

## Outcomes

### 1. Description of Current Conditions

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

##### ◆ University-wide

We have stipulated learning outcomes based on our human resources development goals, and we are using five of the VALUE Rubrics designed by the Association of American Colleges and Universities (AAC&U) in order to measure these learning outcomes (Ref. 4(4)-1). Based on these learning outcomes, we assess student learning and experiences during their four years on campus in an effort to visualize the student growth process. The areas we have assessed in the past and areas subject to assessment listed in the current action plan are as follows.

##### [1] Common Education Subjects / Language Education Subjects

English and Japanese language subjects create rubrics and Can-Do Lists for each class level for the four skills of reading, writing, listening and speaking to measure learning outcomes (Ref. 4(4)-2). Furthermore, students must take the TOEFL-ITP test (a total of four times over the first and second years) as part of their English subjects, and the test scores are applied to students' grades in those subjects (required subjects only).

##### [2] Freshman education

In First-Year Student Workshop I and II, which all freshmen take, students conduct self-assessments of their growth before and after class, and these are used to improve teaching (Ref. 4(4)-3). Currently, rubrics to organize and measure educational objectives of freshman education are being developed by the faculty of the Education Development and Learning Support Center, who primarily teach the First-Year Student Workshop I and II.

##### [3] Portfolio evaluations of overseas educational programs

We have adopted e-portfolios (i.e., the manaba folio) for the pre-enrollment study abroad program<sup>\*1</sup> and the multicultural cooperative education program<sup>\*2</sup> implemented under the Re-Inventing Japan Project, and we have put in place a system to assess learning outcomes in light of the learning goals set for each program (Ref. 4(4)-4). With this, we have been able to visualize student learning and growth, share these outcomes between students and faculty and create an atmosphere of mutual support. This has also led to the development of strong learning communities.

<sup>\*1</sup> A program in which students slated to enroll at APU are sent to St. Edward's University in the United States for approximately two weeks in the March preceding enrollment in order to conduct studies in English, experience a foreign culture, and

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encourage them to draw up four-year plans for their studies at APU.

\*2 A program in which second-year APU students are sent to St. Edward's University in the United States to take classes, after which they are dispatched to Thailand and/or Malaysia to conduct field work and engage in collaborative learning with students from St. Edward's University.

The following points can be raised with respect to the assessment indicators for educational objectives.

[1] Study time outside of class

To achieve our educational objectives, we use the various systems explained in Section 4-(3) (Methods of Instruction). Recognizing the importance of increasing the amount of time that students spending on studying outside of class, to focus primarily on review and preparation, we have defined study time outside of class as an assessment indicator. Overall, APU students spend more time studying outside of class than students at other Japanese universities; however, as shown below, international students study even more than domestic students.

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

[2] Status of participants in overseas educational programs

For international students, coming to Japan is considered study abroad, so domestic students are the focus of this evaluation indicator. In AY2013, 316 domestic students participated in overseas educational programs.

At APU, the Freshman Survey and the Student Life Survey, a survey that targets all students, are conducted online, and the response rates for these surveys are higher than 90% for the former and just under 40% for the latter. Based on the data from these surveys (e.g., where APU ranked among the students preferences, concerns and expectations that students have at the time of enrollment etc.) and post-admission student grades, activities and job placement status, we strive to analyze the student situation.

With regard to post-graduation evaluations, networks of alumni are being strengthened in each country and region, and information is being collected from these alumni as needed through events in each region.

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◆ **College of Asia Pacific Studies**

Looking at the results of the Class Evaluation Survey, the levels of satisfaction and understanding are as outlined below, and we believe we are achieving generally appropriate educational outcomes.

	Average Level of Satisfaction	Level of Understanding				
		0~20%	~ 40%	~ 60%	~ 80%	~ 100%
SP13, Undergraduate	78.6%	2.1%	5.2%	19.2%	43.5%	27.5%
13FA, Undergraduate	83.2%	1.5%	3.8%	19.0%	40.8%	32.6%

◆ **College of International Management**

APM is undertaking assurance of quality (AOL) initiatives as part of the AACSB accreditation process. In particular, the College utilizes a Curriculum Alignment Matrix (CAM) to measure learning objectives and has formulated improvement plans for the curriculum and class content. More specifically, the following initiatives have been planned (Ref. 4(4)-5).

- Set Business Ethics as a Core Subject under the next round of curriculum reforms
- Set International Management as a Core Subject under the next round of curriculum reforms
- Incorporate more practical and international elements into Core Subject and Major Subject content

Furthermore, looking at the results of the Class Evaluation Survey, the levels of satisfaction and understanding are as outlined below, and we believe we are achieving generally appropriate educational outcomes.

	Average Level of Satisfaction	Level of Understanding				
		0~20%	~ 40%	~ 60%	~ 80%	~ 100%
Spring 2013, Undergraduate	73.1%	3.3%	5.3%	19.7%	39.6%	29.3%
Fall 2013, Undergraduate	76.1%	2.2%	4.7%	16.7%	40.8%	32.6%

◆ **Graduate School of Asia Pacific Studies**

Looking at the results of the Class Evaluation Survey, the levels of satisfaction and understanding are as outlined below, and we believe we are achieving generally appropriate

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educational outcomes.

	Category	Average Level of Satisfaction	Level of Understanding				
			0~20%	~ 40%	~ 60%	~ 80%	~ 100%
Spring 2013, Graduate	GSA Common	94.2%	0.0%	0.0%	0.0%	34.6%	63.5%
	APS	100.0%	0.0%	0.0%	0.0%	27.6%	72.4%
	ICP	93.4%	0.0%	0.9%	0.9%	17.0%	77.4%
	GSA/GSM Common	84.8%	1.5%	6.1%	6.1%	36.4%	48.5%
	GSAD	100.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Fall 2013, Graduate	GSA Common	96.4%	0.0%	0.0%	2.4%	23.8%	67.9%
	APS	100.0%	0.0%	0.0%	0.0%	28.6%	71.4%
	ICP	95.5%	0.0%	0.6%	2.6%	26.0%	64.9%
	GSA/GSM Common	86.5%	1.4%	0.0%	17.6%	39.2%	40.5%
	GSAD	100.0%	0.0%	0.0%	0.0%	42.9%	57.1%

- \* GSA Common: Common Subjects in the Graduate School of Asia Pacific Studies Masters Programs
- \* APS: Major in Asia Pacific Studies      ICP: Major in International Cooperation Policy
- \* GSA/GSM Common: Common Subjects in the Graduate School of Asia Pacific Studies Master's Programs and the Graduate School of Management
- \* GSAD: Graduate School of Asia Pacific Studies Doctoral Program

◆ **Graduate School of Management**

GSM is undertaking assurance of learning (AOL) initiatives as part of the AACSB accreditation process. In particular, the School utilizes a Curriculum Alignment Matrix (CAM) to measure learning objectives and has formulated improvement plans for the curriculum and class content. More specifically, the following initiatives have been planned (Ref. 4(4)-6).

- Observe student learning under and analyze the effectiveness of the new curriculum adopted in AY2014
- Implement all items listed in "Future Actions (AY2013 - 2018)", such as strengthening business ethics

Furthermore, looking at the results of the Class Evaluation Survey, the levels of satisfaction and understanding are as outlined below, and we believe we are achieving generally appropriate educational outcomes.

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	Category	Average Level of Satisfaction	Level of Understanding				
			0~20%	~ 40%	~ 60%	~ 80%	~ 100%
Spring 2013, Graduate	GSM	89.1%	1.4%	0.0%	8.8%	40.8%	49.0%
	GSA/GSM Common	84.8%	1.5%	6.1%	6.1%	36.4%	48.5%
Fall 2013, Graduate	GSM	86.7%	0.0%	2.0%	4.0%	44.7%	49.3%
	GSA/GSM Common	86.5%	1.4%	0.0%	17.6%	39.2%	40.5%

\* GSM: Graduate School of Management subjects

\* GSA/GSM Common: Common Subjects in the Graduate School of Asia Pacific Studies Master's Programs and the Graduate School of Management (same as above)

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

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. 4(4)-7, Article 30; Ref. 4(4)-8, 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. 4(4)-9, 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. 4(4)-7, Article 31; Ref. 4(4)-8, 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

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School Faculty Council. The results of these deliberations are reported to Graduate School Faculty Council (Ref. 4(4)-10, 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.

The status of degree conferral and job placement/advancement for September 2013 and March 2014 graduates is as follows.

September 2013 graduation: Graduation from the Accelerated Graduation Program for especially outstanding students

	Total	6th sem. graduation*	7th sem. graduation*	8th sem. graduation	9th sem. or higher graduation	8th sem. graduation rate
Students eligible for graduation	272	2	1	129	140	-
Successful graduates	170	2	1	106	61	82.17%
Unsuccessful graduates	102	0	0	23	79	-

March 2014 graduation: Graduation from the Accelerated Graduation Program for especially outstanding students

	Total	6th sem. graduation*	7th sem. graduation*	8th sem. Graduation	9th sem. or higher graduation	8th sem. graduation rate
Students eligible for graduation	483	0	0	383	100	-
Successful graduates	351	0	0	300	51	78.33%
Unsuccessful graduates	132	0	0	83	49	-

Job placement/advancement of September 2013 and March 2014 graduates

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Graduates	Successful hires	Students advancing to other schools	Other	Unknown
521	336	32	116	37

Job placement rate: 94.92% (Ratio of successful hires to job-seekers)

- \* 1: The number of job-seekers was 354.
- \* 2: Job-seekers refer to students scheduled for graduation who are seeking employment.

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

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

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

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

◆ **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.

The status of degree conferral and job placement/advancement for September 2013 and March 2014 graduates is as follows.

September 2013 graduation: Graduation from the Accelerated Graduation Program for especially outstanding students

	Total	6th sem. graduation*	7th sem. graduation*	8th sem. graduation	9th sem. or higher graduation	8th sem. graduation rate
Students eligible for	386	2	1	268	115	-

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graduation						
Successful graduates	273	2	1	227	43	84.70%
Unsuccessful graduates	113	0	0	41	72	-

March 2014 graduation: Graduation from the Accelerated Graduation Program for especially outstanding students

	Total	6th sem. graduation*	7th sem. graduation*	8th sem. graduation	9th sem. or higher graduation	8th sem. graduation rate
Students eligible for graduation	411	0	5	300	106	-
Successful graduates	324	0	5	255	64	85.00%
Unsuccessful graduates	87	0	0	45	42	-

Job placement/advancement of September 2013 and March 2014 graduates

Graduates	Successful hires	Students advancing to other schools	Other	Unknown
597	359	40	117	81

Job placement rate: 93.01% (Ratio of successful hires to job-seekers)

\*1: The number of job-seekers was 386.

◆ **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 status of master's and doctoral degree conferrals over the past three years are shown below (Ref. 4(4)-11, p.19; Ref. 4(4)-11, p.77).

Number of students obtaining degrees/Percentage of degrees awarded

Program/Major		2011 SP	2011 FA	2012 SP	2012 FA	2013 SP	2013 FA



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Master's Program / Major in Asia Pacific Studies	Number	5	5	2	1	4	0
	Scheduled	7	7	5	3	5	1
	Degree conferral rate	71.43%	71.43%	40.0%	33.33%	80.0%	0%
Master's Program / Major in International Cooperation Policy	Number	56	12	47	8	35	6
	Scheduled	56	13	48	9	36	7
	Degree conferral rate	100.0%	92.31%	97.92%	88.89%	97.22%	85.71%
Doctoral Program	Number	3	3	13	10	6	5
	Scheduled	17	17	30	21	17	17
	Degree conferral rate	17.65%	17.65%	43.33%	47.62%	35.29%	29.41%

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. The status of degree conferrals over the past three years are shown below (Ref. 4(4)-11, p.49).

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Number of students obtaining degrees/Percentage of degrees awarded

		2011 SP	2011 FA	2012 SP	2012 FA	2013 SP	2013 FA
<b>Master's</b>	Number	19	9	6	6	22	13
	Scheduled	20	10	6	7	23	13
	Degree conferral rate	95.0%	90.0%	100%	85.71%	95.65%	100%

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.

## 2. Assessment

### (1) Items that are Showing Results

#### ◆ University-wide

##### 1) Development of methods to measure learning outcomes

The development of learning outcome measurement methods is making progress in language education, freshman education, overseas educational programs, and the AACSB accreditation process. A range of approaches is being used, including rubrics (language education, freshman education), portfolios (overseas educational programs) and comprehensive assessments of educational objectives (AACSB: rubrics, tests, etc.).

##### 2) Study time outside of class

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

◆ **College of International Management**

◆ **Graduate School of Management**

1) Initiatives toward internationally-compatible education

APM and GSM are in the process of obtaining accreditation from AACSB and are slated to acquire said accreditation by the end of AY2015. For this accreditation evaluation, assurance of learning (AOL) is a very important standard, so it is necessary to clearly state learning goals and measure the learning objectives (i.e., quantifiable knowledge and abilities that should be acquired by students) which make up the learning goals. In approaches for AOL, quantifiers such as rubrics are used to measure learning objectives, and improvements are implemented for unmet goals in a total system (This is called “closing the loop” in the AACSB process) (Ref. 4(4)-12; Ref. 4(4)-13).

**(2) Areas for Improvement**

◆ **University-wide**

1) Surveys

Since we switched from a paper to an online questionnaire for the Student Life Survey, the response rate fell from 19.6% (2011) to 7.3% (2012). In AY2013, we reviewed the content and format of the survey and achieved an improved response rate of 38.4%, but we still need to boost this rate further. We also need to enhance surveys that seek to measure student growth aside from the Class Evaluation Survey.

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### **3. Strategic Direction for the Future**

**(1) Items that are Showing Results**

◆ **University-wide**

1) Development of methods to measure learning outcomes

We are working to measure learning outcomes, but many issues remain since our approach is piecemeal. For example, even though we recognize that companies view our students as talent who can work with others beyond the borders of ethnicity and nationality, we have not been able to objectively assess this skill. Going forward, we intend to make the quality of our education known both within and outside the university by visualizing and clarifying this measurement process and our achievements. Specific measures include plans for Institutional Research (IR), the measurement of learning outcomes, and work to develop comprehensive educational objective measurement methods (Ref. 4(4)-14).

2) Study time outside of class

There is no data that can objectively explain study time outside of class aside from the

Student Life Survey. To improve upon how we conduct the Student Life Survey, we will increase the amount of data we collect. Also, by interviewing certain segments of the student body, we will enact policies to boost student study time outside of class and seek to further improve the situation.

◆ **College of International Management**

◆ **Graduate School of Management**

1) Initiatives toward internationally-compatible education

Through the assurance of learning (AOL) framework, we will develop efforts to assure of learning quality even further, and we will promote internationally-compatible education.

(2) **Areas for Improvement**

◆ **University-wide**

1) Surveys

We are currently promoting Institutional Research (IR) as a means to visualize our achievements and issues, and we have dramatically improved the Student Life Survey. In the AY2014 Graduation Survey as well, we will associate individual data from the time of enrollment to that at the time of graduation and conduct an analysis thereof. Furthermore, we will work to improve the response rate on the Class Evaluation Survey.

## 4. Supporting Resources

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- 4(4)-1: AAC&U VALUE RUBRIC
- 4(4)-2: Rubric for English language subjects
- 4(4)-3: AY2013 First-Year Student Workshop Preliminary and Follow-up Surveys
- 4(4)-4: Portfolio software used to visualize student growth through the formation of learning communities
- 4(4)-5: Standard 16: Undergraduate Learning Goals
- 4(4)-6: Standard 18: Master's Level General Management Learning Goals
- 4(4)-7: Ritsumeikan Asia Pacific University University Regulations (same as Ref. 1-2)
- 4(4)-8: Ritsumeikan Asia Pacific University Higher Degree Regulations
- 4(4)-9: Ritsumeikan Asia Pacific University Faculty Council Regulations (same as Ref. 2-2)
- 4(4)-10: Ritsumeikan Asia Pacific University Graduate School Faculty Council Regulations (same as Ref. 2-3)
- 4(4)-11: 2014 Graduate Academic Handbook (same as Ref. 1-9)
- 4(4)-12: College of International Management Curriculum Alignment Matrix, APU homepage (same as Ref. 4(1)-2)

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- 4(4)-13: Graduate School of Management Curriculum Alignment Matrix,  
APU homepage (same as Ref. 4(1)-4)
- 4(4)-14: Academic Issues for AY2013: A Proposal