

Ritsumeikan Asia Pacific University Post-Graduation Survey Basic Summary Report (AY2021 and AY2022)



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Outline of the survey

Purpose of survey

Clarify how the learning and experience experienced by APU graduates after graduation are practiced and helped in their respective lives (effectiveness) and how they evaluate their learning and experience, and verify the results of the APU's Human Resource Development Goals (APU2030 Vision Diploma Policy) using the students' perspective after graduation to link the results of the verification to future efforts to improve education.

It also seeks out potential supporters by collecting, to the extent possible, current occupations, social status, and personal information of alumni and ascertaining the actual situation.

Target of survey

Of the total of 6,852 graduates who have been graduated for 5, 10, and 15 years, 4,709 have registered their e-mail addresses with APU.

Time of survey	Applicable graduation year	Number of participants	Mail address registrant
AY2021	AY2016, 2011, and 2006	3,393 people	2,411 people
AY2022	AY2007, 2012 and 2007	3,549 people	2,298 people

Method of survey

Using SHANON, an online survey (anonymous) system

Period of survey

January to May of 2022 and December of 2022 to the end of January of 2023

Major survey items

Attributes (graduation year, college, domestic/international students, language standards, nationality)

Efforts in university (learning time, grades, and experience of studying abroad)

After graduation (current place of residence, career path right after graduation, current situation, experience of working overseas, experience of career change, degrees and qualifications earned after graduation)

APU satisfaction, sense of belonging, and willingness to support

Evaluation of the qualifications and abilities acquired in the APU

Annual Income and Social Position *Voluntary

Status of collection

Emails were sent to 4,709 graduates whose email addresses were kept by APU, and 443 responded. (Response rate: 9.4%)

Attributes of respondents

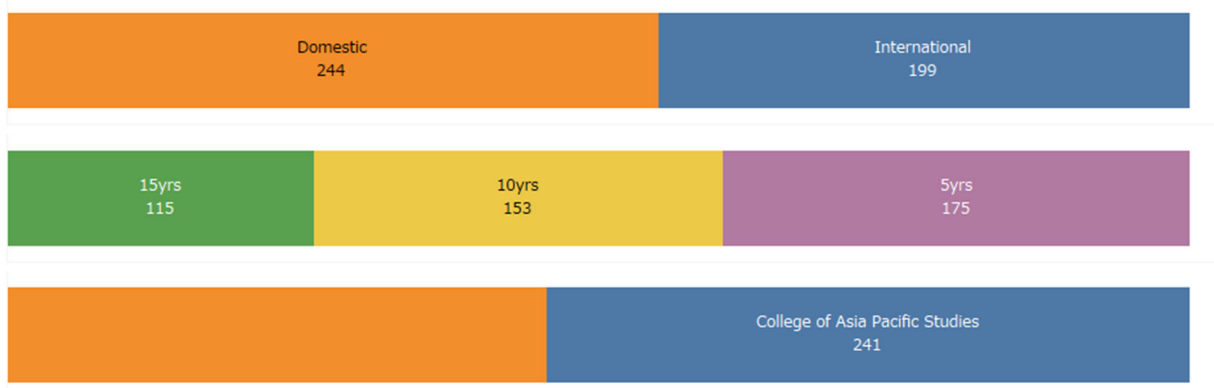
Breakdown by college and breakdown of domestic and international students (all enrolled in college) by year of graduation. There is no significant bias. In the 15 years after graduation, the number of graduates was less than 10 or 5 years after graduation, therefore, the number of respondents was also lower. Respondents were from 34 countries and regions (including Japan).

Respondent Summary

		5yrs	10yrs	15yrs	総計
College of Asia Pacific Studies	International	30	28	18	76
	Domestic	70	55	40	165
College of International Management	International	49	45	29	123
	Domestic	26	25	28	79
総計		175	153	115	443

There is no significant bias in the attributes of the respondents.

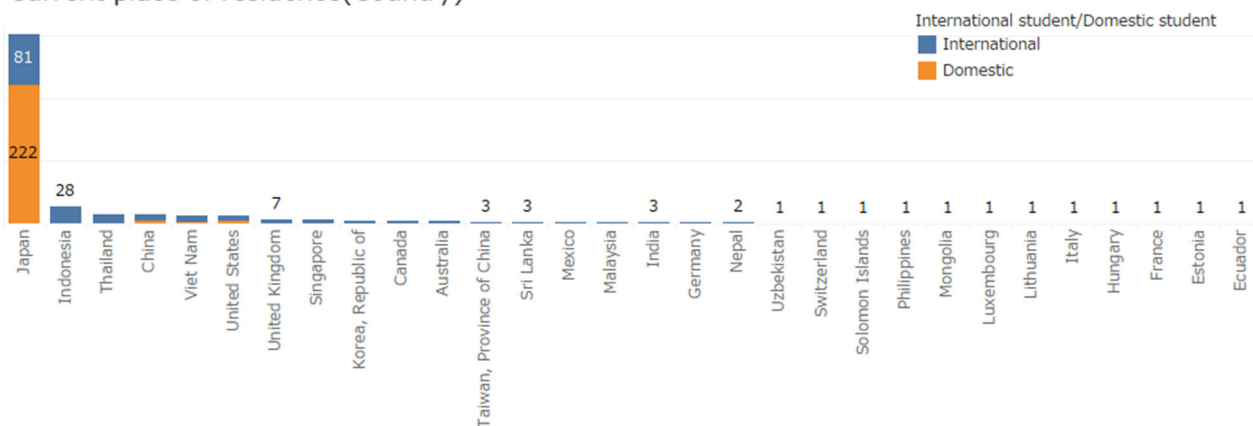
Number of Respondents(International/Domestic, Year of Graduation, College)



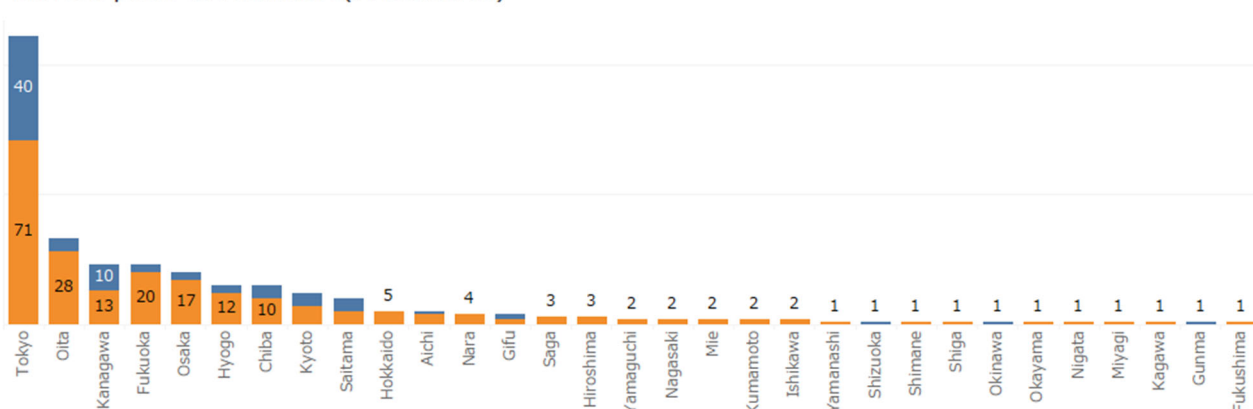
The distribution of the current place of residence is shown. Japan is the largest, followed by Indonesia, Thailand, China, and Vietnam. By prefecture, those living in Japan are most numerous in Tokyo, followed by Oita, Fukuoka, Kanagawa, Osaka, and Hyogo.

Current Place of residence

Current place of residence(Country)



Current place of residence(Prefectures)



University life

This section presents the results of the answers to the questions on performance, time spent studying, and experience of studying abroad. The score (self-awareness) was higher than "somewhat higher from the middle" in many cases, and approximately half of the graduates were aware that they were excellent graders. The most frequent response was "10 hours or more" for the weekly learning time, and more than half of the responses were from 10 hours or more to 20 hours or more, indicating that they spent at least 85 minutes per day studying. 42.4% of the respondents answered that they had experience of studying abroad while studying.

In view of the fact that the first generation (First Generation College Students) is an indicator used in the SDGs approach and university ranking, the following explanatory text was added to the questions. In the first generation, 33.4% answered "yes."

With the aim of achieving inclusive societies, the APU is approaching the SDGs "Goal 4 Quality Education for All" to Goal 10 "Eliminate Inequalities in People and Countries."

One of our missions is to eliminate inequalities in educational opportunities in the social structure and to create universities that attract diverse students who have grown up in different environments. We are considering support for first-generation university students in the First Generation Students.

This question is designed to understand the actual situation of First Generation Students in the APU. Please enter the answers only if you wish to cooperate. Note) First Generation Students are generally students whose parents do not have a university degree.

While enrolled at APU

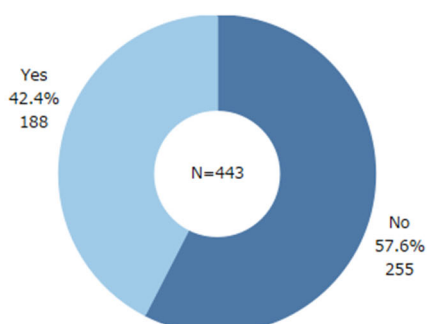
What were your grades like while you were enrolled at APU?



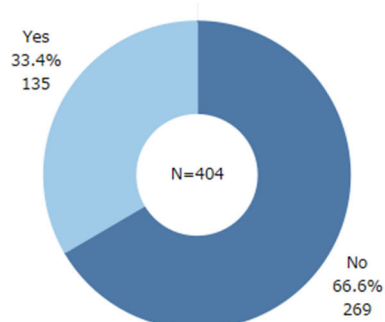
How many hours on average did you study outside of classes per week (routine study time to prepare for or review classes, and to complete assignments) while you were enrolled at APU?



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)



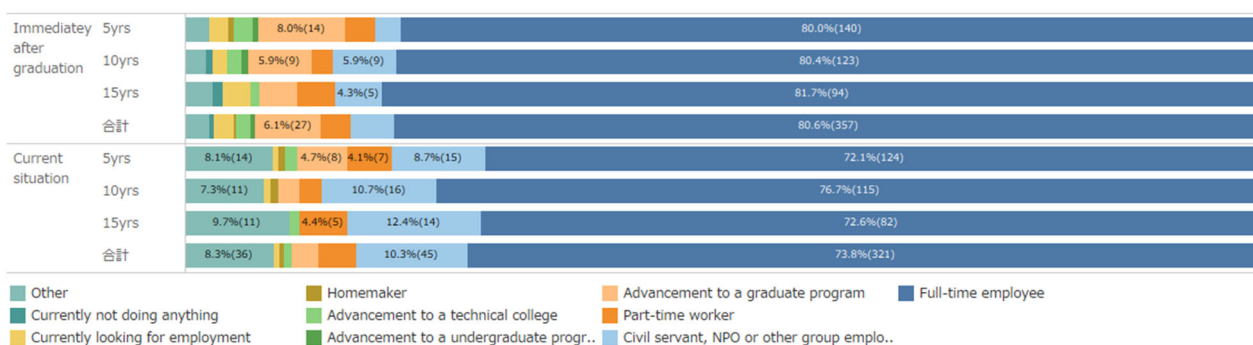
After graduation

Career Paths and Current Occupations right after Graduation

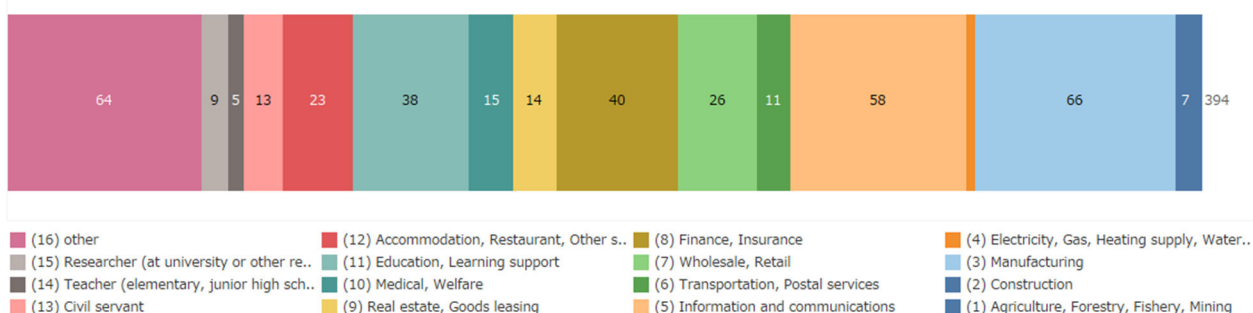
80.6% of them answered that they were "permanent employees." However, at present, the proportion of "permanent employees" has declined to 73.8%, and that of "public servants, group employees, and faculty member" has risen to 10.3% from 4.1%. In addition, the rate of "others" rose from 2.3% immediately after graduation to 8.3% at present, indicating that they have changed into various careers after graduation. If we look at the number of years since graduation, we find that while 3.5% of graduates answered that they "went on to graduate school" right after graduation in the 15 years after graduation, the number of graduates after graduation in the five years after graduation was 8.0%, showing an increasing trend.

Career path①

Please select one of the following that matches your career path immediately after graduating from APU. (Immediately after graduation and Current situation)



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



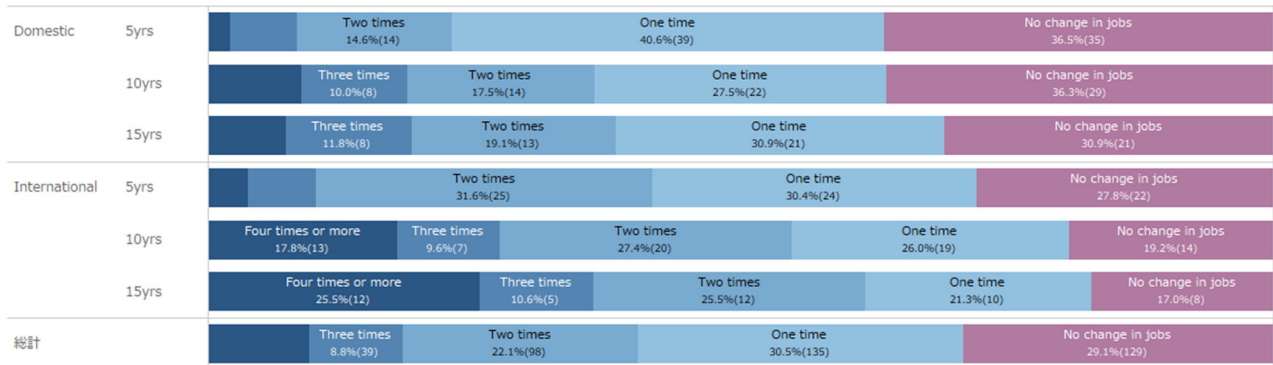
Overseas employment experience and career change experience

The following shows the responses by domestic students, international students, and the number of years since graduation regarding their employment experience abroad and career change experience. With regard to career change, 70.9% of all respondents had changed their jobs, and the percentage of international students is higher

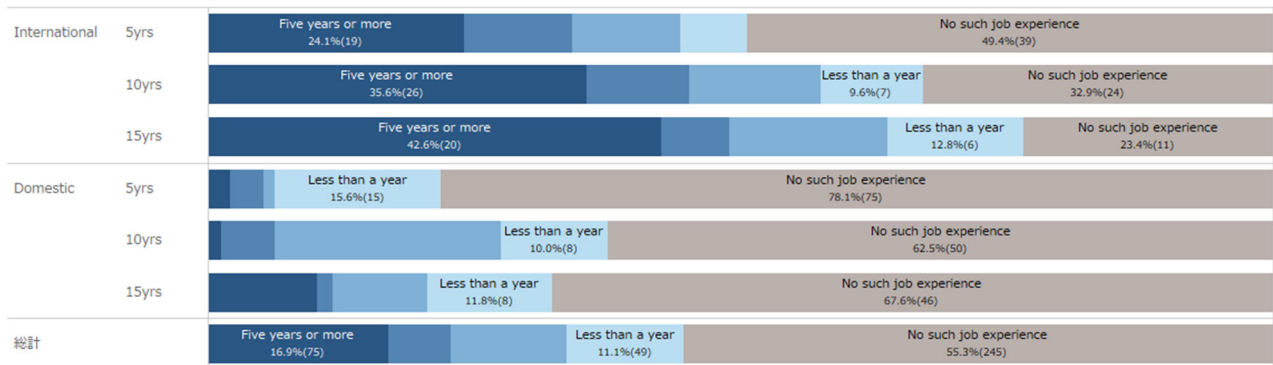
than that of domestic students, and the number of career changes is also higher. 44.7% of the total respondents had worked outside their home country for 3 months or more. As the number of years since graduation has passed, the overseas employment experience rate tends to increase for international students, whereas there is no such trend among domestic students.

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 after graduation

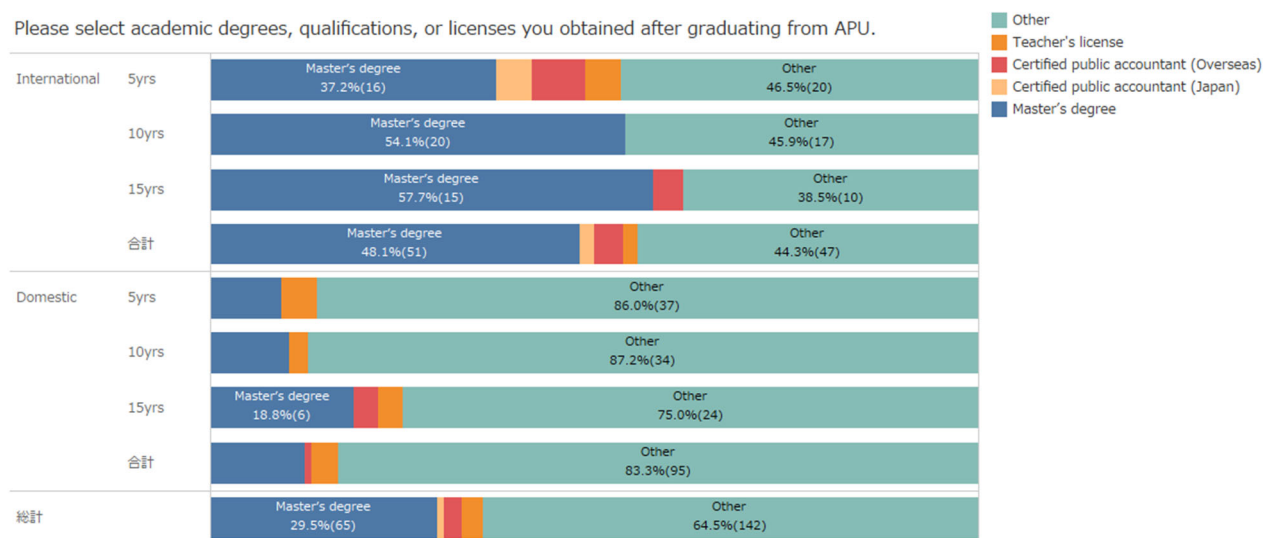
Answers to questions about degrees, qualifications, and licenses obtained after graduation are given below. Half of the total have obtained any degree, qualification, or license (hereinafter referred to as "degree qualification") after graduation. "Master's degree" is the most common category of degrees obtained, and 29.5% of graduates who answered that they have obtained degrees, etc. answered that they have "Master's degree." In particular, 48.1% of graduates with degree qualifications, etc. answered that they had obtained a "master's degree," more than 12.3% of domestic students.

Career path③Licenses after graduating

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



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



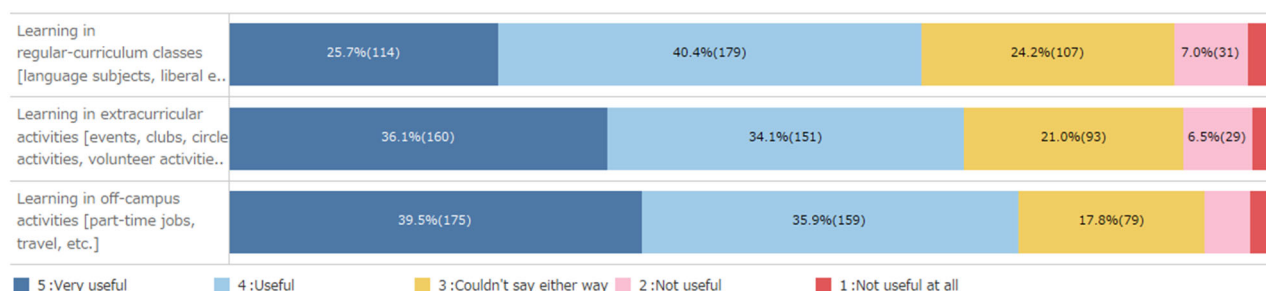
Satisfaction with APU

We divided the learning and experience of college into three categories: **"regular class", "regular extracurricular activities such as TA, events, and circle activities",** and **"non-university activities such as part-time employment and travel"** and asked questions on "how useful it is in current work and life" on a five-point scale. Taken together, approximately 70% of the respondents answered "useful" and approximately 30% answered "neither useful nor useful." Among the above three categories, "activities other than universities such as part-time employment and travel" received the highest response, with 75.4% answering that they were useful.

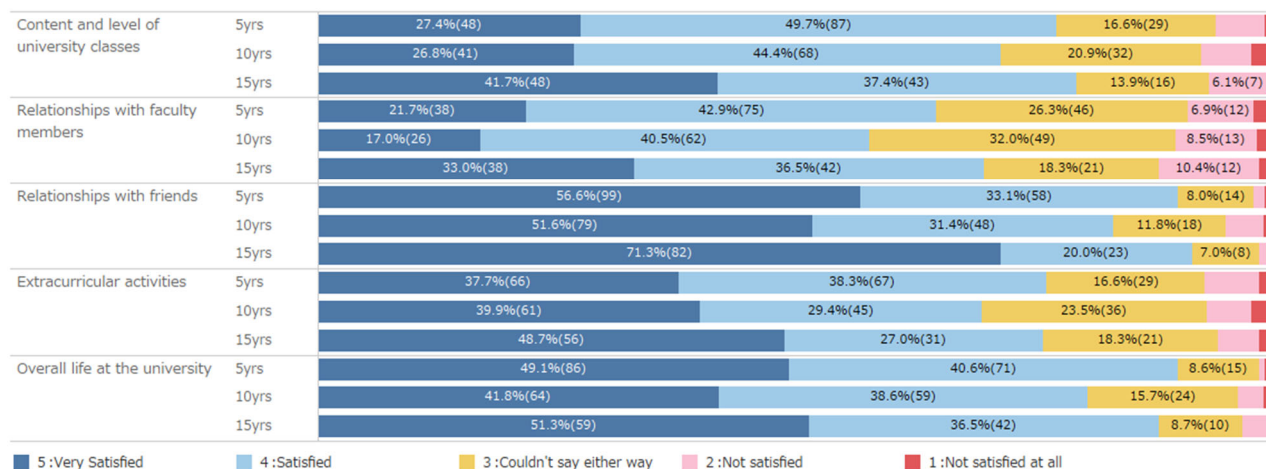
Next, we divided education and student life during college into five categories: **"content of university classes", "relationship with faculty members", "relationship with friends", "extracurricular activities",** and **"university life in general",** and asked on the same five levels how satisfied they were. Satisfaction with "relationships with friends" was highest, with 87.8% answering "satisfied." "Relationship with faculty members" was the lowest among the five items, with 64.4% answering satisfied. Looking at the number of years since graduation, the overall level of satisfaction was slightly lower in the 10-year graduate group than in the 5-year and 15-year graduate groups.

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?

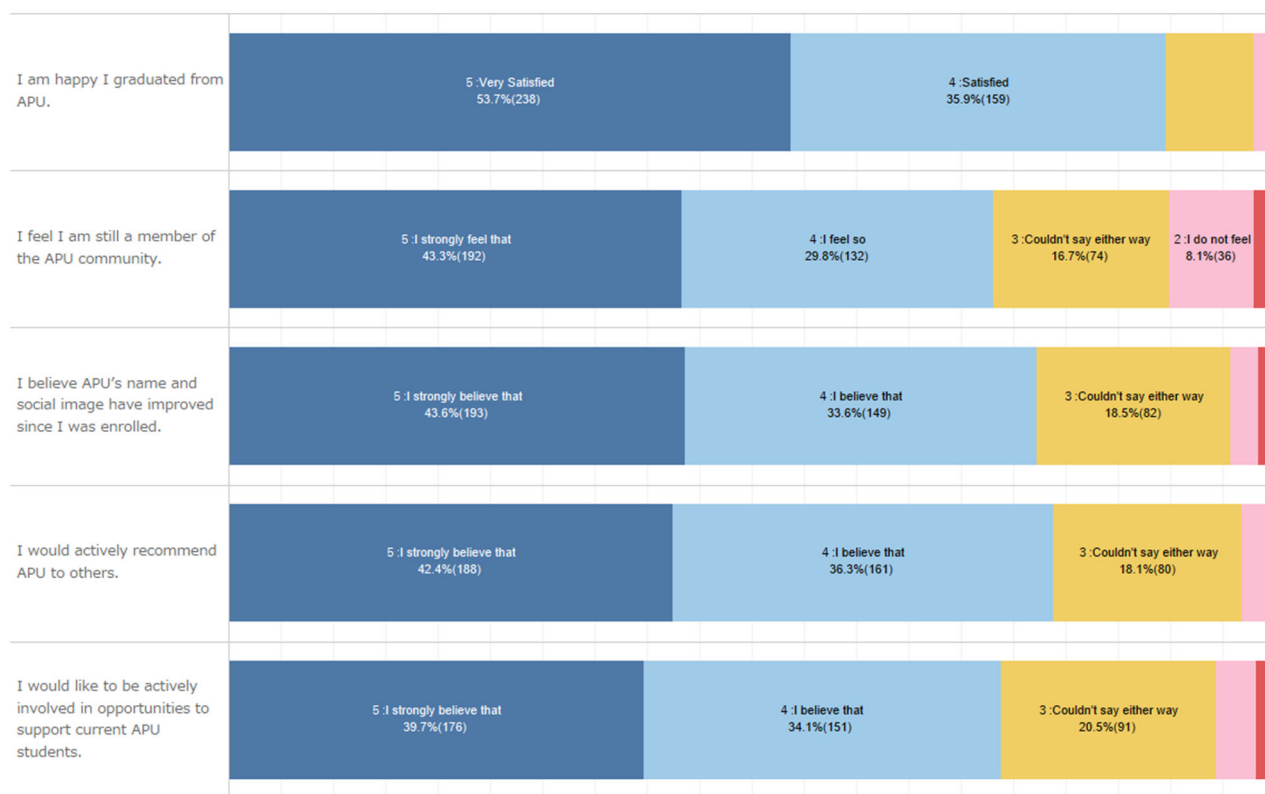


We divided our feelings toward the APU into five categories: “**satisfaction with having graduated from the APU (level of satisfaction)**”, “**feeling still a member of APU (sense of belonging)**,” “**views on the social image of the APU**”, “**whether to recommend the APU to others**”, and “**willingness to support students**”. Satisfaction was 89.6%. 73.1% answered "feeling still a member of APU (sense of belonging)," and 78.7% answered "whether to recommend the APU to others".

In addition, 73.8% responded "If there is an opportunity, I would like to be actively involved in student support," and 69.8% of the respondents approved cooperation in individual interviews from APU, indicating that there are graduates who are willing to provide support. In addition, 77.2% feel that the recognition and social image of the APU has improved compared to the time they were enrolled in APU.

Satisfaction②

How do you currently feel about APU?

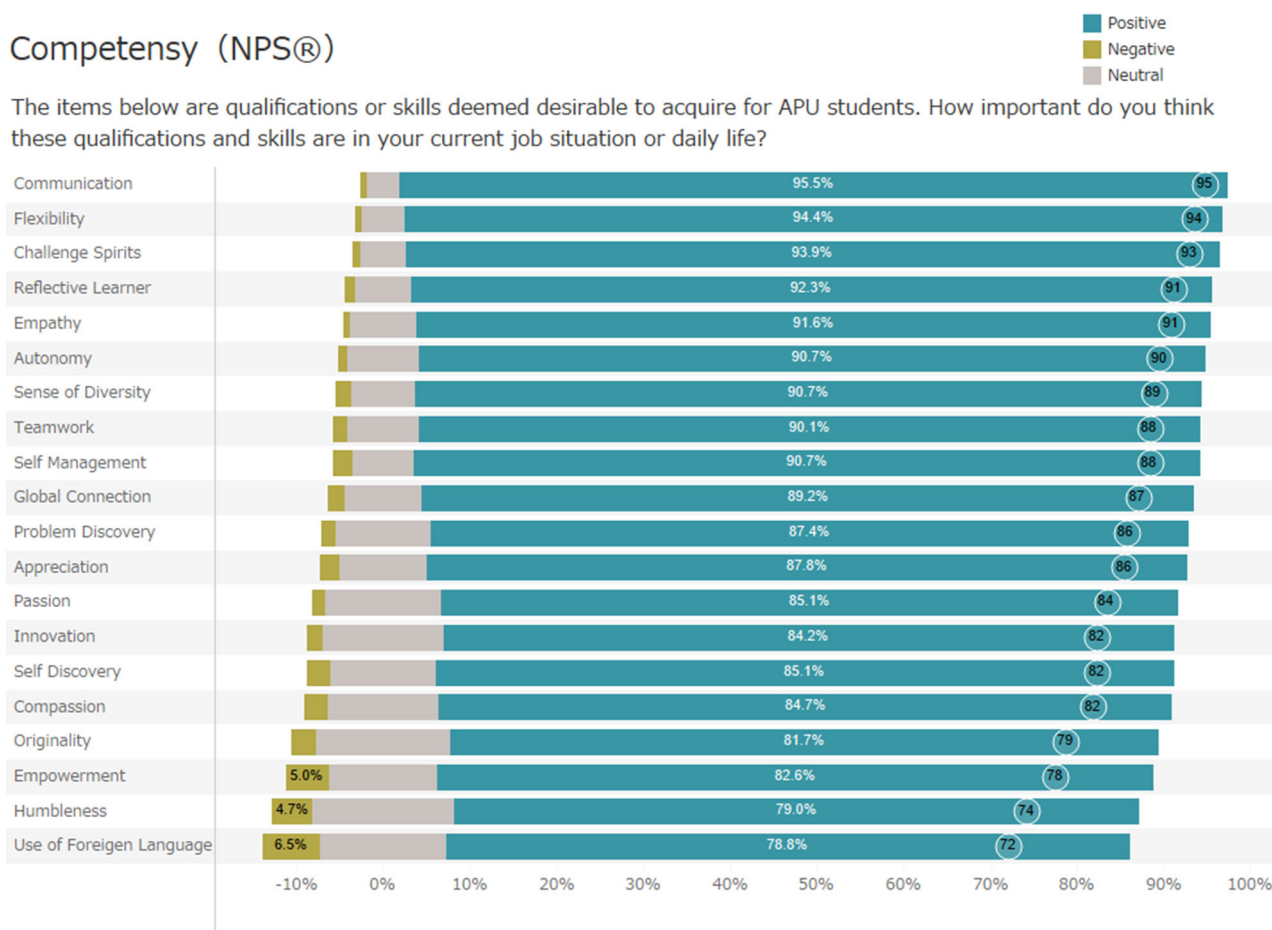


Important competencies considered by graduates

The results of a five-point questionnaire on the 20 competencies of APU Roublic, together with the NPS (Net Promoter Score), show how important the graduates feel in their work and life. NPS (Net Promoter Score) classifies respondents who answered "very important"; 4) respondents who answered "important"; 3) respondents who answered "neutral"; 1) respondents who answered "Not important" and 2) respondents who answered "Not important" as "Critics"; and the percentage of respondents who answered "Critics" is calculated by subtracting the percentage of respondents who answered "Critics" from the percentage of respondents who answered "Critics". Scores increase as the number of recommenders increases and the number of critics decreases. The following is an order of competencies with a large number of affirmators. "Communication" (95.5%), "flexibility" (94.4%), "willingness to take on challenges" (93.9%), and "attitude to learn everything" (92.3%), followed by "empathy", "independence", "understanding of diversity" and "teamwork".

Competency (NPS®)

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?



NPS (Net Promoter Score): Respondents who answered "5:very Important" and "4:Important" were classified as "Positive", "3:Couldn't say either way" as "Neutral", and "1:Not important at all" and "2:Not important" as "Negative". (%) of all respondents. The more recommenders and fewer critics, the higher the score.