

AY2021

Ritsumeikan Asia Pacific University

Post-Graduation Survey Base Aggregate Report

Table of Contents

Summary of Survey	2
<i>Survey Objectives</i>	<i>2</i>
<i>Targets</i>	<i>2</i>
<i>Survey Format</i>	<i>2</i>
<i>Timing</i>	<i>2</i>
<i>Survey Content</i>	<i>2</i>
<i>Collection Status</i>	<i>3</i>
Respondent Attributes	3
Situation While at APU	4
Situation Post Graduation	6
<i>Path Immediately Following Graduation and Current Occupation</i>	<i>6</i>
<i>Experience Working Abroad and Changing Jobs</i>	<i>7</i>
<i>Degrees and Qualifications Earned Post-Graduation</i>	<i>8</i>
Satisfaction with APU	9
Competencies Graduates Consider Important	11
In Closing	12

Summary of Survey

Survey Objectives

1. To clarify how the learning and experiences APU graduates had while they were students have been put into practice and been useful (effectiveness) in their lives since graduation and how graduates evaluate their learning and experiences, we will use the post-graduation perspectives of students to verify the results of APU's human resource development goals (APU2030 Vision and Diploma Policy), and connect the results of this verification to initiatives for actions for future educational improvements.
2. To the extent possible, collect the current occupation, social status, and personal information of the graduates surveyed and, through understanding their actual situations, uncover potential supporters.

Targets

AY2016 graduates, AY2011 graduates, AY2006 graduates

2,411 individuals whose email addresses we have tracked

Survey Format

Online survey via the internet (anonymous) Use the SHANON survey system

Timing

From January 2022 to May 2022

Survey Content

- 1) Attributes (year of graduation, college, domestic/international student, language basis, nationality)
- 2) Efforts while at university (study time, grades, study abroad experience)
- 3) Post-graduation (current place of residence, career path immediately after graduation, current situation, experience working overseas, experience changing careers, satisfaction with APU, how they currently evaluate the qualities and abilities* they acquired at APU, degrees and certifications earned after graduating, sense of belonging to the university, willingness to support APU)
- 4) Annual income, social status *optional

Collection Status

We sent emails to the 2,411 individuals whose email addresses APU has tracked. After excluding those that were returned as undeliverable, we successfully emailed 2,294 individuals. (Of the 95.2% who were successfully emailed,) we received responses from 228. We publicized the survey via our email newsletter, extended the deadline, etc.; however, (the response rate of 9.9%) did not reach our targeted collection rate (of 20%).

Respondent Attributes

Breakdowns by college, domestic/international student (status while a student for both), and year of graduation are shown. No significant biases are apparent. As there were fewer graduates in AY2006 than in AY2016 or AY2011, there were also fewer respondents from AY2006. The respondents represent 27 countries and regions (including Japan).

Respondent Summary

College	International s..	Years of graduation			総計
		AY2006	AY2011	AY2016	
College of Asia Pacific Studies	Domestic	19	29	29	77
	International	7	11	17	35
College of International Management/College of..	Domestic	13	17	12	42
	International	16	33	25	74
総計		55	90	83	228

Period of Survey: from 2022 January to May

Targets: Targeted for AY2021: out of 3,393 individuals, the 2,411 individuals whose email addresses we have tracked email reached: 2294(95.2%)

Answered: 228 9.9% (228/2294)

Summary(College)



Summary(International/Domestic)



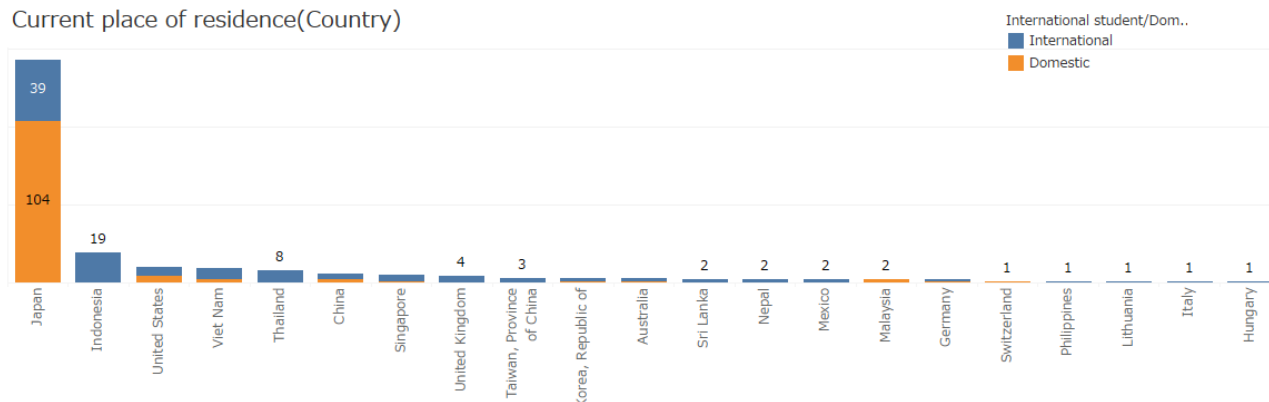
Summary(Years of graduation)



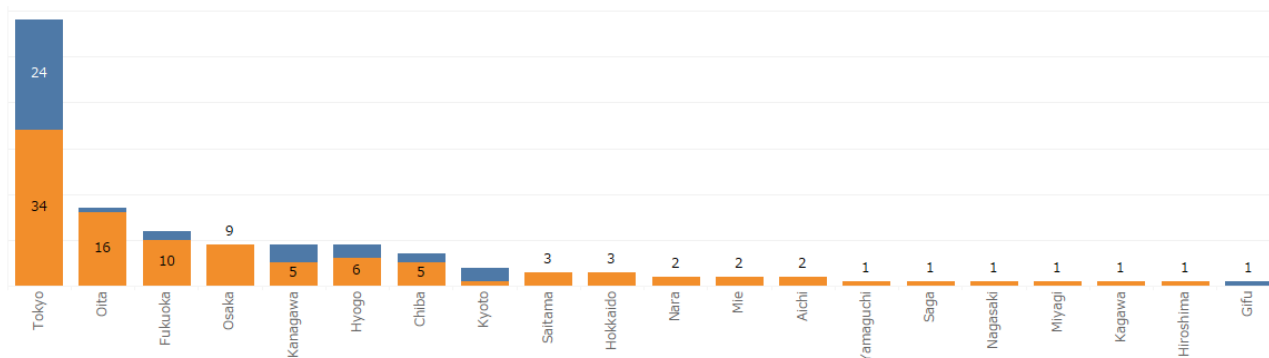
The distribution of current places of residence is shown. By country, Japan has the most, followed by Indonesia, the United States, Vietnam, then Thailand. By prefecture for those residing in Japan, Tokyo has the most, followed by Oita Prefecture, Fukuoka Prefecture, Kanagawa Prefecture, Osaka Prefecture, and Hyogo Prefecture.

Current place of residence

Current place of residence(Country)



Current place of residence(Prefectures)



Situation While at APU

For their situation while a student, results of the responses to questions regarding grades, time spent studying, and study abroad experience are shown. Many respondents answered that their grades (self-perceived) were "average to fairly high" to "high," and about half of the graduates were aware that they had been among the top performers. The most frequent response regarding time spent studying was "more than 10 hours" per week, and the combined total of responses ranging from more than 10 hours to more than 20 hours accounts for more than half of all responses, indicating that students spent at least 85 minutes per day studying. 47.1% responded that they had a study abroad experience while a student.

In view of the fact that the “First Generation College Student” question is an indicator used in SDG initiatives and college rankings, the question was asked with the following explanatory text attached. The percentage that responded “Yes” for First Generation was 31.6%.

APU aims to realize an inclusive society. It promotes the sustainable development goals (SDGs), focusing particularly on SDG4 (“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”) and SDG10 (“Reduce inequality within and among countries”).

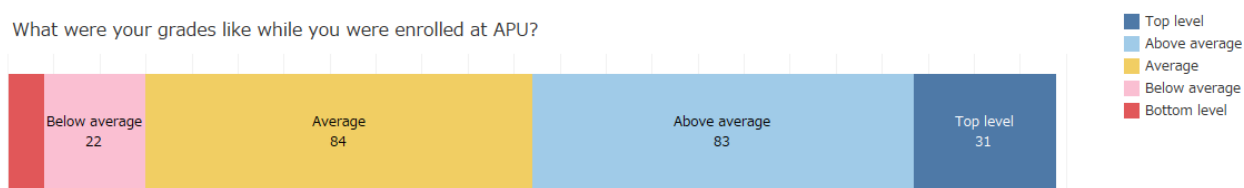
As one of its missions, APU seeks to eliminate inequality in educational opportunities that stems from social structures, and create a university that attracts a diverse range of students who have been brought up in different environments. In this context, we are exploring ways to support first-generation college students.

This question aims to gauge the current situation of APU's first-generation college students. It is optional, so please only respond if you wish to cooperate.

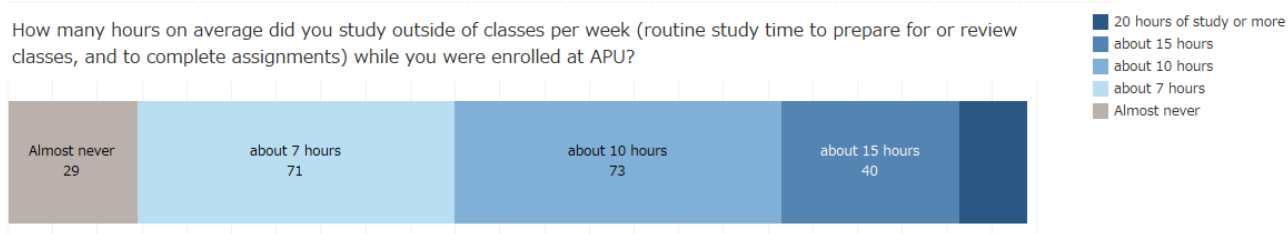
Note: The term "first-generation college students" refers to students whose parents do not have university degrees (i.e., have not graduated from a university).

While enrolled at APU

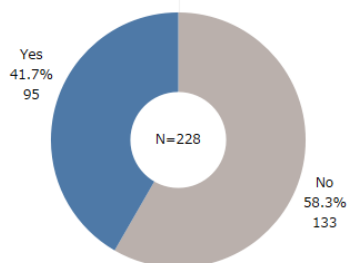
What were your grades like while you were enrolled at APU?



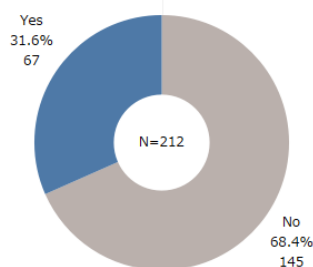
How many hours on average did you study outside of classes per week (routine study time to prepare for or review classes, and to complete assignments) while you were enrolled at APU?



Did you participate in study abroad programs (including short-term overseas training or overseas volunteer activities, but excluding personal overseas travel) while you were enrolled at APU?



Are you a first-generation college student (i.e., a student whose parents have not obtained a university degree)? (Optional)



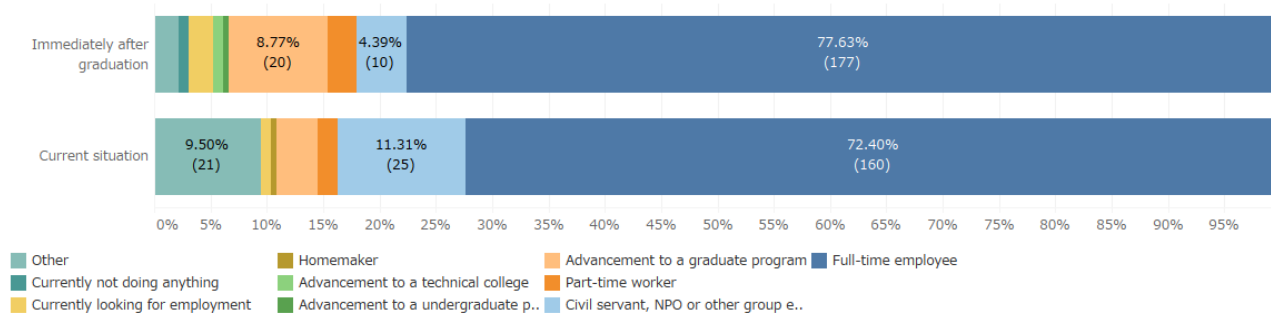
Situation Post Graduation

Path Immediately Following Graduation and Current Occupation

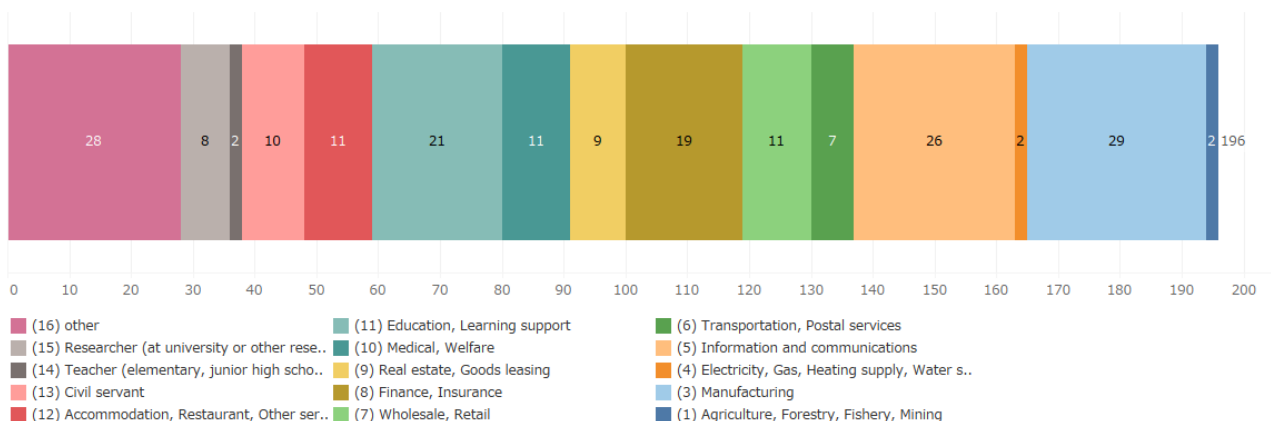
77.6% responded that their path immediately following graduation was that of a full-time permanent employee. 8.8% responded that they "enrolled in graduate school." The percentage of those whose current occupation is "public employee," "organization staff," or "faculty" is greater now than immediately after graduation. A breakdown by occupational category of current occupation type is shown below.

Career path①

Please select one of the following that matches your career path after graduating from APU.



(If you are currently employed) Select one of the following that matches your current situation (job category).

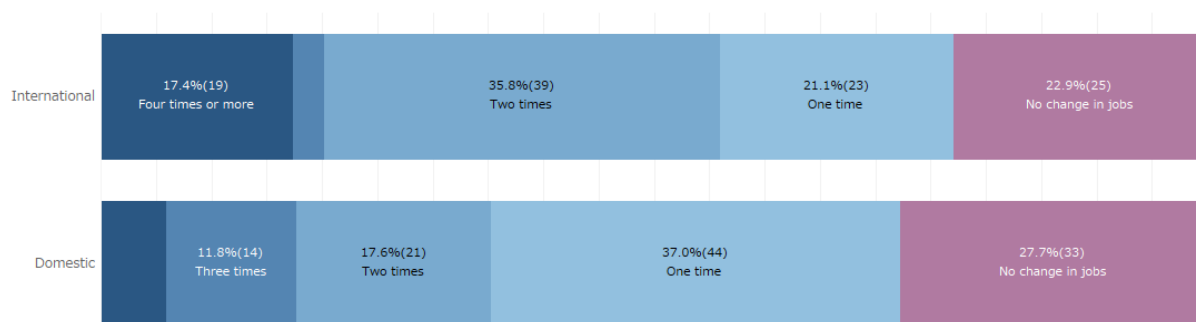


Experience Working Abroad and Changing Jobs

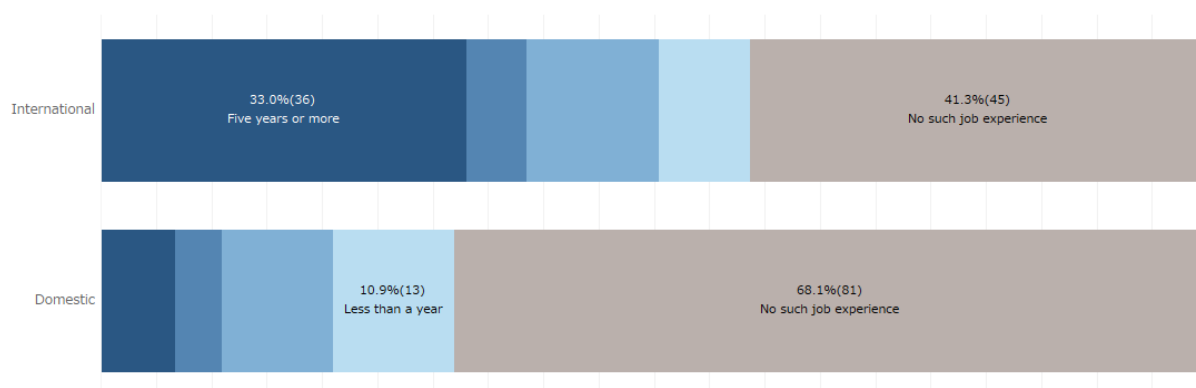
Responses regarding experience working abroad and changing jobs were collected separately for domestic students and international students and are shown below. 77.1% of international students responded they had the experience of having changed their job, and of them, more than half responded they had changed their job twice or more. (The percentage for domestic students was 35.3%.) Also, 58.7% of international students responded “Yes” to the question of whether they had 3 or more months of experience working outside their home country. In comparison, 31.9% of domestic students responded “Yes.”

Career path②Job change • Overseas work experience

Have you ever switched jobs?



Have you ever worked outside of your home country for three months or more?



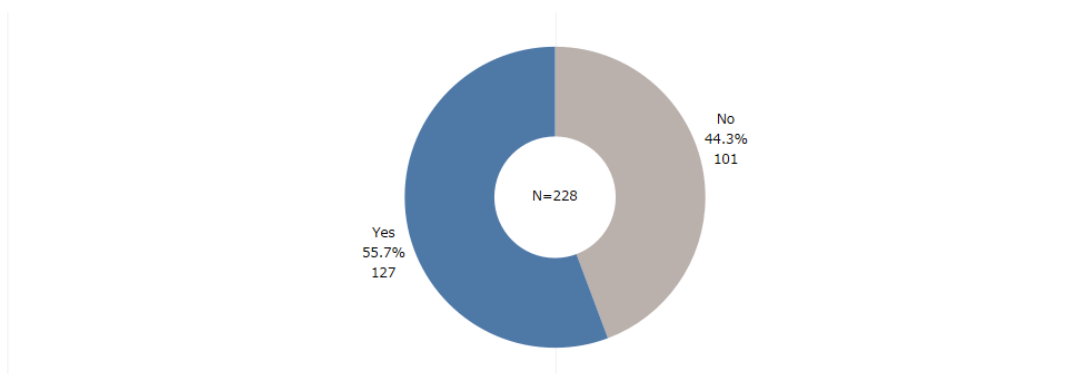
Degrees and Qualifications Earned Post-Graduation

Responses to questions concerning degrees, qualifications, and licenses earned post-graduation are shown below. 55.7% of international students responded "Yes." Breaking it down by degree or qualification earned, the most common one, besides "other," was a master's degree, with 47.6% of international students and 13.6% of domestic students who have earned a degree or qualification since graduation having earned a master's degree.

Career path③

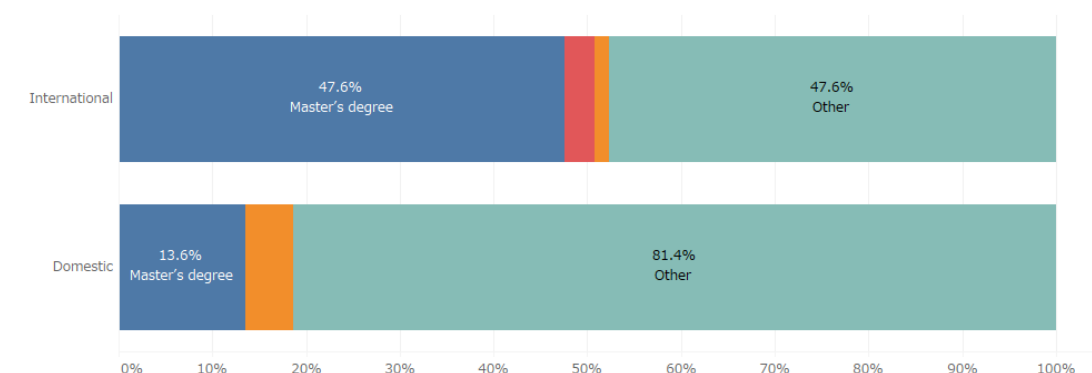
Have you obtained new academic degrees, qualifications, or licenses after graduating from APU?

回答文
No
Yes



Please select academic degrees, qualifications, or licenses you obtained after graduating from APU.

Other
Teacher's license
Certified public acco..
Master's degree



Satisfaction with APU

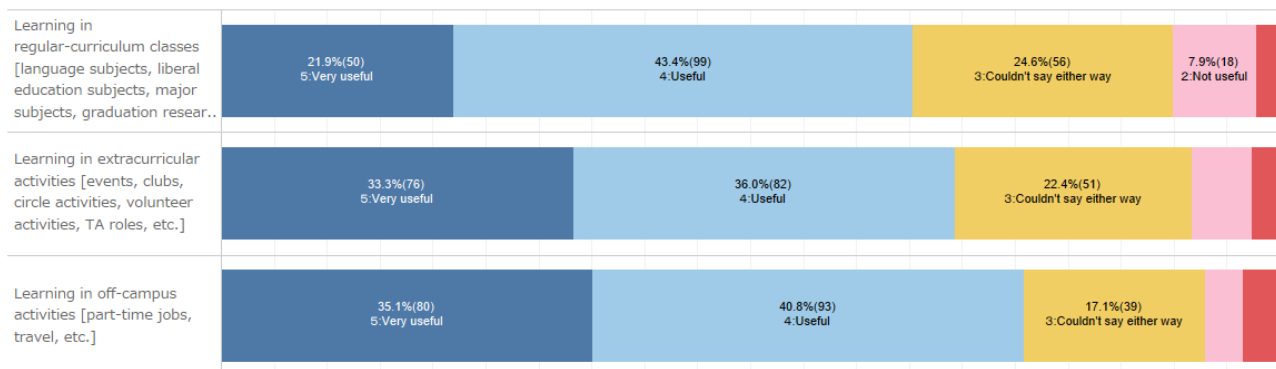
We divided studies and experiences from the graduates' time at APU into the categories of "regular classes," "extracurricular activities, including TA work, events, and circle activities," and "off-campus activities, including part-time jobs and travel," and asked graduates to rate each category regarding "how useful this has been for my current job and life" on a 5-point scale. Responses of "useful" exceeded 65% for each category. Of the three categories above, at 75.9% "off-campus activities, including part-time jobs and travel" had the highest number of "useful" responses.

Next, we divided "education and student life" into the categories of "content of university classes," "relationship with faculty," relationships with friends," "extracurricular activities," and "overall life at university," and asked, "how satisfied are you?" using the same 5-point scale. Satisfaction with "personal relationships with friends" was the highest, with 86.8% responding

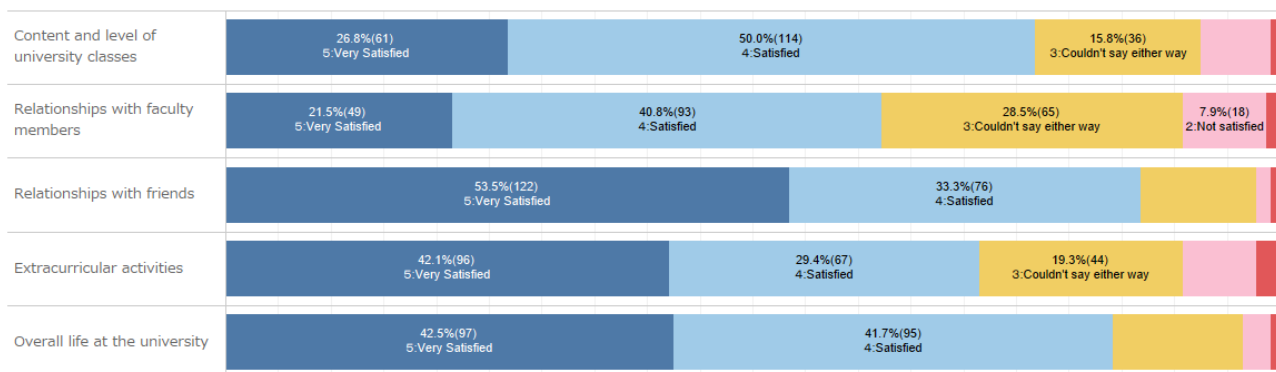
“satisfied.” Of the five categories, “relationship with faculty” was the lowest, with 62.3% responding “satisfied.”

Satisfaction①

How useful do you think your study and experiences at APU are in your current job or daily life?



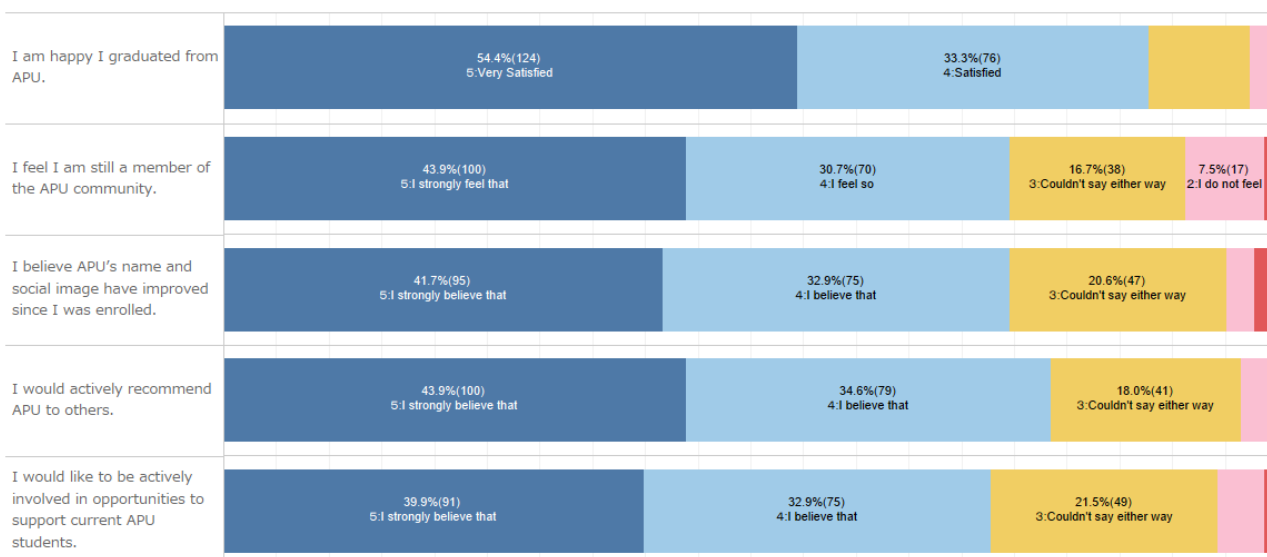
How satisfied are you with the education you received and the student lifestyle you experienced at APU?



We divided feelings toward APU into the five categories of “satisfaction with having graduated from APU (degree of satisfaction),” “I still feel like a part of APU, even now (sense of belonging),” “view regarding APU's public image,” “would you recommend APU to others,” and “interest in supporting students,” and asked about each using a 5-point scale. 87.7% responded that they were satisfied. We learned graduates have an interest in support as 72.8% responded, “given the opportunity, I would like to be actively involved in support,” and 72.4% said they would agree to help with individual interviews from the university. Further, 74.6% felt that APU's name recognition and public image had improved since the time they themselves were students.

Satisfaction②

How do you currently feel about APU?



Would you be willing to participate in an interview regarding this survey at a later date?

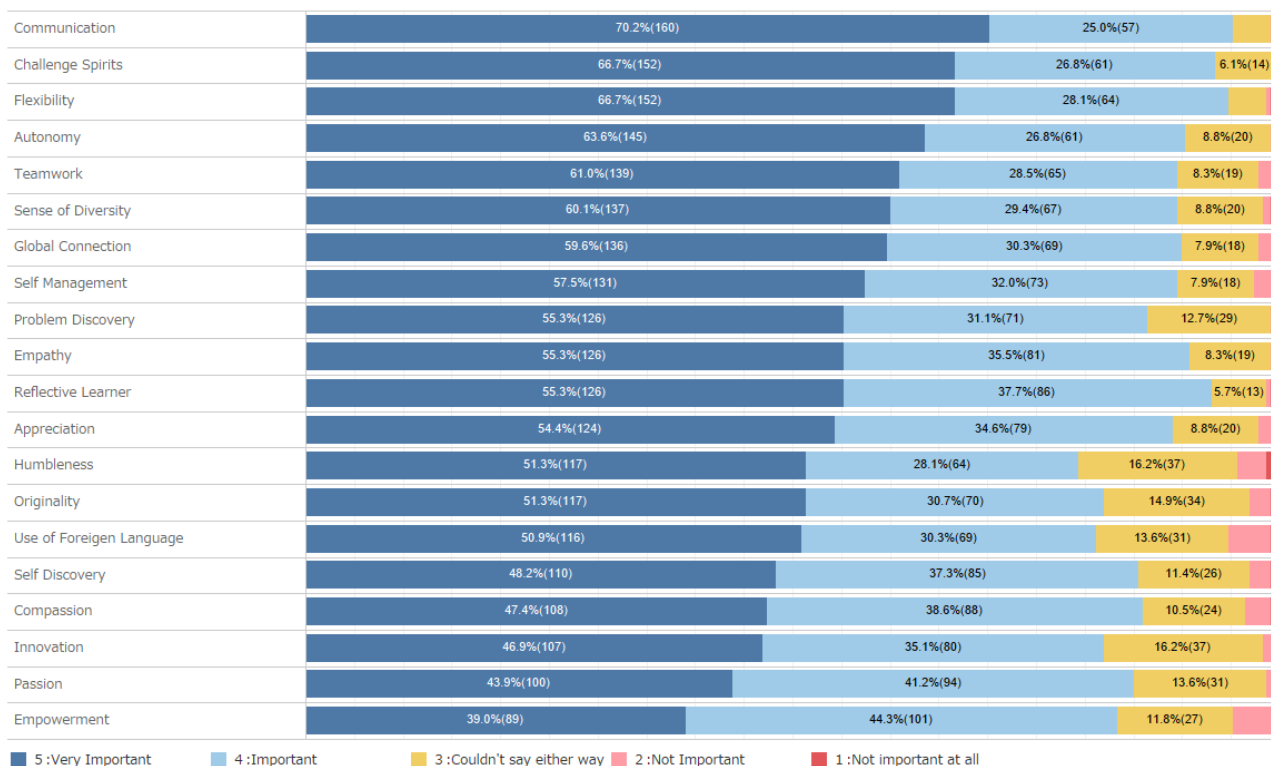


Competencies Graduates Consider Important

Shown in order below, of the 20 competencies included in the APU rubric, these are the ones that a high percentage of graduates responded were “very important” when requested to rate them on a 5-point scale regarding how important they felt each competency has been in their work and life. The competencies with the most responses of “important” are “communication” (95.2%), followed by “willingness to take on challenges” (93.5%) and “flexibility” (94.8%). Following these, the list continues with “initiative,” “teamwork,” and “understanding diversity.”

Competency

The items below are qualifications or skills deemed desirable to acquire for APU students. How important do you think these qualifications and skills are in your current job situation or daily life?



In Closing

Inquiry

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