This report presents the tabulated and analyzed results of an alumni survey conducted by the Center for Higher Education Studies on graduates who commenced undergraduate studies in 2006, with tabulated data and free-response appendices provided in three parts. The survey was distributed via direct mail to 9,193 respondents between December 2019 and February 2020, with 543 responses received, resulting in a collection rate of 5.9%.

The first part of the report reviews past domestic graduate surveys and discusses their potential utility for future endeavors. The second part comprises a descriptive statistical analysis categorized by admissions category, focusing on entrance examination types.

Key findings from the analysis include:

1. Students recommended by designated schools exhibited higher levels of non-cognitive abilities such as diligence and perseverance in junior high school compared to those who underwent the general entrance examination.
2. Regarding output, self-recommendations and AO entrance examinations demonstrated greater acquisition of expressive and presentation skills compared to general entrance examinations.
3. Students recommended by affiliated/affiliated schools displayed greater enthusiasm or experience in specialized subjects, general education subjects, and research activities compared to those recommended by general entrance examinations. However, they exhibited less enthusiasm for seminars than those recommended by designated schools. It's noted that these results may be influenced by respondent bias towards certain faculties, warranting consideration for future follow-up surveys.

In the third section, we examined whether learning during school correlates with output, and if so, which types of learning are most impactful. Key findings include:

1. No strong correlation was found between grades and abilities, including knowledge.
2. While input variables such as non-cognitive abilities in junior high school and grades in the third year of high school positively correlated with grades, no significant relationship was observed between these variables and abilities, including knowledge. Additionally, students who were more enthusiastic or experienced in learning during their school years tended to have higher abilities.
3. The four abilities analyzed were positively related not only to formal studies but also to extracurricular college-related activities.
4. Acquired abilities are utilized in work and daily life, as evidenced by the structural equation model analysis and free-response descriptions.

Overall, the findings suggest that university education contributes to the acquisition of abilities, even when considering various pre-university conditions. The supplementary discussion presents proposals for utilizing this research study and its findings in university policies.