

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

Syukutoku University



Basic Information of the Institution	
Ownership: Private	Location: Chiba, Japan
Accreditation Status	
Year of the Review: 2025	
Accreditation Status: accredited (Accreditation Period: April 1, 2026 – March 31, 2033)	

Certified Evaluation and Accreditation Results for Shukutoku University

Overview

Shukutoku University sets forth the purposes of its colleges and graduate schools based on the mission (founding principle) derived from the spirit of Mahayana Buddhism, and establishes three diploma, curriculum, and admission policies for the university, schools, and graduate schools, and designs curricula to provide education appropriate for each degree. The positions of class subjects are outlined in the course list of the curriculum table, and the connection to the diploma policies is clarified to students by syllabuses highlighting the “Connection to the Diploma Policy” and “Achievement Goals.” Course maps and models are also used to help students clearly see how the curricula are systematically and sequentially designed.

The University introduced university-wide common basic subjects (S-BASIC) in AY2023 to further systematize the education programs based on the mission and purpose. The University is also working to put in place a system for conducting university-wide assessment activities by initiating efforts to improve lessons, such as monitoring student learning outcomes through the Graduate Attribute Rubric and Graduation Survey and analyzing the data at Research and Development Institute for Higher Education and the Evaluation and Institutional Research Office.

In AY2024, the University developed a new internal quality assurance system led by the University Self-Study Committee to upgrade its education based on internal quality assurance and enhance student learning outcomes with various tasks allocated to the Internal Quality Assurance Promotion Committee, University Education Improvement Committee, and University Curriculum Design Committee. To pursue further educational improvements, the University is expected to advance such initiatives as clarifying the coordination with the colleges, graduate schools, and committees as well as the bodies responsible for managing improvement support, to effectively operate the new Internal Quality Assurance System for Education.

JUAA’s latest university evaluation confirmed various notable initiatives, including bottom-up approaches to formulating the medium-term plan with the draft prepared by a working group led by mid-level staff and comments solicited from all faculty and staff members; the introduction of university-wide common basic subjects (S-BASIC) aimed at standardizing basic subjects across all colleges; and active student participation in

volunteer activities with the support of the Center for Regional Inclusiveness. These are highly commendable efforts to realize the University's mission and purpose.

There are issues the University should address in measuring the learning outcomes, student enrollment (quota management), and library staffing for faculty and staff members. Specifically, the doctoral course in the Graduate School of Integrated Human and Social Welfare Studies inadequately measures the learning outcomes stated in the diploma policy. Some schools still fall short of fulfilling their student enrollment quotas despite improvements made to the admission process. In addition, the libraries do not station dedicated faculty and staff members. The University is expected to address these issues by effectively operating the newly developed Internal Quality Assurance System for Education and adopting other measures.

Notable Strengths

Mission and Purpose

- The current medium-term project plan (AY2023-2027) was formulated through a bottom-up approach with the draft prepared by a working group led by mid-level staff and comments solicited from all faculty and staff members. It is commendable that the University adopts a mechanism for all faculty and staff to be involved in formulating the plan, and upgrades the mechanism to assess the progress and achievement of the plan.

Teaching and Learning

- University-wide common basic subjects (S-BASIC) have been introduced to standardize the basic subjects that vary among the colleges, with the curriculum comprised of common subjects in eight diverse areas of study in all colleges. S-BASIC is commendable as a meaningful initiative in line with the mission and purpose, as it offers required subjects such as Community Activities and Social Contribution designed for students to understand the University's core principle of "rita kyosei (be made alive by others, make others alive, and live together)" as well as the importance of community and social contribution activities (regional activities for inclusiveness).

Social Cooperation and Contribution

- In addition to a wide variety of social cooperation and contribution activities launched by the colleges and graduate schools, the Center for Regional Inclusiveness actively undertakes university-wide initiatives, such as organizing outreach activities that include offering children free or low-priced meals in areas where the campuses are located, supporting reconstruction activities in disaster-affected areas, introducing the Shukutoku University “Tomoiki” Leader certification program in which the University recognizes students for their knowledge and experience in volunteer activities, and arranging Student Coordinators who serve as a bridge between students and local communities from a student’s perspective. Many students participate in these activities as volunteers and experience growth through their involvement. The Center for Regional Inclusiveness plays a central role in working toward the standardization of relevant functions at the university-wide level, and this is commendable as a meaningful initiative in line with the University’s mission and purpose.

Suggestions for Improvement

Teaching and Learning

- When measuring student learning outcomes, the doctoral course in the Graduate School of Integrated Human and Social Welfare Studies uses the Education and Research Guidance Planning Form to check the progress of research and encourage faculty members and students to communicate with each other, but these approaches remain inadequate as a method of measuring the learning outcomes stated in the diploma policy. This issue should be addressed.

Student Enrollment

- The ratios of student enrollment to the student enrollment cap are low at 0.89 in the School of Social Welfare, College of Integrated Human and Social Welfare Studies, and 0.81 in the School of Child Education, College of Education. The average ratio of freshman enrollment to the freshman enrollment cap over the past five years is also low at 0.86 in the School of Child Education, College of Education. Improvement efforts are underway, such as adopting designated school recommendations with scholarship grants for the two schools starting in the AY2025 admission process.

These efforts should be reviewed and continued to produce positive results.

Education and Research Environment

- The libraries take various steps to ensure smooth management, such as establishing a management committee comprised of faculty and staff members and outsourcing some operations to specialists, but no dedicated faculty and staff have been stationed since AY2023. This issue should be addressed.