

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

Matsuyama University



Basic Information of the Institution	
Ownership: Private	Location: Ehime, Japan
Accreditation Status	
Year of the Review: 2013	
Accreditation Status: accredited (Accreditation Period: April.01.2014 – March.31.2021)	

Certified Evaluation and Accreditation Results for Matsuyama University

Notable Strengths

Faculty and faculty organization

- It is commendable that Matsuyama University (hereafter, the University) has made efforts to increase the faculty's motivations for teaching. In particular, the College of Pharmaceutical Sciences participated in a joint project of various universities to improve education, entitled the "Pharmaceutical Education Reform through Collaboration and Corporation of Pharmaceutical Faculties in the Shikoku Region." Participants succeeded to identify emergent issues in pharmaceutical education. The information gained through the project has been reported at faculty meetings of the College of Pharmaceutical Sciences to actively encourage interest and boost the morale of faculty members for teaching.
- It is commendable that the University has taken initiatives to revitalize the faculty's research and educational activities. For example, the University has given an incentive to faculty members to conduct research by setting no upper limit for the merit-based provision of faculty education and research funds in the University's budget. That is, each faculty member can submit multiple applications and there are no limits in terms of the number of faculty members who can gain funding. Since the introduction of this system, the number of faculty members who were awarded funds has increased consistently, which suggests that the motivation of faculty members has risen. The University has also appropriately evaluated the merit and productivity of each faculty member's education and research activities.

Student support

- It is commendable that the University has responded to the financial situation of various students, while it has established and administrated a system through which it appropriately evaluates students' achievements, including scholarly merits. In particular, the University has offered its own scholarships to those students in high degree of financial difficulty, merit scholarships for high-achievers and talented athletes in order to foster talented persons (as human resources), and scholarships for students to obtain various certifications and licensures. From the school year of 2009 until that of 2012, the number of recipients of scholarships and the amount of each scholarship increased.

Suggestions for Improvement

Faculty and faculty organization

- With the exception of the College of Pharmaceutical Sciences, all the academic units have taken very few initiatives to improve the quality of faculty members' education and research activities (and other related activities) such as efforts for in-service training and faculty development. This should be improved.

Educational content, methods, and outcome

- In the doctoral program of the Sociology Graduate Course, only one subject, "Special Seminar," is offered. That is, the curriculum is not a combination of coursework and research work. In addition, the course offering is irregular. This

situation should be improved in accordance with the stated policies of systematic curriculum organization and implementation and the purpose of having a coursework-based graduate school system.

- The maximum number of credits which students can register for per year has been set high in the following academic units: at fifty-two credits in the fourth year of the Faculty of Economics and fifty in the Faculty of Law. This situation should be improved in accordance with the purpose of having a credit system.
- In all Masters' and doctoral programs, the criteria for examining degree-seeking theses and dissertations have not been clarified. Each graduate school should clarify their criteria and state them in the student handbooks and other handbooks to inform students in advance.
- The Language Communication Graduate Course has allowed students to move into the degree-earning process by being evaluated through their portfolios since the 2009 cohort. However, the Matsuyama University Graduate School Regulations do not define the degree confirmation process by portfolio. This situation should be improved

Enrollment

- The ratio of enrolled students to the student enrollment cap is low at 0.40 in the Master's and at 0.08 in the doctoral programs in the Economics Graduate Course, at 0.30 in the Master's and at 0.00 in the doctoral programs in the Business Administration Graduate Course, and at 0.19 in the Master's program in the Sociology Graduate Course. This situation should be improved.

Internal quality assurance

- The Matsuyama University Committee on Self-Study and Evaluation has not operated constantly and systematically. In addition, the problems identified by the "Self-Study and Evaluation Report," which presents the results of self-studies and evaluations, are not considered to improve the University. From this point on, the University should develop self-studies and evaluations into a substantive activity, and build a system of internal quality assurance that connects the identified problems and issues with improvements and reforms at the University.

Area of Serious Concern

Faculty and faculty organization

- In the Faculty of Law, there is a shortage of one full-time faculty member to meet the required number of faculty members stipulated by the Standards for the Establishment of Universities. This must be improved.

Educational content, methods, and outcome

- In both Masters' and doctoral programs across the University, no research guidance plans have been formulated. This must be improved by ensuring that guidance will be given for conducting research and writing degree-seeking theses and dissertations based on such plans

Enrollment

- In the College of Pharmaceutical Sciences, the average of the ratios of the last five years of enrolled freshmen to the freshman admission cap is low at 0.61, and the ratio of enrolled students to the student enrollment cap is also low at 0.61. This situation must be improved.