

Report on Initiatives and Achievements Related to Internal Quality Assurance in AY2025

June 25, 2026

The University of Aizu

Pursuant to the School Education Act, the University of Aizu Policy on Internal Quality Assurance, and the Medium Term Plan, the University hereby reports its principal initiatives and achievements related to internal quality assurance in AY2025 as follows.

1. Review, Evaluation, and Revision of the Three Policies

The Graduate School's Curriculum Policy (CP) was revised to clarify the "methods of learning" and "evaluation of learning outcomes." The revised policy was published on the University website and communicated to students via email and other means. In addition, the descriptions in the Admission Policies (AP) for both the undergraduate and graduate programs were improved to clarify the "learning outcomes expected of admitted students" based on the three elements of academic ability.

Regarding the "review, evaluation, and revision of the Three Policies" outlined in the Fourth Medium Term Plan, the University decided that, beginning in AY2026, the current Three Policies will be reviewed from the perspectives of identifying and visualizing learning outcomes and promoting understanding among students, faculty members, and stakeholders. Furthermore, over the next two to three years, the University will conduct a review that incorporates long-term changes in the social environment and industry needs, while seeking input from and coordinating with external stakeholders, including the prefectural government, regional companies, and other relevant parties.

2. Educational Practice Based on the Three Policies

To enhance the curriculum's systematic structure and ensure the substantive quality of credits from a learning-outcomes perspective, the University designated key courses. In addition, the University decided to revise the upper limit on annual course registration from 56 to 50 credits. In AY2026, the University will proceed with the necessary preparations, including detailed system design and revisions to relevant regulations, in accordance with this policy.

Furthermore, in line with the Central Council for Education's "Guidelines for Educational Management," the University established assessment criteria that describe achievement levels for grading. Beginning with the AY2026 syllabi, the University also standardized the format for describing teaching methods and pre- and post-class study activities. In addition, a curriculum map was newly developed to support the systematic learning, evaluation, and improvement of the graduate curriculum.

With respect to the systematic structure of the curriculum in engineering education, the University also revised its curriculum in line with the latest computer science (CS2023) curriculum standards.

3. Verification of the Status of Learning Outcomes

The University examined methods for evaluating students' learning progress and achievement levels in order to visualize learning outcomes. Based on the questionnaire results compiled from the Ministry of Education, Culture, Sports, Science and Technology's (MEXT) "National Student Survey" conducted in AY2025, as well as future survey results of universities nationwide to be published by MEXT, the newly established Planning and Management Committee and Evaluation Committee will continue discussions regarding the utilization of the graduation thesis achievement evaluation rubric, the implementation of surveys targeting companies and alumni, and the analysis and utilization of the National Student Survey results.

4. Enhancement of Internal Quality Assurance

To further strengthen internal quality assurance across all educational and research activities of the University, the University revised its internal quality assurance policy. It established a new operational framework under the President's leadership. Specifically, the University established a Planning and Management Committee, chaired by the President, responsible for formulating policies and plans, and an Evaluation Committee, chaired by the Dean of the Graduate School, responsible for conducting practical self-inspection and evaluation activities. Going forward, these new organizations will serve as the core of the University-wide internal quality assurance system and promote autonomous, continuous quality improvement through the PDCA cycle.

To promote the systematic enhancement of educational and research activities, the University conducted workshops on internal quality assurance. In addition, to strengthen Faculty Development (FD) activities, the University formulated institution-wide implementation guidelines and began preparing to enforce them in AY2026.

5. Other Initiatives Related to Internal Quality Assurance

Please refer to the attached document, "Status and Future Direction of Responses to Matters Requiring Action Identified in the AY2024 Institutional Accreditation and Medium Term Plan Items (Related to Internal Quality Assurance in Education)."

Appendix

Status and Future Direction of Responses to Matters Requiring Action Identified in the AY2024 Institutional Accreditation and Medium Term Plan Items (Related to Internal Quality Assurance in Education)

[Items for Which Action Was Requested or Considered Desirable in the Institutional Accreditation Review]

1. Regarding under-enrollment and over-enrollment in the graduate programs, organizational measures are required for enrollment management and for improving educational quality assurance.

For Spring AY2026 admissions, the number of students admitted is expected to be 85 in the Master's Program and 9 in the Doctoral Program. The number of enrolled students at the beginning of AY2026 is therefore expected to be 228 in the Master's Program and 56 in the Doctoral Program. Since the enrollment capacity for the Master's Program is 240 and for the Doctoral Program is 30, the under-enrollment in the Master's Program is expected to be resolved. The over-enrollment situation in the Doctoral Program will be managed appropriately by the Dean of the Graduate School and the Graduate School Admissions Committee.

2. Regarding the Graduate School Curriculum Policy, in accordance with the Central Council for Education guidelines, the University is required to clearly specify "learning methods and processes" and "methods for evaluating learning outcomes," and to communicate these to students.

The descriptions of "learning methods and processes" and "methods for evaluating learning outcomes" in the Graduate School Curriculum Policy (CP) have already been published on the University website [1]. Students have also been informed through the Campus Guide.

3. Regarding the Admission Policies of the undergraduate and graduate programs, the University is required to clearly specify "the learning outcomes expected of admitted students" in accordance with the Central Council for Education guidelines.

The University will clearly state the "learning outcomes expected of admitted students" in the undergraduate and graduate Admission Policies (AP). It will publish them on the University website and through other channels for application beginning with the AY2027 admissions process.

4. Regarding the upper limit on annual course registration credits, the University is required to review the current limit from the perspective of ensuring the substantive quality of credits, based on analyses and verification of actual pre- and post-class study hours outside of class time.

The current annual course registration cap (CAP system) is 56 credits. The University has begun concrete discussions to reduce this limit to 50 credits. Necessary administrative procedures, including revisions to the University regulations, will be completed during AY2026, and the revised system will be implemented beginning with students entering in AY2027. Existing students will also be advised to regard 50 credits as the recommended upper limit.

5. Regarding self-inspection and evaluation of educational and research activities, in accordance with the intent of Article 109 of the School Education Act, it is desirable to clarify the distinction from corporate evaluations, organize the relationship between the President and internal university organizations, and strengthen internal quality assurance under the responsibility of the President.

The University has clearly separated the evaluation of business performance under Article 78-2 of the Local Independent Administrative Agency Act from self-inspection and evaluation under Article 109 of the School Education Act. It has strengthened its internal quality assurance system as an internal university organization under the President's responsibility. Specifically, the University established the "University of Aizu Policy on Internal Quality Assurance," which clarifies the purpose outlined above. Also, it established the Planning and Management Committee, responsible for policies and planning related to internal quality assurance, and the Evaluation Committee, responsible for the practical work of self-inspection and evaluation. Through these measures, the University has established a framework for autonomous, continuous quality improvement using the PDCA cycle.

6. Regarding key courses, it is desirable for the University to formally define them from the perspective of ensuring curriculum coherence.

Key courses have already been identified for both undergraduate and graduate programs to ensure curriculum coherence and will be promptly published on the University website.

7. Regarding grading and assessment, from a learner-centered perspective, it is desirable to systematically establish and disclose assessment criteria that describe achievement levels in addition to numerical grades, and to analyze, verify, and review grade standardization organizationally.

Regarding grading, the assessment criteria that describe achievement levels have already been published on the University website [2], and students have also been informed through the Campus Guide. With respect to grading standardization, the University will continue to examine this matter, primarily through the Academic Affairs Committee and the FD Promotion Committee, in parallel with efforts to ensure compliance with the "Guidelines for Educational Management" and to improve syllabus quality.

8. Regarding syllabi, from a learner-centered perspective, it is desirable to inspect and verify the items and methods of description systematically and to strengthen organizational review systems for descriptions in each course.

The University re-inspected and verified syllabus items and description methods from a learner-centered perspective. As a result, it found that descriptions of the “content and methods of each course” and the “content of pre- and post-class learning,” which are required under the “Guidelines for Educational Management,” were insufficient. The University therefore improved the syllabi by requiring these descriptions beginning with the AY2026 syllabi. In addition, because syllabi for the “Graduation Thesis” course had not been prepared, the University developed them. With respect to organizational checks of course descriptions in syllabi, the University will further strengthen the Academic Affairs Committee's syllabus management mechanism and also seek to improve syllabus quality from the FD perspective.

9. Regarding the systematic structure of the graduate curriculum, it is desirable for the University to prepare curriculum maps and trees, and to present and communicate them to students in an easy-to-understand manner from a learner-centered perspective.

The Graduate School curriculum map has been completed and will be published promptly on the University website. Students are being informed by email and through explanations provided during orientation sessions.

10. Regarding Faculty Development (FD) and Staff Development (SD), it is desirable for the University to clarify institutional policies and establish themes in accordance with those policies to enhance FD and SD activities for the systematic improvement of educational and research activities.

Because the University previously lacked an explicit written policy on FD, it has established the “University of Aizu Faculty Development Implementation Policy.” This policy will be published on the University website. In AY2025, the University also conducted an FD workshop on internal quality assurance in education. Regarding SD, activities are being promoted in accordance with the existing “Public University Corporation University of Aizu Human Resource Development Program.”

11. Regarding the assessment and visualization of learning outcomes, it is desirable to strengthen organizational initiatives for improving educational and research activities, including analysis and verification through educational IR (Institutional Research) based on various surveys.

With respect to company and alums surveys, and the analysis and utilization of the National Student Survey results, the Planning and Management Committee will examine the University's implementation policy in AY2026, after which the Evaluation Committee will develop specific implementation procedures. In addition, the University will consider how the “Graduation Thesis Achievement Evaluation Rubric,” currently used to evaluate graduation theses, can be used to assess and visualize learning outcomes at the point of program completion.

[Items Stated in the Medium Term Plan]

Part I: Measures to Achieve Goals for Improving the Quality of Education

(1)-1 The University will continuously inspect and evaluate the Diploma Policy through the PDCA cycle and, based on this, revise the Curriculum Policy to improve the quality of education. The University will also continuously implement Faculty Development (FD), including faculty training, to improve faculty members' teaching capabilities. In addition, to secure diverse and motivated students sought by the University, the University will review the Admission Policy in response to inspection and evaluation of the Diploma Policy and changes in the social environment. It will conduct student recruitment and admissions while verifying the appropriateness of admissions selection methods and making continuous improvements.

Regarding the Diploma Policy, based on the Central Council for Education's "Guidelines for Educational Management" and the "Guidelines for Formulation and Operation of the Three Policies" (hereinafter referred to as the "Guidelines, etc.") [3], the University will revise wording and related expressions during AY2026 from the perspective of clarifying the goals for the qualities and abilities students should acquire. In addition, over the next several years, in accordance with the purpose of the Guidelines, etc., the University will conduct a review that incorporates the long-term needs of local communities and industry, while seeking input from and coordinating with external stakeholders, such as the prefectural government and regional companies.

The Curriculum Policy will also be revised in accordance with revisions to the Diploma Policy. At the same time, the University will review the structure of key courses, Strongly Recommended (SR) courses (undergraduate), and Fundamental Core courses (graduate), from perspectives such as curriculum coherence, international compatibility, and learner-centered education. Faculty Development will also be promoted, with an emphasis on outcomes, under the leadership of the FD Promotion Committee, in line with the requirements of MEXT subsidy programs and the descriptions in the "Guidelines for Educational Management."

The Admission Policy will likewise be reviewed from multiple perspectives, including the purpose of the Guidelines, etc., and the views of stakeholders such as the prefectural government, regional industries, university management, and high school-university articulation.

Notes

[1] <https://u-aizu.ac.jp/curriculum/policy/curriculum/>

[2] <https://u-aizu.ac.jp/curriculum/undergraduate/guide/guide14.html>

[3] Refers to the Central Council for Education, University Subdivision, University Education Committee, "Guidelines for Formulation and Operation of the Policy on Graduation Certification and Degree Conferral (Diploma Policy), the Policy on Curriculum Organization and Implementation (Curriculum Policy), and the Policy on Admission of Students (Admission Policy)."