

Ritsumeikan Asia Pacific University Enrollment survey Basic Summary Report for AY 2022



May 2023

**Ritsumeikan Asia Pacific University
Office of the President IR Team**

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Outline of the survey

Purpose of the survey

A questionnaire survey was conducted with the following three objectives for students newly enrolled in the APU.

- Understand the actual conditions of new students, such as their behavior before entering the APU, motivation for admission, and expectations, and link them to the entrance examination strategy.
- Obtain their plans during enrollment and after graduation at the time of admission, which will lead to appropriate support for students.
- Measure the items listed as SGU performance indicators (e.g., overseas travel and relationships with friends other than their nationality).

Based on the APU Rubric, obtain students' self-awareness of their competence at the time of enrollment to visualize the students' sense of growth. (Only those enrolled in AY2022)

Target of the survey

5098 new undergraduates enrolled in AY2019-2022

Method of the survey

Online survey (with their name) via the Internet.

Until AY2019, we gave face-to-face explanations at new student orientations and asked them to answer the survey in the computer room at the same time.

After AY2020, we shared an instructional video about the survey and sent the link to individual student email addresses and collected responses.

※Survey was conducted in Fall 2020 for April and September enrollment combined due to COVID-19 outbreak only in AY2020.

Period of the survey

April enrollment (April 1 to mid-May)
September enrollment (mid-September to end of October)

Major survey items

- 1) Reason for applying to APU.
- 2) Time of deciding which university to apply.
- 3) Information and tools for collecting information needed to make a decision.
- 4) The person who had the greatest influence on your decision of which university to apply. For details of the person.
- 5) Response of people around you when you decided to enroll in APU and who consulted with you.
- 6) Factors of anxiety before entering APU.
- 7) Experience of coming to APU prior to enrollment
- 8) Sense of affection for APU (sense of belonging)
- 9) Factors that influenced your decision to enroll in APU
- 10) Concurrently applied universities and first-choice rates
- 11) Learning time and reading time before enrollment
- 12) Multinational friendships before enrollment
- 13) Experience of overseas travel before enrollment
- 14) Self-awareness of the competency of the APU Rubric at the time of enrollment (from AY2022)
- 15) Post-graduation career plans of new students
- 16) Whether they are First Generation (from AY2022)

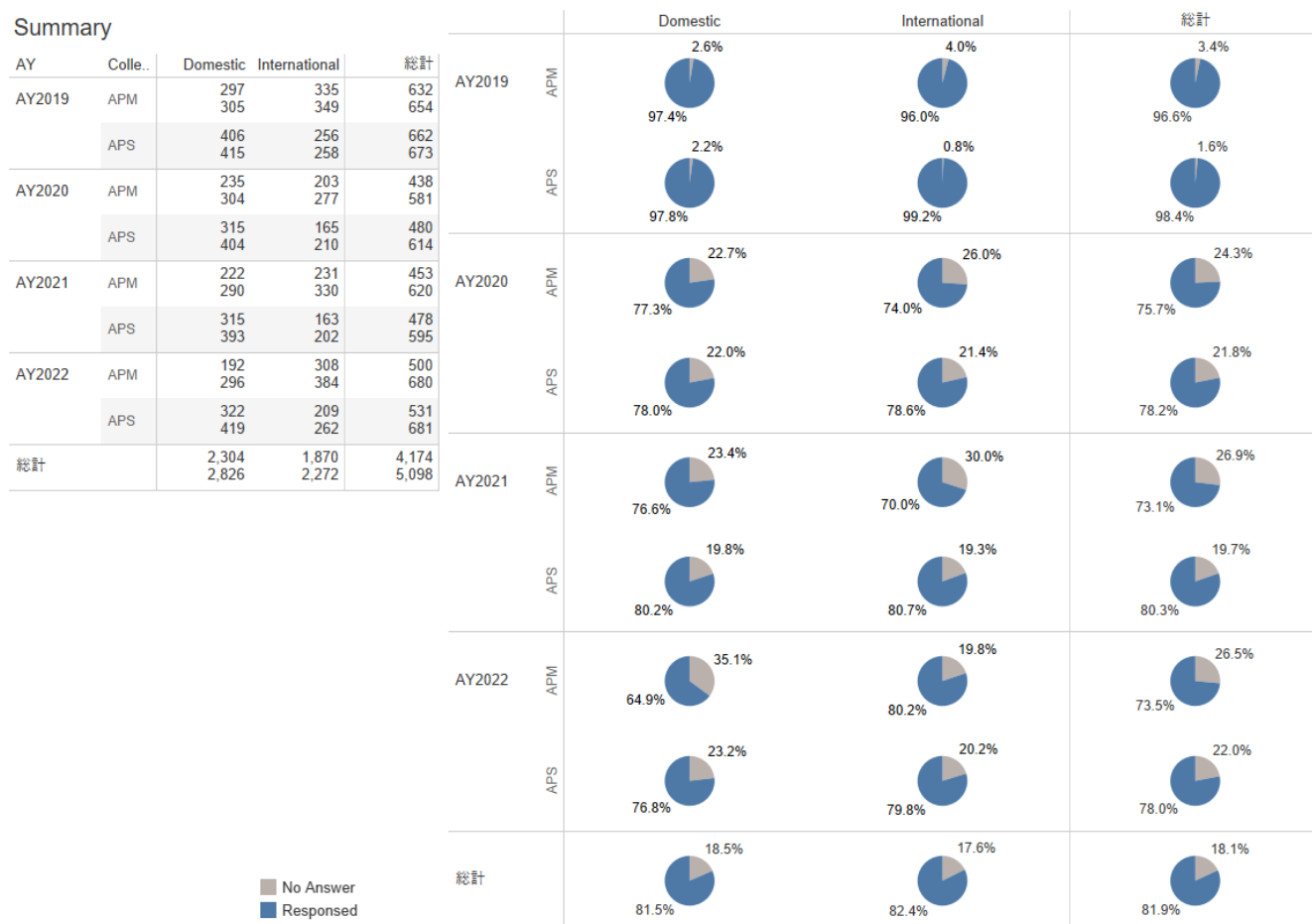
Status of collection

We conducted a survey of 5,098 students and received responses from 4,174 students (response rate: 81.9%).

Attributes of respondents

Shown is a breakdown by college, domestic and international students (both with enrollment status), and by year of enrollment. Until AY2019, the response rate was over 90% because of face-to-face explanations and answering the survey all together in the computer room during new student orientation, however, due to the COVID-19 outbreak that began in spring 2020, the orientation became online only, and the response rate was decreased to approximately 75%. If the response rate continues to decrease in the future, we will consider restarting the face-to-face survey.

Summary



Behavior before enrollment

Reasons for knowing APU

Below are the results of a question on the initial trigger for knowing about APU.

"Senior high school teachers" are the most common domestic students, followed by personal introductions (especially from parents), friends and acquaintances, school-related and preparatory schools. On the other hand, among international students, "general media/Internet search" was the most common, with a particularly large increase in AY2022. "Senior high school teachers" follows.

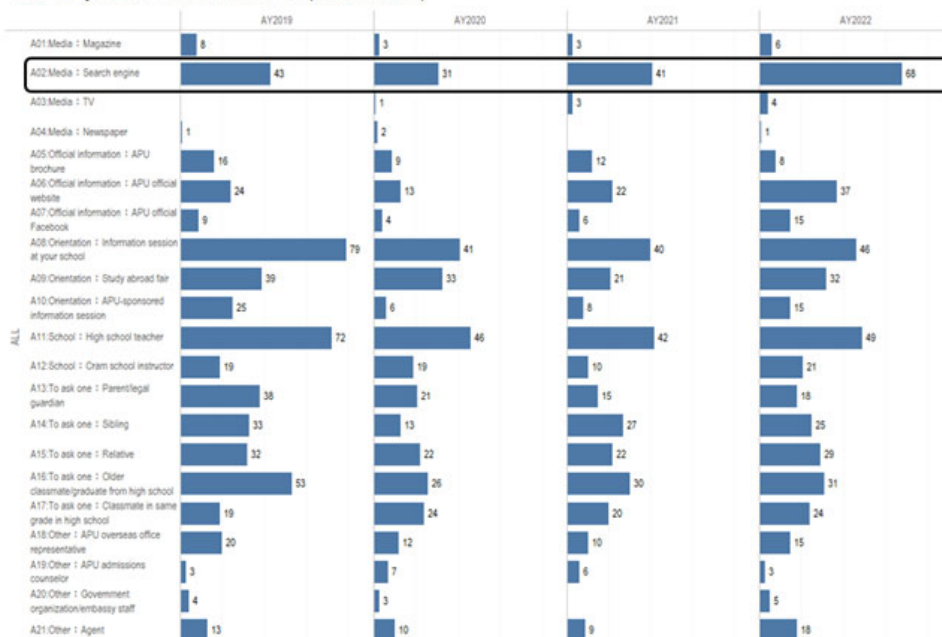
Category
☒ ALL
☐ College
☐ Domestic/International

How did you first hear about APU?(Domestic)



Category
☒ ALL
☐ College
☐ Domestic/International

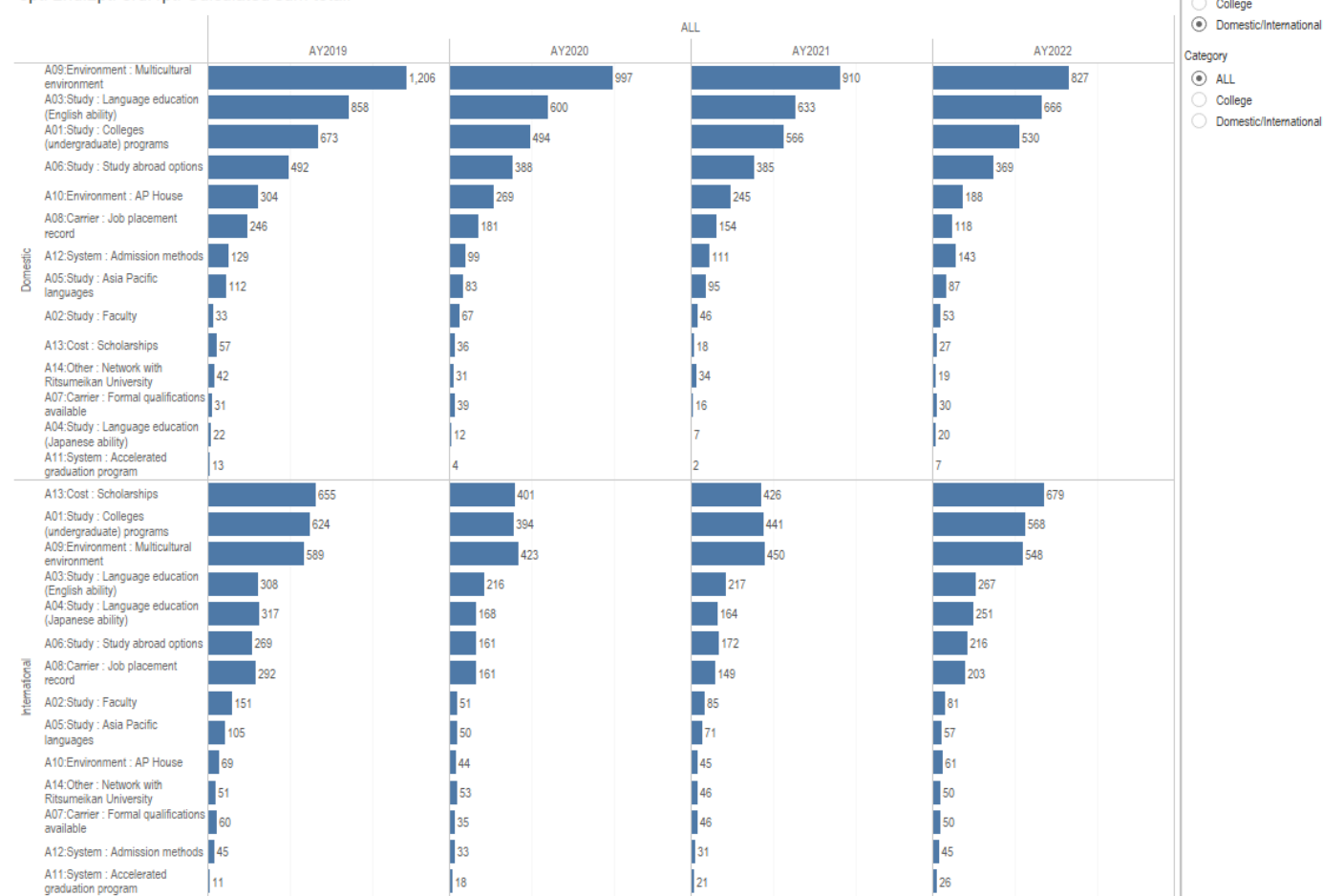
How did you first hear about APU?(International)



Deciding Factors for Enrollment

The factors that made the decision to enroll in the APU are selected from 1st to 3rd place, and ranked 1st place: 3pt. 2nd place: 2pt. 3rd place: 1pt. The total points are calculated and ranked in order of high points are shown below. Domestic students are in the order of "environment to spend with international students gathering from around the world" in first, "language (English) education" in second and "educational content of the college" in third, whereas international students ranked "scholarships" in first, "educational content of the college" in second, and "environment for spending time with international students from around the world" in third. However, there was no significant difference in the points, and in some years there is some switching.

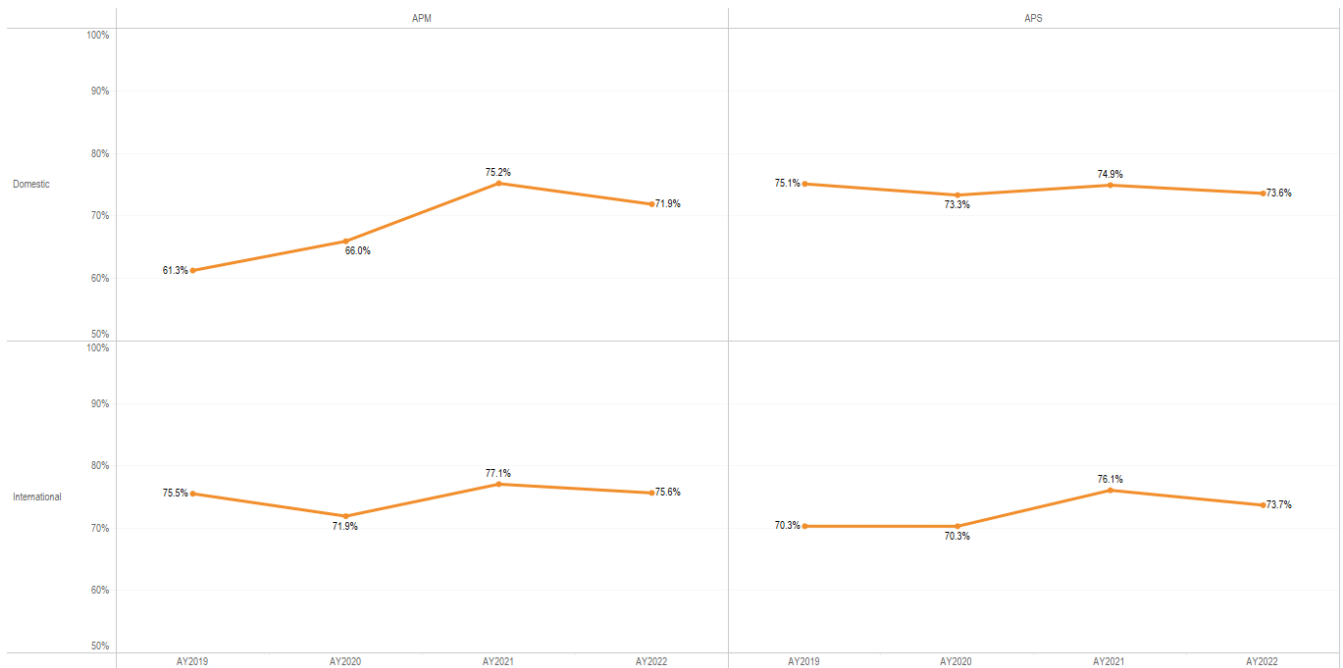
What ultimately made you decide to attend APU? Choose three items, ranking your first priority to third. ※ 1st priority: 3pt. 2nd:2pt. 3rd:1pt. Calculated sum total.



First-choice status

The results of asking whether the APU was the first choice are shown below for each college, international student, and domestic student. Overall, 73.9% of the respondents indicated that APU was their first choice.

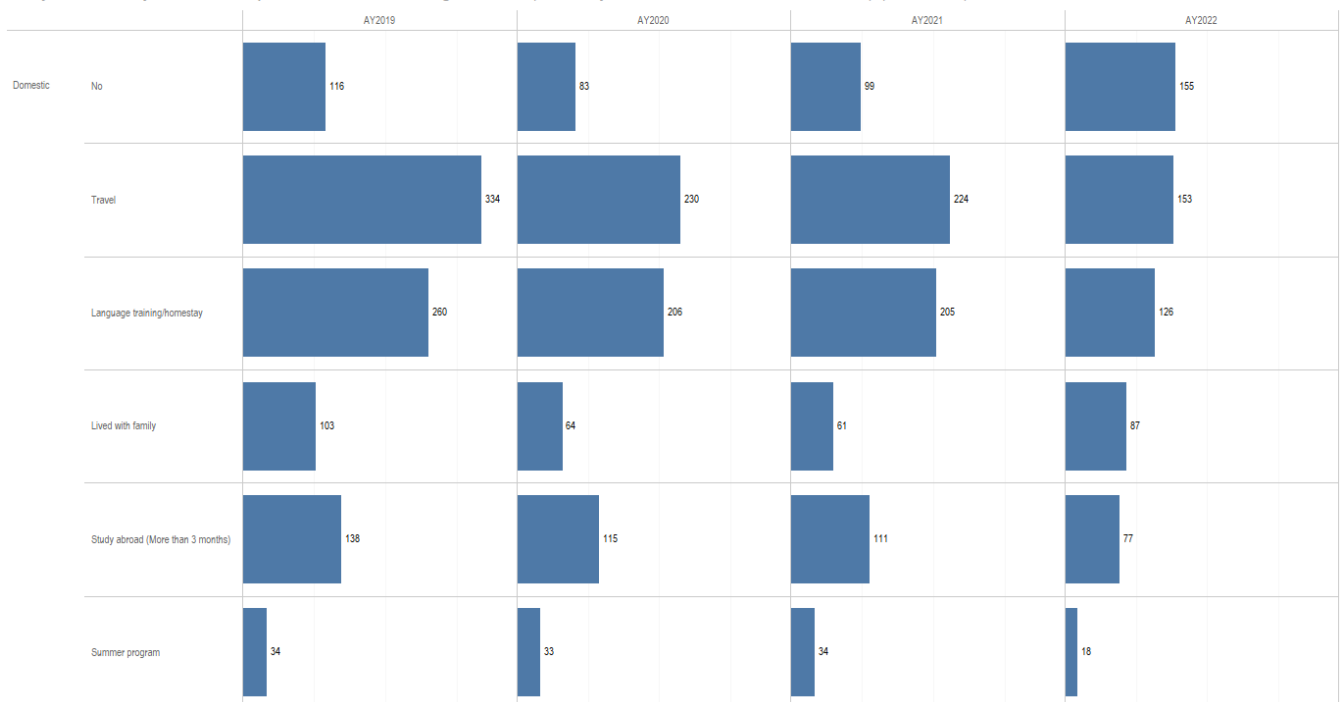
Was APU your first choice?



History of overseas travel

The following shows the results of a question asking domestic students about their history of travel abroad before enrollment. Until the 2019 enrollment, prior to the COVID-19 outbreak, students who had traveled abroad before enrollment for travel, language training, homestays, etc. greatly outnumbered those who had not, however, for the 2022 enrollment, students who had not traveled abroad exceeded those who had traveled abroad for the first time.

Did you have any overseas experience before coming to APU? (You may choose more than one answer.) (Domestic)

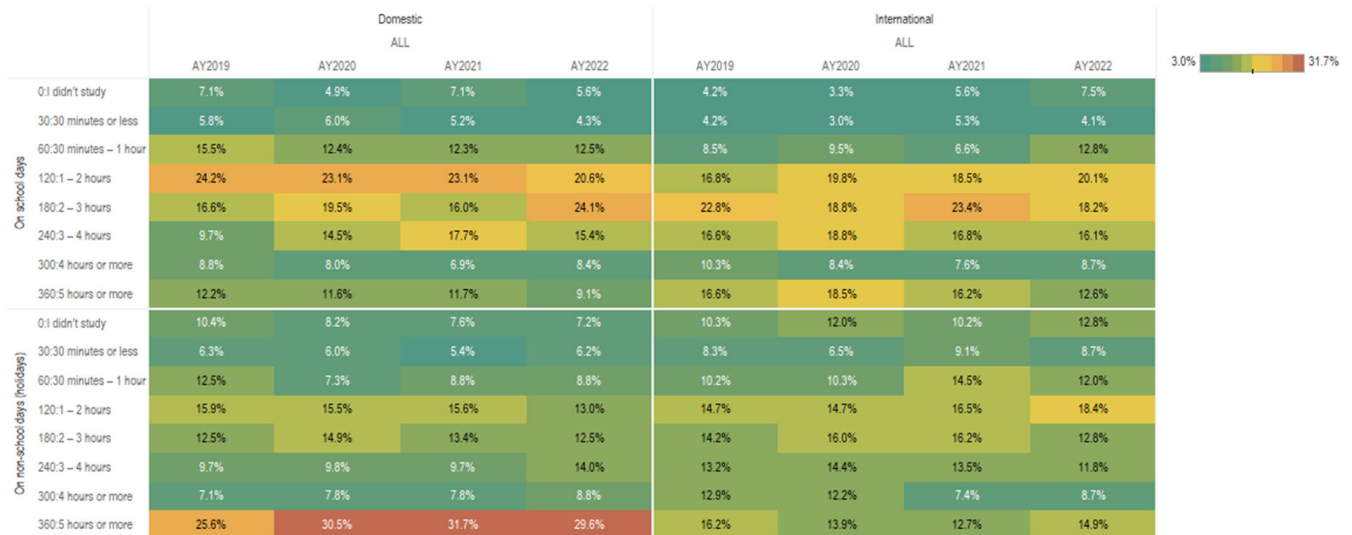


Learning and reading habits

The results of the questionnaire on pre-entrance learning and reading habits are shown below in the heat map for each domestic and international students. Approximately 30% of domestic students answered that they had five hours or more of learning per day on holidays, which tends to be longer than international students. On the other hand, about 45% to 50% of respondents said that they "don't read" the reading time per day.

When you were a senior in high school (Grade 12), how long did you spend studying outside of class on average?

*Please include study hours with a private tutor, at a cram school and a prep school.



On average, how long do you spend reading each day (excluding cartoons and magazines)?

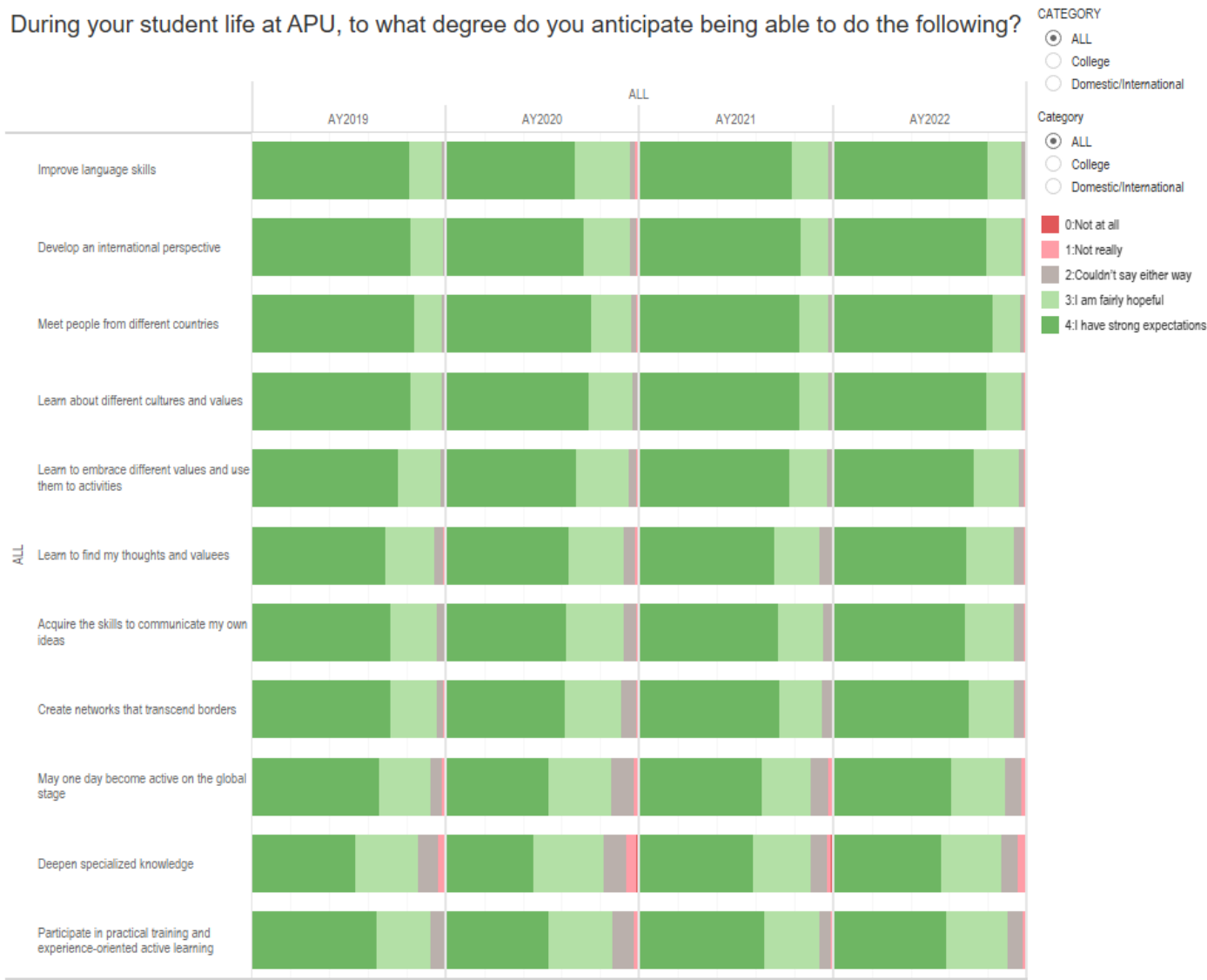


Current Situation

Expectations factor

The results of questions on expectations for the APU are shown below. The most frequent response was "I really expect," followed by "I can cultivate an international sense" and "I can meet people from various countries." Students who answered that they "really want to deepen their expertise" were less than 50% in AY2008, but slightly increased to approximately 56% in AY2022.

During your student life at APU, to what degree do you anticipate being able to do the following?



About your competencies

In order to visualize the growth of students starting in AY2022, we asked them about their own perceptions of APU Rubric's competencies. The most commonly perceived competencies at the time of admission are "empathy (trying to understand the other person from the other person's position or culture and accepting the other person's feelings and thoughts)" and "empowerment (making use of one's own knowledge, skills and experience to improve the knowledge and skills of the person involved)."

To what degree do you believe you possess the following qualities and abilities?

※Additional questions from AY2022

CATEGORY

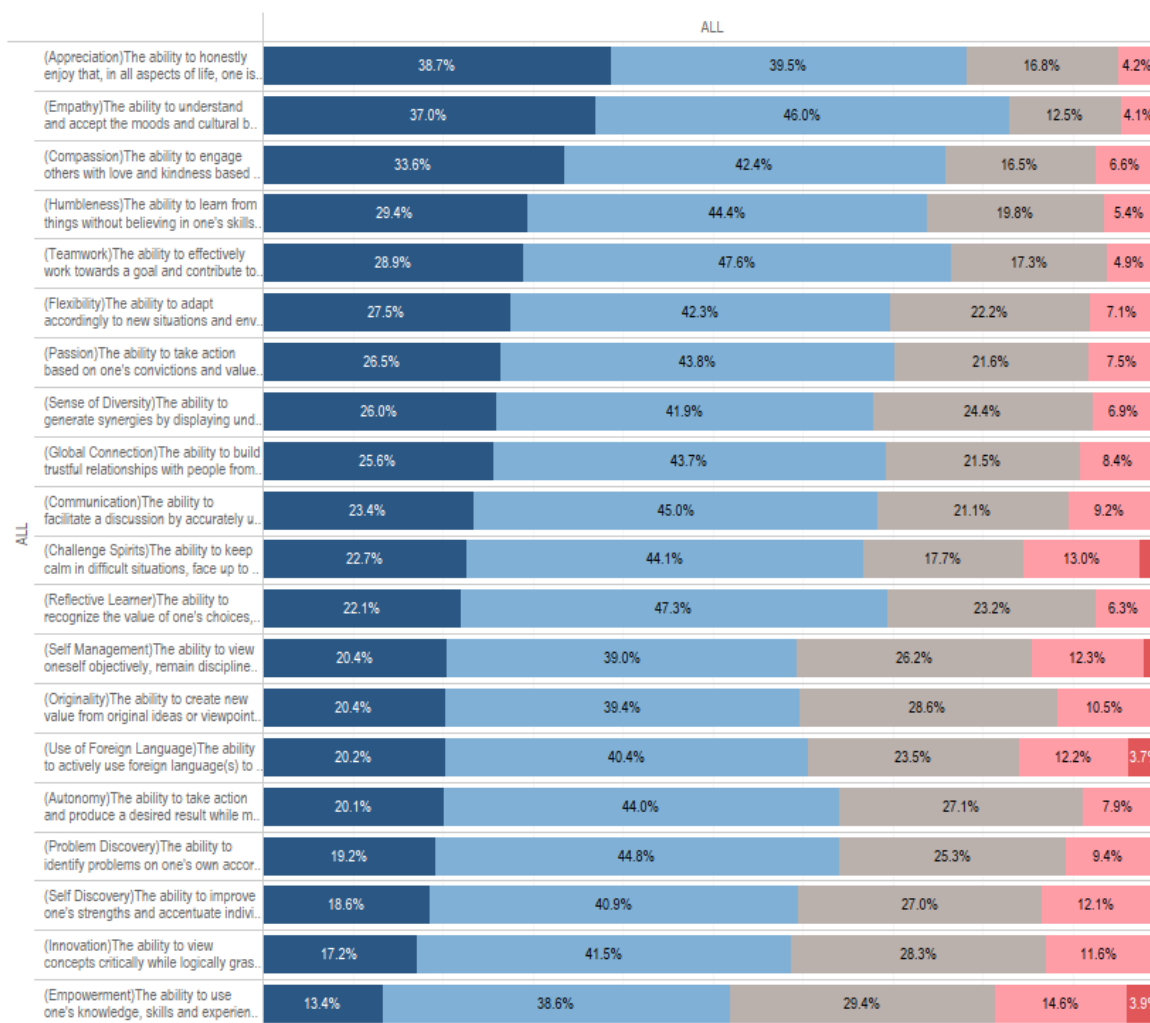
- ☒ ALL
- ☐ College
- ☐ Domestic/International

Category

- ☒ ALL
- ☐ College
- ☐ Domestic/International

回答表示用

- A1: Not at all
- A2: Not so much
- A3: Can't say either way
- A4: Sufficiently
- A5: Very much

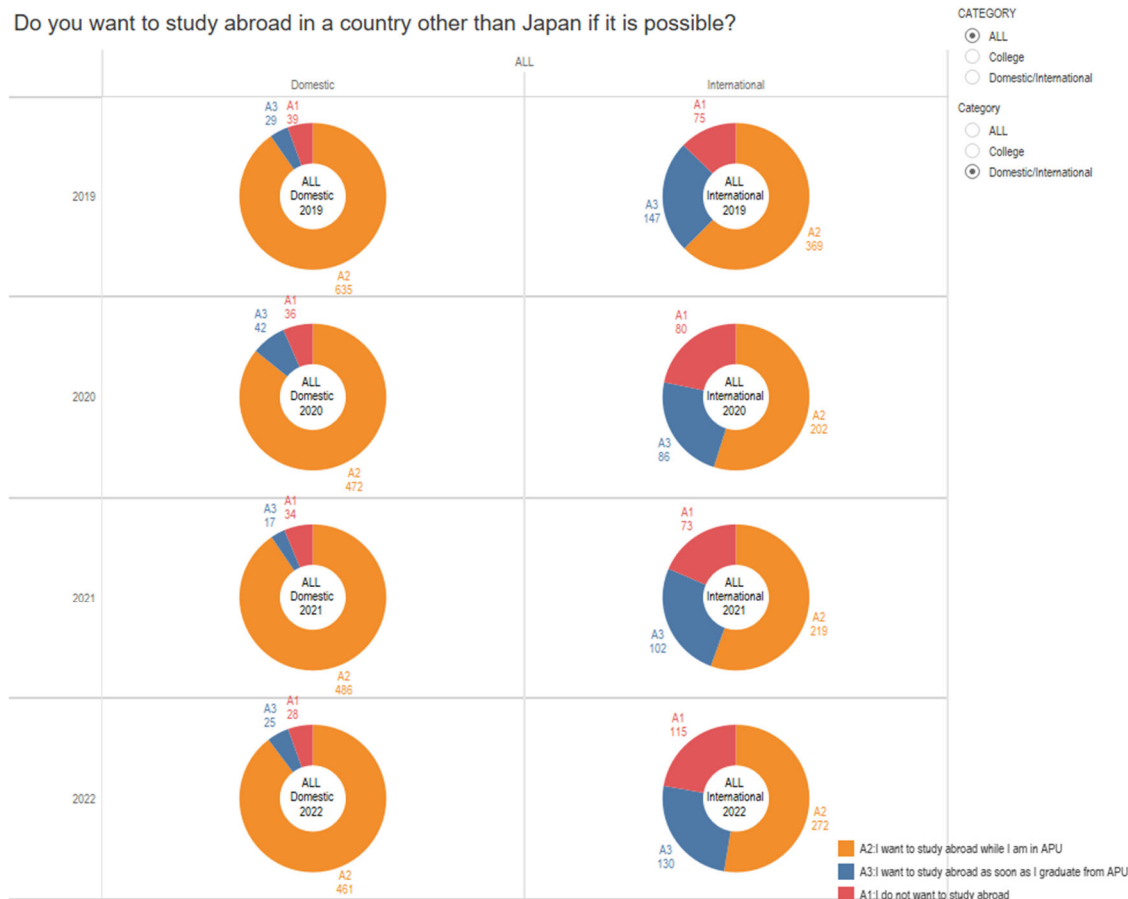


During and after graduation

Study abroad preference

The following shows the results of questions on whether or not students wish to study in countries other than Japan. Ninety percent of domestic students answered that they "want to study abroad while they are studying," and more than half of international students also wish to study abroad.

Do you want to study abroad in a country other than Japan if it is possible?



Field of study preference

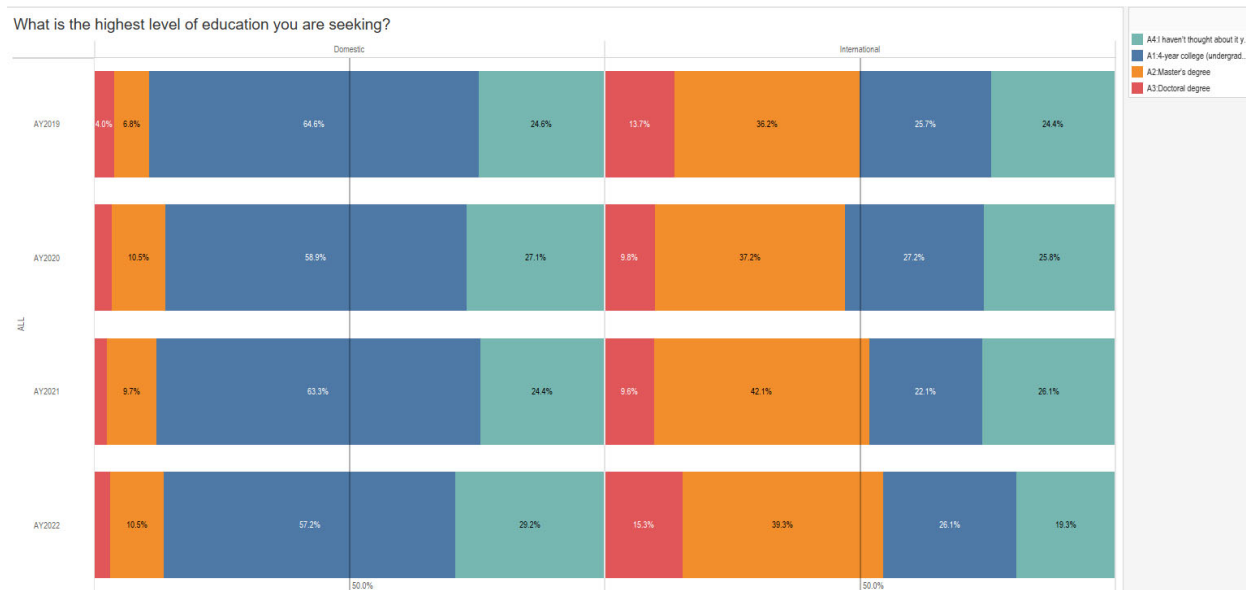
The following shows the results of the question regarding the fields of study in which the students are interested at the time of enrollment.

Each college offers four areas of study. Which area are you interested in the most at this moment? (choose one from the college you are enrolled)



Preference for higher education

The following shows the results of the questionnaire on advancement to higher education after graduation. Over 50% of international students wish to go on to graduate schools, and 15.3% of students answered that they wish to go to doctoral degrees in AY2010.



Career preference (Location)

The following shows the results of questioning about where to work or proceed to higher education after graduation.

