University Accreditation Results

(Results for Certified Evaluation and Accreditation for University)

Musashino University

Basic Information of the Institution
Ownership: Private   Location: Tokyo, Japan
Accreditation Status
Year of the Review: 2019
Accreditation Status: Accredited（Accreditation Period: April 1.2020 – March 31.2027）

Certified Evaluation and Accreditation Results
for Musashino University

Overview

The founding principle of Musashino University (hereinafter referred to as the "University") is "human education founded on the fundamental Buddhist principles of the Four Encompassing Vows (Buddha's Wishes)," which was proposed by the University's founder. The University states as its purpose "to nurture individuals with extensive knowledge, good taste, and noble character which are founded on Buddhist principles, engage in thorough academic research, and contribute to world peace and people's happiness." In AY2016, the University developed the brand statement of "Creating Peace & Happiness for the World" and set three basic goals and three principles. Then, in AY2018, the University formulated the Musashino University Mid- to Long-term Educational and Research Reform Vision 2030, a mid- to long-term plan for achieving the University's purpose, and has engaged in educational and research activities as a comprehensive university.

With regard to internal quality assurance, the Educational Reform Promotion Meeting has been established as the organization responsible for promoting university-wide internal quality assurance and determining self-study policy, and two check and review systems have been put in place under the meeting's purview. More specifically, the University has formed two systems centered around the Self-Study Committee and Self-Study Subcommittee, which are responsible for conducting checks and reviews on education and research on a university-wide basis, and the Brand Vision Council, which is responsible for achieving the departmental brand visions, respectively. Checks and reviews are conducted by each organization, and activities to address identified issues are carried out by the Educational Reform Promotion Meeting, among other bodies. Thus, the University's internal quality assurance system is functioning to a certain extent. Going forward, we hope the University further enhances the functionality of its internal quality assurance system and engages in quality assurance.

As for education, the University has gone to lengths to improve curricula and educational methods. Among other efforts, the University has, since AY2015, adopted the Class Improvement Trial Program designed to support faculty members trying to employ new teaching methods, and has disseminated and shared the results through reports on a university-wide level. This is a distinctive and commendable endeavor. In order to measure learning outcomes, the University has created departmental rubrics that enable

step-by-step evaluation of the skills acquired by undergraduate students in their year preceding graduation and their year of graduation in relation to the desirable learning outcomes presented in the degree award policy (diploma policy) of each department, and has attempted to conduct both indirect evaluation by students themselves and direct evaluation by faculty members. This is a promising endeavor.

As for the graduate program, in AY2018 and AY2019, some graduate schools did not have the minimum number of assistant supervisors as required under the Standards for Establishment of Graduate Schools. The University later improved the situation by increasing assistant supervisors. Going forward, the University should make sure to comply with the Standards for Establishment of Graduate Schools.

Apart from the above, there are issues that need to be addressed in relation to the formulation of degree award policies and curriculum design and implementation policies (curriculum policies), establishment of examination criteria pertaining to theses and special assignment research results, faculty development (hereinafter referred to as "FD") in the graduate program, and quota management for student enrollment.

Going forward, the University is expected to ensure that these issues are addressed through internal quality assurance efforts, remain committed to the attempt to expand the initiatives related to educational quality assurance implemented in each department (regular program) by the Brand Vision Council to the graduate schools (regular programs) and Distance Learning Division (school and graduate schools), and actively ensure the quality of education and other activities.

Notable Strengths

Educational Program and Outcome

● In order to grasp learning outcomes, each faculty (regular program) indicates the correspondence between the degree award policy and each subject in a DP goal management table and describes the relevant goals in syllabi. Students in their year preceding graduation and their year of graduation conduct self-study based on departmental rubrics that clearly indicate their level of attainment and the relevant evaluation criteria. Since faculty members in charge of seminars evaluate students based on the same rubrics, the learning outcomes indicated in the degree award policy are grasped and evaluated based on students' subjective evaluation as well as objective evaluation. The University is expected to be able to develop its curricula and educational methods even further by accumulating this information and utilizing it for

educational improvement, which is commendable.

Faculty and Faculty Organization

- In order to encourage faculty members to adopt new teaching methods and try to improve classes, the University has launched the Class Improvement Trial Program as an internal application program targeting full-time faculty members, under which budgetary support is provided to selected initiatives. The University strives to enhance the overall quality of its faculty by promoting individual improvement activities by faculty members and sharing favorable teaching methods and class improvement examples in the FD REPORT. These distinctive endeavors are expected to lead to the development and enhancement of new educational methods, and are thus commendable.

Suggestions for Improvement

Educational Program and Outcome

- The Doctoral Program in the Graduate School of Political Science and Economics offers multiple degrees, but does not indicate the specific knowledge, skills, abilities, and other learning outcomes that students must attain in order to receive the respective degrees in the degree award policy. This should be improved.

- The Master's Programs in the Graduate School of Law and Graduate School of Education, Master's Program and Doctoral Program in the Graduate School of Nursing, Faculties of Human Sciences and Education in the School of Distance Learning, and Graduate Schools of Distance Learning (Graduate School of Human and Social Sciences, Graduate School of Buddhist Studies, Graduate School of Environmental Sciences) do not present the basic ideas on curriculum implementation in the curriculum design and implementation policy. This should be improved. The Department of Data Science in the Faculty of Data Science and the Department of Mathematical Engineering in the Faculty of Engineering do not present the basic ideas on curriculum organization and implementation in the curriculum design and implementation policy. This should be improved.

- The Master's Programs in the Graduate School of Law and Graduate School of

Human and Social Sciences have the same examination criteria pertaining to theses and special assignment research results. Therefore, each program should establish its own criteria appropriately.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap is low at 0.49 in the Master's Program in the Graduate School of Human and Social Sciences, 0.35 in the Master's Program in the Graduate School of Education, and 0.30 in the Master's Program in the Graduate School of Pharmaceutical Sciences, and the Doctoral Program in the Graduate School of Political Science and Economics has no students. Therefore, the University should significantly improve graduate school quota management.

Faculty and Faculty Organization

- The graduate schools do not implement unique faculty development (FD) activities related to educational improvement. FD activities should be appropriately implemented for all Master's Programs and Doctoral Programs or in the respective graduate schools.