

## 5. Enrollment

### (1) Description of Current Conditions

#### Assessment/Evaluation Parameter (1): Are student admission policies prescribed and published?

##### Evaluation points

- Appropriate establishment and publication of policies for student admission, informed by policies for conferral of academic degrees and organization and implementation of curricula
- Certification of student admission policies with reference to the following content:
  - Pre-admission educational history, academic proficiency, abilities, and other student attributes
  - Methods for assessing the standards demanded of applicants for admission

#### ■ Appropriate establishment and publication of policies for student admission

Since its inception, APU has attracted students from around the globe who possess suitable qualities (e.g., fundamental skills, language proficiency, motivation to learn etc.) and diverse personalities and with whom the university's basic ideals strike a chord. Admissions policies are stipulated for each College, Graduate School, Program and Major after careful discussions in the Faculty Council, Graduate School Faculty Council and the University Senate Meeting. They are congruent with AACSB accreditation and the curricula of the undergraduate colleges and graduate schools. These policies are published on the University homepage (Ref. 1-6).

#### Undergraduate Schools

While enrolled at APU, undergraduate students are expected to take advantage of every opportunity presented by the university's multicultural campus in addition to acquiring the knowledge, skills and attitudes required to contribute to the world once they graduate. Prospective undergraduate students are expected to exhibit the following qualities (Ref. 5-1), which are clearly presented on the university homepage.

- 1) Basic Japanese or English communication skills;
- 2) Strong desire and aptitude to learn the non-basis language and aptitude therefor;
- 3) Required basic knowledge for university-level learning;
- 4) Analytical skills, creativity and aptitude to solve real problems
- 5) Motivation to actively take advantage of all learning opportunities with which one is presented;
- 6) Aptitude for coexistence in a multicultural environment.

College-specific admission policies are as follows.

College of Asia Pacific Studies (Ref. 5-1)

- 1) Ability to integrate large amounts information, think about things from multiple angles and frame one's opinions;
- 2) Interest in the societies and cultures of the Asia Pacific region;
- 3) Insight into the society of the 21st century.

College of International Management (Ref. 5-1)

- 1) Interest in business;
- 2) Strong ethical outlook and interest in developing the Asia Pacific region through business;
- 3) Insight into the society of the 21st century.

Graduate Schools

To contribute to the world upon graduation, graduate students are expected to acquire comprehensive, expert knowledge and research skills and to take full advantage of APU's multicultural campus to develop a global perspective and networks. Prospective graduate students are expected to exhibit the following qualities. These are stated in the admissions policy common to both Graduate Schools and are published on the university homepage (Ref. 5-1).

- 1) Basic English skills for learning and communication;
- 2) Specialized knowledge required to engage in advanced studies in one's graduate school and division;
- 3) Analytical skills, perceptiveness and aptitude to solve real problems;
- 4) Motivation to actively take advantage of all learning opportunities with which one is presented;
- 5) Aptitude for coexistence in a multicultural environment.

Graduate School-specific admission policies are as follows.

Graduate School of Asia Pacific Studies Master's Program in Asia Pacific Studies (Ref. 5-1)

- 1) A keen interest in research pertaining to fields including international relations and social and cultural studies required for the development of the Asia Pacific;
- 2) A strong intention to contribute to sustainable development and coexistence in the Asia Pacific region;

Graduate School of Asia Pacific Studies Master's Program in International Cooperation Policy (Ref. 5-1)

- 1) A keen interest in research pertaining to fields including administration, environmental studies, development, health science and tourism required for the development of the Asia

<p>Pacific;</p> <p>2) A strong intention to contribute to sustainable development and coexistence in the Asia Pacific region.</p>
-----------------------------------------------------------------------------------------------------------------------------------

Graduate School of Asia Pacific Studies Doctoral Program in Asia Pacific Studies (Ref. 5-1)

<p>1) A keen interest for pioneering new academic disciplines required for the development of the Asia Pacific.</p> <p>2) Aptitude and skills for mastering new academic theories and applications as an independent researcher</p> <p>3) A strong intention to contribute to sustainable development and coexistence in the Asia Pacific region</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Graduate School of Management (Ref. 5-1)

<p>1) A keen interest in companies in the Asia Pacific region and solving the management issues they face;</p> <p>2) The ability to contribute to the sustainable development of the Asia Pacific region as an all-around manager or leader who possesses a highly ethical outlook.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

■ Certification of student admission policies

Undergraduate Schools

In both of the Colleges, admissions qualifications for academic credentials are based on Article 90 of the School Education Act and Article 150 of the Ordinance for Enforcement of the School Education Act, and the following admissions qualifications have been established for each enrollment basis language to determine if applicants have the requisite knowledge to understand lectures in either Japanese or English. These are also clearly stated in the admissions handbooks (Ref. 5-2).

Student Category	Language of Enrollment	Qualifications
International Students	Japanese	Japanese proficiency equivalent to at least 90 points on Level N1, or at least 100 points on Level N2, of the Japanese Language Proficiency Test (JLPT), or at least 220 points on the Examination for Japanese University Admission for International Students (EJU) (excluding the written exam)
	English	English proficiency equivalent to at least 61 points on the TOEFL-iBT, at least 500 points on the TOEFL-PBT, at least 5.5 points on the IELTS, at least 700 points on the TOEIC, Pre-1 on EIKEN Test, PTE Academic45, or FCE on Cambridge English Language Assessment
Domestic	Japanese	Japanese proficiency equivalent to at least 90 points on Level N1, or at least

Students		100 points on Level N2, of the Japanese Language Proficiency Test (JLPT), or at least 220 points on the Examination for Japanese University Admission for International Students (EJU) (excluding the written exam)
	English	English proficiency equivalent to at least 61 points on the TOEFL-iBT, at least 700 points on the TOEIC(L&R), at least 975 points on the TOEIC(L&R, S&W) , at least 5.5 points on the IELTS, Pre-1 on EIKEN Test, at least 297 points on TEAP(four-skills), at least 144 points on TEAP(2-skills), at least 1164 points on GTEC-CBT, at least 1260 points on GTEC(four-skills), at least 780 points on GTEC for STUDENTS, or at least 153 points on Cambridge English Language Assessment

### Graduate Schools

In both of the Graduate Schools, admissions qualifications for academic credentials are based on Article 102 of the School Education Act and Article 155 of the Ordinance for Enforcement of the School Education Act, and the following admissions qualifications have been established to determine if applicants have the requisite knowledge to understand lectures in English. These are also clearly stated in the admissions handbooks (Ref. 5-3).

Language of Enrollment	Qualifications
English	English proficiency equivalent to at least 80 points on the TOEFL-iBT, at least 550 points on the TOEFL-PBT, at least 6.0 points on the IELTS, at least 780 points on the TOEIC, PTE Academic50, or FCE Grade B on Cambridge English Language Assessment

In the Graduate School of Management, eligibility to apply is limited to those equipped with the knowledge and other attributes expected at the time of enrollment, as evidenced by two or more years' work experience or a prescribed score in the GMAT (Graduation Management Admissions Test) or GRE (Graduate Record Examination). (Ref. 5-3)

Assessment/Evaluation Parameter (2): Are systems and operational structures for student recruitment and selection appropriately instituted in accordance with student admission policies, and is selection is conducted fairly?

<p>Evaluation points</p> <ul style="list-style-type: none"> <li>○Appropriate formulation of student recruitment methods and selection systems in accordance with admission policies</li> <li>○Appropriate institution of admissions committees and other structures for admissions selection, with responsibilities clearly defined</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- Implementation of fair selection processes
- Implementation of fair selection processes based on provision of reasonable accommodations for applicants

- Appropriate formulation of student recruitment methods and selection systems in accordance with admission policies

Each academic year, policies for student recruitment and selection are set separately for international and domestic students. The policies are finalized by the University Senate after discussion by the Admissions Committee. For the sake of fair and proper student selection, we publish admissions handbooks to widely communicate accurate information, including the recruitment quotas, application qualifications, and entrance examination dates determined by the Admissions Committee (Ref. 5-2; Ref. 5-3; Ref. 5-4).

#### Recruitment methods

With regard to international student recruitment, we set recruitment quotas based on the conditions of each country and we aim to admit a wide variety of students without relying on any given set of countries or regions in order to maintain campus diversity. In the countries and regions where we have local offices in Northeast and Southeast Asia, we work closely with office staff to conduct school visits, hold our own information sessions and propose study trips to APU. In parts of Asia, Oceania, Europe and America, Africa, and other regions where we do not have offices, we take advantage of local educational fairs and other events.

Domestic students are recruited widely from all over Japan. With the aim of communicating APU's attractiveness through direct dialogue with senior high school students and parents, we hold events such as Open Campus, Summer School, and BEGIN (study retreat for senior high school students), as well as university information sessions and consultations in major cities throughout the country. In the 2018 academic year we expanded the number of events that allow prospective students to experience APU's multicultural campus for themselves, including three Open Campus days, a Summer School for exchange, in English, among senior high school students from around the world, and the BEGIN program that equips participants with teamwork skills, the ability to identify and solve problems, and other skills that are essential in wider society. Moreover, we publish not only entrance exam information but also information on academic and student life in university brochures and the website (Ref. 5-5). We also work to provide information through a year-round program of visits to senior high schools and preparatory/cram schools across Japan, and overseas schools and study academies for Japanese nationals residing abroad.

Graduate student recruitment activities are conducted under the same annual policies as for

undergraduate student recruitment. The basic approach is to implement on-ground activities in the same recruitment areas as for the undergraduate programs. Recruitment methods in addition to participating in fairs and APU information sessions include registration with online portals for prospective students overseas and implementation of online information sessions.

### Selection methods

Selection of applicants for admission is conducted appropriately in compliance not only with applicable laws and regulations but also with the annual University Enrollee Selection Guidelines (a notification issued by the Director of the MEXT Higher Education Bureau).

Selection of international undergraduate students is conducted using an “AO” method: first applicants are screened based on their application documents (checking of eligibility to apply, language proficiency, grades in high school/university, application statement), each applicant is interviewed to assess factors such as motivation and aptitude to study in Japan, and broad interest in international society. These interviews are held either face-to-face or remotely via the internet.

Selection of domestic undergraduate students is conducted using regular, AO, and special methods. Emphasis is placed on the AO method which serves to evaluate applicant qualities and skills comprehensively and multi-dimensionally, and encompasses approximately one-third of the domestic student recruitment quota (i.e., 215 of the combined total of 610 students for both Colleges) is fulfilled with this examination. Applicants are assessed multi-dimensionally by reference to documents including application statements and grade reports, as well as essay-based tests, interviews, and other processes, to evaluate their abilities, motivations, aptitudes, and interests as prescribed in the Admissions Policy. The remaining two-thirds of enrollees are admitted through regular entrance examinations (including use of the National Center Test for University Admissions), and special entrance examinations covering categories including admission based on recommendation by APU-affiliated schools and other schools, and returnee students.

### Formats of Selection for Admission of Undergraduate Students

Student Type		Examination Format	Examination Type
International students	Residing in Japan	AO	Screening for international students residing in Japan Transfer entrance screening
	Residing abroad	AO	Screening for international students residing outside Japan Transfer entrance screening
Domestic students		General	A Type, English-focused Type, Concurrent National Center Type, Center Type, March Exam Type, Center + Interview Type, Center Type (March)

	AO	Comprehensive Evaluation Type, Activities and Achievements Type, English-basis AO Type, Fall AO Entrance Examination
	Special	Admission by Recommendation (from a designated school, formal partner school, affiliated school or informal partner school), Returnee Student Examination A/B, Fall Returnee Examination A/B, Transfer Entrance Examination

Selection of applicants for master's and doctoral programs involves screening of application documents (checking of eligibility to apply, language proficiency, research proposal, grades at university, application statement) and, from AY 2019 applications, online video interviews have also been incorporated to evaluate the research capability, proficiency in English academic writing, and motivation and aptitude for study in Japan. In the doctoral program, with the aim of confirming research interests and appropriateness of the fields and supervision structures offered at APU, we have introduced a system requiring applicants to make contact with their preferred faculty supervisors prior to application, and submit a letter of agreement to supervision together with their application documents.

- Appropriate institution of admissions committees and other structures for admissions selection, with responsibilities clearly defined

We employ teams of multiple faculty and staff to prevent mishandling or errors and ensure objectivity in the screening and scoring of documents and the holding of interviews in the selection stage.

Admissions assessments are deliberated by the Admissions Assessment Committee, an expert committee of the Faculty Council, after a deliberation conducted in accordance with screening criteria stipulated by the Admissions Committee by a screening group composed of several faculty and staff members, including the Dean of Admissions. The final determination is made by the President (Ref. 1-2, Article 13, Paragraph 2; Ref. 3-1, Article 3). This series of multiple deliberations ensures the transparency and fairness of the process.

In order to make admissions selection more transparent, we also publish admission guidelines, entrance exam guides, and, on the university website, the outcomes of the previous year's admissions (number of applications received, number applicants screened, number of applicants accepted, minimum score for admission, etc.) (Ref.5-4).

- Implementation of fair selection processes based on provision of reasonable accommodations for applicants

In regard to admission of students with disabilities, the admissions guidelines and website

contain information on how APU may provide accommodations for applicants with disabilities and other special circumstances, and that those requiring such accommodations should submit a written request. Such requests are addressed after ascertaining individual circumstances (Ref. 5-2; Ref. 5-3).

Assessment/Evaluation Parameter (3): Are appropriate quotas set for student admission, and is student enrollment managed appropriately in accordance with overall enrollment capacity?

Evaluation points:

- Appropriate setting of quotas for admission and overall enrollment capacity, and management of enrolled student numbers
  - 〈Undergraduate programs〉
    - Ratio of new enrollees to admission quota
    - Ratio of transfer enrollees to transfer admission quota
    - Ratio of student population to overall enrollment capacity
    - Responses to student population in excess of or lower than overall enrollment capacity
  - 〈Master's and doctoral programs〉
    - Ratio of student population to overall enrollment capacity

■ University as a whole

With regard to the proper management of overall enrollment capacity, the Admissions Assessment Committee conducts careful admissions assessments, ensuring that enrollments do not diverge significantly from admissions quotas or overall enrollment capacity. In addition, overall student population and new enrollee numbers are confirmed in the Admissions Committee, Faculty Council, Graduate School Faculty Council and University Senate.

Admissions quotas were filled in both Colleges, but the quotas for 2<sup>nd</sup> and 3<sup>rd</sup> year transfer students admissions were not filled.

Based on an overall enrollment capacity of 5,120 for the two colleges combined, the students population as of November 1, 2017 was 5,534, making a population-to-capacity ratio of 1.08 (University Basic Data, Table 2).

■ College of Asia Pacific Studies

Based on an admission quota of 660 in AY 2017 (spring and fall combined), the total number of students enrolled was 694, comprising 304 international students and 390 domestic students. The ratio of newly enrolled students to quota was therefore 1.05.

In regard to transfer admissions, the quota for 2<sup>nd</sup> year transfer was 12 in AY 2017 (spring and fall combined), but the number of transfer students enrolled was 3, comprising 2 international and 1

domestic, making an enrollment-to-quota ratio of 0.25. For 3<sup>rd</sup> year transfer the quota was 18, and 10 students were enrolled: two international and eight domestic, making an enrollment-to-quota ratio of 0.56.

Based on an overall enrollment capacity of 2,532 in AY2017, the student population in the College as of November 1, 2017 was 2,877, making population-to-capacity ratio of 1.14 (University Basic Data, Table 2).

#### ■ College of International Management

Based on an admission quota of 660 in AY 2017 (spring and fall combined), the total number of students enrolled was 641, comprising 349 international students and 292 domestic students. The ratio of newly enrolled students to quota was therefore 0.97.

In regard to transfer admissions, the quota for 2<sup>nd</sup> year transfer was 22 in AY 2017 (spring and fall combined), but the number of transfer students enrolled was 3, comprising 2 international and 1 domestic, making an enrollment-to-quota ratio of 0.14. For 3<sup>rd</sup> year transfer the quota was 31, and 5 international students were enrolled, making an enrollment-to-quota ratio of 0.16.

Based on an overall enrollment capacity of 2,588 in AY2017, the student population in the College as of November 1, 2017 was 2,657, making population-to-capacity ratio of 1.03 (University Basic Data, Table 2). Presently, quotas for transfer students continue to remain unfilled.

#### ■ Graduate School of Asia Pacific Studies

As of November 1, 2017, there were 91 students enrolled in the Master's programs of the Graduate School of Asia Pacific Studies, as against an enrollment capacity of 120, making a population-to-capacity ratio of 0.76. Based on an admission quota of 60 in AY 2017 (spring and fall combined), the number of students enrolled was 54, making the ratio of newly enrolled students to quota 0.9 (University Basic Data, Table 2).

In the Graduate School's Doctoral program there were 23 students enrolled as against an enrollment capacity of 30, making a population-to-capacity ratio of 0.77. Based on an admission quota of 10 in AY 2017 (spring and fall combined), the number of students enrolled was 7, making the ratio of newly enrolled students to quota 0.70 (University Basic Data, Table 2).

#### ■ Graduate School of Management

As of November 1, 2017, there were 75 students enrolled in the Master of Business Administration program of the Graduate School of Management, as against an enrollment capacity of 80, making a population-to-capacity ratio of 0.94. Based on an admission quota of 40 in AY 2017 (spring and fall combined), the number of students enrolled was 43, making the ratio of newly enrolled students to quota 1.08 (University Basic Data, Table 2). The ratio of population to capacity in the Graduate School

of Business Administration is improving.

Assessment/Evaluation Parameter (4): Are regular reviews held to ensure that student recruitment and selection are conducted fairly and appropriately in accordance with admission policies? Are there frameworks in place to make reforms and improvements based on these results?

Evaluation points

- Assessment/evaluation based on appropriate evidence (documentation, information)
- Improvements and enhancements in accordance with assessment/evaluation results

■ Assessment/evaluation based on appropriate evidence (documentation, information)

APU's student recruitment and selection policies are reviewed and examined every academic year, and policies for the upcoming academic year are finalized by the University Senate Meeting after a deliberation in the Admissions Committee.

The adequacy of intake and enrollment capacities is reviewed every time academic reforms are enacted. APU is unique in that students are admitted twice per year (in the Spring and Fall) and that international students account for nearly half of the student body, the latter of which is easily influenced by external factors such as the international situation and economic trends. As such, we manage current enrollee numbers on a semesterly basis and track scheduled international student enrollee numbers weekly. We share this information internally by way of regular reports at the University Senate Meeting, and we strive to properly manage our intake and enrollment capacities.

Entrance examination results for the undergraduate Colleges and the Graduate schools are shared throughout the university by way of semesterly reports at the Admissions Committee, Faculty Council, University Senate Meeting, Executive Board of Trustees and Board of Trustees.

■ Improvements and enhancements in accordance with assessment/evaluation results

Clearly presenting the Admissions Policy:

The AY2014 Self-Assessment Report raised the problem that the Admissions Policy was not included in the admissions guidelines for each College and Graduate School, but the policy is now clearly presented both in these guidelines and on the university website.

Initiatives to fill enrollment quotas and improve systems for transfer student admissions

The ratio of actual enrollments to quotas for undergraduate transfer students stand at 0.25 for 2<sup>nd</sup> year transfer and 0.56 for 3<sup>rd</sup> year transfer in the College of Asia Pacific Studies. These are an improvement on the AY2014 results of 0.08 and 0.17 respectively. The ratios for the College of International Management are 0.14 for 2<sup>nd</sup> year transfer and 0.16 for 3<sup>rd</sup> year transfer, as against 0.05 and 0.29 respectively in AY2014, indicating some improvement in 2<sup>nd</sup> year transfer numbers.

For transfer admissions for international students in AY2019, we have introduced a system of pre-application of prospective applicants, to assess eligibility to apply and provide estimates of credit transfer in the event of enrollment. These changes will prevent mismatches such as discovering that applicants lack eligibility after they apply, and enable applicants to plan their studies after enrollment from the point at which they first apply (Ref. 5-6).

#### Initiatives to fill enrollment quotas in the graduate school

The AY2014 Self-Assessment Report identified filling graduate school enrollment quotas as a challenge, and graduate school recruitment policies have since been revised. In AY2017, the ratio of new enrollees to quota was 0.85 for the Graduate School of Asia Pacific Studies Master's Degree and 1.10 for the Graduate School of Management Master's Degree, an improvement on the AY2014 figures of 0.68 and 0.85 respectively.

#### (2) Strengths and distinctive features

We engage in recruitment activities to showcase APU's curriculum and unique features to high schools in Japan and around the world, and because of this, we have succeeded in attracting students from 86 countries and regions (Ref. 5-7).

We strive to undertake recruitment activities so that, as much as possible, we can maintain the 1:1 ratio of domestic to international students. (As of November 1, 2017, there were 49.6% domestic students and 50.1% international students currently enrolled at APU in both the undergraduate and graduate levels.) Since our inception in 2000, China, Korea and the countries of East Asia have accounted for a large percentage of our international students, but we have increased the percentage of students from Southeast Asia and other regions as a means to ensure diversity.

#### (3) Problem areas

As part of the Top Global University project, we set the goal of consistently recruiting students from 100 countries/regions across the world. We have not yet attained this goal, however, with 86 countries represented in the APU student body in AY2017, and 88 in AY2018.

The enrollment-to-quota ratio for undergraduate transfer students in AY2017 (spring and fall combined) was below the Japan University Accreditation Association's guideline figure of 0.7.

#### (4) Summary

##### ■ Creating and maintaining a multicultural campus

As outlined earlier, APU already has a multicultural environment, with students from around 86 different countries/regions across the world, and a 50-50 ratio of domestic and international students. Our future target, however, as set for the Top Global University project, is to consistently recruit

students from 100 different countries/regions. To achieve this goal we will expand the areas where APU faculty and administrative staff undertake recruitment activities, collaborate with alumni active around the world, develop a website which captures the attention of students planning to study in Japan, and pursue other initiatives to attract students from a wider range of countries and regions.

■ Filling undergraduate transfer enrolment quotas

As previously noted, while there are some signs of improvement in enrollment-to-quota ratios for transfer students, they are still insufficient. Currently we are conducting a survey of initiatives at other universities in Japan and overseas, as part of a review of transfer student admissions. We also plan to bolster promotions to students currently enrolled at junior colleges and vocational schools both domestically and internationally, as well as commencing a review of the quotas stipulated in university regulations.