

Status of Improvement Based on the PDCA Cycle for Education and Research

July 3, 2025

The Public University Corporation, University of Aizu

The results of the self-assessment and evaluation regarding internal quality assurance of education, based on the “Policy on Internal Quality Assurance of Education at the University of Aizu” (dated April 18, 2024), are as follows:

1. Formulation, Dissemination, and Publication of the Three Policies

- The "Image of an Independent Engineer," the three policies (Admission Policy [AP], Diploma Policy [DP], and Curriculum Policy [CP]), and the Learning and Educational Achievement Goals have been appropriately established and made publicly available. In addition, for the “Global Engineer Development Program,” which was accredited by the Japan Accreditation Board for Engineering Education (JABEE) in AY2023 as meeting its standards, faculty-led detailed explanations were provided during orientation sessions for new students in AY2024 to deepen their understanding. Furthermore, a President–Student Roundtable was held to collect students’ opinions and requests as part of efforts to enhance the quality of education.
- Looking toward AY2025, the university will address the urgent task of building a university-wide educational management system for quality assurance of education based on the three policies. To further promote awareness and understanding of the DP and the Learning and Educational Achievement Goals, the university will strengthen student guidance, ensure thorough communication with current faculty, and enhance training programs for newly appointed and part-time instructors. Moreover, in order to reflect societal needs and alumni activities appropriately in the three policies and to continuously verify the social effectiveness of education, the university will consider gathering feedback from businesses, local communities, and other external stakeholders. In line with the Medium-Term Plan, inspections, evaluations, and revisions of the three policies will be conducted, and where necessary, revisions to the “Learning and Educational Achievement Goals,” the “Image of an Independent Engineer,” and restructuring of the DP will be implemented.

2. Curriculum Implementation Based on the Three Policies

- It has been confirmed that the curriculum is designed to meet the achievement goals and that the Strongly Recommended Courses satisfy JABEE standards. In addition, a new item was added to the course evaluation survey to check the “consistency between the syllabus and the actual educational content,” and a mechanism has been established for this verification.
- Going forward, the university will work on clarifying the relationship between the CP and the Learning and Educational Achievement Goals, and on confirming consistency with the latest curriculum standards in computer science (CS2023). Efforts will also be made to strengthen syllabus quality control, re-evaluate the appropriateness of the CAP system (credit limit policy), and align evaluation standards among instructors who share the same syllabus. The university will also consider measures to increase response rates to course evaluation surveys. Furthermore, a university-wide policy on Faculty/Staff Development (FD/SD) will be formulated to enhance instructional competencies, and Institutional Research (IR) data, including student data and results of national surveys, will be used to ensure continuous improvement of educational quality through the PDCA cycle.

3. Confirmation of Learning Outcomes

- Achievement (grade) evaluations based on the evaluation methods and criteria stated in each syllabus have been appropriately conducted. In particular, for graduation theses, an “Achievement Evaluation Sheet” was introduced in AY2023 to clarify evaluation criteria, thereby improving the validity of evaluations. In AY2024, 24 students completed the “Global Engineer Development Program,” which is composed mainly of SR-designated courses (compared to 13 students in AY2023).
- From the next academic year onward, while considering faculty workload and administrative efficiency, the university will work to improve the operation of achievement evaluations by securing evidence of their appropriateness and examining the effectiveness of introducing the “Achievement Evaluation Sheet” for graduation theses. In addition, the university will explore methods to verify (visualize) and evaluate learning outcomes.

4. Enhancement of Internal Quality Assurance in Education

- In accordance with guidelines from the Ministry of Education and other relevant authorities, internal quality assurance activities have included improvement initiatives with

a strong focus on applying the PDCA cycle, particularly in relation to the Global Engineer Development Program. Following the feedback from the certified evaluation in AY2024, which indicated the need to strengthen internal quality assurance across all educational and research activities of the university, efforts have begun to restructure and rebuild the system.

- In the next academic year, under the leadership of the President, the university will work toward the concrete establishment of a university-wide educational management system, promote internal quality assurance of education in alignment with national policy directions, and foster awareness and shared responsibility among faculty members.