

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

Tottori College of Nursing



Basic Information of the Institution	
Ownership: Private	Location: Tottori, Japan
Accreditation Status	
Year of the Review: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2028)	

Certified Evaluation and Accreditation Results for Tottori College of Nursing

Overview

The Tottori College of Nursing was established in 2015 in response to strong regional demand for the training of nursing professionals and continues to create a University rooted in the community based on the mission of “developing individuals that contribute to the region”. By promoting community-oriented education and research activities alongside contributions to the region such as the Neighborhood Health Center, the 1st Tottori College of Nursing Mid-Term Plan has significantly advanced University management and increased the presence of the University in the area.

The Self-Inspection and Self-Assessment Steering Committee (hereafter the “Steering Committee”) conducts checks and reviews of internal quality assurance initiatives every six months at the individual, education and research, and committee levels. Those results are examined by the University Council that is a part of the corporate body, the Board of Councilors, and the Board of Trustees. The University also employs a full-time auditor and a multilayered system to audit education as well as finances. However, the junior college’s Self-Inspection and Self-Assessment Steering Committee conducts checks and reviews for shared departments and so the University itself does not conduct appropriate checks and reviews. Also, the items within the University that are subject to checks and reviews are limited to those items included in the mid-term goals and plans and are not conducted for University-wide initiatives. Additionally, the actual situation in the University does not reflect the Checks and Review Regulations, so the University must re-create the internal quality assurance system and then ensure that it functions effectively.

Regarding education, the University creates systematic community-oriented courses based on the University's curriculum design and implementation policy (curriculum policy) and provides characteristic education with the region as its campus based on the mission of “developing individuals that contribute to the region.” The University introduced a tutor system and a system where a faculty member oversees an academic year to encourage student learning and provide effective education. Other exemplary initiatives using portfolios in each undergraduate and graduate division are used to assist students, such as tutors and supervisors using interviews and guidance based on student portfolios to provide detailed guidance each semester.

The University also works with local municipalities to provide social

cooperation and social contribution activities based on the mission of “developing individuals that contribute to the region” in order to support improvements in the health of local residents through the Town Nurses Office and the Lesson Class of “Mamennakae” Community Health Leader. These initiatives continuously return the outcomes of University research to the community and lead to developing professionals based in the region and student evolution through social cooperation and social contribution activities.

However, there are several issues that should be addressed. First, the undergraduate divisions have not presented their basic ideas on design and implementation and the graduate divisions have not presented their basic ideas on implementation in curriculum design and implementation policies. They have also not adequately clarified metrics for measuring learning outcomes indicated in their degree award policies (diploma policies) nor clarified how the measurement methods relate to degree award policies. Unique faculty development (hereinafter “FD”) activities in graduate divisions are inadequate and must be improved.

Initiatives that work toward “developing individuals that contribute to the region” by cooperating with organizations like educational institutions, local municipalities, industry-government-university collaborations, and professional nursing associations to share research outcomes, offer education, and revitalize the region, which are all excellent endeavors that can be expected to lead to future developments. In addition to these commendable actions, having students actively participate in management activities that can lead to them acquiring the five principles listed in the degree award policy will also contribute to the University’s future.

Notable Strengths

Educational Program and Learning Outcomes

- The undergraduate and graduate divisions take measures to promote student learning and provide effective education by actively using portfolios. They also have students establish graduation objectives when they enroll and then use those goals to reflect back on their educational career and establish new goals every six months, and record the results of grades and mock national examinations, all of which leads to detailed guidance each semester through meetings with tutors. Graduate students reflect back on their educational career, establish objectives on their own, and record advice from research supervisors in their portfolio to review, etc. research work. This system is valued for how the use of portfolios permeates University life and contributes to

enriching educational activities.

Social Cooperation and Contribution

- To help local residents live healthy lives, the University operates a Neighborhood Health Center, holding discussions with the local municipalities. The activities there include health counseling, body measurements, and the university faculties' short lectures on topics related to health. All first-year and some upper-level students participate in these activities as an opportunity to develop communication, etc. skills through relations with local residents. The University offers courses to develop leaders in local health promotion, which leads to the development of human resources who can independently develop local health promotion activities. For example, graduates of the course actually become actively involved in the operation of the “town infirmary.” These unique and ground-breaking initiatives are valued for how they continually return the results of University research to the community, connect to developing professionals in the region and developing students, and achieve the University’s objective of “A University that Walks Hand-in-Hand with the Community”.

Suggestions for Improvement

Internal Quality Assurance

- The Self-Inspection and Self -Assessment Review Regulations establishes the items for checks and reviews, but the junior college’s Self-Inspection and Self -Assessment Steering Committee conducts checks and reviews for the Glocal Center, the Academic Committee, the Research Ethics Review Committee, and other shared entities, so the University does not conduct appropriate checks and reviews based on their own regulations. Also, the Steering Committee’s checks and review activities based on these regulations verify the status of the PDCA cycle in the items concerning the mid-term goals and plans, but because they do not cover University-wide initiatives, the University must make improvements by re-creating the University internal quality assurance system and then ensuring that it functions as appropriate.

Educational Program and Learning Outcomes

- The School of Nursing does not adequately present the basic ideas on curriculum design and implementation in their curriculum design and implementation policy and the Graduate School of Nursing Science does not present the basic ideas on curriculum implementation in their curriculum design and implementation policy, and this should be improved.
- Each undergraduate and graduate division must establish an assessment policy to ascertain and assess learning outcomes. While each division uses a “Survey of Skills Desired to be Acquired by Graduation,” the assessment standards for those surveys neither provide an understanding of whether skills have been acquired by graduation nor measure the learning outcomes indicated in degree award policies. They also do not adequately clarify the relationship between the learning outcomes indicated in degree award policies and the pass rate for national nursing and public health nurse exams, employment and advancement rates, and student lifestyle surveys. While the graduate divisions survey student satisfaction to understand the learning outcomes indicated in degree award policies, the surveys only examine student satisfaction in learning courses and do not measure learning outcomes indicated in degree award policies. Therefore, each undergraduate and graduate division must make improvements by measuring learning outcomes through multilateral and appropriate measurement methods that include reviews of assessment policies.

Faculty and Faculty Organization

- The graduate divisions do not conduct graduate school-specific FD activities relating to educational improvement, so improvements should be made to ensure that they are implemented appropriately.

University Management and Finance

- The ratio of carried over expenditures for next year to imputed income is increasing and the ratio of the financial assets to the required reserve fund is low. Therefore, the University has not established the financial base necessary for securely implementing education and research activities. Improvements must be made to the financial situation through specific decisions and actions aimed at achieving the numerical targets provided in the mid-term plan.