform faculty, staff, and students of the issues relate to research ethics throughout the University.