

This report presents the results of an alumni survey conducted by the Center for Higher Education Studies. The survey targeted alumni who enrolled in the undergraduate program in 2010 and includes a tabulation and analysis of the findings. It was sent by email and direct mail to 9,897 individuals between the end of December 2023 and the end of January 2024, using the email addresses and postal addresses registered with the university. A total of 1,292 responses were received, resulting in a response rate of 13.0%.

Chapter 1 provides an overview of the survey and examines the academic and living environment of the subjects while at the university. Chapter 2 describes changes in common survey items over the past four years. The results of the analysis show that enthusiasm for formal education, including specialized courses, general education courses, seminars, and writing graduation theses, has been on an upward trend over the past four years. There is also an upward trend in problem-discovery/solution-oriented learning and interactive/dialogic learning experiences, such as “Decided on my theme, conducted research, and presented the results of my research,” “Discussed class content with other students,” and “Discussed class content with faculty.” Regarding learning outcomes, several items showed an upward trend, the most prominent being “Able to express your thoughts in a way that is easy to understand” (Figure). Regarding usefulness, there is also an upward trend in the number of respondents who say that their university experience has been useful. Particularly notable was the increase in the response for “seminars,” which rose from 50.0% in the 2020 survey to 59.7% in the 2023 survey.

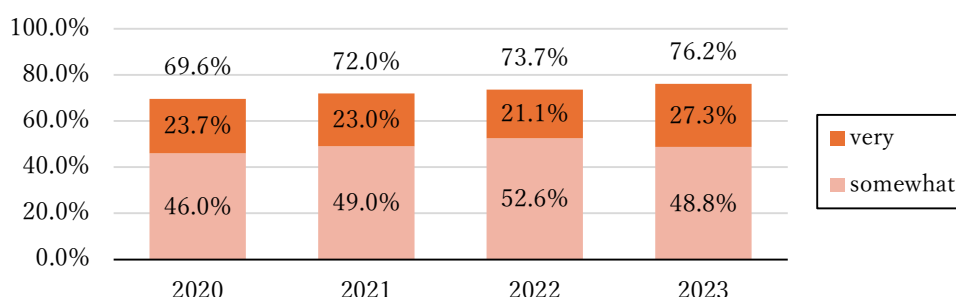


Figure: Overview Learning Outcome “Able to express your thoughts in a way that is easy to understand”

Chapter 3 analyzes the relationship between job separation after graduation and the timing of early job separation (within 5 years, 3 years, or 1 year after graduation), along with various factors at the time of admission or enrollment. For example, those who left their jobs tended not to have chosen the department as their first choice, especially those who left after one year. In terms of pre-college learning behavior, academic performance while in school, and mastery of college DP (Diploma Policy) items, those who left tended to score lower overall, particularly those who left after one year. Similar trends were observed in the perceived usefulness of college learning for work, as well as in current job and life satisfaction.

Chapter 4 focuses on the respondents' experiences while in school, particularly regarding “seminars” and “writing a graduation thesis.” It was suggested that experiences in “seminars” and “writing a graduation thesis” were related to interactive learning experiences. Respondents who were enthusiastic about these activities achieved relatively high levels in identifying problems and issues, critically examining them, and

communicating their findings. Regarding the relationship with post-graduation experiences, respondents—especially those currently working in the “education/learning support industry” and “academic research/specialized/technical service industry”—tended to find “seminars” and “writing a graduation thesis” more useful in their current jobs.