

7. Student Support

(1) Description of Current Conditions

Assessment/Evaluation Parameter (1): Are university policies regarding the support required for students to focus on their studies and lead safe and comfortable lives on campus clearly indicated?

Evaluation Points

- Appropriate indication of policies regarding support in light of APU's ideals and objectives, enrollee trends, and other factors

To create and maintain our multicultural campus and ensure that students with a diverse array of values and cultural backgrounds can devote themselves to their studies, we have strived to provide a range of services and student support since APU's inception. APU's ideal human resources are described in our education and research objectives and the diploma policy. In particular, our human resources development through student support is typified by the fact that students can closely interact and collaborate with others through their activities and daily lives. The experience of confronting and accepting each other's differences, be they cultural, religious or otherwise, and seeking to understand them while working toward a common goal is the first step in becoming human resources who can succeed in the global arena and "contribute to creating the future of the Asia Pacific region."

Students deepen their understanding of the languages, cultures, histories, societies and business affairs of the Asia Pacific region in regular lectures while experiencing self-directed activities and daily life, and taken together, this motivates students toward their future career. Creating a cycle in which students can accumulate knowledge (theories) and actual practice (experience) is the job of the university, which provides student support by cultivating human resources on a multicultural campus. In view of this, APU's basic policy for student support comprises the following six items (Ref. 7-1).

- 1) Multicultural student interaction and collaboration (i.e., encourage students to interact and cooperate with each other)
- 2) Emphasis on self-directed activities and enterprising spirit
- 3) Encouraging student peer support
- 4) Encouraging off-campus initiatives and regional exchange
- 5) Linking all activities to post-graduation careers
- 6) Career achievement support
- 7) Campus Safety

Assessment/Evaluation Parameter (2): Is there a system in place for providing student support based on university policies regarding student support? Is student support being conducted adequately?

Evaluation Points

- Providing adequate support for student learning
 - Providing adequate support for student learning
 - Monitoring and advising students with poor grades
 - Remedial and supplementary education matched to students' skills
 - Monitoring and assistance for students who have to repeat grades and students who have taken a leave of absence
 - Monitoring and handling students wishing to withdraw from APU
 - Learning support for students with disabilities
 - Providing scholarships and other types of financial support
 - Extracurricular education
 - Learning support for a wide variety of students such as exchange students
- Providing adequate support for student life
 - Developing a system for handling student consultations
 - Developing a system for preventing harassment (e.g. academic, sexual, or psychological)
 - Considerations for students' mental and physical health, hygiene, and safety
- Providing adequate support for student career paths
 - Developing a system for providing career support to students (e.g. establishment of a career center)
 - Providing support or guidance for selection of a career path
- Providing support to improve students' extracurricular activities (e.g. clubs)
- Adequately providing other types of student support according to student requests

■ Adequate development of a student support system

For its student support system, APU has installed a Student Office as a body for providing support to which the Dean of Student Affairs and Associate Dean of Student Affairs have been appointed as faculty officials under the Vice President (Student Affairs). Cases concerning student activities are discussed and approved by the Student Affairs Committee (Ref. 7-2). The Student Office has a system in place for support of extracurricular activities, financial support, support campus life, health management, and AP House as a group. In addition, a counselor has been appointed as a permanent position since AY2016 to strengthen the consultation system for student concerns such as mental instability.

■ Providing adequate support for student learning

- 1) Monitoring and advising students with poor grades

APU offers individual guidance to students who are struggling with completing a sufficient number of credits or who aren't attending enough classes. This support is provided by the Student Office and the Academic Office in cooperation with the faculty in charge of academic advising, the faculty who primarily teach Japanese and English subjects to freshmen, and the faculty who teach Study Skills and Academic Writing and/or Multicultural Cooperative Workshop. Also, to ensure that international students maintain their visa status and complete the required number of credits, there is a policy in place for dealing with international students who are absent from their Japanese language subjects for more than two weeks. The Academic Office, Student Office and the faculty who teach the Japanese language subjects share information with each other to provide appropriate support.

With regard to learning guidance and consultation, students with insufficient numbers of credits are classified into a range of categories every semester. We send them regular warnings in writing and via e-mail, and hold face-to-face meetings with them where necessary. In AY2016, we issued warnings to a total of 1,489 students. Also, at the end of the first semester after new students enroll, we hold academic advising sessions for those students who did not complete enough credits. Furthermore, interested students can reserve academic advising slots, and we provided study support to a total of 85 students in AY 2016 (Ref. 4-17).

2) Remedial and Supplementary education matched to students' skills

To ensure that a diverse array of students can smoothly transition to university level learning, faculty in the Center for Language Education and the Education Development and Learning Support Center work with the Academic Office to provide pre-enrollment learning support. Examples of this include i) Campus Visit Day, which aims to provide scheduled enrollees and their guardians with a better understanding of APU, ii) the Schooling sessions held at four locations around Japan, iii) the pre-enrollment Basic Skills Brush-up Course, a retreat-style course held in the international education dormitory.

The bulk of international students enroll with no prior knowledge of Japanese, so all international applicants are sent a Japanese language textbook called Tobira at the enrollment processing stage and are encouraged to study Japanese before coming to APU by completing the assignments in the book.

Also, we established a learning corner in the library in cooperation with Kumon Institute of Education as part of our supplementary education for students. The learning corner, which aims to strengthen students' basic Japanese, English and mathematics skills, is manned by a supervisor who provides support to students (AY2013 users 89 students).(Ref. 7-3)

An Analytics and Math Center was established in the AY2017 Fall Semester and provides individual supplementary education for Fundamental Mathematics, Business Mathematics, Advanced Mathematics, and Statistics that have become requirements from the AY2017 curriculum

(Ref. 4-10).

3) Handling student leaves of absence and withdrawals

Requests for leave of absence or withdrawal are not permitted until students are interviewed by a Student Office staff member and cases are deliberated by the Student Affairs Committee, which comprises the Vice President (Student Affairs), Dean of Student Affairs, Associate Dean of Student Affairs, and members of the Division of Student Affairs, and approved by the President (Ref. 7-2). At APU, there is no system in place to allow students to repeat a year.

To take a leave of absence to travel abroad or participate in an internship, students must attend a leave of absence guidance session, and the purpose, action plan, and targets of the leave of absence are clarified through several interviews by a staff member based on a purpose and planning sheet completed by the student.

With regards to a leave of absence due to medical reasons, students are required to submit a doctor's certificate when they apply for the leave and another certificate when they apply for reinstatement. This will then be used to decide whether or not the student is ready to return to campus. Students who require mental or physical support upon reinstatement are assisted by the Student Office for campus life matters and the Academic Office for matters pertaining to their studies, in cooperation with the nurses in the Health Clinic and the counselors in the Counseling Room.

Regarding international students who are unable to graduate in the minimum four-year standard period for graduation, a supervisor in the Student Office will meet with them and advise them on redesigning their study plan. The office also acts on behalf of students apply to the Immigration Bureau for the visa extension they need to continue studying in Japan.

4) Learning support for disabled students

With the enactment of the Act on the Elimination of Discrimination against Persons with Disabilities (Act on the Elimination of Discrimination) on April 1, 2016, APU established a Working Group in Accordance with the Act on the Elimination of Discrimination in June 2015. This working group observed precedents and preparations at other universities, participated in seminars held by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and Japan Student Services Organization (JASSO), and discussed points for preparation and development based on the current situation at APU. We also established Guidelines on Support Services for Students with Disabilities and published these guidelines on APU's official website and in the university pamphlet, applications guidelines, admissions handbook, and campus life handbook (Ref. 7-4).

As a university-wide support system for students with disabilities, we established an Advisory Committee for Students with Disabilities chaired by the Dean of Student Affairs that holds meetings

to share reports and issues pertaining to the support every semester. In addition, a Consultation Desk for Students with Disabilities has been installed in the Student Office and at least one Support Coordinator for Students with Disabilities has been appointed in each office to assist in consultations (Ref. 7-4).

Learning support for students with disabilities in accordance with the type and extent of disability includes considerations such as note-taking, enlargement of class materials, seat placement in the classroom, and individual assistance in exams. In the AY2017 Spring Semester, support was provided to three students with visual impairments, one student with a physical/motor disability, one student with a health impairment, eight students with developmental disabilities, and four students with mental disabilities (Ref. 7-5). Improvement of campus facilities consisted of renovation of automatic doors and AP House rooms.

Surveys were administered to students who received learning support and assisting coordinators and discussions are being held to share the actual situation and issues and consider measures for improvement.

5) Financial aid

i. Scholarships for undergraduate students (University Basic Data, Table 7, Ref. 7-6)

The Japan Student Services Organization (JASSO) Scholarship (Grant-type/Loan-type) is the basic form of financial support provided to undergraduate domestic students, of whom 931 received this scholarship in AY2017. We also operate our own scholarship system to complement the JASSO system. APU's scholarships come in the form of either grants or tuition reductions. There are three types of aid: domestic student academic support scholarships, scholarships for students admitted by internal recommendation, and financial aid scholarships for domestic students. First two types are decided prior to admission while last type applies to the financial change happened after the entrance.

For international students, we operate our own tuition reduction system, which consists of 5-tiers of reductions (100%, 80%, 65%, 50% and 30%). In AY2017, 2,077 students (77.8% of international students) received tuition reductions in the spring semester, while 2,118 students (77.2% of international students) received them in the fall semester.

Also, as complementary systems, APU also offers the Ichikawa Scholarship for African Students and the Soroptimist International of Beppu Scholarship as its unique scholarship systems.

As financial aid-type scholarships for both domestic and international students, APU also offers unique programs to provide financial support for diverse kinds of learning, including the Domestic Students Academic Excellence Scholarship that is decided prior to admission and the Ando Momofuku Scholarship/Honor Prize, the Ando Momofuku Award, the Academic Merit Scholarship, and the Yokoyama English Scholarship that apply after admission towards regular curricular and

extracurricular activities and are part of financial support APU provides. There is also the Kyushu Oil Labor Union Stork Scholarship to promote local exchange and participation in local community contribution activities, targeting individuals who can contribute to the development of the local community.

ii. Scholarships for graduate students (University Basic Data, Table 7, Ref. 7-6)

In terms of financial aid for graduate students, we operate our own tuition reduction system, which consists of 5-tiers of reductions (100%, 80%, 65%, 50% and 30%), for both domestic and international students. In AY2017, 99 students (56.3% of graduate students) received tuition reductions in the spring semester, while 107 students (56.6% of graduate students) received them in the fall semester. APU also offers the Scholarship of the Ryoichi Sasakawa Young Leaders Fellowship Fund as a scholarship paid out of fund management gains.

Other aid to support research activities of Master's and PhD students are a subsidy program for Master's program field research and a program to support research by PhD students. In AY2017 a total of 25 graduate students, 19 Master's students and six PhD students are receiving support.

iii. External scholarships for undergraduate and graduate students (University Basic Data, Table 7, Ref. 7-6)

As for grant-type scholarships from private scholarship foundations outside of the university, 905 students have secured scholarships from 48 organizations.

Moreover, some graduate students also secured scholarships from foreign governments or other external sources; 89 graduate students received scholarships from 12 organizations.

6) Extracurricular Education

i. Encouraging student peer support

Peer teaching and learning among students serves to encourage significant growth in both the learners and the teachers. Students who have been taught something by another student come to view that student as a role model, which provides a strong motivation to learn and grow. One typical example of this peer learning and peer support at APU is the Resident Assistant (RA) system that we adopted at the time of our inception to assist in the operation of our unprecedented international education dormitory. Using this as a precedent, we have incorporated peer learning and peer support in a variety of initiatives related to university administration. A group to support orientation, a group to support students' community exchange activities, a group to set up the stage for university events, friendship building with other language basis students, curriculum studies, language studies, career development, studying abroad, and job hunting are just some of the diverse examples (Ref. 7-7).

Student staff grow through interaction with supervising faculty/staff and students targeted for

support, and students who received support apply to become student staff themselves, creating a cycle in which they then play the assisting role.

Table: Student staff carrying out student peer support

Resident Assistant (RA)	Students who carry out floor management for student residency at AP House, support residents and promote community exchange.
FeLlow Advisory Group (FLAG)	A student group that assists with freshman orientation, student-life and registration guidance sessions, making themselves available for all types of student consultations.
Teaching Assistants (TA)	Students who assist with lectures and facilitate group work.
Academic & Learning Resource Core Staff (ALRCS)	A student group that provides a range of support, such as leading database and presentation seminars and offering learning consultations, to help students engage in self-directed learning.
Student Exchange Advisors (SEA)	A group of former student exchange program participants who offer advice to students who want to study abroad.
Peer Advisors (PA)	A group of students who teach each other languages.
Student Activity Station (SAS)	A student group that plans and implements various student-led local exchange events.
Technical Support Staff (TSS)	A student group that offers technical assistance, such as lighting and sound, for student-organized events like Multicultural Weeks.
Multicultural Camp Leaders	Students who plan and run a one-night, two-day camp for new domestic students who could not get into AP House to give them an opportunity to make friends with international students.
Junior Assistant-advisers for Career (JAC)	Students who offer career guidance mostly to first and second-year students and plan and run various events.
Student Career Adviser (SCA)	Fourth-year students who have finished their job hunting activities and received unofficial job offers and help their juniors by giving them advice on how to write their entry sheets and take interviews.

ii. AP House: A community for living and learning

AP House 1 and 2 which are on campus (capacity of 1,310 residents) promote mutual exchange between new international undergraduate students and new domestic undergraduate students wishing to live at AP House during their one year residence at AP House. Of all the rooms, 378 are shared and international students and domestic students are paired together. With this setup, our new students numbering over 1,000 people each year (about 90% of all new undergraduates) from over 50 countries and regions are together most of the year and form a community of new undergraduate students.

Also, AP House 4 which is off campus (capacity of 204 residents) accepts new graduate students and undergraduate exchange students who form a graduate student community and community of exchange students.

At AP House 1, 2, and 4, two RAs are appointed to each floor which holds between 30 and 50

students (70 RAs in total) where they manage the floor, help other residents, and promote community exchange. RAs are usually second- and third-year undergraduate students, and we maintain a good balance of international and domestic RAs and of male and female RAs.

With the goal of managing and assisting residents, RAs hold floor meetings for their floor once a month during which they hold Community Living Workshops to prepare residents for living among the community a year later. Workshops include topics such as observing laws and regulations, strictly following traffic rules, contracts, explanations of doctor's visits at a medical institution, and rules and etiquette for daily life and customs. Students take turns having kitchen cleanup duty on their floor to not only raise awareness concerning public health and community living, but also to develop an understanding about garbage separation. This duty is a chance to develop personal awareness and responsibility as a member of the community and also helps promote exchange among floormates.

With a view of promoting exchange, RAs run floor events about once a month during which friendly ties are strengthened through activities such as meal parties. In addition to floor events, building events are held for each of the six buildings in which opportunities for exchange through sports and other programs are created for residents who have little interaction with each other ordinarily. Also, a World Festival and Countdown Event are held in June and at the end of the year, respectively, for all residents, promoting active multicultural interaction.

Various programs themed primarily on healthcare and culture in line with residents needs such as cooking classes, yoga classes, Pilates classes, and tea ceremony, flower arrangement, calligraphy, and kimono dressing classes are being test launched throughout this academic year. In addition to the Peace Tour that has been held for many years in which residents visit Nagasaki and Hiroshima to learn about peace, APU has expanded learning opportunities such as Technical Visits in which residents visit Japanese factories and production facilities, further promoting multicultural interaction.

■ Providing Adequate support for student life

1) Institutional initiatives

The APU campus is equipped with a Health Clinic, which is in charge of maintaining student, faculty and staff health and can provide support in both Japanese and English. The Clinic works closely with one general hospital in the region and other related institutions to offer bilingual support for most types of illnesses and injuries. Given our high student mobility, we place importance on medical examinations, and 93.4% of our students received them in spring 2017 (Ref. 7-8). Based on the results of these examinations, the Clinic recommends detailed examinations or treatments and takes measures to prevent infectious diseases.

We hold regular first-aid training workshops for students who belong to sports clubs. We also hold

crisis management lectures for students participating in regular curriculum programs that include overseas travel and students who travel abroad as members of student organizations, and we advise these students to get vaccinated against infectious diseases.

Furthermore, the Student Health Management Support Network Meeting, which is chaired by the school physician and whose members include local medical and healthcare professionals from the Beppu Medical Association, the Eastern Oita Health Center, and the Beppu City Social Welfare Health Department, convenes once a semester to share information on student health management, exchange ideas and form a close-knit cooperative framework (Ref. 7-9).

We formulated the Ritsumeikan Asia Pacific University Harassment Prevention Regulations and the Guidelines for the Prevention of Harassment, and the Administration Office serves as the secretariat for the Harassment Prevention Committee (Ref. 7-10, Ref. 7-11). Faculty and staff members are appointed to serve as advisors who provide day-to-day consultations. Students are notified of this information as well as awareness raising activities via the university homepage and leaflets. In AY2017, the Harassment Prevention Committee held two training sessions—one in April and one in September—for new faculty members, and one training session for management-level staff.

2) Counseling Room

With one full-time receptionist, one full-time counselor and four part-time counselors, the Counseling Room offers counseling services to students, faculty and staff. In order to accommodate the diverse make-up of the APU faculty, staff and student body as much as possible, the Counseling Room offers consultations in Japanese and English. In addition, the Counseling Room General Meeting is held once a semester with the Vice President of Student Affairs, the Dean of Student Affairs, Student Office staff members, Health Clinic nurses, and Counselors in attendance (Ref. 7-12). They share information and exchange opinions regarding mental health support for students, faculty and staff and work to build a close cooperative relationship.

3) Implementing a medical assistance service

APU launched medical assistance services in AY2017 with the aim of supporting and strengthening health maintenance for international students (Ref. 7-13). The structure for this program is one-stop support for international students enrolled at APU, including arrangement of doctor's visits at medical institutions, interpreting during phone calls with medical institutions, and medical transportation and support to assist helpers (e.g. parents or guardians) in Japan as well as arrangement of ongoing treatment in the student's home country. Students who lack Japanese language ability are always able to utilize a phone service for receiving a referral to a medical institution for their specific medical condition and interpreting assisting over the phone to

communicate with doctors, nurses, and other medical staff at the actual medical institution the student visits.

4) Support systems for protecting physical well-being and property

The Ritsumeikan Trust Risk Management Regulations have been formulated with the aim of preventing accidents and disasters in Ritsumeikan Trust facilities and protecting the life, physical well-being and property of all students, faculty, staff and other personnel of the Ritsumeikan Trust (Ref. 7-14). We have established the Ritsumeikan Asia Pacific University Safety Management Committee to ensure that these objectives are achieved.

There are seven automated external defibrillators (AEDs) on campus, and a first-aid training workshop is held for all faculty and staff. We have also organized a volunteer fire brigade, and we hold regular emergency drills with the cooperation of students, faculty and staff. At the AP House international education dormitory, we hold an evacuation drill for all residents once a semester.

5) Efforts to raise awareness of drug abuse prevention and smoking cessation

To help prevent drug abuse, we engage in awareness-raising activities during the spring and fall freshman orientations. With the mid-term objective of making APU a smoke-free campus, we have relegated smoking to the designated areas on campus, and there is an ongoing campaign to educate smokers about proper smoking etiquette and to encourage them to quit smoking.

■ Providing adequate support for student career path

1) Strengthening the career path development support system

APU's career support system is supervised by the Division of Careers. A Career and Job Placement Committee headed by the Vice President of Careers (Faculty) has been established to analyze employment opportunities and formulate, implement, and improve policies in order to help students form their own career paths through educational goals of each academic body and activities in all aspects of student life so that they can choose the path that is right for them. The Career Office offers guidance, workshops and other events, and career counseling in Japanese and English.

In AY2016, career counseling was provided to as many as 3,000 students (Ref. 7-15). Support services are also available at the Ritsumeikan Tokyo Campus and Ritsumeikan Osaka Campus in order to support job-hunting students in the metropolitan Tokyo and Kansai regions. A counselor in a permanent position with complete knowledge of APU students' situations has been appointed to the Tokyo Campus, and there were 991 APU users in AY2016 (Ref. 7-16).

Career Office duties are reviewed and streamlined and systems are developed in order to implement key support policies decided by the Career and Job Placement Committee. To ease the heavy work burden of on-campus recruiting, operation is being simplified through the building of a

system and preparations are underway to outsource work. This plan is intended to enhance career path development support for students other than prospective graduates throughout the year. Preparations are also underway to provide career support in Japanese and English primarily at the Tokyo Campus and the Osaka Campus.

APU places great importance on peer support from students and has two student-led support organizations supervised by the Division of Careers: Junior Assistant-advisers for Career (JAC) who help primarily first- and second-year undergraduate students develop their career paths from a student's perspective and Student Career Advisers (SCA) who are fourth-year undergraduate students who have already received job offers and help first- to third-year students based on their own experiences.

Importance is also placed on programs that allow alumni to participate in education. Alumni Associations in each country run career development support programs for current students and alumni working for international organizations and companies in Japan and other countries act as role models for current students, supporting them in their curricular and extracurricular activities.

2) Job placement and advancement guidance in the regular curriculum

To incorporate a focus on career development in the regular curriculum from the first and second years, we offer Career Design I ~ III, which cover everything from self-analysis to industry research, as well as Internship, a subject that allows us to send students to companies and organizations with which we have cooperative agreements(Ref. 7-17). The number of students who registered for these subjects in AY2016 was 231 for Career Design I, 186 for Career Design II, 92 for Career Design III, and 150 for Internship.

Even as the need for global human resources heightens and companies hire more foreigners, most companies use the same hiring standards, including Japanese proficiency, for foreigners as they do for Japanese. For this reason, in addition to our regular Japanese language education, we offer Career Japanese in cooperation with the Division of Academic Affairs to those students who intend to seek employment in Japan. In AY2016, 90 students took this subject. We also collaborate with the Division of Careers to carry out programs for Japanese classes to help freshman students independently consider the relationship between Japanese study and job hunting and an enriching campus life and career path development.

3) Strengthening job matching through on-campus recruiting

Companies primarily recruit in the major urban areas, which puts our students at a disadvantage since they have to spend their time and money to look for jobs. To help alleviate this burden, we invite companies to visit the campus to hold information sessions and interviews. At present, 270 companies visit the campus in a year, thus providing students with opportunities to enter a wide

range of industries (Ref. 7-18).

■ Providing support to improve students' extracurricular activities (e.g. clubs)

The interests of our students are wide and varied, and in many cases, our students belong to more than one student organization or establish new clubs. Review meetings are held to discuss the continuation of existing clubs and formation of new groups each academic year to ensure students can also start activities and carry them out actively.

In AY2017, self-directed activities over the last 10 years were reviewed and the system was restructured to provide support based on current student activities and trends in such activities (Ref. 7-19). The numerous categories of clubs were reorganized and the number of categories was reduced to two: groups to receive priority support and other groups. Aside from groups that act as models, leading other groups together with the university, the support system is structured to place strong importance on students' independence and enable a wide variety of activities.

We also analyzed recent student trends and the continuity rates of clubs and found that many students participate in a wide variety of activities over a short term during their time at APU, and we decided to strengthen support for student groups established temporarily for a certain purpose starting in AY2017 (Ref. 7-19). This not only enables us to delegate university support according to the type or method of student-led project, but also established a framework for self-directed activities carried out together with companies and organizations in the community with APU's support.

In these activities, we carried out numerous public presentations and widely publicized the activities as measures for achieving ripple effects spreading to other students. Activities in these projects were publicized on social media and some articles were viewed over 1,000 times (Ref. 7-20).

■ Adequately providing other types of student support according to student requests

As a part of activities to support diversity, the LGBT Policy was established and enacted in AY2017. This program was started because of student consultations about problems they were having and university-wide discussions were launched (Ref. 7-21).

Assessment/Evaluation Parameter (3): Is student support regularly assessed and evaluated for suitability? Moreover, are efforts taken to improve support based on those results?

Evaluation Points

- Assessment/evaluation based on appropriate grounds (materials, information)
- Improvement based on assessment/evaluation results

Overall curriculum guidelines and learning approaches at APU are reviewed once every six months or once a year and an implementation plan to start the following semester is discussed in light of the situation and current issues of students with disabilities. Approach to learning support as a part of support for students with disabilities is assessed by the Advisory Committee for Students with Disabilities.

The Student Office summarizes the various duties each year and determines what issues exist and the extent to which targets have been achieved. The summary of duties is then discussed at a Staff Meeting, after which the Student Affairs Committee holds a dialogue and attempts to reflect the summary in its approach and specific policies.

The Division of Careers holds a Career and Job Placement Committee meeting every semester that formulates support policies and carries out the plan-do-check-action (PDCA) cycle for implementation, summarization, and improvement. To enhance support for each issue in undergraduate education, language education, support for students with disabilities, and so on, discussions are held with the executives of each organization and systematic support is pursued.

(2) Strengths and distinctive features

■ Learning Support

APU that is based on a premise of bilingual (Japanese and English) education and offers a wide variety of support for improving language skills. In addition to the SALC and FIX courses mentioned above, an English course and English project are provided to Japanese-basis students as pre-enrollment education. Moreover, English-basis students receive results of placement tests conducted during the orientation period and short-term intensive hiragana sessions for practicing writing hiragana are held for students who need more practice prior to the start of the semester.

■ Multicultural student interaction and collaboration

Multicultural student interaction and collaboration is put into practice in every aspect of campus life, including extracurricular activities, self-directed student activities and life in AP House. The balance of domestic and international student membership is an important factor we look at when approving student organizations. All told, 47% of students belong to a student organization, which suggests that multicultural student interaction is robust in student extracurricular activities as well (Ref. 7-22).

Of particular importance is the aforementioned 1) multicultural living in AP House and 2) student peer support systems as well as 3) multicultural student collaboration during the Multicultural Weeks. Multicultural Weeks are week-long series of student events aimed at increasing understanding of a certain country or region by showcasing its culture, arts, cuisine and so on, and they have been held as student-led activities since 2007. In AY2017, 14 Multicultural Weeks were held. This event has

grown to one of APU's leading extracurricular activities; half of participating students are from the country being showcased, while the remainder are half domestic students and half international students from other countries, with about 1,800 students participating in one year (Ref. 7-23).

We also devise and implement a wide range of multinational exchange events, including but not limited to the Multicultural Camp for new enrollees (Ref. 7-24). The Event and Project-based Support System that was established in AY2017 as a program to support student activities has a condition that there must be students from at least two different countries in activity groups (Ref. 7-25), and this condition will become a requirement for all clubs from AY2019 (Ref. 7-26).

With these kinds of initiatives, every student can engage in some form of multicultural interaction and collaboration during their time at APU.

■ Strengthening support for advancement to graduate school

Measures for strengthening support for graduate school advancement were formulated by the AY2016 Career and Job Placement Committee, and we have since been working together with the undergraduate colleges and the Admissions Office to prepare students for advancement from early on and boost student motivation. Through these efforts, 78 students decided to advance to graduate school in AY2016, including advancement to a PhD program (Ref. 7-27).

■ Maintaining and increasing the job placement rate

Evaluations of APU from companies were collected by surveys given to companies participating in on-campus recruiting in AY2015 in which points such as our students' communication skills and level of multicultural understanding were highly evaluated. Our international students' Japanese proficiency, adaptability to Japanese culture, understanding of Japan's unique job hunting situation, and understanding of the career paths in a Japanese company were also rated highly, as evidenced by a 93.5% job placement rate in AY2016. Our domestic students were also highly commended for undergoing intercultural experiences on a daily basis and their ability to collaborate in multinational or multiregional teams, as evidence by a 98.5% job placement rate in AY2016 (Ref. 7-27).

(3) Problem Areas

■ Learning Support

In consultations pertaining to students' withdrawal from APU, a staff member listens carefully to the student to determine the circumstances leading to their enrollment at APU, the status of their studies, extracurricular activities, and daily life, and other circumstances leading to their wish to withdraw from the university. We currently only have a general grasp of the situation concerning withdrawals in terms of numbers, reason, and region of origin, and our initiatives have not yet led to enrollment management based on the results of analysis. We have programs to support learning, but

the correlation between these programs and actual withdrawals is unclear. Some students withdrawing for financial reasons have fallen into financial hardship due to suspension of a scholarship resulting from a learning setback, and multi-faceted initiatives are needed to effectively deter withdrawal from APU. Furthermore, we currently have no comprehensive policies for supporting learning and need to develop such policies.

■ Supporting graduate student advancement

Some graduate students at APU have work experience and wish to advance their careers, including some who are seeking jobs in Japan. However, about half of new enrollees are self-funded international students who enrolled directly from overseas and require unique support in developing the skills needed for career advancement, such as Japanese language skills, understanding of Japan's unique job hunting situation, and understanding of the career paths in Japanese companies. The Division of Careers views this as one key project of the Career and Job Placement Committee. Various initiatives are carried out, such as enhancement of career counseling in English, Japanese industry research seminars, company visits to develop new English-centric internships, and provision of Japanese study information outside of classes, but these are not enough. We need to collaborate with the graduate schools and the Division of Academic Affairs to hold discussions towards curriculum reform in order to incorporate internships into the curriculum.

■ Monitoring the career paths of our alumni

Many APU alumni who start a career advance in their careers by continuing on to graduate school. We are striving to monitor the situation through LinkedIn and Facebook but are falling short. As a plan for APU's 20th anniversary (in 2020), we have decided to build a platform for alumni information and will work together with the Office of the President to elaborate our plan.

■ Alumni participation in education

In the SGU Project, one main part of initiatives to have alumni participate in education is the development and implementation of internships with alumni (GAIA) (Ref. 7-28). There were three such internships in AY2016. For internships outside of Japan, development of new internships is difficult in some countries within the current framework due to visa requirements, and so a current challenge is how to use a variety of techniques to develop internships, such as visiting alumni for an interview.

(4) Summary

■ Learning Support

The Student Affairs Committee will discuss leaves of absence and withdrawals and propose and

implement policies for remedial measures. In particular, as learning support is essential as a concrete measure for deterring withdrawal, we will clarify the relationship between withdrawal and data on course taking and academic performance as soon as possible and consider measures to prevent early withdrawals, deepening collaboration with Division of Student Affairs and the Division of Academic Affairs and jointly carrying out initiatives.

Regarding leaves of absence, as APU promotes student mobility, the number of leaves of absence for voluntary travel overseas or internships is expected to remain the same or increase. We need to consider measures to support students after their return to APU by investigating how they see their growth through the leave of absence period and utilize what they learn in campus life after their return. Also, students who take a leave of absence to go abroad often have different goals from students wishing to participate in overseas exchange. That being the case, APU needs to consider whether or not to carry out new initiatives such as providing a new program matched to those students in which the students receive credits. Although we promote student mobility, we do not necessarily recommend taking a leave of absence. From the point of view of enriching students' opportunities for overseas experience, we will hold dialogues in the Student Affairs Committee and among other parties within the university to determine whether or not to change our policy to actively recommend taking a leave of absence for to go abroad or participate internships and will decide on a policy.

■ Career support

Within the Division of Careers, the Career and Job Placement Committee specifies key policies and collaborates with each organization to carry out support initiatives from the perspective of aiding strategic career path development over four years.

As projects with a defined approach in AY2017 (establishment of a Working Group for Enhancing Internships Suitable for APU, support for students aiming for interested in international organizations) are still in their infancy, we will pursue systematic initiatives towards elaboration in conjunction with projects to achieve SGU Project goals.

Among issues requiring improvement, support for graduate students is particularly critical, and we will aim to formulate support measures such as consultations with graduate school executives and use of examples of support at other universities including those outside of Japan.