

**Ritsumeikan Asia Pacific
University
Post-Graduation Survey
Basic Summary Report
AY2023**



**Ritsumeikan Asia Pacific University
Office of Institutional Planning IR Team**

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Outline of the survey

Purpose of the survey

We will clarify how the learning and experience experienced gained by APU graduates during their studies are utilized and put into practice after graduation, and how the graduates evaluate them, and verify the results of APU's human resource development goals (APU2030 Vision/Diploma Policy) using the perspective of the graduates.

It will also identify potential supporters by grasping the current status of their occupations and social status.

Target of the survey

People who graduated 5, 10, or 15 year's ago

AY2023: Out of 3354 people, the university knows the e-mail addresses of 2491 people*

*Graduates can register their e-mail addresses in the graduation questionnaire.

Method of the survey

Online survey via the internet (no name)*

*Use SHANON survey

Period of the survey

2024 Jan

Major survey items

- Attributes (Year of graduation, college, Domestic/International students, language basis, Nationality)
- Activities in college (time spent studying, grades, study abroad experience)
- Status after graduation (current place of residence, career path immediately after graduation, experience of working overseas, experience of changing jobs, degrees and qualifications acquired after graduation)
- Satisfaction with APU, sense of belonging, and willingness to support
- Assessment of qualities and capabilities acquired in APU
- Annual income, social status (optional)

Status of collection

The request mail of the questionnaire cooperation was sent to the object person, and the answer was got from 263 persons.

(The response rate was 11.0%. Out of 2491 people, 92 experienced sending errors due to e-mail address changes, etc.)

Reference: number of survey subjects and response rate for the last three years

Year of implementation	Target graduation years	Number of eligible persons	Number of known email addresses	Number of messages actually sent	Response rate
AY2021	AY2016, 2011, 2006	3393	2411	2294	9.9%
AY2022	AY2017, 2012, 2007	3549	2298	2093	10.2%
AY2023	AY2018, 2013, 2008	3354	2491	2399	11.0%

Respondent's attribution

The following is a breakdown of the survey results by college, domestic/international students, and number of years after graduation.

There is no significant bias on college or Domestic/International students.

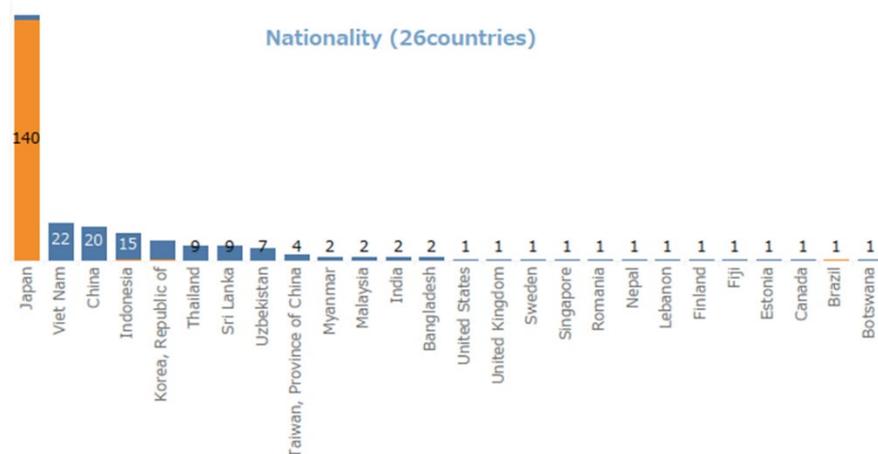
The number of respondents was lower among students who has graduated 15 years ago because there were less total students who graduated 15 years ago than there were students who graduated 10 or 5 years ago.

College	Domestic/ International Students	AY2008 (15 years after graduation)		AY2013 (10 years after graduation)		AY2018 5 years after graduation		Total
		Graduates	Respondents	Graduates	Respondents	Graduates	Respondents	
College of Asia Pacific Studies	International Students	147	10	147	10	270	34	54
	Domestic Students	292	17	374	22	412	38	77
College of International Management	International Students	219	9	368	22	399	35	66
	Domestic Students	275	24	229	14	223	28	66
Total		933	60	1118	68	1304	135	263



Respondents were from 26 countries/regions.

Most were from Japan, followed by Vietnam, China, and Indonesia.

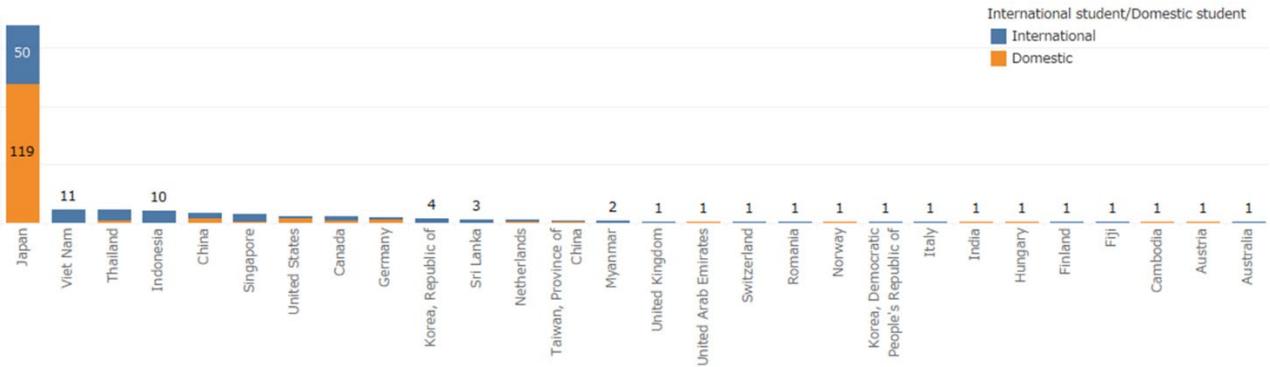


In terms of current residential areas, Japan is again the largest, followed by Vietnam, Thailand, and Indonesia.

Over time, Japan was the largest, followed by Indonesia, Thailand, and Vietnam.

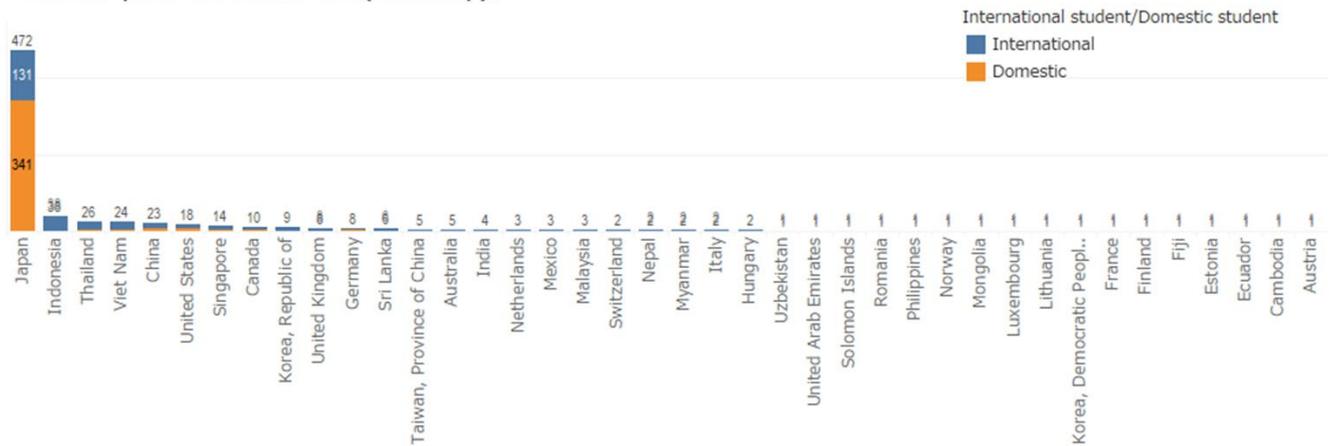
There is a gap in the number of participants between Indonesia and Thailand, with Vietnam, China, and Singapore following Thailand by a close margin, so the number of participants after third place is fluid.

(AY2023)



(Multiple year)

Current place of residence(Country)



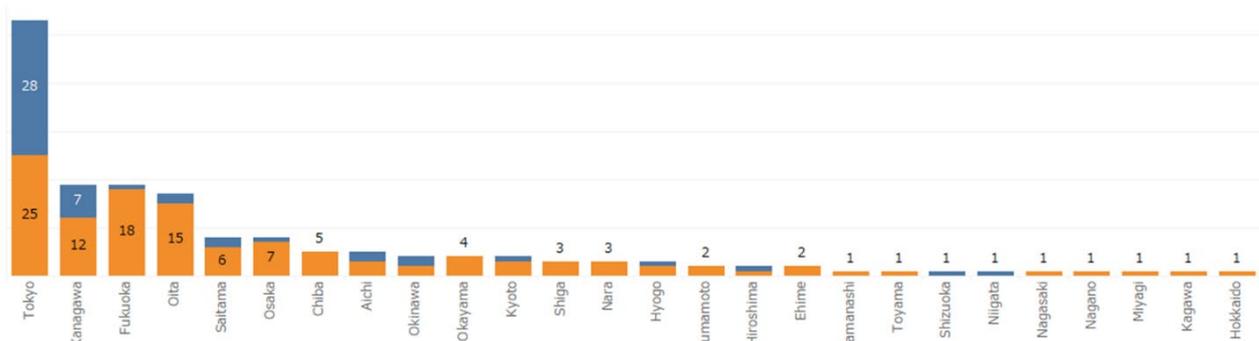
When Japan is broken down by prefecture, most respondents currently reside in Tokyo, followed by Fukuoka, Kanagawa, and Oita prefectures.

Over time, Tokyo was the largest in number, followed by Oita, Fukuoka, and Kanagawa.

There is a gap in the number of people between Oita and Fukuoka prefectures, but Fukuoka and Kanagawa prefectures are close, so the third and fourth places are fluid.

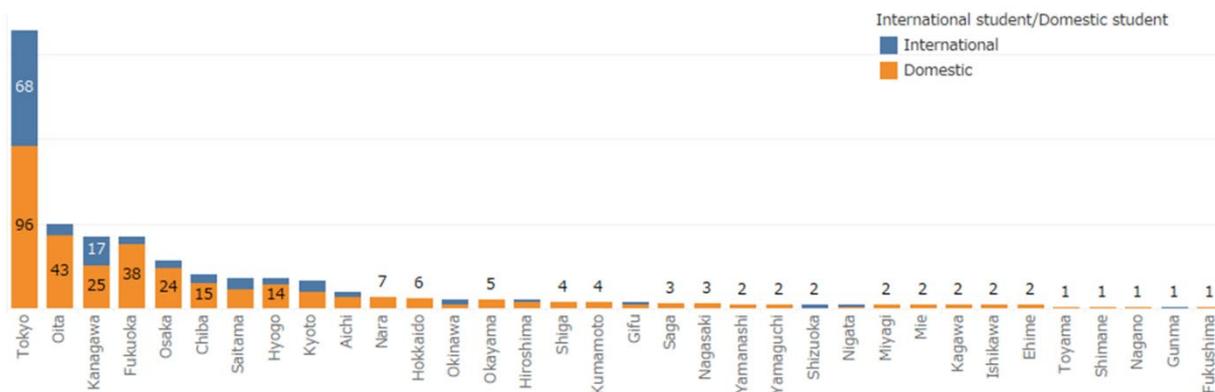
(AY2023)

Current place of residence(Prefectures)



(Multiple Year)

Current place of residence(Prefectures)



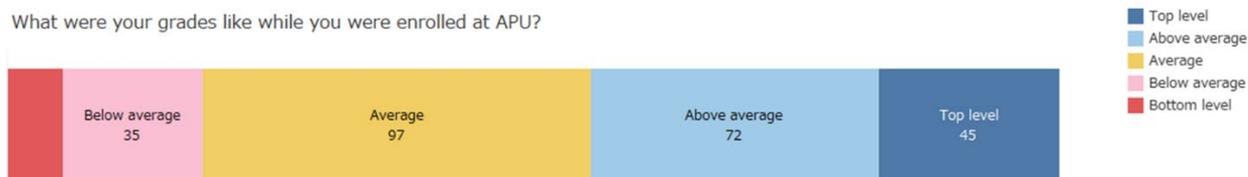
University life

Grades, time spent studying, study abroad experiences, first generation students

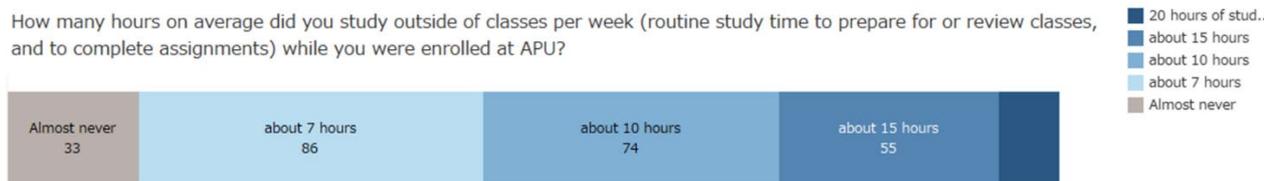
Nearly half of the graduates, about 45%, answered that they had good grades (those who answered "above average" or "top level").

As for the study time per week, "about 7 hours" was the most common answer, though more than half of the respondents answered that they'd spent 10 hours or more. You can see that more than half of the students spent at least about 85 minutes a day studying.

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?

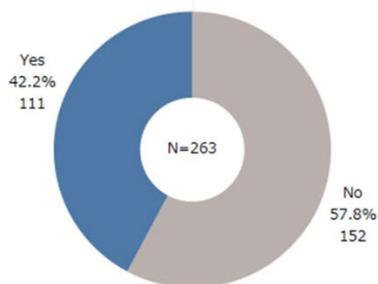


42.2% of the respondents answered that they studied abroad while in school.

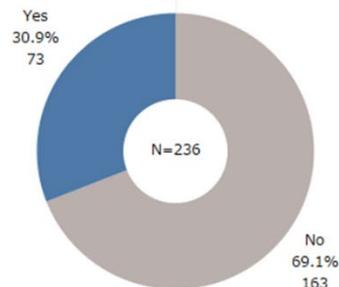
The question about the first generation college students was asked with the explanation below, considering that it is an index used for SDG efforts and university rankings. The percentage of respondents who answered "yes" was 30.9%.

Looking at the data over the years, there is no significant change in these figures during school.

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)



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).

After graduation

Career Paths Right After Graduation and Current Occupations

Regarding career paths after graduation, 81.7% responded that they were permanent employees immediately after graduation, but that number has decreased to 77.7% at present.

Instead, civil servants, group employees, and teachers increased from 3.1% to 5.8%, and people who were "other" increased from 3.4% to 10.0%, indicating changes in careers.

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

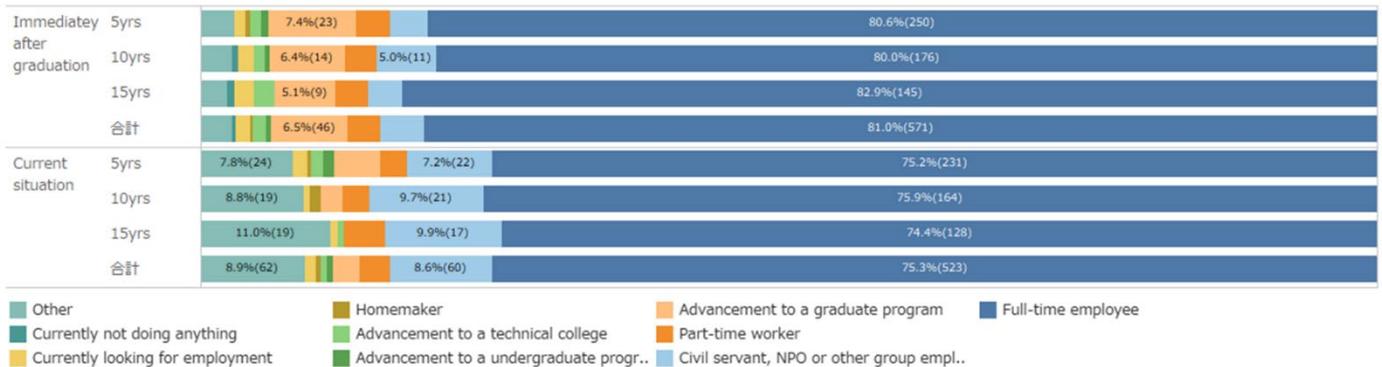


Looking at the annual data by the number of years since graduation, 5.1% of graduates 15 years after graduation answered that they went to graduate school immediately after graduation, while 7.4% of graduates 5 years after graduation answered that they went to graduate school, indicating that the number of graduates choosing to go on to graduate school is on the rise.

As for industries, graduates employed in manufacturing was the most common, excluding "other," followed by information and communications, then finance and insurance.

(Reference: Multiple year)

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 table shows the statistics by domestic students, international students, and the number of year's since graduation.

Regarding job changes, 68.1% of all students have changed jobs, and international students have a higher percentage than domestic students, and have changed jobs more often. The same tendency was observed in the secular data.

Have you ever switched jobs?



With regard to employment experience of three months or more outside of their home countries, 64.2% of international students had such experience, while 25.9% of domestic students had such experience, showing a wide gap.

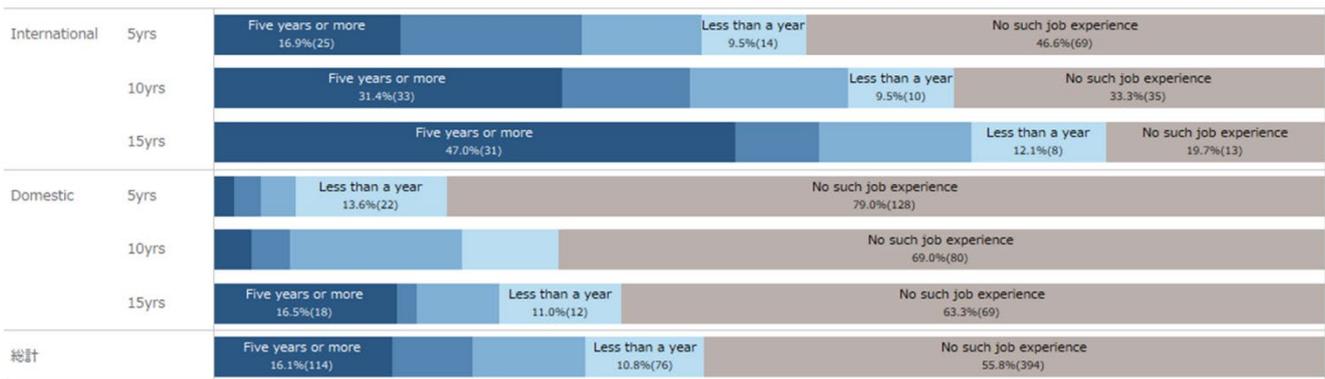
Have you ever worked outside of your home country for three months or more?



Over time, the percentage of employment experience for domestic students increases with the number of year's after graduation, reaching 44.2% 15 year's after graduation (international students also increased, reaching 80.3%).

(Reference: Multiple Year)

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

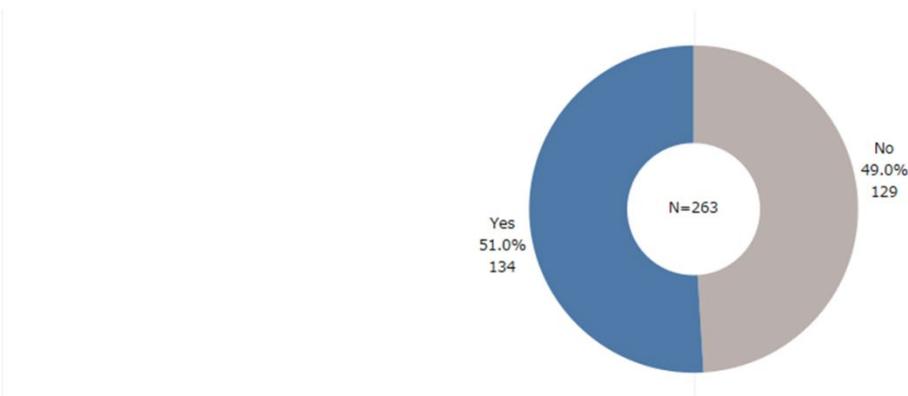


Degrees and qualifications earned after graduation

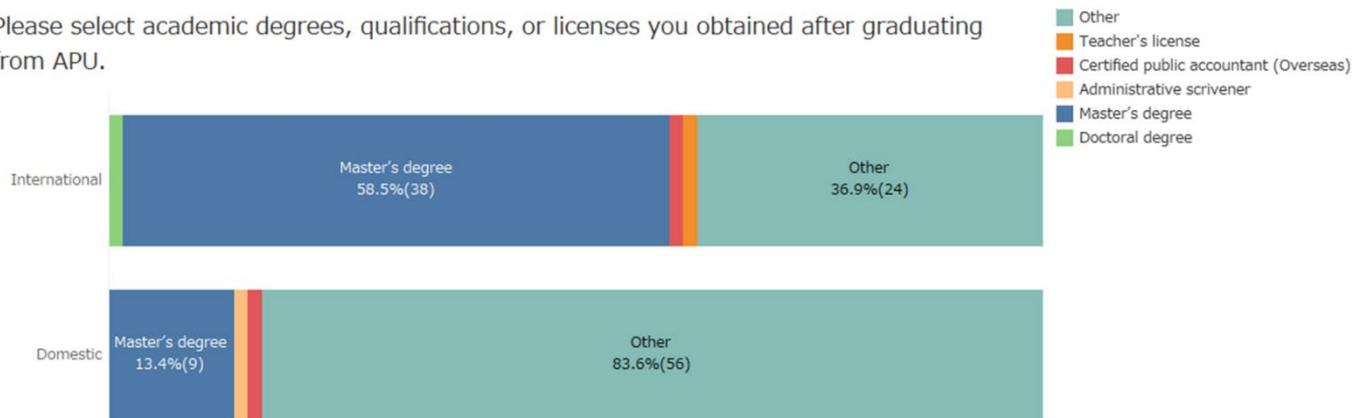
Approximately half (51.0%) of the total have acquired some degree, qualification, or license (hereinafter referred to as degree qualification, etc.) after graduation.

Excluding "others," "master's degree" is the most common degree obtained. In particular, among international students, 58.5% of graduates who have obtained degrees, etc. answered that they have obtained a "master's degree," which is higher than 13.4% of domestic students. The same trend can be seen over time.

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.



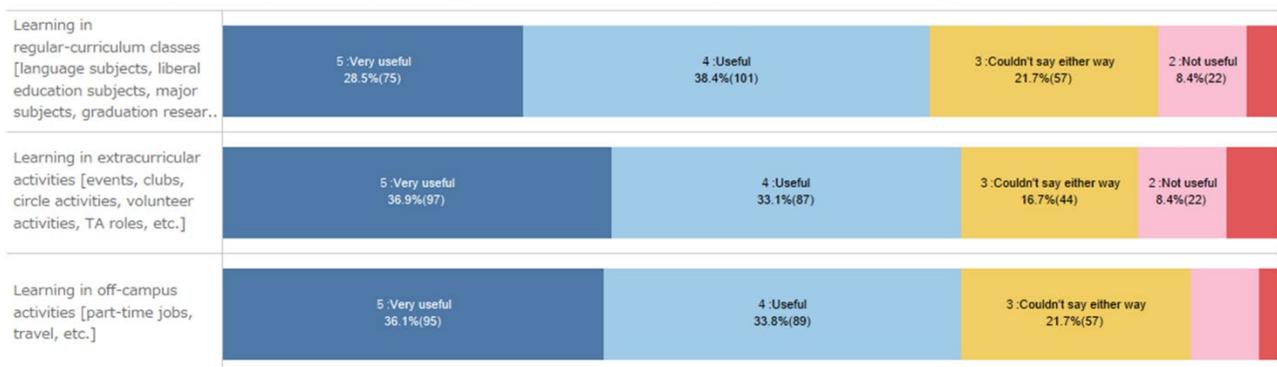
Satisfaction with APU

Learning and experience in college

Students were divided into three categories: "regular classes," "extra-regular activities such as TA, clubs, and events," and "non-university activities such as part-time jobs and traveling. The students were asked on a five-point scale how useful they were in their work and lifestyle.

About 70% of the respondents answered "very useful" or "useful" for all three items, and among them, the highest percentage of respondents (70.0%) answered "useful" for "extra-curricular activities such as TA, circles, and events.

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



Over the years, "part-time job/travel and other non-university activities" was the most common response, at 73.3% (followed by "extra-curricular activities such as TA, clubs, and events" at 70.1%).

Education and student life in APU

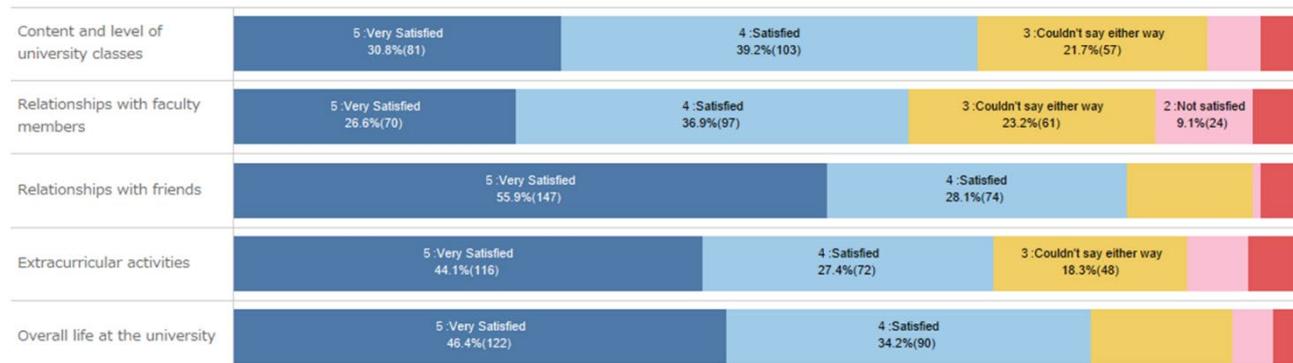
Next, they divided their education and student life during their university year's into five categories: "content and level of university classes," "human relationships with teachers," "human relationships with friends," "extracurricular activities," and "life at university in general," and asked each question on the same five-point scale, "how satisfied are you?"

Satisfaction with "human relations with friends" was the highest, with 84.0% saying they were "very satisfied" or "satisfied."

Regarding the "human relations with teachers," 63.5% of the respondents answered "very satisfied" or "satisfied,"

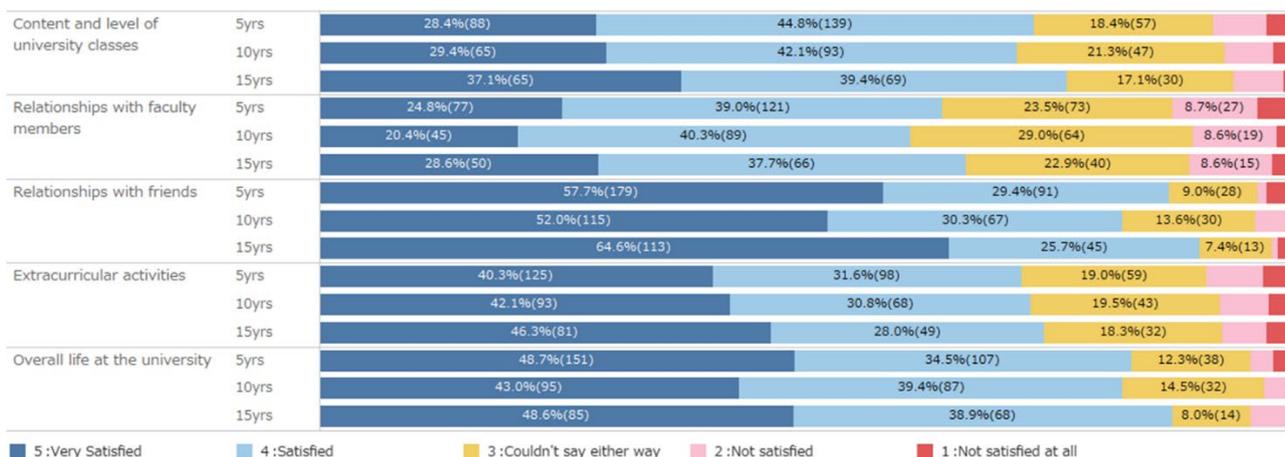
but this was the lowest among the five items.

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



Looking at the results by the number of year's since graduation, the overall satisfaction level was slightly lower in the group of 10 year's after graduation than in the group of 5 year's and 15 year's after graduation.

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



Satisfaction with APU

Feelings toward APU were divided into the following five categories, each of which was asked on a five-point scale.

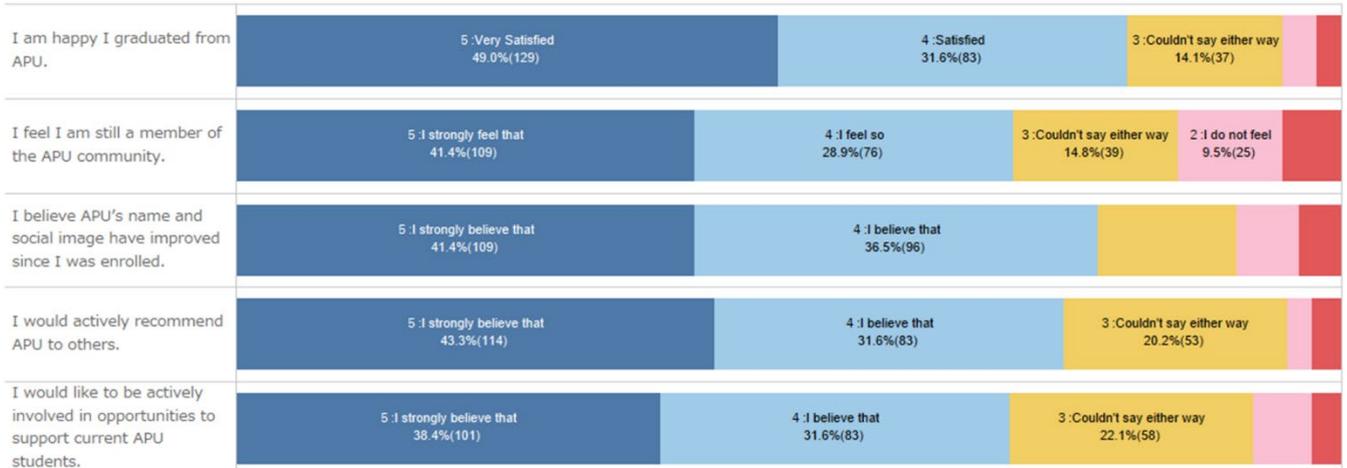
- "I am satisfied that I graduated from APU" (satisfaction level)
- "I still feel that I am a member of APU" (sense of belonging)
- "I think my current name recognition and social image have improved compared to when I was a student."
- "I would like to actively recommend APU to others."
- "If there is an opportunity to support current students, I would like to be actively involved."

As for "satisfied with graduating from APU" (satisfaction level), 80.6% of the respondents were satisfied ("very satisfied" or "satisfied").

"I still feel a part of APU (a sense of belonging)" was 70.3% positive. 77.9% feel that their current name recognition and social image have improved compared to when they were in school. As for "I would like to actively recommend APU to others," 74.9% gave a positive response.

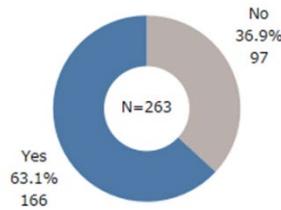
These responses showed almost the same ratio over time.

How do you currently feel about APU?



In addition, 70% of the respondents answered "If there is an opportunity to support current students, I would like to be actively involved," and 63.1% of the respondents agreed to cooperate with individual interviews from universities, indicating that there are graduates who are willing to support.

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



Important competencies considered by graduates

The 20 competencies of APU rubric are shown together with NPS (Net Promoter Score below. alumni were asked on a five-point scale how important they felt they were in their work and lifestyle.

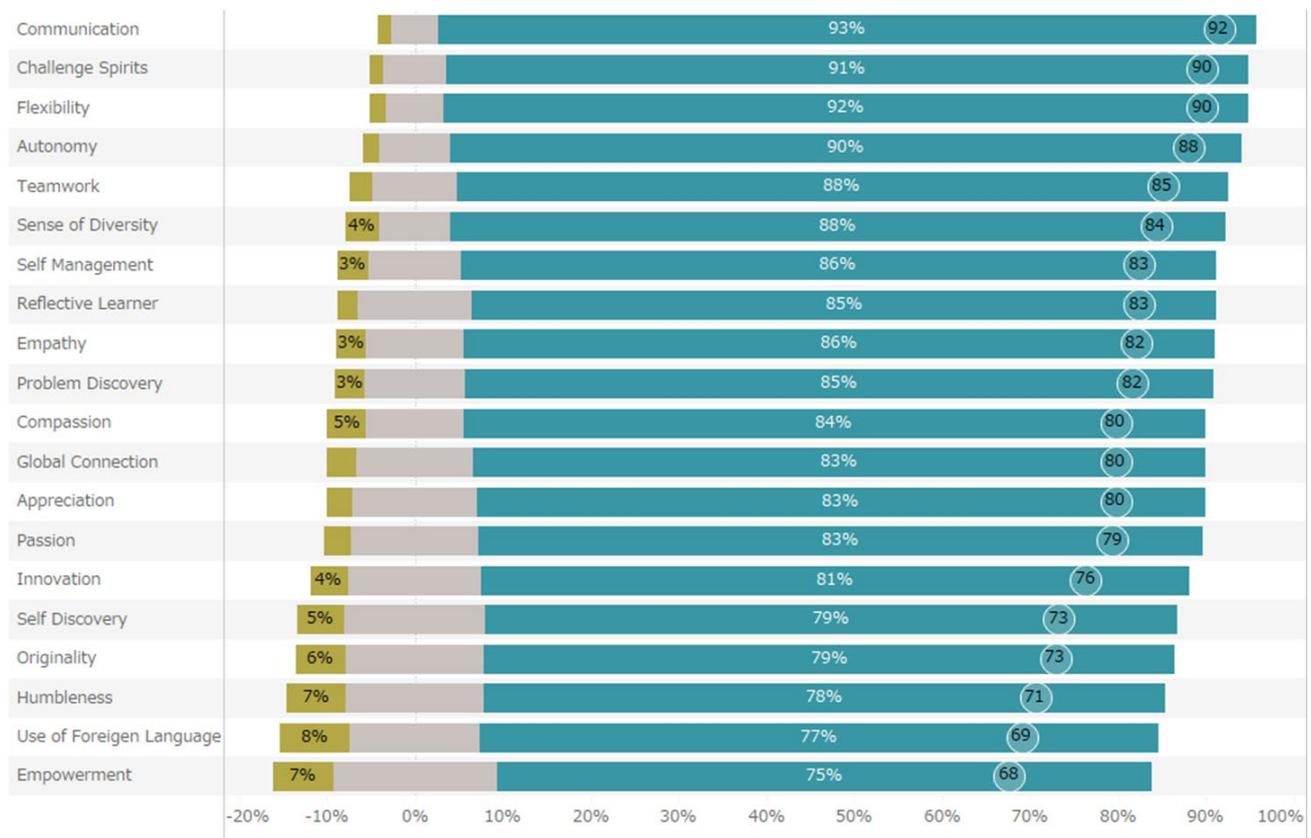
NPS is calculated by subtracting the percentage of critics from the percentage of positive respondents to the total number of respondents, and categorizing respondents who answered (5) "very important" or (4) "important" as "affirmers," (3) "neither way" as "neutrals," and (1) "not important at all" or (2) "not important" as "critics."

The more affirmers and the fewer critics, the higher the score. The following is a list of competencies in order of number of affirmative respondents. The competency with the largest number of affirmative answers was "communication" (93%), followed by "flexibility" (92%) and "motivation to take on challenges" (91%). This is followed by "independence," "teamwork," and "understanding diversity."

Competency (NPS)

Positive
Negative
Neutral

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?



Similarly, over time, "communication" received the highest number of affirmative responses, followed by "flexibility" and "willingness to take on challenges."

This was followed by "independence," "attitude to learn everything," and "empathy," all of which show a change in importance, although by a small margin.

Concluding Remarks

Provision of data

Of the graduates who cooperated in this survey, more than 250 responded that they would cooperate in the interview survey from the university. If you would like to use the results of this survey for depth interviews or analysis in the future, please contact the President's Office. We will provide contact information and raw data for graduates who can cooperate.

Office of the Institutional Planning, IR Team (irteam@apu.ac.jp) Li, Hara