

This report outlines the findings of an alumni survey conducted by the Center for Higher Education Studies, focusing on alumni who enrolled in the Faculty in 2008. The survey aimed to assess their experiences and outcomes post-graduation. It was distributed via email and direct mail to 9,807 alumni between the end of December 2021 and the end of January 2022, with 1,013 responses received, indicating a collection rate of 10.3%. Although there is no significant bias in the collection rate by department, it's worth noting that respondents represent a relatively senior cohort in terms of their academic progression at the university.

Chapter 1 provides an overview of the survey methodology and explores the academic and social environments experienced by respondents during their time at the university. In Chapter 2, we investigate the relationship between the acquisition of Diploma Policy (DP) items related to internationalization and respondents' academic and student life experiences. The key findings are as follows:

1. The educational experiences at Waseda University significantly contributed to the acquisition of international perspectives. Notably, studying with foreign students and participation in discussions or presentations in foreign languages were strongly associated with the level of internationalization acquired.
2. Both short-term and long-term study abroad experiences positively influenced the acquisition of international perspectives, with slightly higher effects observed in the long-term case. However, the degree of association was greater for studying with foreign students.
3. While medium- to long-term study abroad experiences were perceived as more useful for current job roles, short-term study abroad experiences were considered less beneficial by half of the respondents.

Chapter 3 focuses on analyzing factors influencing individual differences in study behavior, educational outcomes, and current situations post-graduation. The analysis reveals:

1. Enthusiastic engagement in specialized subjects, interactions with good teachers, and discussions with peers significantly influenced educational achievements.
2. Participation in educational and training programs at work, academic performance in later undergraduate years, and having supportive networks at work were key factors influencing satisfaction with current life situations.
3. Students who were more engaged in learning during their time at the university were more likely to perceive the usefulness of their college education in their current job roles.

While the analysis provides valuable insights, considering additional explanatory factors beyond those discussed may be necessary, given the limitations of the coefficient of determination.