

## 4. Educational Program and Outcomes

### (1) Description of Current Conditions

Assessment/Evaluation Parameter (1): Is a degree conferral policy set forth for each type of degree conferred? Have those policies been disclosed?

#### Evaluation Points

- Adequate establishment and disclosure of degree conferral policy that indicates where appropriate the learning outcomes suitable for the degree in question, including the knowledge, skills and posture that students are asked to acquire upon completing the relevant curriculum

- Adequate establishment and disclosure of degree conferral policy that indicates learning outcomes where appropriate

The degree conferral policy that indicates learning outcomes where appropriate was decided upon by the University Senate in AY2014 following deliberation at meetings of the Faculty Council of each College and Graduate School alongside revisions, etc. of the “Educational Objectives” of the university and each of its education and research bodies. This policy is disclosed on the APU website (Ref. 1-6 <http://www.apu.ac.jp/home/about/content36/>). However, the content of curricular reforms carried out by each College in AY2017 has not been properly reflected in the degree conferral policy that is currently disclosed.

Alongside an institution-wide movement to promote “Assurance of Learning” (AOL) which the College of International Management got a head start on, each College and Graduate School has been moving forward with an examination of revisions of their degree conferral policy. AOL refers to the entire process of measuring the extent to which an educational mission espoused by a College or Graduate School is being achieved, and proceeding to facilitate improvements based on the results of those measurements. The College of International Management has already set Learning Goals (LG) (Shape that the College wants its students to attain by the time they acquire their degree) based on that mission, as well as two to three “Learning Objectives” (LO) (Skills that the College wants its students to acquire in more concrete form) for each of those LG. Furthermore, the College has also established a “Curriculum Alignment Matrix” (CAM) to indicate how each subject corresponds to LO. The College measures the degree to which its students achieve their LO in each subject, and takes measures based on the results of that measurement (Ref. 4-1 <http://www.apu.ac.jp/home/study/content46/>).

LG and LO under AOL carry the same meaning as “learning objectives” that should be indicated where appropriate under the degree conferral policy. Each College and Graduate School at the university are moving forward with the examination and establishment of LG, LO and CAM in accordance with the established objective (mission) of the education and research conducted in each College/School.

To use the College of Asian Pacific Studies as an example, “learning outcomes” under the degree conferral policy are scheduled to be revised in the following manner.

#### Existing Policy

(Learning outcomes)

- 1) Interest in and understanding of the various issues facing the Asia Pacific region
- 2) Fundamental knowledge of discipline
- 3) Intercultural communication skills
- 4) Global perspectives

#### Proposed Revisions

(Learning outcomes)

##### 1. Academic knowledge and understanding

- 1-a. The student has acquired fundamental knowledge regarding global society, particularly that regarding the Asia Pacific region.
- 1-b. The student has a systemic understanding of one of the following four areas of study: “Environment and Development, “Hospitality and Tourism,” “International Relations and Peace Studies” and “Culture, Society and Media.”
- 1-c. The student has a cross-disciplinary understanding of a continuously-changing global society.

##### 2. Abilities and skills

- 2-a. The student is capable of logical and critical thinking.
- 2-b. The student has acquired specialized and technical skills.
- 2-c. The student is capable of demonstrating creativity when thinking or expressing their own thoughts.

##### 3. Social involvement

- 3-a. The student is well-versed in at least one second language.
- 3-b. The student is able to communicate adequately with other individuals with differing culture and values in global society.
- 3-c. The student is able to take responsible action from a global perspective while demonstrating leadership.

Assessment/Evaluation Parameter (2): Is a curriculum policy set forth for each type of degree conferred? Have those policies been disclosed?

#### Evaluation Points

- Adequate establishment and disclosure of curriculum policy outfitted with the below content
  - Curriculum system and educational content

- Class subject divisions, class configurations, etc. that make up curriculum
- Adequate linkage between curriculum policy and degree conferral policy

■ Adequate establishment and disclosure of curriculum policy

The degree conferral policy that indicates learning outcomes where appropriate was decided upon by the University Senate in AY2014 following deliberation at meetings of the Faculty Council of each College and Graduate School alongside revisions, etc. of the “Educational Objectives” of the university and each of its education and research bodies. This policy is disclosed on the APU website (Ref. 1-6 <http://www.apu.ac.jp/home/about/content36/>). However, the content of curricular reforms carried out by each College in AY2017 has not been properly reflected in the degree conferral policy that is currently disclosed.

In addition to their degree conferral policy, each College and Graduate School has been moving forward with examination efforts to revise their curriculum policy and establish a curriculum map. In that examination, each College and Graduate School will keep conformity between their degree conferral policy and their curriculum policy and curriculum map in mind, and shall indicate the class subject divisions, class configurations and methods, etc. that make up the curriculum where appropriate.

Assessment/Evaluation Parameter (3): Are class subjects suitable for each type of degree conferred offered and has the curriculum been systemically organized in accordance with the curriculum policy?

<p>Evaluation Points</p> <ul style="list-style-type: none"> <li>○ Measures for adequately organizing the curriculum in each College/Graduate School           <ul style="list-style-type: none"> <li>• Conformity of curriculum with curriculum policy</li> <li>• Consideration towards successiveness and systematicity in organizing curriculum</li> <li>• Configuration of credits in line with intent of credit system</li> <li>• Content and methods of individual class subjects</li> <li>• Positioning of class subjects (required, elective, etc.)</li> <li>• Establishment of educational content suitable for each type of degree conferred</li> </ul> </li> </ul> <p>&lt;Bachelor’s degree program&gt; Consideration towards first-year education and high school/university matriculation, adequate assignment of liberal arts education and specialized education, etc.</p> <p>&lt;Master’s/Doctoral programs&gt; Consideration towards education that adequately combines coursework and research work, etc.</p>
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■ University-wide

Curricula in both Colleges consist primarily of two components, Common Education Subjects

(Language Education Subjects and Common Liberal Arts Subjects) and Major Education Subjects, and the credits required for graduation are the same for both Colleges. In particular, students need to take at least 40 credits of Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects), at least 62 credits of Major Education Subjects, and complete a total of at least 124 credits. Out of the 124 credits required for graduation, students must complete 22 credits of Electives, which can be drawn from the Common Education Subjects (Language Education Subjects and Common Liberal Arts Subjects), the Major Education Subjects in one's own College or the Major Education Subjects in the other College.

The curriculum is designed to eliminate any disadvantages stemming from the enrollment basis language since students can take subjects offered in either Japanese or English. Subject offerings for AY2017 are as follows:

100 series Common Education Subjects (Liberal Arts Subjects: Subjects for first-year students)	26 of 42 subjects listed in the University Regulations (61.9% offered in both Japanese and English)
College of Asia Pacific Studies Major Education Subjects	79 of 101 subjects (78.2% offered in both Japanese and English)
College of International Management Major Education Subjects	52 of 60 subjects (86.7% offered in both Japanese and English)

Grade numbers are attached to each subject to indicate the appropriate semester of enrollment and encourage systematic enrollment (i.e., subject numbering). Prerequisite subjects—that is, subjects that students should take before taking a certain subject—are also defined; therefore, if a student completes a prerequisite subject early, he or she will be able to take the subject for which said prerequisite was defined even if he or she has not yet advanced to the year level in which the subject is typically offered.

Regarding class sizes, the maximum lecture size is set at 250 and, as a general rule, class sizes are set at 25 or less for Common Education Subjects (Language Education Subjects) and Seminars.

Language education is provided based on student language proficiency levels. Students who enroll on a Japanese basis take English placement tests upon enrollment to determine if they will study under the English Standard Track (24 required credits from Elementary English to Upper Intermediate English) or the English Advanced Track (12 required credits through Advanced English I or II).

Students who enroll on an English basis are required to complete 16 credits of Japanese language subjects across four skill levels (Japanese Foundation Course I through Japanese Intermediate Course).

There are also sufficient numbers of elective language subjects that advanced students can take once they have completed their required subjects. These include subjects such as English for Discussion and Debate, English Business Writing, Japanese Language and Culture I and Career Japanese.

APU also offers instruction in the native tongues of students from the Asia Pacific region. Collectively referred to as Asia Pacific Language Subjects, students can take Chinese (I - IV, 16

credits), Korean (I - IV, 16 credits), Spanish (I - IV, 14 credits), Malay/Indonesian (I - IV, 14 credits), Thai (I - IV, 14 credits), and Vietnamese (I - IV, 14 credits).

There are a total of 64 Language Education Subjects (English, Japanese and AP languages) listed in the University Regulations as follows: English—20 subjects; Japanese—18 subjects; AP Languages—24 subjects; Intensive Language Learning Overseas—1 subject; and Special Lecture (Language Education)—1 subject.

Common Education Subjects (Common Liberal Arts Subjects), which are common 100 series (first-year) subjects for both Colleges, include subjects, such as the following, which aim to cultivate a comprehensive understanding of the Asia Pacific region: Religions of the Asia Pacific, Economic in the Asia Pacific, History of the Asia Pacific, Languages of the Asia Pacific, Geography of the Asia Pacific and Culture and Society of the Asia Pacific.

Additionally, “Study Skill Academic Writing” and “Multicultural Cooperative Workshops” have been established for the purpose of having students make the transition to independent, active, self-initiated learning in order for them to personally identify and resolve problems and for the purpose of sustaining smooth learning at APU by the students who come together at the university, bringing with them diverse educational backgrounds.

The curriculum also includes systematically placed information subjects to boost students' information literacy.

100 series (for first-year students)	Internet Fundamentals, Programming and Computer Literacy
200 series (for second-year students)	Data Mining, Internet Technology Integration and GIS Fundamentals
300 series subjects (for third and fourth-year students)	Database Systems

There is a total of 79 Common Liberal Arts Subjects listed in the University Regulations, namely, 42 first-year (100 series) subjects, 22 second-year (200 series) subjects, and 15 third-year (300 series) subjects.

Major Education Subjects common to both Colleges include the 200 series Field Study, in which students visit a location in Japan or overseas with their instructor to research a particular topic, Applied Training, a third-year seminar in which students conduct on-site research related to their other seminars with their supervisor, and the third-year seminars Major Seminar I and II. The fourth-year seminars Research Seminar I (APS), Research Seminar (APM), Research Seminar II (APS), and Undergraduate Thesis (APM) round out the six subjects (14 credits).

■ College of Asia Pacific Studies

Major Education Subjects in the College of Asia Pacific Studies are assigned in order to form specialization regarding the various challenges of the Asia Pacific Region and comprehensive

problem-solving capability with a core of basic knowledge in the diverse cultures, history, societies, natural environments, historical conditions, etc. and working ability in language. These Major Education Subjects are assigned according to the following four separate clusters (i.e. courses) for students who will systemically study expert knowledge in a certain area: “Environment and Development, “Hospitality and Tourism,” “International Relations and Peace Studies” and “Culture, Society and Media.”

As a part of graduation requirements, it is stipulated that students are to register for one of the above courses and take at least two credits in the required subjects for the area in question (Common Liberal Arts Subjects) and at least 28 credits in Major Education Subjects for said area.

Note that the percentage of credits required to graduate accounted for by Major Education Subjects is set at a minimum of 50% (62 out of 124 credits).

Additionally, subjects offered for each course in line with University Regulations are as follows: 27 subjects including “Development Policy” and “Environment Policy” for the Environment and Development Course (54 credits), 29 subjects including “Cultural Anthropology” and “Multicultural Social Theory” in the Culture, Society and Media Course (58 credits), 26 subjects including “Sociology of Tourism” and “Tourism and Hospitality Law” for the Hospitality and Tourism Course (52 credits), and 31 subjects including “International Law” and “International Organizations” for the International Relations and Peace Studies Course (62 credits).

#### ■ College of International Management

The College of International Management offers a curriculum that, while steeped in a broad understanding of the diverse societies, cultures and traditions of the Asia Pacific, nurtures values for new business and social awareness and simultaneously develops human resources who are rich in intellect and imagination and are capable of playing active roles at the forefront of Asia’s dynamic, up-and-coming business society. Alongside facilitating the improvement of the basic academic ability in economics and management studies and high working ability in language and intercultural communication skill needed for that purpose, the College administers specialized education and research across the following four established courses: “Accounting and Finance,” “Marketing,” “Strategic Management and Organization,” and “Innovation and Economics.”

The College of International Management sets the following as required subjects: “Introduction to Management,” “Statistics,” “Accounting I,” “Introduction to Economics,” “Introduction to Marketing,” “Finance,” “Management of Human Resources and Organizational Behavior,” “Production Management,” “Legal Strategy in Business” and “Business Ethics.” Additionally, “Global Management” has also been established as a Capstone Subject that serves as a comprehensive survey of four years of study for outfitting students with an understanding of themes and systemic understanding of the above four areas of study through deep learning and discussion (Credits for

required subjects: 22 credits across 11 subjects).

“Fundamental Mathematics” and “Advanced Mathematics” have also been set as required subjects in mathematics. Students in the College of International Management must invariably take at least one of these subjects.

Additionally, subjects offered for each course in line with University Regulations are as follows: 11 subjects including “Management Strategy” and “International Logistics” for the Strategic Management and Organization Course (22 credits), 12 subjects including “Macroeconomics” and “Technology Management” in the Innovation and Economics Course (24 credits), 11 subjects including “Consumer Behavior” and “Marketing Research” for the Marketing Course (22 credits), and 15 subjects including “Financial Accounting I” and “Management Accounting” for the Accounting and Finance Course (30 credits).

Moreover, the College of International Management prepares a CAM every academic year and discloses it on its website from the standpoint of evaluations for AACSB accreditation (Ref. 4-1 <http://www.apu.ac.jp/home/study/content47/>). CAM serves to clarify the relationship between LG/LO and Major Education Subjects in the College through a matrix, and enables students to understand with ease which subjects, if taken, will enable them to acquire certain abilities. Likewise, CAM enables the College to understand which Major Education Subjects should be reinforced in accordance with the academic status of students.

## ■ Graduate School of Asia Pacific Studies

### Masters Programs in the Graduate School of Asia Pacific Studies

The Master's Program in GSA offers two majors: Asia Pacific Studies and International Cooperation Policy. The Major in Asia Pacific Studies has two Divisions, International Relations and Peace Studies and Society and Culture, while the Major in International Cooperation Policy has five Divisions—International Public Administration, Public Health Management, Sustainability Science, Tourism and Hospitality and Development Economics—in order to provide students with a balance of knowledge about issues concerning the Asia Pacific region common to all Divisions and in-depth knowledge specific to their respective Divisions. The curriculum is composed of subjects in the following categories: Analytical Foundation Subjects, Core Subjects on the Asia Pacific Region, Seminars, Division Major Education Subjects, Core Related Subjects, and Optional Subjects, and it is designed so that students can systematically enroll in these subjects focusing primarily on one Division.

#### 1) Analytical Foundation Subjects

This category contains two required subjects, Research Methods and Academic Writing and Information Resources and Data Analysis, that provide students with the analytical research methods and writing skills they need to pursue studies and research in GSA.

#### 2) Core Subjects on the Asia Pacific Region

This category contains subjects on the societies, cultures, politics, and economies in the Asia Pacific region, such as Social and Cultural Processes in the Asia Pacific and Politics and Economics in the Asia Pacific, as well as area studies subjects; it aims to provide students with wide-ranging, fundamental knowledge.

3) Major Education Subjects (Division Major Education Subjects and Core Related Subjects)

The Major in Asia Pacific Studies offers Major Education Subjects in two Divisions, International Relations and Peace Studies and Society and Culture, which aim to provide students with the expert knowledge in their respective research field. The Major in International Cooperation Policy offers Major Education Subjects in five Divisions—International Public Administration, Public Health Management, Sustainability Science, Tourism and Hospitality and Development Economics—which aim to provide students with the expert knowledge in their respective research field. Students are permitted to enroll in Major Education Subjects from the other major program which, in turn, allows them to engage in wide-ranging education and research. In addition, Seminars are designed to help students synthesize their coursework into a master's thesis or research report.

Major in Asia Pacific Studies / Major in International Cooperation Policy

Category	Number of Required Credits	
Analytical Foundation Subjects (Required)	4 credits	32 credits*2
Core Subjects on the Asia Pacific Region	4 credits	
Seminars	4 credits	
Major Education Subjects	10 credits*1	

\*1 Students must complete at least 10 credits of Major Education Subjects from their respective Division.

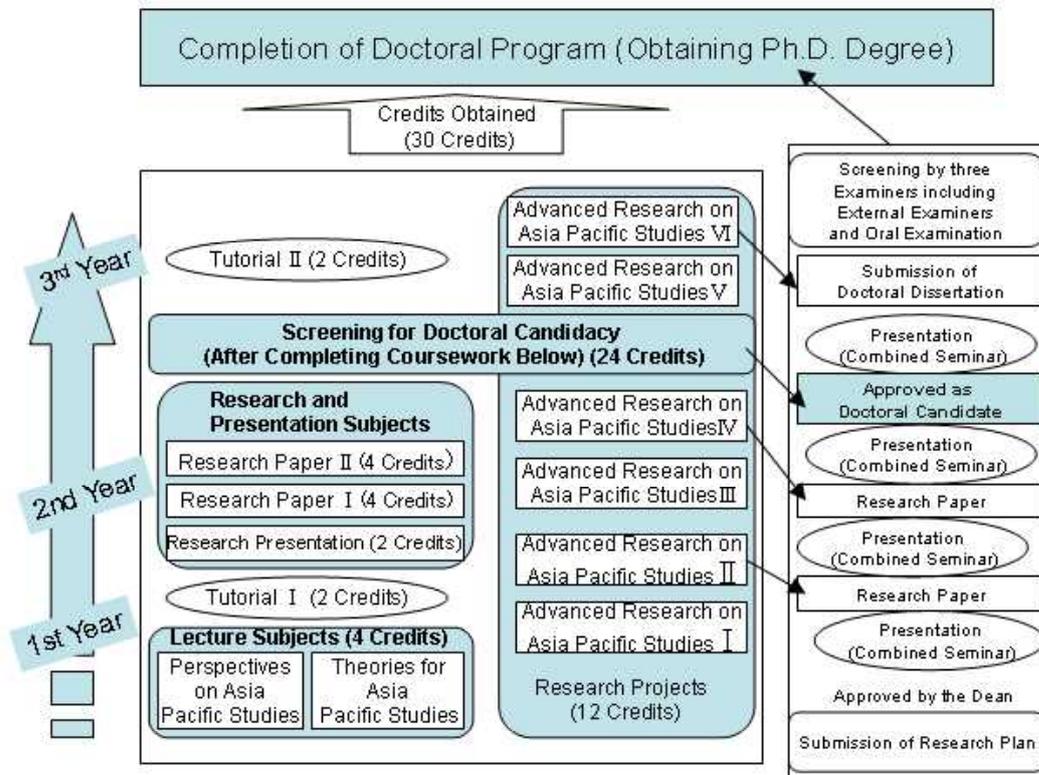
\*2 In addition to the credits stipulated for each category, the credits that students earn by taking Core Subjects on the Asia Pacific Region, Seminars, Division Major Education Subjects, and Core Related Subjects can be included in the number of credits required for completion.

Doctoral Program in the Graduate School of Asia Pacific Studies

The curriculum in the doctoral program consists of two Lecture Subjects (2 credits each), six Seminars (2 credits each), three Research and Presentation Subjects (2-4 credits each) and two Tutorials (2 credits each), for a total of 13 subjects (30 credits). Including the two first-year lectures, Perspectives on Asia Pacific Studies and Theories for Asia Pacific Studies, all subjects are required and students enroll as illustrated below.

Starting from the first semester, students take one seminar a semester (Advanced Research on Asia Pacific Studies I~VI; 2 credits each) in which they conduct research in preparation for writing a

dissertation and receive supervision from a faculty supervisor.



■ Graduate School of Management

The Graduate School of Management has four established Divisions: “Japanese Management,” “Accounting and Finance,” “Marketing and Management” and “Innovation and Operations Management.” To enable each student to acquire a good balance of knowledge on common challenges regarding business management and deep knowledge in their Division, the curriculum at the School is composed of Analytical Foundation Subjects, Core Business Fundamentals, Capstone Subjects, Electives, Seminars, Core Related Subjects, and Free Subjects. These have been placed so that students can take them systematically with their relevant Division at the core.

1) Analytical Foundation Subjects

Students study “Data Analysis and Statistics” and “Managerial Economics” as two required subjects for mastering investigative analysis methods and writing skills, which are considered to be fundamental research abilities required in the education and research administered in the Graduate School of Management.

2) Core Business Fundamentals

Students are required to study a wide range of basic knowledge regarding business management, including “Marketing Research,” “Organizational Behavior Research” and “Business Ethics.” A total of eight Core Business Fundamentals (2 credits each) are offered.

3) Capstone Subjects

Students study “Strategic Management” as a required subject for integrating studies under a Major in Business Administration.

4) Major Education Subjects (Electives/Seminars, Core Related Subjects)

The following Major Education Subject groups have been placed with the aim of having students acquire expert knowledge in their area of research: “Japanese Management,” “Accounting and Finance,” “Marketing and Management” and “Innovation and Operations Management.” Students are allowed to take Major Education Subjects outside of their Division, making a broad range of education and research possible. Furthermore, by taking Seminars, students are able to tie their takeaways from such coursework into summaries of their research results through their graduate thesis or specific assignments (final reports/case studies based on an internship).

Major in Business Administration

Category	Number of Required Credits	
Analytical Foundation Subjects (Required)	4 credits	44 credits
Core Business Fundamentals (Required)	16 credits	
Capstone Subjects (Required)	2 credits	
Electives	At least 8 credits	
Seminars (Required)	6 credits	

The Graduate School of Management prepares a CAM every academic year and discloses it on its website from the standpoint of evaluations for AACSB accreditation (Ref. 4-2 <http://www.apu.ac.jp/home/study/content47/>). CAM serves to clarify the relationship between LG/LO and Major Education Subjects in the School through a matrix, and enables students to understand with ease which subjects, if taken, will enable them to acquire certain abilities. Likewise, CAM enables the School to understand which Major Education Subjects should be reinforced in accordance with the academic status of students.

Assessment/Evaluation Parameter (4): Are various measures being taken to invigorate student learning and administer effective education?

<p>Evaluation Points</p> <ul style="list-style-type: none"> <li>○ Measures to invigorate student learning inside and outside the classroom and administer effective education in each College/Graduate School</li> <li>• Measures for facilitating substantiation of credits in accordance with attributes of each degree program (Establishment of upper limit on course registration credits for one-year period or for</li> </ul>
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each semester, etc.)

- Syllabi content (Purpose of classes, standards of course completion, indicators for learning outcomes, classroom content and methods, classroom plans, instructions for classroom preparation, and indication of grading methods, standards, etc. where appropriate) and implementation (securing of conformity between classroom content and syllabi, etc.)
- Classroom configuration, content and methods for facilitating autonomous participation by students

<Bachelor's degree program>

- Student count per class with consideration accorded to classroom configuration
- Administration of adequate course guidance

<Master's/Doctoral programs>

- Indication of research guidance plan (content and methods of research guidance and full-year schedule) where appropriate and administration of research guidance in accordance with said plan

A maximum number of credits that students can register for each semester is established in order to facilitate the substantiation of credits. In each College, the established maximum number of credits is 18 credits in the First and Second Semesters, 20 credits between the Third and Sixth Semesters, and 24 credits from the Seventh Semester and beyond. In the Graduate School of Asia Pacific Studies Master's Program in Asia Pacific Studies and Graduate School of Management, the maximum number of credits for all semesters is 22. In the Graduate School of Asia Pacific Studies Doctoral Program in Asia Pacific Studies, the established maximum number of credits is 6 credits in the First Semester, 10 credits in the Second Semester, 6 credits in the Third Semester, 10 credits in the Fourth Semester, 6 credits in the Fifth Semester, and 4 credits in the Sixth Semester (Ref. 1-7).

Across all Colleges and Graduate Schools, syllabi indicate lecture areas, course-taking guidelines, class summaries, standards for course completion, classroom methods, overviews of each class, class preparation and review, grading methods, implementation methods for multicultural cooperative learning, requests for students, and information on textbooks and further reading. In addition to the above items, the College of International Management and Graduate School of Management indicate where appropriate the content that students are expected to learn through the LG in the established CAM (Ref. 4-1 <http://www.apu.ac.jp/home/study/content46/>; Ref. 4-2 <http://www.apu.ac.jp/home/study/content47/>).

Course guidance is offered during Office Hours, at the Academic Officer counter, etc. at all times. During the orientation period, multiple consultation counters at student dorms, the Cafeteria and other locations are set up to enhance opportunities for students to new students to receive advice on course-taking.

Research guidance at Graduate Schools is mainly administered through the likes of seminars and research progress presentations.

Assessment/Evaluation Parameter (5): Are grading, credit transfers and degree conferral being properly conducted?

<p>Evaluation Points</p> <ul style="list-style-type: none"><li>○Measures for adequately conducting grading and credit transfers<ul style="list-style-type: none"><li>• Credit transfers based on intent of credit system</li><li>• Adequate recognition of credits already obtained</li><li>• Measures for guaranteeing the objectivity and strictness of grading</li><li>• Indication of graduation/completion requirements where appropriate</li></ul></li><li>○Measures for adequately conferring degrees<ul style="list-style-type: none"><li>• Indication of degree thesis screening standards where appropriate in cases where said screening is present</li><li>• Measures for securing accountability and strictness of degree screening and completion recognition</li><li>• Indication of accountability framework and procedures related to degree conferral where appropriate</li><li>• Adequate degree conferral</li></ul></li></ul>
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■ Adequacy of grading/credit transfers

APU has used the GPA system since its inception, and we employ two types of GPA calculations: the GPA for each semester ("semester GPA") and the GPA for all semesters completed to date ("cumulative GPA"). GPAs are also used for the priority registration system, which gives outstanding students priority for registering subjects, and as screening criteria for student exchange programs and scholarships. About 70% of international students are eligible for tuition reduction, and the semesterly screening to determine continuing eligibility is based on their academic performance (i.e., the number of credits completed and the semester GPA) for each semester. This encourages students to study on their own accord.

Starting with students admitted to the undergraduate Colleges in AY 2011, F grades are included in cumulative GPAs and listed on academic transcripts and student grade reports in order to increase the objectivity and international currency of our GPAs.

There is also an Academic Merit Scholarship that provides monetary incentives to outstanding students with the highest GPAs in each semester, and these students are presented with awards from the President and other university officials. In this way, GPAs are used for a variety of university initiatives.

To prevent a situation in which grades for lectures lose meaning because they are determined entirely by final examinations, a common set of guidelines is in place stating that final examinations cannot exceed 50% of the total grade. Grading is conducted stringently. The grading methods and standards for all subjects are listed in syllabi, and these, along with weight of examinations and other components, are confirmed in advance (Ref. 4-3 <http://www.apu.ac.jp/home/study/content9/>).

Letter Grade	Evaluation	Pass	Letter Grade	Evaluation	Pass
A+	90% or higher	Pass	C	60-69%	Pass
A	80-89%	Pass	F	59% or lower	Fail
B	70-79%	Pass			

Faculty members are also asked to submit grade evaluation comments at the end of each semester (except for Language Education Subjects and Seminars). These comments are made public on the university intranet and allow students to confirm general trends for a given subject, such as key points on the final examination or report, examples of frequently missed questions, overall student attitudes and messages of encouragement for students (Ref. 4-4; Ref. 4-5). The rate of disclosure for grade evaluation comments in the AY2016 Fall Semester was 91.2% for Colleges and 90.9% for Graduate Schools (Ref. 4-6).

In both Colleges, credits obtained at another university, junior college or technical college prior to enrollment may be transferred if the subject content can be confirmed from course outlines or syllabi from the other institution. Subjects are reviewed for their correlation to subjects at APU and are then transferred as substitutes for subjects listed for one of the Colleges in the University Regulations in accordance with the Ritsumeikan Asia Pacific University Academic Regulations (Ref. 4-7 Article74). If no correlation can be made between the subject taken at the former institution and a subject offered at APU, then it cannot be transferred. In this manner, only academic content that suits one of APU's bachelor's degree programs can be transferred, thus ensuring the validity of APU's credit transfer methods.

Programs for which credits can be transferred from other institutions after enrollment include the regular curriculum (semester or session-based) exchange program with Ritsumeikan University and Akita International University, and programs with the Open University of Japan and Oita University.

In accordance with the Ritsumeikan Asia Pacific University Academic Regulations, credit transfer from study abroad at foreign universities with whom APU has student exchange agreements is implemented upon a screening to determine compatibility with APU subjects listed in the University Regulations (Ref. 4-7 Article74). APU can confirm in advance whether or not subjects scheduled to be taken at the study abroad program can be transferred back to APU, which allows for the

establishment of a mutual learning agreement between APU and its students. Credits obtained on study abroad can be transferred after the student finishes the program and submits an application for credit transfer along with his/her transcripts and syllabi from the host university. Credit numbers are calculated based on the methods for multinational university credit number calculation set forth in the UCTS Guidelines (UMAP Credit Transfer Scheme).

In either case, APU allows students to transfer up to 60 credits to the undergraduate Colleges (48% of the 124 credits required for graduation) by the time of graduation based on the laws.

Graduate School of Asia Pacific Studies (Major in International Cooperation Policy) offers a dual master's degree with Trier University of Applied Sciences, Germany. Under this program, students must complete the 32 credits required for completing the International Cooperation Policy Major in GSA and the 120 ECTS credits required for completing the master's program at Trier University of Applied Sciences (which is equivalent to approximately 61 APU credits after conversion). Students must also submit a research report to APU and a master's thesis to Trier University of Applied Sciences and pass the screenings for both. The annex to the cooperative agreement lists the subjects that students take during their first year (in Japan) and their second year (in Germany) as well as substitute subjects and grade conversion methods, and the two universities transfer credits based on these stipulations (Ref. 4-8). Up to 10 credits earned at Trier University of Applied Sciences can be transferred back to APU to count toward our requirements for completion.

Under the supervision of the program supervisor, program coordinators are appointed at both universities to coordinate subject offerings, confirm student enrollment progress, and provide enrollment supervision.

#### ■ Adequacy of degree conferral

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

#### University-wide

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 (Ref. 1-2, Article 30; Ref. 4-9, Article 7). The Ritsumeikan Asia Pacific University Faculty Council Regulations stipulate the Graduation Assessment Committee as the expert committee for deliberating student graduation, and said committee deliberates graduation on behalf of the Faculty Council. The results of these deliberations are reported to the Faculty Council (Ref. 3-1, Article 3).

In accordance with the Ritsumeikan Asia Pacific University University Regulations and the Ritsumeikan Asia Pacific University Higher Degree Regulations, the conferral of master's and doctoral

degrees is decided by the President upon deliberations by the Degree Committee set forth in Article 5 of said regulations, the Division of Academic Affairs Meeting, and the Faculty Council (Ref. 1-2, Article 31; Ref. 4-9, Articles 10 and 15). The Ritsumeikan Asia Pacific University Graduate School 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. The results of these deliberations are reported to Graduate School Faculty Council (Ref. 3-2, Article 3).

#### College of Asia Pacific Studies

The following subjects were established to enable students to integrate their learning: Major Seminar I / Major Seminar II (both 3rd-year subjects) and Research Seminar / Undergraduate Thesis (both 4th-year subjects). These subjects are not required for graduation, but 84.7% of those students who take Research Seminar go on to take Undergraduate Thesis. Of those students, 70% submit a thesis.

#### College of International Management

The following subjects were established to enable students to integrate their learning: Major Seminar I / Major Seminar II (both 3rd-year subjects) and Research Seminar / Undergraduate Thesis (both 4th-year subjects). These subjects are not required for graduation, but 79.1% of those students who take Research Seminar go on to take Undergraduate Thesis. Of those students, 65.5% submit a thesis.

#### 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 presented to students as part of degree conferral policies in the Graduate Academic Handbook. The number of students upon which a Doctoral degree was conferred was one for students graduating in September 2016 and three for students graduating in March 2017. We reformed the curriculum in AY2014 and revised the screening framework for final written assignments (i.e., master's thesis, independent final report or case study). Now, two-person screening teams (the supervisor and another APU faculty member) screen both types of final written assignments, namely, master's theses and research reports. With regard to seminar supervision, regular presentations are held in each Division within the major where all of the faculty in the respective Divisions can verify the progress of students' research plans and provide guidance. With this system, students can receive objective evaluations from the point of enrollment onwards, thereby improving the objectivity, transparency and stringency of research supervision and screening.

In the GSA Doctoral Program, it has been stipulated that one external examiner is to be appointed in order to assure the objectivity and stringency of screenings of dissertations in partial fulfillment of the award of a PhD.

### Graduate School of Management

Evaluation standards for the master's thesis required to complete the program are established and are clearly presented to students as part of degree conferral policies in the Graduate Academic Handbook. We reformed the curriculum in AY2014 and revised the screening framework for final written assignments (i.e., master's thesis, independent final report or case study). Now, two-person screening teams (the supervisor and another APU faculty member) screen the final written assignments, and based on the results, the final screening results are confirmed by a Screening Committee established within the Graduate School. With regard to seminar supervision, all students are required to participate in a seminar in which they report on the progress of their research plans in their third semester (i.e., the semester before their final semester). In this way, we have improved the objectivity, transparency and stringency of research supervision and screening.

### Assessment/Evaluation Parameter (6): Are student learning outcomes as indicated in degree conferral policies where appropriate adequately grasped and evaluated?

#### Evaluation Points

- Adequate establishment of indicators for measuring learning outcomes that correspond to the attributes of the areas of each degree program
- Development of methods for grasping and evaluating learning outcomes

Examples of measurement methods for learning outcomes:

- Assessment tests
- Measurement with use of rubrics
- Student surveys intended to measure learning outcomes
- Hearings of feedback from alumni and their places of employment

#### ■ Grasp of learning outcomes through AOL

As an initiative for grasping and evaluating learning outcomes and verifying the status of educational objectives, the university has been pushing forward with the institution-wide introduction of AOL, one of the standards of the AACSB international accreditation obtained by the College of International Management and Graduate School of Management in AY2016. The College of International Management and Graduate School of Management have been promoting AOL activities since AY2009, which precedes their acquisition of AACSB accreditation. The College of Asia Pacific Studies and Graduate School of Asia Pacific Studies have been promoting similar activities since AY2017. In AY2018, plans call for the establishment of a “University-Wide AOL Promotion Committee” chaired by the President of APU in order to put a framework in place to promote AOL activities in all educational bodies at the university.

AOL refers to the entire process of measuring the extent to which an educational mission espoused by a College or Graduate School is being achieved, and proceeding to facilitate improvements based on the results of those measurements. Each College and Graduate School has set Learning Goals (LG) (Shape that the College wants its students to attain by the time they acquire their degree) for the degree programs established based on their respective mission, as well as t “Learning Objectives” (LO) for which those LG have been inputted into the skills, etc. that each College and Graduate School wants its students to acquire in more concrete form. Furthermore, each College and Graduate School has also established a “Curriculum Alignment Matrix” (CAM) to indicate how each subject corresponds to those LO. Through that CAM, the learning outcomes expected of students in each subject are indicated to them in advance where appropriate, thereby encouraging students to take courses in a methodical manner.

While methods for measuring the degree to which LO have been achieved differ according to the subject, rubrics with universality have been established and are being utilized for each individual educational body. Measurement results for LO are visualized in the form of figures, which become the basis for improvements made to the curriculum and educational activities in Colleges and Graduate Schools.

To use the College of International Management as an example, according to measurement and analysis results for AOL in subjects offered in FY2016, student performance was trending low in domains for which quantitative evaluations are utilized (finance/accounting/economics), leading to the conclusion that many students lack ability and experience in accurately analyzing figures. As a remedial countermeasure, in October 2017, the “Analytics and Math Center” (AMC), which is coordinated by College of International Management faculty, was established on campus, thereby resulting in the establishment of a framework for individual instruction in mathematics, statistics, etc. for students taking those subjects (Ref. 4-10).

■ Student/alumni surveys and hearings of feedback from places of employment

For hearings of feedback from alumni, surveys are administered to alumni upon graduation as part of Institutional Research (IR) activities. As a result of altering survey response methods starting with AY2015 Fall alumni and intensifying efforts through means such as calling on students to respond to the survey up to the day of their graduation ceremony, a system is now entrenched that enables the university to secure a response rate of at least 90%. The content of the questionnaires consists of questions based on the APU Value Rubric (Ref. 4-11). The performance of cross-analysis between those questionnaires and the enrollment questionnaires and existing student questionnaires that are simultaneously administered enables the composite analysis of student responses when they first enter the university, while they are enrolled there and when they graduate and the measurement of learning outcomes. Group interviews of alumni were conducted and tentative questionnaire items were

prepared in AY2017 in preparation for the concretization of questionnaires to be administered to alumni for which additional years have passed since graduation.

In order to grasp whether learning outcomes are being tied into appropriate career choices, the Division of Careers prepared a draft “Career Rubric” in 2015 (Ref. 4-12). The Division is presently pushing forward with endeavors to have students use that sheet to visualize where and how they gained core competencies upon their enrollment, in their third year at the university, during their job search, and at other points.

For hearings of feedback from places of employment, in 2015, the university administered a “Skill Assessment Survey on APU Alumni” to corporations with which APU graduates have found employment in the past (Ref. 4-13). The overall assessment value for “intercultural understanding,” “communication skill,” “ability to execute,” “ability to control stress,” “ability to grasp situation” and “flexibility” exceeded 2.5 (with 4.0 being the highest and 0 being the lowest). This suggests that the ability of APU students to communicate as backed by the intercultural understanding that they proceed to experience and acquire in the course of their studies and student life is a defining characteristic of those students. Additionally, hearings are conducted with the corporations that visit the university upon the on-campus recruiting sessions held every academic year. Through these, the university verified characteristics, points of evaluation, etc. of its alumni.

Assessment/Evaluation Parameter (7): Is the adequacy of the curriculum, its content and its methods periodically checked and evaluated? Also, are initiatives aimed at making improvements conducted based on the results of that check/evaluation?

Evaluation Points

- Checks and evaluations based on adequate evidence (materials/information)
  - Adequate application of results of measurement of learning outcomes
- Improvements based on self-assessments

The adequacy of educational objectives, the degree conferral policy and the curriculum policy in each College and Graduate School is checked and evaluated alongside faculty organization, educational content and methods, etc. through a process and verification framework that consists of ① The performance of research and analysis by the Division of Academic Affairs, ② Exchanges of opinions at Faculty Council and Faculty Discussion Meetings (Faculty Council Meetings for Graduate Schools), and ③ Finalization by the University Senate.

At Colleges, verifications up to this point were reflected upon educational reforms for AY2006, educational reforms for AY2011 and educational reforms for AY2017. Under educational reforms for AY2017, AY2020 has been established as the year of completion, meaning that the next round of educational reforms will take place in or beyond AY2021. Verification efforts will therefore continue

to be implemented with that in mind. At Graduate Schools, revisions of the adequacy of educational objectives, the degree conferral policy and the policy were carried out, with the results of those verifications reflected in educational reforms for AY2014.

Note that at the College of International Management and Graduate School of Management, AOL has been introduced on a full scale, and constant verifications are being carried out.

(2) Strengths and distinctive features

■ Improvement and advancement of education with international compatibility in mind

At the College of International Management and Graduate School of Management, initiatives with AACSB standards borne strongly in mind were carried out with regards to educational objectives, the degree conferral policy and the curriculum policy. This culminated in the acquisition of AACSB accreditation by both in AY2016. College of International Management and Graduate School of Management faculty have been tackling the improvement and advancement of education while keeping international compatibility in mind (Ref. 4-1 <http://www.apu.ac.jp/home/study/content46/>; Ref. 4-2 <http://www.apu.ac.jp/home/study/content47/>).

In addition to pushing forward with initiatives aimed at reacquiring AACBS accreditation in the future as well, the College of International Management and Graduate School of Management will also address the acquisition of other international accreditations and proceed to tackle the improvement and advancement of education with international compatibility in mind.

■ Offering of class subjects suitable for each curriculum

Regarding the situation surrounding the adequate offering of necessary class subjects, an annual policy for offering subjects that serves as a curriculum implementation policy is proposed for every academic year during the prior year in all Colleges and Graduate Schools (Ref. 4-14). Adjustments are made to that policy across the university prior to offering the subjects. Said adjustments fulfill the role of a function to mutually check whether or not educational content is suitable for the applicable curriculum.

■ Reinforcement of first-year education

Following the establishment of the University-Wide First-Year Education Committee in AY2018, the university has been addressing the fundamental reform and reinforcement of first-year subjects with the intention of forming a foundation for actively taking advantage of support for making a smooth transition to APU and of its multicultural environment. Additionally, in terms of extracurricular learning support for students, in addition to establishing the Self-Access Learning Center, Writing Center and Analytics and Math Center, the university has started up academic advising and other forms of academic support, pre-enrollment education programs, and other endeavors to offer comprehensive

first-year education (Ref.4-15; Ref. 4-16; Ref. 4-17).

### (3) Problem Areas

#### ■ Status of taking of subjects required for graduation and credit completion in College of International Management

Under the new curriculum in the College of International Management that has been applied starting with AY2017 enrollees, 11 subjects (22 credits) ranging from 100 series to 400 series have been established as subjects required to graduate for the purpose of having all students accomplish the LG set forth by the College. As the status of the taking of subjects required for graduation and credit completion have a considerable bearing on students' academic plan and graduation, it is necessary for the College to have a regular grasp of that status and provide adequate academic support.

Based on the status of the taking of subjects and credit completion for the initial year of the new curriculum's introduction (AY2017), in "Mathematics (Fundamental Mathematics or Advanced Mathematics)" and "Statistics," which students are recommended to take in their earlier grades, it has been verified that a certain group of students who have yet to take those subjects or were unable to complete credits for them is present in those subjects. As such, the College of International Management needs to examine the nature of academic support and pre-enrollment education/remedial education for those students going forward.

#### ■ Learning outcomes and career

Grasping the situation surrounding alumni and surveying them is currently an issue. Endeavors to visualize how learning outcomes have changed following students' graduation are needed.

### (4) Summary

The degree conferral policy and curriculum policy in the College of Asia Pacific Studies and the College of International Management have been set forth for each degree conferred and disclosed through the university's website. However, both Colleges are in a transitional period where their new curriculum applied starting with AY2017 enrollees and their old curriculum (AY2011 curriculum) exist side by side. As such, the content of said policies do not adequately reflect the content of the new curriculum. The Colleges are currently continuing their examination efforts geared towards revising their policies to coincide with the institution-wide trend of promoting AOL, and are slated to disclose their policies post-revision during AY2018.

With regards to their curriculum, the College of Asia Pacific Studies and the College of International Management have added changes intended to improve education quality in their educational reforms for AY2017. For Common Education Subjects, three categories in the form of "APU Literacy," "Global Citizens Foundation" and "Response to Social Needs have been established (Subjects under

Global Citizens Foundation are further classified as “Asia Pacific Group,” “Japanese Studies Group,” “Basic Study Group” and “Introduction to Major Studies Group”), and subjects have been placed as appropriate. For Major Education Subjects, the Colleges facilitate improvement in the adequacy of specialized learning through the establishment of central subjects (core/required subjects), a systematic structure for taking subjects for First-Year students up through Fourth-Year students, more stringent graduation requirements, and other efforts.

The curriculum of the Graduate School of Asia Pacific Studies Master’s Program in Asia Pacific Studies has been organized so that each student can outfit themselves with basic research capability and a good balance of knowledge of the Asia Pacific region and deep knowledge in their Division and specialized domains. In the curriculum of the Graduate School of Management, Analytical Foundation Subjects for acquiring basic research capability (two subjects) and Core Business Fundamental Subjects for acquiring a wide range of knowledge regarding business management (eight subjects) have been established as required subjects. Said curriculum has been organized so students can take courses systemically with those required subjects as their foundation while focusing on their respective areas of specialization.

For the purpose of vitalizing student learning and administering education effectively, in addition to establishing a maximum number of credits for each semester, each College and Graduate School is taking measures such as facilitating the adequacy of information contained in their syllabi. Additionally, during the orientation period that precedes the holding of classes each semester, each College and Graduate School also widely provides opportunities for new students to ask upperclassmen for advice on taking courses at student dorms, the on-campus Cafeteria, and other locations.

Regarding grading, a GPA system has been introduced since the university initially opened. This system is used in a “registration priority system” that enables students with outstanding GPAs to register for courses with priority, as well as in various selection and screening processes for international exchange, scholarships and so forth. Moreover, an F-grade is now included in order to boost the objectivity and international compatibility of GPAs, and is stated on Transcripts of Academic Record as well. Additionally, a grading rule has been established that stipulates that final exams as a percentage of grading will be curbed at 50% or lower. This is serving to keep classes from hollowing out. With regards to the conferral of degrees as well, conferral standards based on the Standards for Establishment of University have been established for each College as well as each Graduate School, which conduct the stringent conferral of degrees in accordance with those standards.

With regards to grasping and evaluating students’ learning outcomes indicated in the degree conferral policy where appropriate, AOL initiatives that the College of International Management and the Graduate School of Management have gotten a head start on have been spread to the rest of the university, and are scheduled for implementation at all educational bodies at APU. Additionally,

through performing a cross-analysis of the results of the graduation questionnaires administered as part of IR activities together with the questionnaires administered to newly-enrolled students and existing students, the university has put a system for grasping and evaluating students' learning outcomes with greater meticulousness in place.

Based on the above, while there are several challenges present, it can be concluded that the organization and implementation of curricula and the grasping and evaluating of learning outcomes are by and large being adequately conducted as a whole.