

Results for Certified Evaluation and Accreditation for Junior College

The University of Aizu Junior College Division



Basic Information of the Institution	
Ownership: Public	Location: Fukushima, Japan
Accreditation Status	
Year of the Review: 2024	
Accreditation Status: accredited (Accreditation Period: April 1, 2025 – March 31, 2032)	

Certified Evaluation and Accreditation Results for the University of Aizu Junior College Division

Overview

The University of Aizu Junior College Division (hereafter “Junior College”) upholds the university corporation-wide objectives of the Public University Corporation, The University of Aizu (hereafter “Public University Corporation”), which also includes the University of Aizu as an affiliated four-year university. The objectives of the Public University Corporation are “promotion of conducting distinctive education and research and nurturing of creative human resources, ongoing contribution to the advancement of academia and scientific technology as well as to industry and culture of Fukushima Prefecture, creation of new cultures, and contribution to the peace and prosperity of humanity” In light of these university corporation-wide objectives, the Junior College defines its own purpose as “to provide in-depth educational and research opportunities in specialized fields and cultivate the skills necessary for professional or personal lives, thereby contributing to the improvement and development of the life, culture, and industry of the local community.”

Fukushima Prefecture as the founding entity has designated the third medium-term goals for the six-year period from AY2018 to AY2023 that the Public University Corporation should achieve in its operational management. To achieve the medium-term goals, the Public University Corporation has formulated the Public University Corporation of Aizu Medium-Term Plan as a guideline for university management.

As for internal quality assurance, the Junior College has set in place the Junior College Planning and Operations Committee (hereafter “Planning and Operations Committee”) tasked with operational planning, such as formulating medium-term plans, and the Junior College Evaluation Committee (hereafter “Evaluation Committee”), which reviews, assesses, and verifies various initiatives involving university management, as internal organizations responsible for promoting internal quality assurance, in line with the Aizu University Junior College Internal Quality Assurance Policy. The results of the deliberations of both committees are referred to the Junior College Heads Meeting (hereafter “Heads Meeting”), Faculty Council, Junior College Educational and Research Council (hereafter “Educational and Research Council”), and the internal quality assurance organization of the Public University Corporation, and then reported to the Fukushima Prefectural Public University Corporation Evaluation Committee (hereafter

“Prefectural Corporation Evaluation Committee”).

Regarding education, each department has formulated a degree award policy (diploma policy) that specifies the degrees to be awarded and the knowledge, skills, and attitudes to be acquired for successful completion of the programs. Based on the degree award policy, the departments have developed the curriculum design and implementation policy (curriculum policy) for each degree, and systematically structured the curriculum consisting of the three subject categories of “general education,” “specialized education,” and “optional courses,” in line with the curriculum design and implementation policy. The Junior College allocates specialized education subjects to be taken over four semesters, taking into account the purpose of first-year education and the sequential and systematic nature of learning, thereby cultivating students’ practical skills and problem-solving abilities outlined in the educational objectives. In addition, the Junior College provides students with opportunities to acquire the abilities necessary for social and professional independence through regionally-related subjects, such as “the Facts about Reconstruction Support” and “the Regional Project Seminar”.

One notable initiative of the Junior College is its community outreach program. For example, in response to the completion of receiving residents of disaster-affected areas by Aizu-Wakamatsu City following the Great East Japan Earthquake, the Junior College revised how it offered support and appropriately reacted to changing local community needs over time. It is highly commendable that the Junior College is advancing and continuing its community contribution activities, thereby contributing to the development and improvement of the local community.

There are several areas of improvement the Junior College should address, however. The Department of Management and Design and the Department of Early Childhood Education and Welfare do not state the basic principles for implementing the curricula in their respective curriculum design and implementation policies. In addition, the departments have not capped the number of credits that students can register for in a given year and many register for a large number in a single year. This issue needs to be corrected in light of the purpose of the credit system. Furthermore, while learning outcomes are monitored and assessed through GPA and course evaluation surveys, the relationship between these assessment methods and the learning outcomes stated in the degree award policy is not clearly indicated and should be clarified.

Going forward, the Junior College is expected to develop further by reviewing the appropriateness of its internal quality assurance system, and working to improve its quality of education and address the issues for improvement, thereby enhancing its unique initiatives while ensuring the effective functioning of the university-wide PDCA cycle.

Notable Strengths

Social Cooperation and Contribution

- As one of its efforts to achieve its objectives and educational and research goals, the Junior College has supported the continuous implementation of various community contribution and public relations activities by faculty members and students, with the Regional Revitalization Center as the main entity, while advancing its activities to better address the needs of the local community by adopting such measures as integrating its existing disaster recovery support projects and community contribution initiatives and launching seminars targeting disaster-affected municipalities. These efforts show that the Junior College, as a higher education institution capable of engaging in close collaboration with the local community, continues to contribute to the development and improvement of the local community, which is commendable.

Suggestions for Improvement

Education Program and Learning Outcomes

- Regarding curriculum design and implementation policy, the Department of Management and Design and the Department of Early Childhood Education and Welfare do not state the basic principles for implementing their curricula, which should be addressed.
- To help students obtain qualifications and become eligible for certification examinations, no department caps the number of credits that students can register for in a given year, allowing many to register for a large number in a single year. This issue needs to be addressed in light of the purpose of the credit system.
- Although learning outcomes are monitored and evaluated based on GPA, course evaluation surveys, and evaluations by organizations receiving interns, the relationship between the assessment methods and the learning outcomes stated in the degree award policy is not clearly indicated. This issue should be rectified.