

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

Shujitsu University



Basic Information of the Institution	
Ownership: Private	Location: Okayama, Japan
Accreditation Status	
Year of the Review: 2015	
Accreditation Status: Accredited (Accreditation Period: April.01.2016 – March.31.2023)	

Certified Evaluation and Accreditation Results for Shujitsu University

Overview

Shujitsu University's founding mission is represented by the concept of "Kyoka Shujitsu," which means to pursue internal self-worth rather than external beauty and vanity, to value the richness of humanity in a practical and essential sense, and to acquire an active and creative spirit that never abandons such pursuits. Shujitsu University (hereafter, the University) was established by Shujitsu Gakuen (a legally incorporated educational institution that operates the University) in 1979 as Shujitsu Women's University (Shujitsu Gakuen has its origin in Okayama Women's School of Practice, a private school that was founded in Okayama City, Okayama Prefecture, in 1904). That university created and reorganized its faculties, departments, and graduate schools and became Shujitsu University, a co-educational institution, in 2003. It has developed its research and educational activities based on its founding spirit. After its accreditation review by Japan University Accreditation Association (JUAA) in 2008, the University has made efforts towards improvement. In 2009, the University established the Committee on Self Assessment and Improvement, and, in 2010, it formulated its Second Mid-term Objectives and Plans (from 2014 to 2018). Based on these plans, the University has developed a Teaching and Learning Management Cycle, which has been in place since 2014. However, the current system is not sufficient to translate the findings of the self-study activities into improvements and developments at the University. JUAA hopes that the University will take active measures for improvement through the newly created Center for Educational Development and other processes.

The University has made several commendable, unique efforts in the area of social cooperation and contribution. In particular, it has conducted various activities through the Research Institute of Kibi Regional Culture and has engaged in child-rearing support activities through "Interaction Hours between Parents and Children organized by the Center for Educational Practice.

However, the University has several issues to address, including the management of student enrollment and faculty development activities in the graduate school. JUAA hopes that the University will make efforts for improvements and reforms by engaging in continuous efforts and utilizing the Instruction and Learning Management Cycle. JUAA wishes to see its future development continue as a university rooted in the local community.

Notable Strength

Social Cooperation and Contribution

- It is commendable that the University has undertaken various initiatives to share its wide-ranging intellectual and human-based resources with society and to firmly link such social contributions to its education. In particular, the Research Institute of Kibi Regional Culture, in cooperation with nearby universities and colleges, has made significant contributions to the continuation and dissemination of local culture by conducting research on the local culture of Okayama Prefecture and by holding a series of public lectures and study meetings. Moreover, the Center for Educational Practice has sponsored Interaction Hours for Parents and Children in order to support the child rearing of preschool children, and has offered a valuable site of learning for students involved in support activities.

Suggestions for Improvements

Educational Content, Methods, and Outcomes

- In the Human Studies master's program at the (Graduate) School of Humanities, no research guidance classes are offered despite the fact that lecture classes are offered. This cannot be regarded as a curriculum that combines course work and research work. This should be improved in accordance with the system of course-based graduate education.
- The (Graduate) School of Humanities and the (Graduate) School of Clinical Pharmacy have not made efforts to pursue systematic faculty development and research in order to improve educational content and methods as graduate schools. This situation should be improved.
- The (Graduate) School of Humanities does not clearly indicate its research guidance plans to a sufficient degree. This should be improved.
- In the (Graduate) School of Clinical Pharmacy, criteria for examining degree-seeking dissertations have not been clearly stated for the students. This situation should be improved, by clearly stating them in student handbooks, such as the "Registration Guidebook."

Enrollment

- The ratio of enrolled students to the student enrollment cap is low at 0.86 in the School of Pharmacy, and it is also low at 0.33 in the (Graduate) School of Humanities. This situation should be improved.
- The ratio of transfer students to the transfer student admission cap is low at 0.30 in the Department of Educational Psychology in the Faculty of Education. This should be improved.