

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

**Yokohama University of Art and Design**



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Kanagawa, 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 Yokohama University of Art and Design**

### **Overview**

Yokohama University of Art and Design, founded on the spirit of “Art education that cultivates the roots of creative activity is education in its most essential form,” defines its purpose as “cultivating human resources with a broad education and advanced, specialized knowledge and expressive skills and techniques” related to Art and Design. Based on this purpose, the University sets forth three educational goals that include “obtaining expressive skills and techniques specialized in Art and Design” with the aim of “fostering human resources who can contribute to society in a creative way.” Established by the Tokiwamatsu Gakuen educational corporation, the University conducts educational and research activities based on the Medium-term Plan 2020 Yokohama University of Art and Design, formulated together with the Tokiwamatsu Gakuen Medium-term Plan.

In terms of education, the University has established a diploma policy in line with its three educational goals and designed its curricula based on the curriculum policy corresponding to the diploma policy. It is notable that the curricula are designed to provide basic classes for first-year students and classes for second-year and higher students to acquire more advanced professional skills and expressive skills. To monitor student learning outcomes, the University adopted an assessment policy in AY2021 using radar charts to show each item and levels of competency students are expected to acquire as well as diploma supplements (degree certificate supplementary materials) that include this information. The University is expected to utilize the accumulated data on monitored student learning outcomes to effect educational improvements.

As distinctive student support initiatives, the University offers a wide range of specifically designed support. Faculty members provide students with guidance and advice with respect to their wishes and other factors, while teaching assistants not only give additional lesson support but also help students with job searches, and some courses utilize learning portfolios. In terms of career support, four Career Design subjects have been introduced to facilitate incremental learning from the first year through the fourth year. The subjects feature lectures on understanding and supporting people with disabilities, with the aim of providing universal access to education and student support to encourage social independence, mutual

understanding, and working together regardless of disability. It is highly commendable that these efforts are contributing to the realization of the University's principles and purpose.

There are issues regarding the University's internal quality assurance structure and functions, however. The Future Planning and Management Strategy Committee chaired by the president and comprised of deans, the president's advisor, heads of each organization, and administrative office representatives has been positioned as an organization responsible for promoting university-wide internal quality assurance. The committees and divisions conduct self-studies based on the University Standards with the support of the IR Office, and the results are confirmed by the Self-Study Committee. The Future Planning and Management Strategy Committee is tasked with formulating improvement plans to address the issues identified from the self-study results, confirming the improvement reports submitted by the committees and other organizations, and writing up their findings. In reality, curriculum improvement measures are taken up by the Faculty Council and the Steering Committee under the University's medium-term plan and activity plan, and are discussed by the Curriculum Revision Working Group set up under the committee. This issue should be addressed by clarifying the roles of the Faculty Council and Steering Committee in internal quality assurance to operate the system in line with the University's policies and procedures. The University is also expected to conduct evidence-based self-studies by developing a mechanism for constantly storing and accumulating materials and information on on-campus education, research, and other activities to carry out empirical inspections and assessments. The Self-Study Committee engages primarily in compiling reports, and should examine the appropriateness and effectiveness of the University's teaching and learning management from a university-wide perspective based on reports from the committees and other organizations.

In addition, the University has failed to implement initiatives to improve its faculty members' quality in terms of research, social contribution, and other activities. This issue should be addressed. Moreover, the University should articulate its decision-making process in rules and regulations, appropriately record the process in minutes and other documents, and formulate and implement a financial plan to solidify its financial base with improvement efforts still a work in progress.

Further efforts to update the diploma policy and ensure credit validity are also expected. The University plans to review its diploma policy starting in AY2023, but has decided to continue listing the competencies students are expected to acquire

by achieving the educational goals. The content of the diploma policy is expected to be reviewed to create such learning outcomes as knowledge, skills, and mindsets students should develop for the degrees to be awarded. The University specifies the maximum number of credits students can register for in a year, and the cap is eased for high achievers, but this limit does not apply to the teacher training course that sees a steady number of fourth-year students who are not high achievers register for credits far exceeding the upper limit. Appropriate measures are expected to be put in place to ensure credit validity for these students.

In the coming years, the University is expected to examine and upgrade its internal quality assurance structure and functions, including ensuring consistency between its policies and actual conditions, and to address various issues while enhancing its distinctive initiatives.

## **Notable Strengths**

### *Student Support*

- In accordance with the Basic Policy on Supporting Students with Disabilities, the University has established a system allowing various types of students to study worry-free by providing lectures on understanding people with disabilities and compensating student volunteers who assist the hearing impaired with information access. In the curricula, the career education subject Career Design I features Understanding Diversity – Understanding People with Disabilities. It is commendable that the University is promoting greater understanding and support among students through lectures on people with disabilities and ways to assist them in the pursuit of universality, namely, respecting and enhancing the individuality of all students.

## **Suggestions for Improvement**

### *Internal Quality Assurance*

- Since AY2019, the Future Planning and Management Strategy Committee has played a central role as an organization responsible for promoting internal quality assurance in deliberating and reporting on the items to be addressed and improvement plans to the president. However, it is the Faculty Council and the

Steering Committee that undertake internal quality assurance for some items. This issue should be addressed with the roles of the council and committee in the internal quality assurance system clarified for more effective system operation led by the Future Planning and Management Strategy Committee in accordance with the policies.

#### *Faculty and Faculty Organization*

- The University conducts faculty development (FD) activities for education in a systematic and multifaceted way to improve and enhance the quality of its faculty members and organization, but there are no systematic FD activities to enhance its faculty members' research, social contribution, and other activities. This issue should be addressed.

#### *University Management and Finance*

- The school rules and the Faculty Council Regulations stipulate that the president and the Faculty Council play a role in the University's decision-making, but the relationship and decision-making process of the council and committees are not clarified in the regulations. In addition, the roles and connection of the president, Faculty Council, and committees to university management are unclear as the minutes and other documents fail to articulate the deliberation process. These issues should be addressed.
- The University's balance sheet has improved due to higher student enrollment since AY2017, but the ratio of financial assets to the required reserve fund is low. The ratio of next fiscal year's excess of carry-over expenditures to operating income is trending downward but remains high, indicating that the University is far from establishing a solid financial base to achieve its educational goals. The University should formulate and implement a medium- to long-term financial plan that includes specific numerical targets to establish a sound financial base.