

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

**Musashino Art University**



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Tokyo, Japan
<b>Accreditation Status</b>	
Year of the Review: 2022	
Accreditation Status: accredited (Accreditation Period: April 1, 2023 – March 31, 2030)	

## **Certified Evaluation and Accreditation Results for Musashino Art University**

### **Overview**

Musashino Art University sets forth the founding spirit of “providing art education that allows students to function with true freedom as human beings,” and “producing artists of well-rounded erudition” and the educational philosophy of “training professionals equipped with a good general education and of superlative character for careers in various fields of the formative arts, focusing primarily on the realms of fine arts and design.” Based on its founding spirit and educational philosophy, the University defines its purpose as “imparting a broad range of knowledge with a focus on the academic fields of fine arts, design, and architecture; teaching and researching in-depth specialized techniques, theory, and practice; cultivating human resources with unique character traits and high educational attainments with the aim of fully developing individual character; and contributing to the creation and development of culture as well as the welfare of the nation and society.” Under the First Medium- to Long-term Plan from AY2014 to AY2021, the University strived to enhance its future-oriented educational and research activities through strategic and project visions. In the following Second Medium- to Long-term Plan starting in AY2022, the University is expected to progress further in art education in the lead-up to the 100th anniversary of its founding in 1929.

The University has worked to develop a more effective internal quality assurance system in response to JUAA’s previous certified evaluation and accreditation results. The Academic Management Committee was established as an organization responsible for promoting internal quality assurance, and has operated the university-wide PDCA (Plan-Do-Check-Act) cycle with the Heads of All Departments and Faculties Meeting tasked with coordinating across the university, Self-Evaluation and Assessment Committee, Institutional Research Committee, Faculty Development Committee, and other bodies. However, the Musashino Art University Internal Quality Assurance Promotion Structure stipulates that the Academic Management Committee deliberates and decides on policies, improvement measures, and other items to provide feedback. In fact, the Academic Directors Subcommittee compiles the deliberations of the President Staff Meeting and Administrative Directors Meeting and feedback is provided through the Heads of All Departments and Faculties Meeting. The University should address this issue by

organizing the meeting bodies involved in internal quality assurance, clarifying their roles and coordination, and operating the university-wide PDCA cycle managed appropriately by the Academic Management Committee.

As for the University's education, the colleges, departments, and graduate schools have organized the lesson subjects necessary to achieve their educational objectives, and designed and properly managed their curricula in a systematic and sequential way. Grading, credit approval, and degree awarding are properly implemented in general. In terms of student learning outcomes, surveys of students, graduates, and employers, and other means are used to monitor and evaluate the learning outcomes stated in the diploma policies. However, the graduate schools monitor their students' learning outcomes to a certain extent based on the screening of master's projects and theses or doctoral theses, in addition to graduate surveys, but the schools are far from adequately monitoring and evaluating the learning outcomes stated in the diploma policies. This issue should be addressed.

The University has undertaken highly notable initiatives in promoting a wide variety of social cooperation and contribution activities. Specifically, the Department of Creative Innovation, College of Creative Thinking for Social Innovation, and the Graduate School of Creative Thinking for Social Innovation have introduced the Hokkaido Mori Town Project as a regular course. It is highly commendable that the project not only produces positive outcomes in regional revitalization, but also brings educational benefits to students, such as developing creative thinking and communication skills. In addition, the University is improving the accessibility of its materials for users both on campus and off by establishing the Image Library to promote the materials owned by the Museum & Library and other facilities, and digitally archiving these materials as well.

There are several issues the University needs to address, however, in addition to internal quality assurance and the graduate schools' monitoring and evaluating student learning outcomes. First, the Graduate School of Art and Design and the Graduate School of Creative Thinking for Social Innovation Master's Degree Program require master's theses or projects for course completion, but the screening criteria are not specified. This situation must be corrected with each screening criterion clarified in detail for theses and projects. Moreover, the educational and research objectives of the colleges and graduate schools are not defined in the school or equivalent regulations. Some graduate schools have not specified the learning outcomes appropriate for their degrees, including the knowledge, skills, and abilities students are expected to acquire, in the diploma policies. The content of the

curriculum policy is inadequate in some colleges and graduate schools as well. The maximum number of credits allowed in a year is specified, but fourth-year students tend to overload their credits. These issues should be addressed.

In the coming years, the University is expected to progress further by operating its internal quality assurance system more organically to resolve various issues while enhancing its notable activities.

## **Notable Strengths**

### *Social Cooperation and Contribution*

- Specializing in fine arts and design, the University takes advantage of its resources to undertake a variety of community contribution activities, such as releasing its digital archives to the public, carrying out programs in cooperation with local municipalities, and providing educational support for elementary and junior high schools. Many university students participate in these activities, applying the creative thinking skills developed during their studies. Specifically, the Department of Creative Innovation, College of Creative Thinking for Social Innovation, and the Graduate School of Creative Thinking for Social Innovation sustainably engage in the Hokkaido Mori Town Project as a regular course to develop industries and human resources using forest resources in the town. It is commendable that this project is significantly contributing to regional revitalization, as well as helping students grow with improved creative thinking and communication skills.

## **Suggestions for Improvement**

### *Mission and Purpose*

- The College of Art and Design, College of Creative Thinking for Social Innovation, Graduate School of Art and Design, and Graduate School of Creative Thinking for Social Innovation have not defined their educational and research purposes in the school or equivalent regulations. This issue should be addressed.

*Internal Quality Assurance*

- The Academic Management Committee was established as an organization responsible for promoting university-wide internal quality assurance, and the Musashino Art University Internal Quality Assurance Promotion Structure stipulates that the meeting deliberates and decides on policies, improvement measures, and other items to provide feedback. However, the Academic Directors Subcommittee actually compiles the deliberations of the President Staff Meeting and Administrative Directors Meeting and feedback is provided through the Heads of All Departments and Faculties Meeting. This issue should be addressed with the meeting bodies involved in internal quality assurance clarifying their roles and coordination, and the university-wide PDCA cycle appropriately overseen by the Academic Management Committee.

*Educational Program and Learning Outcomes*

- The Graduate School of Art and Design Master's Degree Program has not specified the learning outcomes appropriate for its degrees, including the knowledge, skills, and abilities students are expected to acquire, in the diploma policy of each course, excluding Japanese Painting and Painting in the Fine Arts Course. In addition, the Graduate School of Art and Design Doctoral Degree Program has not specified the learning outcomes appropriate for its degrees, including the knowledge, skills, and abilities students are expected to acquire, in the diploma policy. These issues should be addressed.
- In terms of curriculum policy, the College of Art and Design (including the Correspondence Course, College of Art and Design) has not specified the basic concept of curriculum implementation. The Department of Imaging Arts and Sciences, College of Creative Thinking for Social Innovation, and the Design Course of Scenography, Display and Fashion Design, Graduate School of Art and Design Master's Degree Program, have not specified the basic concept of curriculum design. The Graduate School of Creative Thinking for Social Innovation Master's Degree Program and the Graduate School of Creative Thinking for Social Innovation Doctoral Degree Program have not stated the basic concepts of curriculum design and implementation. These issues should be addressed.

- The University has specified the maximum number of credits allowed in a year to ensure credit validity, but certain subjects, including those related to qualifications, are excluded. In addition, a credit cap has not been set for final-year students unlikely to graduate, resulting in fourth-year students tending to overload their credits. These issues should be addressed in light of the quality of education.
- The graduate schools monitor their students' learning outcomes to a certain extent based on the screening of master's projects and theses or doctoral theses, in addition to graduate surveys, but the schools are far from adequately monitoring and evaluating the learning outcomes stated in their diploma policies. This issue should be addressed.

#### *Faculty and Faculty Organization*

- The Graduate School of Creative Thinking for Social Innovation has not implemented its own FD activities. This issue should be addressed with all master's and doctoral programs or graduate schools conducting FD activities.

### **Recommendation**

#### *Educational Program and Learning Outcomes*

- The Graduate School of Art and Design and the Graduate School of Creative Thinking for Social Innovation Master's Degree Program require master's theses or projects for course completion, but the screening criteria are not specified. This situation must be corrected with each screening criterion clarified in detail for theses and projects.