

iv [Outcomes]

1. Description of Current Conditions

(1) Have outcomes been generated in line with the educational objectives?

<Development and application of evaluation indicators for measuring student learning outcomes>

<Student self-evaluations, post-graduation evaluations (employer evaluations, alumni evaluations)>

2) Common Across the Colleges

Measurement of Learning Outcomes and Development of Methods

[1] Common Education Subjects / Language Education Subjects

- Rubrics measure using Can-Do Lists for reading, writing, listening and speaking skills

→ Implemented in both English and Japanese

- TOEFL-iTP tests for all students (four times in the first two years)

[2] First-Year Experience

- Implementation of self-development surveys before and after First-Year Student Workshop I & II
- Development of First-Year Experience objectives and rubrics (under development, not yet implemented)

[3] Portfolio Evaluations of Overseas Educational Programs

- Introduction of e-portfolios and visualization of learning outcomes for sending students overseas programs under the Re-Inventing Japan Project

[4] Measuring Learning Outcomes for College of International Management (APM) and Graduate School of Management (GSM)

- Implementation of comprehensive measurement of learning outcomes for educational objectives through means such as rubrics and testing as part of the Association of Advance Collegiate Schools of Business (AACSB) accreditation process.

(Evaluation Indicators for Educational Objectives)

[1] Student Study Time Outside of Class

Overall, APU students spend more time studying outside of class than students at other Japanese universities. However, as shown below, international students study even more than domestic students.

	APU-Domestic	APU-International	Japanese University Average
~1 hour:	32%	9%	66.8%
1~2 hours:	35%	33%	
2~3 hours:	20%	26%	
3~4 hours:	6%	13%	33.2%
4~5 hours:	3%	12%	
5 hours~:	2%	5%	

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[2] Status of Participants in Overseas Educational Programs

For international students, coming to Japan is considered study abroad, so domestic students are the focus of this evaluation indicator. In AY2012, 336 domestic students participated in overseas educational programs.

[3] Surveys

For student self-evaluations and post-graduation evaluations (employer evaluations, alumni evaluations), the Freshman Survey and the Student Life Survey are conducted online to better ascertain the student situation. Notably, the Freshman Survey provides data on students' preference for APU in relation to other universities when they applied as well as their worries and expectations following enrollment. Analysis of these surveys in combination with the Student Life Survey is ongoing. The response rate for the Student Life Survey dropped in AY2012, from 19.6% in AY2011 to 7.3%, mainly due to the survey being conducted online instead of in class.

In regards to post-graduation evaluations, networks of alumni are being strengthened in each country and region, and information is being collected from these alumni as needed through projects in each region. As part of APU's Institutional Research (IR) to visualize progress on issues and accomplishments, we aim to hold a large-scale survey of alumni in the future, and in AY2012, almost 70 graduates were invited to APU for alumni evaluations (surveys and interviews). The results are now being compiled. (Document 4(4)-2)

(Measurement of Learning Outcomes and Development of Methods)

[1] Common Education Subjects / Language Education Subjects

In line with the 2011 Academic Reforms, Japanese and English subjects now use Can-Do Lists, which are a type of rubric, at the individual subject level for the four skills of reading, writing, listening and speaking to measure learning outcomes. Furthermore, for English subjects, students must take the TOEFL-iTP in class (a total of four times over the first and second years). The English test scores achieved are also applied to student grades in their English subjects (for required subjects only).

[2] First-Year Experience

Among Common Education Subjects (Common Liberal Arts Subjects), First-Year Student Workshop I and II (small-group seminars for all freshmen) employ questionnaires before and after the classes with the same questions given each time. The students' self-development over the course of the semester is measured and applied towards efforts to promote improvements in education. (Document 4(4)-1)

Currently, the development of rubrics to organize and measure First-Year Experience educational objectives are being developed by the faculty of the Education Development and Learning Support Center (EDLSC), who primarily teach the First-Year Student Workshop I and II.

[3] Portfolio Evaluations of International Education Programs

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One result of work to measure to the learning outcomes for the MEXT-sponsored FY2011 Re-Inventing Japan Project (Japan-U.S.) is the ACCESS Program, a pre-enrollment study abroad program conducted as part of a building-block style collaborative liberal arts program. For approximately two weeks in the March preceding enrollment, students slated to enroll at APU are sent to a U.S. partner university to experience other cultures and prepare them for their studies at APU. On this program and the GCP and SEAS Programs (in which second-year APU students are sent to a U.S. partner university and subsequently dispatched to conduct field work and collaborative learning in Thailand and Malaysia with that partner university's students), an e-portfolio (manaba folio) was introduced to assess student learning outcomes in reference to each program's predetermined learning goals. A mutually-supportive learning community is being formed by sharing visualizations of student learning and growth between students and faculty.

[4] Measuring Learning Outcomes for the APM and the GSM

2-2) College of International Management (APM)

As part of the AACSB accreditation process, the APM utilizes a Curriculum Alignment Matrix (CAM) to measure learning objectives and ascertain learning goal achievement rates.

Based on the measurements taken in AY2012, the Assurance of Learning (AOL) Development Team formulated the following Improvement Action Plan.

[Improvement Action Plan]

-Activities that increase international experience of students will be actively promoted, including study abroad experiences through the Field Study program and Multicultural Week.

-Assessments in courses with international dimension such as International Management and Marketing will be continued.

-In the current curriculum, none of the core courses is directly linked to developing students' global perspective. It is recommended that International Management be considered as a core course in the next curriculum reform.

3-2) Graduate School of Management (GSM)

As part of the AACSB accreditation process, the GSM also utilizes a CAM to measure learning objectives and ascertain learning goal achievement rates.

Based on the measurements taken in AY2012, the AOL Development Team formulated the following Improvement Action Plan.

[Improvement Action Plan]

Learning Goal 1

- Under the new curriculum from AY 2014, we will make Business Ethics course compulsory to all MBA students.

- To improve the achievement in a wide range of students, we can produce a learning material for basic business ethics (e.g. business ethics handbook), which can be used by all students.
 - Very basic material that can be applied to different disciplines
 - In order to improve the *detection of business ethics*, the material includes some typical examples of ethical issues
 - The material can be distributed on university web sites, or in major core courses
 - Professors in each discipline can think of the application of business ethics to their field.
- To avoid measurement error, business ethics should be excluded from SEQ from AY 2013.

Learning Goal 2

- To avoid measurement errors, course-embedded assessment of the objective 2b should be carried out in more than one course. For small classes, it may improve the accuracy of the success rate by using more than one tool.
- To overview the writing skills of MBA students, we will measure the writing skills in core / elective courses. Since written assignments in conventional course do not involve intensive supervision by professors, using these assignments may be a better representative of general writing skills of average students.
- Our current rubrics are highly detailed and unsuitable to assess a large number of students. To make it easier to assess more students, we can introduce a simplified version of the writing rubrics. While we assess overall writing skills by simplified rubrics, we will continue using the existing rubrics for assessing thesis.

Learning Goal 3

- Extra-curricular programs to encourage innovative projects (competition / workshop) can enhance the achievement, as well as make it easier to assess the achievement. At the undergraduate level (i.e. APM), Seminar Conference, in which students present their original research is held. GSM can make similar extra-curricular program.

Learning Goal 4

- International Management course will be compulsory for all MBA students.
 - It will be possible to measure the achievement of most students in the learning goal 4 in International Management course.
 - International Management can provide the underlying knowledge, which can help improving “grasping the theory” and “reconciliation”.
- Japanese Management courses and Japanese language courses (for overseas students) to improve the sense of global business.
- Utilizing indirect measurements to complement course-embedded assessment can improve AOL process.
 - Multicultural Weeks
 - Teaching Assistance tasks

- AP House
- Self-Access Learning Center (SALC)

(2) Is degree conferral (graduation / completion assessment) adequately implemented?

<Adequacy of Degree Conferral Standards and Procedures>

As previously described, degree conferral procedures are conducted in accordance with degree conferral standards based on the Standards for Establishment of Universities.

2) Common Across the Colleges

In accordance with the Ritsumeikan Asia Pacific University University Regulations and the Ritsumeikan Asia Pacific University Higher Degree Regulations, the conferral of bachelor's degrees is decided by the President upon deliberation by the Division of Academic Affairs Meeting and the Faculty Council. The Ritsumeikan Asia Pacific University Faculty Council Regulations stipulate the Graduation Assessment Committee as the expert committee for deliberating student graduation, and said committee deliberated graduation on behalf of the Faculty Council. That being said, the results of those deliberations are reported to the Faculty Council as needed. (Document. 4(4)-3)

2-1) College of Asia Pacific Studies (APS)

One place where students integrate their learning is in the seminar classes for upper level students, namely Major Seminar I / Major Seminar II (both 3rd-year subjects) and Research Seminar / Undergraduate Thesis (both 4th-year subjects). None of these subjects are required for graduation, but 84.7% of those APS students who take Research Seminar go on to take Undergraduate Thesis. Of those students, 70% submit a thesis.

Regarding the APS, the status of degree conferral and job placement (including graduate school enrollment) for the 2012 Spring semester (graduation in September) and the 2012 Fall semester (graduation in March 2013) are as follows.

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• 2012 Spring Semester (September Graduation)

	Total	6th semester (accelerated) graduation*	7th semester (accelerated) graduation*	8th semester graduation	9th semester + graduation	8th semester graduation rate
Number of students eligible for graduation	282	2	0	158	122	-
Successful graduates	189	2	0	140	47	88.61%
Unsuccessful graduates	93	0	0	18	75	-

*: Graduation from the Accelerated Graduation Program for especially outstanding students

• 2012 Fall Semester (March 2013 Graduation)

	Total	6th semester (accelerated) graduation*	7th semester (accelerated) graduation*	8th semester graduation	9th semester + graduation	8th semester graduation rate
Number of students eligible for graduation	529	1	1	437	90	
Successful graduates	372	0	1	324	47	74.14%
Unsuccessful graduates	157	1	0	113	43	

*: Graduation from the Accelerated Graduation Program for especially outstanding students

• Job Placement of September 2012 and March 2013 Graduates

Graduates	Job-seekers	Successful hires	Students advancing to other schools	Other	Unknown
561	366	343	46	105	67

Job placement rate (Successful hires / Graduates): 61.1%

Job placement rate (Successful hires / Job-seekers): 93.7%

Advancement rate (Students advancing to other schools / Graduates): 8.2%

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Note: Job-seekers refer to students scheduled for graduation who are seeking employment.

Successful hires: This figure includes students successfully hired (as a private company employee, public servant or faculty member), those who continue working while their study and after graduation, and those who work in a family business, sign a professional sports contract or start a business.

Students advancing to other schools: This figure includes students advancing to graduate schools in Japan, universities or graduate schools in other countries, other universities and various other post-secondary schools.

Other: This figure refers to individuals who are preparing for certification testing, applying to a graduate school or continuing their job search as well as those with no intention of searching for employment.

Unknown: Students with an unclear status, working part-time or studying abroad etc.

2-2) College of International Management (APM)

One place where students integrate their learning is in the seminar classes for upper level students, namely Major Seminar I / Major Seminar II (both 3rd-year subjects) and Research Seminar / Undergraduate Thesis (both 4th-year subjects). None of these subjects are required for graduation, but 79.1% of those APM students who take Research Seminar go on to take Undergraduate Thesis. Of those students, 65.5% submit a thesis.

Regarding the APM, the status of degree conferral and job placement (including graduate school enrollment) for the 2012 Spring semester (graduation in September) and the 2012 Fall semester (graduation in March 2013) are as follows.

● 2012 Spring Semester (September Graduation)

	Total	6th semester (accelerated) graduation*	7th semester (accelerated) graduation*	8th semester graduation	9th semester + graduation	8th semester graduation rate
Number of students eligible for graduation	354	2	1	224	122	-
Successful graduates	248	2	1	195	50	87.05%
Unsuccessful graduates	106	0	0	29	77	-

*: Graduation from the Accelerated Graduation Program for especially outstanding students

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● 2012 Fall Semester (March 2013 Graduation)

	Total	6th semester (accelerated) graduation*	7th semester (accelerated) graduation*	8th semester graduation	9th semester + graduation	8th semester graduation rate
Number of students eligible for graduation	447	3	3	335	106	
Successful graduates	322	3	3	256	60	76.42%
Unsuccessful graduates	125	0	0	79	46	

*: Graduation from the Accelerated Graduation Program for especially outstanding students

● Job Placement of September 2012 and March 2013 Graduates

Graduates	Job-seekers	Successful hires	Students advancing to other schools	Other	Unknown
570	376	342	48	91	89

Job placement rate (Successful hires / Graduates): 60.0%

Job placement rate (Successful hires / Job-seekers): 91.0%

Advancement rate (Students advancing to other schools / Graduates): 8.4%

Note: Job-seekers refer to students scheduled for graduation who are seeking employment.

Successful hires: This figure includes students successfully hired (as a private company employee, public servant or faculty member), those who continue working while their study and after graduation, and those who work in a family business, sign a professional sports contract or start a business.

Students advancing to other schools: This figure includes students advancing to graduate schools in Japan, universities or graduate schools in other countries, other universities and various other post-secondary schools.

Other: This figure refers to individuals who are preparing for certification testing, applying to a graduate school or continuing their job search as well as those with no intention of searching for employment.

Unknown: Students with an unclear status, working part-time or studying abroad etc.

3) Common Across the Graduate Schools

In accordance with the Ritsumeikan Asia Pacific University University Regulations and the

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Ritsumeikan Asia Pacific University Degree Regulations, the conferral of master's degrees is decided by the President upon deliberation by the Division of Academic Affairs Meeting and the Faculty Council. The Ritsumeikan Asia Pacific University Faculty Council Regulations stipulate the Completion Assessment Committee as the expert committee for deliberating graduate student completion, and said committee deliberates completion on behalf of the Graduate School Faculty Council. That being said, the results of those deliberations are reported to the Graduate School Faculty Council as needed. (Document 4(4)-4)

3-1) Graduate School of Asia Pacific Studies

Evaluation standards for theses and dissertations required to complete Master's and Doctoral Programs are established, and are clearly outlined to students as part of degree conferral policies in the Graduate Handbook. The status of master's and doctoral degree conferrals over the past three years are shown below.

- Number of students obtaining degrees/Percentage of degrees awarded

		2010 SP	2010 FA	2011 SP	2011 FA	2012 SP	2012 FA
Master's	Number	77	17	61	17	49	9
	Percentage of degrees award	96.83%	93.33%	100%	93.75%	93.18%	88.89%
PhD	Number	5	3	3	4	14	10
	Percentage of degrees award	16.67%	40%	0%	0%	75%	

Note: SP stands for Spring and FA for Fall.

3-2) Graduate School of Management (GSM)

Evaluation standards for theses required to complete programs are established, and are clearly outlined to students as part of degree conferral policies in the Graduate Handbook. The status of master's conferrals over the past three years are shown below.

- Number of students obtaining degrees/Percentage of degrees awarded

		2010 SP	2010 FA	2011 SP	2011 FA	2012 SP	2012 FA
Master's	Number	24	12	19	9	6	6
	Percentage of degrees award	100%	90%	100%	100%	100%	66.67%

<Master's and Doctoral Programs: Degree Screening and Measures to Ensure Objectivity and Stringency in Completion Assessments>

- Screening by external reviewers and multiple screening (See above)

2. Self Assessment

This section details the current status regarding educational outcomes. We will now conduct an assessment of this situation based on the indicators listed for each College and Graduate School below.

- [1] Status of development and administration of learning outcome measurement indicators
- [2] Stringent administration of graduation assessments

[1] Items That Are Showing Results

1) University-wide

<1> Development of Methods to Measure Learning Outcomes

As described above, the development of learning outcome measurement methods is making progress in language education, First-Year Experience, overseas educational programs and the AACSB International Accreditation process. A range of approaches are being used, including rubrics (language education, First-Year Experience), portfolios (overseas educational programs) and comprehensive assessments of educational objectives (AACSB: rubrics, tests, etc.).

<2> Study Time Outside of Class

Due to aspects such as final exam score weight settings, Class Evaluation Surveys, faculty assessments and the use of GPAs for priority registration and scholarship selection, APU students study more outside of class than the average Japanese university students, as described above.

2-2) College of International Management (APM)

3-2) Graduate School of Management (GSM)

The APM and GSM have been working to obtain accreditation from the AACSB (headquartered in the United States) since AY2008.

For this accreditation evaluation, the AOL is a important standard, so it is necessary to clearly state learning goals and measure the learning objectives (quantifiable aspects, such as the knowledge and abilities that should be acquired by students) which make up the learning goals. In approaches for AOL, quantifiers such as rubrics are used to measure learning objectives, the degree to which learning goals are being reached is confirmed, and then improvements are implemented for unmet goals in a total system (This is called "closing the loop" in the AACSB process).

[2] Items Requiring Improvement

1) University-wide

<1> Surveys

Starting in AY2012, the Student Life Survey, which had been administered in class to date, was conducted online instead. As a result, the response rate for all students dropped to 7% (from 19.6% in AY2011).

2-1) College of Asia Pacific Studies

3-1) Graduate School of Asia Pacific Studies

<1> Defining the Knowledge and Skills that Students Should Acquire

For the APS, the Graduate School of Asia Pacific Studies Master's Program and its two majors and the Doctoral Program, the knowledge and skills that students should acquire in line with educational objectives have not been defined, so outcomes cannot be measured.

3. Development Policies towards the Future

[1] Items That Are Showing Results

1) University-wide

<1> Development of Methods to Measure Learning Outcomes

In terms of education, it is thought to be extremely important to pursue educational quality that meets international levels. APU's basic strategy in regard to this is to (1) establish a process of "strengthening long-term, qualitative competitiveness" for education issues, and (2) realize the "assurance and improvement of quality in education"—the driving force behind international standards. In order to establish a framework for internal quality assurance, the overall process should be inspected to identify shortcomings and ineffective measures.

Efforts to measure learning outcomes are in place, but many issues remain because the measurements stop at the individual level, and the method employed is narrow in focus and lacks general applicability towards the whole student body. For example, when looking at student employment rates and company evaluations, it can be seen that, compared to students at other universities, APU student have been better equipped with intercultural skills and the ability to get things done, traits which can be applied in international work environments. However, there is no objective material evidence to prove this. Future efforts will include the establishment of an internal quality assurance system to visualize the accomplishments of these processes. By identifying these, APU's competitiveness can be demonstrated both within and outside of the university. Specific measures include plans for IR and the measurement of learning outcomes, and work to develop comprehensive educational objective measurement methods, including efforts towards AACSB accreditation. (Document. 4(4)-5)

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<2> Study Time Outside of Class

While faculty and staff members know from experience that international students study longer than domestic students, there is little objective data to explain this phenomenon. Going forward, tools such as surveys will be used to collect data and interviews will be held with certain segments of the student population on their study situation in an effort to create policies to boost student study time outside of class and spur further improvements.

2-2) College of International Management

3-2) Graduate School of Management

Through the AOL framework, the assurance of learning quality will be further developed and efforts in pursuit of internationally-viable education will be made.

[2] Items Requiring Improvement

1) University-wide

<1> Surveys

Currently, projects applying IR are underway for visualizing APU's accomplishments and issues, and the questions on the Student Life Survey that has been conducted up through AY2012 are being overhauled for AY2013 in an effort to obtain a more thorough understanding of actual student life. Along with those discussions, discussions are also being held to determine methods for raising the student response rate.

2-1) College of Asia Pacific Studies

3-1) Graduate School of Asia Pacific Studies

<1> Defining the Knowledge and Skills that Students Should Acquire

Within AY2013, the knowledge and skills that students should acquire according to educational objectives (human resources development goals) through the three policies (Admissions Policy, Curriculum Policy, Diploma Policy) will be established and made available both within and outside of the university in an easily understood format.

4. Supporting Documents

- 4(4)-1 2012 Spring Semester Survey Data: Before and After (leftmost sheet in the Excel file)
- 4(4)-2 Event contents, surveys, interviews
- 4(4)-3 Ritsumeikan Asia Pacific University Faculty Council Regulations
- 4(4)-4 Ritsumeikan Asia Pacific University Graduate School Faculty Council Regulations
- 4(4)-5 Academic Issues AY2013