

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: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2028)	

Certified Evaluation and Accreditation Results for Matsuyama University

Overview

Matsuyama University advocates the idea of “School Precepts: Sanjitsu” consisting of three “Precepts” in the form of “Truthful”, “Useful”, and “Faithful” as its educational philosophy. It clearly sets its educational objectives and mission as practicing education that fosters a rational spirit and a spirit of independence. In addition, in order to permanently achieve the role of “knowledge hub,” the University has formulated an “Mid-term Plan” from AY 2019 to AY 2023 as a medium- to long-term plan and are striving to enrich their education and research activities.

Regarding internal quality assurance, we have adopted a policy of proceeding while attaching importance to discussions with each department, and from AY 2019, the “School Corporation Matsuyama University Check and Evaluation Promotion Committee” (hereinafter “Check and Evaluation Promotion Committee”) is at the center of a new system under which initiatives for verification and improvement are launched based on the checks and reviews of each department. However, the connection between the checks and reviews conducted once every three years and the inspection / assessment aspects of the “Business Plan” based on the “intermediate plan” is an issue for future consideration. In addition, since the efforts of the internal quality assurance cycle at the member level have just begun, we expect future results in a way so that the internal quality assurance system will function.

Regarding education, all faculties and graduate schools have organized their curricula appropriately in accordance with the degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy). All faculties are devised so that students can take courses systematically and sequentially by presenting a curriculum map and course model showing the association between subjects. In addition, efforts are being made to improve learning outcomes, such as focusing on small-group education and adopting numerous practical lesson types such as fieldwork. Among these efforts, “Liberal Arts Special Lecture (General Liberal Arts): School of Home Town” and “Liberal Arts Special Lecture (Career Education): Theory of Regional Industry Promotion” etc., are offered as common subjects throughout the University. Also, just as with “Ehime Economy” and “On Re-building a community” etc., from the Faculty of Economics, subjects with roots in the locality are deployed to faculty specialized subjects, with a curriculum - one that suitably connects University-wide education and faculty specialized

education - prepared in line with the mission and purpose of the University. The point that the University is developing and producing capable students who actually contribute to the development of the region has produced results that embody the mission of the University, which is commendable.

A major feature of social cooperation and social contribution is the point that they are promoted in a complementary manner with the development of practical education throughout the University and its faculties. Not only does the University make the “Matsuyama University Culture and Sports Open Lectures” available to the community, revitalize the intellectual activities of the local community, and contribute to the improvement of local education and cultural standards, but also introduces initiatives such as “Kids College in the Holidays,” “School of Home Town,” and “School of Ehime Venture Business.” Through these, the University becomes actively involved in and contributes to issues faced by the community, which enables it to adhere to the educational policy of fostering students in tandem with the community. Relationships with the public and local communities have led to the actual growth of students, and it can be said that this is an excellent initiative in the sense of embodying the “School Precepts: Sanjitsu” (i.e. Truthful, Useful, and Faithful) that is advocated as the University’s educational philosophy.

Regarding the measurement of learning outcomes, the faculty has clearly stated in the syllabus that the goals of each lesson subject are related to the learning outcomes shown in the degree award policy, and it’s been established so that this can be measured by granting credits. On the other hand, although the graduate school is trying to measure learning outcomes based on the dissertation examination criteria, it is difficult to say that the relationship between these criteria and the degree award policy in the dissertation examination criteria is clear. From AY 2020, an assessment policy and assessment checklist have been introduced throughout the University, but there are some indicators that suggest the learning outcomes shown in the measurement method and the degree award policy are not linked, so further consideration is desired. In addition, there are graduate schools where the number of students is not sufficiently secured and the ratio of enrolled students to the capacity is low, so improvement is required here.

Going forward, we hope the University solves these issues by investing efforts in internal quality assurance, and accelerates its numerous distinctive initiatives for further development of its program.

Notable Strengths

Social Cooperation and Contribution

- The University has concluded cooperation agreements with local governments, companies, and various organizations in Ehime, and both teachers and students respectively commit to activities that contribute to the community, such as “Kids College in the Holidays,” “School of Home Town,” and “School of Ehime Venture Business.” In particular, “Kids College in the Holidays” is implemented for the purpose of providing a welcoming place for elementary school students on long vacations and complementing the hands-on experiences of children (learning and playing), leading to high levels of user satisfaction. At the same time, it also serves as an opportunity for students involved as volunteers to think about their work-life balance over the course of this activity. In addition, as a “lifelong learning project”, the University has developed five courses that provide the public with an opportunity for lifelong learning in order to return the University's intellectual property, human resources, and research results back to the community. They have devised topics and lecture fees which have been well received by the majority of attendees. In this way, by carrying out various activities that contribute to the community, while also contributing to the improvement of local education and cultural standards, it admirably embodies the development of students along with the community as a “University rooted in the community” that the University is aiming for.

Suggestions for Improvement

Educational Program and Learning Outcomes

- In the Graduate School of Economics, Graduate School of Business Administration, Graduate School of Language Communication, Graduate School of Sociology, Graduate School of Law, and Graduate School of Clinical Pharmacy, the relationship between the measurement indicators of learning outcomes and each degree award policy is unclear. Improvements are required to properly maintain these.

Student Enrollment

- The ratios of student enrollment to the student enrollment cap indicate low values

with 0.15 in the Graduate School of Economics Master's Course, 0.15 in the Graduate School of Business Administration Master's Course, 0.19 in the Graduate School of Sociology Master's Course, 0.08 in the Graduate School of Economics Doctor's Course, and 0.17 in the Graduate School of Business Administration Doctor's Course. In addition, since there are no enrolled students in the Graduate School of Language Communication Master's Course, the University should significantly improve graduate school quota management.