

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

**Niigata Seiryō University**



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| <b>Basic Information of the Institution</b>  |                          |
| Ownership: Private   | Location: Niigata, Japan |
| <b>Accreditation Status</b>  |                          |
| Year of the Review: 2021   |                          |
| Accreditation Status: accredited (Accreditation Period: April.1.2022 – March 31, 2029) |                          |

## **Certified Evaluation and Accreditation Results for Niigata Seiryō University**

### **Overview**

Niigata Seiryō University's mission is to provide instruction in the practice of nursing and welfare within a whole-person context, with particular emphasis on providing a holistic education which will produce truly caring nurses and welfare support-givers. As initiatives toward guiding and enhancing its education and research activities, long- and medium-term goals and plans have been formulated, including a long-range goal of creating a center of innovation, and a medium-range objective of further improving the education at Niigata Seiryō, within the wider context of an overarching vision for making the University a hub of knowledge in the community.

For internal quality assurance, a university-wide Self-Assessment and Evaluation Committee has been established as an advisory body to the president. The results of its checks and reviews, as well as suggestions for improvement, are presented for consultation to the Steering Committee (for non-education-related matters) and the Education Improvement Committee (for education-related matters), which are positioned as entities to shoulder responsibility for promoting internal quality assurance and implementing suggestions for improvement. Although laudable efforts have already been ongoing over the past 20 years for improvement and reform since the University's founding, issues nevertheless still remain with respect to clearly defining the responsibilities and spheres of authority of these three Committees, and these issues should be resolved as soon as practicable.

Regarding education, all undergraduate and graduate divisions have developed, announced, and communicated appropriately their degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy) based on the educational goal set in line with the mission and purpose of the University. It has also systematically organized curricula based on such policies. Each faculty offers university-wide basic-education courses, fostering knowledge and abilities necessary for students' social and professional independence and success, as well as career-education courses for students starting from the first year, to ensure the best possible design of their professional career.

A system is in place which also allows students to take courses from other faculties and departments, guaranteeing them access to learning not only in their own area of specialization, but also in other disciplines and interdisciplinary studies.

Upon enrolment, each student is assigned a faculty member as their advisor, whom they can depend upon for guidance and support throughout their time at Niigata Seiryō. Administrative mechanisms are in place which permit these advisors' quick access to student information, as well as systems which make it possible not only for students to request consultation with their advisors, but also to allow the advisors to reach out their students and provide support when they feel it might be necessary. These very useful systems allow advisors to work with the students' parents and guardians to achieve a markedly low dropout rate, and play an important role in providing day-to-day educational and personal student support. Furthermore, it is particularly noteworthy that a Social Cooperation Center, Volunteer Center, and Clinical Psychology Center have been established as bases for working together with other organizations within a larger social context, and for organizing and hosting activities which make valuable contributions to our society as a whole.

However, there are still several issues which need addressing. Regarding the improvement of internal quality assurance, a system is already in place for corrective actions to be taken, based on internal-investigation results. Nevertheless, the responsibilities and authorities of each individual Committee has not yet been defined with sufficient clarity. In addition, in the Niigata Seiryō graduate school, there is still insufficient clarity regarding the methods involved in correctly ascertaining and assessing how much students have learned upon completion of their courses, and then in evaluating this learning by comparing it to the expected learning outcomes as defined by their respective graduate faculties. This should be improved.

Further, the University is expected to solve these issues through internal quality assurance efforts and accelerate its distinctive activities in line with the University's mission and purpose.

## **Notable Strengths**

### *Student Support*

- One of the initiatives for providing student support has been to assign a faculty member to every undergraduate school student as their advisor. This is designed to provide support in the three areas of education, daily personal life, and professional skills & career development, and achieve maximum possible growth in their independence, creativity, and individuality. Using the University's own "N-COMPASS" system (which facilitates keeping track of student class attendance and other data), advisors are able to swiftly and accurately identify students' class absences and other instances in which their

advice and/or support might be required. It is worth noting that advisors play a particularly important role in providing both educational and personal support to their students which, together with their communication with the students' parents and guardians, also keeps student dropout rate very low.

#### *Social Cooperation & Contribution*

- Niigata Seiryō is continuing to steadily establish a cooperative framework with organizations outside of the University, and is actively pursuing activities for social cooperation & contribution, in accordance with its founding vision and goals. For example, since its founding in 2006, the Clinical Psychology Center has been open for consultation by people from outside the university, thereby playing a role in maintaining and improving the psychological well-being of those in our wider community, and the number of these consultations have been steadily increasing year by year. The Centers' various social cooperation & contribution activities also regularly undergo periodic checks and reviews by a university committee, as well as external assessments. These social cooperation & contribution activities can therefore be commended as initiatives for development in line with the needs of the surrounding community.

### **Suggestions for Improvement**

#### *Internal Quality Assurance*

- Although the Steering Committee and Educational Improvement Committee are responsible for the promotion of internal quality assurance, exactly how they are to achieve this goal has not yet been defined sufficiently clearly, and their specific roles and details of how they are to cooperate with other organizations related to internal quality assurance remain unclear as well. The position of the Self-Assessment & Evaluation Committee within this framework has also not been clearly defined: these matters need to be addressed and corrected, in order to ensure the effective functioning of the university's internal quality assurance system.

#### *Educational Program and Learning Outcomes*

- As things stand, learning outcomes indicated in the degree award policy for students in the Graduate School of Nursing and the Graduate School of Clinical Psychology are assessed and evaluated based upon the results of the students' master's thesis examinations. However, this single evaluation method is

insufficient for providing a multifaceted assessment of student achievement. As the other measurement methods presently in use also do not provide sufficient objective information, it cannot be said that student learning outcomes are recognized and assessed in a sufficiently multifaceted and accurate manner: this important issue needs addressing and correcting.

*Student Enrollment*

- The ratio of student enrollment to the student enrollment cap for the Master's Course of the Graduate School of Nursing is low at 0.42. To ensure proper graduate student quota management, this should be improved.

*University Management and Finance*

- The seven basic activities directed at achieving the long- and medium-range goals and plans which the University is working towards are not directly correlated with the "self-evaluation sheet" and "work status assessment sheet" now being used as goal management tools by the university's administrative staff members. It is necessary to address this lack of correlation, so that improvements are not limited to individual goals management.