

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

Musashi University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, 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 Musashi University

Overview

Musashi University (hereafter, the University) succeeded Musashi High School, a seven-year institution under the prewar education system founded in 1922, and was established as a single faculty university with the Faculty of Economics in 1949. Thereafter, the University established new departments, faculty, and graduate schools, and has gone through reorganization. Currently, the University contains three faculties, the Faculty of Economics, the Faculty of Humanities, and the Faculty of Sociology, and two graduate schools, the Graduate School of Economics and the Graduate School of Humanities. The University campus is located in Nerima ward, Tokyo, and engages in education and research activities according to its founding spirit.

After its accreditation review by the Japan University Accreditation Association (JUAA) in 2007, the University has made notable efforts to create a three-faculty joint seminar called Three-Faculty Crossover Seminar Project. Through this seminar, students actively engage in the founding spirit of “To produce individuals capable of independent thought and research.” However, an issue remains regarding student enrollment, and this should be improved. Hereafter, it is expected that the University will carry out systematic self-inspection objectively through the effective operation of the University Review Implementation Committee (established in 2014) and the Self-inspection Implement Committee of each faculty.

Notable Strengths

Mission and Purpose

- The Three Ideals, which were the founding principles of the original Musashi High School under the prewar education system established in 1922, were continued by the University and have been kept as principles of education. The University has been making efforts to achieve the Ideals by adjusting them to present social situations. In order to spread the principles, The 100-year History of the Academy Project in 2011, where students in the School History class publish a decade of school history each year through 2022, the centennial anniversary year. It is commendable that this unique project cultivates a sense of belonging and self-knowledge for the students.

Educational Content, Methods, and Outcome

- It is commendable that the University practices education based on the founding spirit of “To produce individuals capable of independent thought and research.” For example, carrying on the educational tradition of the “Seminars of Musashi,” the Faculty of Economics and Faculty of Sociology hold competitions over the final products of four years of specialty seminars. The Faculty of Humanities holds Communication Seminars by integrating specialty education and foreign language education. In addition to such distinct effort in each faculty, the University also develops seminar teaching, in particular the problem-solving learning approach in the Three-Faculty Crossover Seminar Project.

Student Support

- It is commendable that the University offers various types of student support and encourages active student involvement, making what students learn in the regular

classes or from voluntary study more relevant to their lives so that students enrich own life and development. Among these, the Foreign Language Education Center has established Musashi Communication Village (MCV), where small class English lessons, a participatory English learning program, and other events are planned and implemented. In addition, students in the Social Practice Program broadcast “Musashi TV” to introduce the University at the Open Campus. They also submit videos to the Student Prize for Public Service Advertisement Commercial, sponsored by the Advertising Council Japan.

Social Cooperation and Contribution

- Various social education activities are initiated by the University according to the policy that adults in the local community should be offered opportunities for learning and enrichment. This intention for social cooperation and social contribution is shared by the faculty and staff. Activities for local residents include open lectures, the Evening Schools, the Nerima ward—Musashi University Special Auditor system (which provides systematic learning opportunities in specialty knowledge for the local community), the Library Seminar, the Saturday Lectures, and open access to the library. It is commendable that many people participate in these activities, and that needs for future events are identified and feedback is given for improvement.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- In the master’s program in the Graduate School of Economics, the required outcomes for completing the program have not been defined in their degree-granting policy. Also, in the Faculty of Economics and the Graduate School of Economics, basic ideas regarding educational content and methods are not stated in the curriculum design policy. This should be improved.
- In the master’s programs in the Graduate School of Economics and the Graduate School of Humanities, students are allowed to take certain undergraduate classes where credit is accepted as graduate-level credit without differentiating the grading methods according to the levels of the students. From the perspective of quality assurance of credit-based degree programs, this needs to be improved.
- In the Graduate School of Economics, some doctoral students complete all the requirements except the dissertation, and leave the University before completing their dissertation requirement within the time limit set by the University. Later, when these students submit their dissertations, even though they do not have enrollment status, they are granted doctoral degrees in the same manner as those students continuously enrolled. This is an inappropriate use of the system that should be corrected. In accordance with the purpose of having doctoral programs, the university should create measure to enhance the degree completion within the required time frame.
- In the master’s and doctoral programs in the Graduate School of Economics and the Graduate School of Humanities, the criteria for examining degree-seeking theses and assessing outcomes of research on particular tasks have not been stipulated. These criteria should be clarified in the student handbook and made public by each of the programs.

Enrollment

- The ratios of enrolled students to the student enrollment cap are low at 0.05 in the master's program and at 0.27 in the doctoral program in the Graduate School of Economics, and at 0.20 in the master's program and at 0.24 in the doctoral program in the Graduate School of Humanities. These numbers should be improved.

Internal Quality Assurance

- While each section implements self-inspection, actions to improve the University as a whole have not been actively taken. The University Review Implementation Committee, established in 2014, and the Self-inspection Implementation Committee of each faculty and graduate school should work together to conduct self-inspection systematically and objectively.

Area of Serious Concern*Enrollment*

- The average of the ratios of last five years of enrolled freshmen to the freshmen admission cap and the ratio of enrolled students to the student enrollment cap are high at 1.26 and 1.31 respectively in the Department of Finance in the Faculty of Economics. These numbers must be improved.