

Fourth Student Life Survey

(April 2022- March 2023)

Kobe City University of Foreign Studies

〈注記〉

1. 本調査は4回目の調査である。本報告書の作成にあたっては単純集計を基礎として、適宜第1回～第3回調査との比較を行っている。さらに必要に応じて分析をしている。
2. 以下の規則に従い集計している。
 - ① 各集計結果の百分率は小数点以下第2位を四捨五入し、小数点第1位まで表示しているため、合計が100%にならない項目がある。
 - ② 平均は、特に断りがある場合を除き無回答・無効回答を除いた回答を対象とする。
3. 各項目の満足度を聞いた質問で、肯定的評価の比率とは「満足」「やや満足」を合計したものであり、否定的評価の比率とは「不満」「やや不満」の合計である。

はじめに

神戸市外国語大学では、教員と職員が、自分の能力を最大限に発揮して仕事をしています。しかし、時には、組織には、メンバーが同じ目的を念頭に置き、チームとしてうまく機能しているかどうかを確認するために、目の前の仕事から少し距離を置き、現実を客観的に分析することも必要です。特に、大学としては、学生をよりよく知るために、学生の日常生活に関するデータが欠かせないものです。ここで紹介する学生生活調査を3年ごとに実施しているのは、学生一人ひとりを大切に思っているからです。

データは、集団行動の傾向を反映しています。しかし、データが抽象的な問題を示しているのではなく、これらのデータは、現実の人々の具体的な問題を反映しているのです。調査結果を通じて大学の様子を俯瞰的に観察した後、その傾向に影響されている学生一人ひとりを確認する必要があります。学生たちの日常生活に問題はないか？より良いケアをするためにその質問に答えるべきです。

今回紹介する調査結果は、コロナ禍に起因すると思われる傾向を反映したものです。しかし、以前からあった傾向、あるいは今後も続く傾向があるかもしれず、私たちはこれからも注意を払う必要があります。例えば、居住形態（図1-3）は、自宅が増加しつつあり、自宅以外で暮らす選択している学生は減っていることがわかります。自宅暮らしを優先するあまり、遠方から通学する学生が多いということなのでしょう。学生生活の目的（図2-1）をよく観察してみると、「専門分野について深く学ぶ」や「幅広い知識を身につけること」が減って、「友人を作り、良い人間関係を広げること」、「将来の仕事に役立つような力を身につけること」、「自分の将来の方向を見つけること」等の意見が増えています。私たち教員は、知識を得る美しさを学生にうまく伝えているのでしょうか？さらに心配なのは、大学生生活に満足していない学生が常に10%いることです（図2-2）。その気持ちを改善するために、私たちにできることはあるのでしょうか？

学生支援部会で調査結果を分析してみました。データをご覧いただき、大学について何がわかるかをお読みになって、解釈してみてください。学生たちの生活をより良いものにするためにどのように貢献できるのでしょうか？ご意見、コメント等ございましたら、学生支援班までお知らせください。ご感想をお待ちしております。

At Kobe City University of Foreign Studies, both faculty members and administrators work with the utmost dedication. However, for an organization to make sure that its members have the same goal in mind and are functioning well as a team, sometimes it is necessary to take some distance from the work at hand and analyze reality objectively. Data on students' daily lives is essential for a university to get to know its students better. We conduct the student life survey presented here every three years because we care deeply about each and every one of our students.

Data reflect trends in collective behavior. However, these data do not indicate abstract problems: they reflect the concrete problems of real people. After observing the university from a bird's eye view through the survey results, it is necessary to identify each student who is affected by a particular trend. We must ask ourselves: Are there problems in the

students' daily lives? To provide better care for our students, we should answer that question.

The findings presented here reflect trends that may be attributable to the corona pandemic. However, there may be others that have existed before or will remain, and we need to pay attention to them. For example, the type of residence (Figure 1-3) shows that the number of students choosing to live at home is increasing, while the number of students choosing to live outside their homes is decreasing. Could this result in many students commuting from far away to school because they prioritize living at home? A closer look at the purpose of student life (Figure 2-1) shows a decrease in answers such as "To learn deeply about a specialized field" and "To acquire breadth of knowledge," and an increase in responses of the type of "To make friends and expand good human relations," "To acquire skills useful for future work," and "To find my future path", etc. Are we, as faculty members, successfully conveying to our students the beauty of acquiring knowledge? Even more worrisome is the fact that there is a consistent 10% of students who are not satisfied with their college life (Figure 2-2). Is there anything we can do to improve this feeling?

The Student Support Committee has analyzed the survey results. Please take a look at the data and read and try to interpret on your own what they reveal about the university. How can each of us contribute to making students' lives better? If you have any suggestions or comments, please let us know at the Student Support Section. We would be grateful for any comments or suggestions.

2023年11月

学生支援部長 モンセラット・サンス

Dean of Students Montserrat Sanz

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Results of the Fourth Student Life Survey

1 Outline of the Survey

1.1 Purpose

Following Kobe City University of Foreign Studies' mid-term plan, we have been working to improve our student support system. The purpose of this survey was to grasp the living conditions and attitudes of students and to provide basic data for student support. This is the fourth survey following those conducted in 2013 (1st), 2016 (2nd), and 2019 (3rd).

1.2 Survey Method

1) Survey implementation period

November 7 (Monday) to November 25 (Friday), 2022

2) Survey Target

The survey covered 1,706 students enrolled in the university's undergraduate and graduate schools as of November 2022 (excluding students on leave of absence), and was open to all students.

3) Method of implementation

- First and second year students

For 1st and 2nd year students, the *Student Life Survey* was distributed and collected by professors during the language classes of the students' majors.

- Grades 3 and 4

For 3rd and 4th year students, teachers distributed and collected the *Student Life Survey* in their seminar classes (research guidance, graduation thesis guidance).

- Support for students taking online courses

Since some students were taking classes online due to the coronavirus pandemic, the survey was distributed and collected by mail (193 students received the survey by mail, 46 responded. However, the exact number of respondents is unknown, as it is possible that some students received the survey by mail and submitted their responses in person).

4) Number of Responses and Response Rate

The number of respondents during the above survey period was 1,157, which results in an overall response rate of 67.8%. Compared to the first survey (1,124 respondents, 60.7% collection rate) and the second survey (1,236 respondents, 65.6% collection rate), the collection rate increased, but compared to the third survey (1,303 respondents, 71.8% collection rate), both the number of responses and the collection rate decreased.

The collection rate by department ranged from 60% to 70%. The collection rate for the Department of English and American Studies in the Second Division was below 65%. In contrast, the Department of Spanish Studies and the Department of Chinese Studies had relatively high response rates of 75.5% and 75.3%, respectively (Table 1-1).

There was a considerable degree of variation in the response rates by department and course for the second grade, third grade and above. For the second grade, the response rate was 100.0% for the Department of Russian Studies' Language and Literature Course (100.0%), the Chinese Department's Economics and Management Course (100.0%), the Department of Spanish's Language and Literature Course (100.0%), and the Multicultural Studies Course (100.0%), and for the third grade and above, the response rate for the Chinese Language and Literature Course (100.0%) and the ICC Course (95.5%) in the Department of Undergraduate English and American Studies, were particularly high. Conversely, the second-year students in the Department of International Relations' Economics and Management Course (21.4%), the Department of International Relations' Multicultural Studies Course (22.9%), and the Department of International Relations' Liberal Arts Course (22.2%) had response rates below 30% (Tables 1-2 and 1-3).

Table 1-1 : Survey's response rate by Department and grade

	1年	2年	3年	4年	学科合計
英米学科	113	71	86	104	374
	79.0%	49.0%	75.4%	72.7%	68.6%
ロシア学科	21	33	33	31	118
	46.7%	82.5%	70.2%	64.6%	65.6%
中国学科	38	37	26	42	143
	74.5%	67.3%	83.9%	79.2%	75.3%
イスパニア学科	30	36	20	19	105
	69.8%	92.3%	76.9%	61.3%	75.5%
国際関係学科	61	29	56	66	212
	69.3%	34.9%	83.6%	75.0%	65.0%
学部計	263	206	221	262	952
	71.1%	56.9%	77.5%	72.2%	69.0%
第2部英米学科	48	51	50	53	202
	57.8%	54.8%	76.9%	62.4%	62.0%
合計	311	257	271	315	1154
	68.7%	56.5%	77.4%	70.3%	67.6%

Table 1-2 : Survey's response rate by Department and course of studies, second grade

学科	コース	2学年	回収率
学部英米	語学文学コース	14	40.0%
	国際法政コース	6	40.0%
	経済経営コース	9	56.3%
	多文化共生コース	17	56.7%
	リベラルアーツコース	21	50.0%
	無効・無回答	4	—
	学科計	71	49.0%
ロシア学科	語学文学コース	5	100.0%
	国際法政コース	7	87.5%
	経済経営コース	4	80.0%
	多文化共生コース	5	71.4%
	リベラルアーツコース	10	83.3%
	無効・無回答	2	—

	学科計	33	82.5%
中国学科	語学文学コース	4	40.0%
	国際法政コース	5	41.7%
	経済経営コース	4	100.0%
	多文化共生コース	7	63.6%
	リベラルアーツコース	11	73.3%
	無効・無回答	6	—
	学科計	37	67.3%
イスパニア学科	語学文学コース	9	100.0%
	国際法政コース	4	80.0%
	経済経営コース	5	166.7%※
	多文化共生コース	9	100.0%
	リベラルアーツコース	9	81.8%
	無効・無回答	0	—
	学科計	36	92.3%
国際関係学科	国際法政コース	4	44.4%
	経済経営コース	3	21.4%
	多文化共生コース	11	22.9%
	リベラルアーツコース	2	22.2%
	無効・無回答	9	—
	学科計	29	34.9%
無効・無回答		1	—
合計		207	57.2%

※100%を超えているのは、誤選択によるものと思われる。

Table1-3 : Survey's response rate by Department and course of studies, third grade and above

学科	コース	3 学年	4 学年	合計	回収率
学部英米	語学文学コース	17	22	39	61.9%
	法経商コース	28	40	68	82.9%
	総合文化コース	33	29	62	68.9%
	国際コミュニケーションコース(ICC)	8	13	21	95.5%
	無効・無回答	0	0	0	—
	学科計	86	104	190	73.9%
ロシア学科	語学文学コース	13	9	22	68.8%
	法経商コース	6	9	15	75.0%
	総合文化コース	14	11	25	64.1%
	国際コミュニケーションコース(ICC)	0	2	2	50.0%
	無効・無回答	0	0	0	—
	学科計	33	31	64	67.4%
中国学科	語学文学コース	5	14	19	100.0%
	法経商コース	14	15	29	82.9%
	総合文化コース	7	11	18	62.1%
	国際コミュニケーションコース(ICC)	0	0	0	0.0%
	無効・無回答	0	2	2	—
	学科計	26	42	68	81.0%
イスパニア学科	語学文学コース	7	9	16	88.9%

	法経商コース	8	2	10	76.9%
	総合文化コース	5	8	13	52.0%
	国際コミュニケーションコース (ICC)	0	0	0	0.0%
	無効・無回答	0	0	0	—
	学科計	20	19	39	68.4%
国際関係学科	国際関係学科(コース選択なし)	51	64	115	77.7%
	国際コミュニケーションコース (ICC)	4	1	5	71.4%
	無効・無回答	1	1	2	—
	学科計	56	66	122	78.7%
学部計		221	262	483	74.5%
第2部英米学科	英語学・英語研究コース(第2部)	15	7	22	71.0%
	英語圏文化・文学コース(第2部)	19	25	44	73.3%
	法経商コース(第2部)	16	19	35	59.3%
	無効・無回答	0	2	2	—
	学科計	50	53	103	68.7%
無効・無回答		0	0	0	—
合計		271	315	586	73.4%

1.3 Basic Attributes

The gender ratio by number of responses was 30.9% male and 67.0% female, which is generally consistent with the gender ratio of the enrolled students (Figure 1-1). Note that 1.8% of respondents chose "no response," suggesting that careful consideration is needed in addressing gender issues at the university.

It should be noted that since the number of responses varied by department and course, the survey results are strongly influenced by the department or course with the larger number of respondents. (Tables 1-4 to 6).

Figure 1-1 : Gender

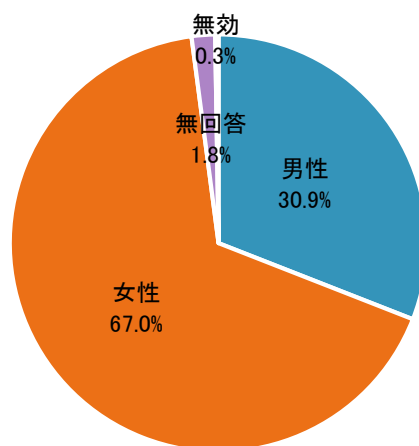


Table 1-4 : Department

	第4回		第3回		第2回		第1回	
	回答数	構成比	回答数	構成比	回答数	構成比	回答数	構成比
1. 学部英米	374	32.3%	416	31.9%	388	31.4%	348	31.0%
2. ロシア	118	10.2%	111	8.5%	92	7.4%	87	7.7%
3. 中国	143	12.4%	150	11.5%	123	10.0%	138	12.3%
4. イスパニア	105	9.1%	135	10.4%	117	9.5%	101	9.0%
5. 国際関係	212	18.3%	247	19.0%	251	20.3%	211	18.8%
6. 第2部英米	202	17.5%	239	18.3%	259	21.0%	236	21.0%
無効・無回答	3	0.3%	5	0.4%	6	0.5%	3	0.3%
合計	1,157	100.0%	1,303	100.0%	1,236	100.0%	1,124	100.0%

Table 1-5 : Department and course of studies (second grade)

学科	コース	回答数	構成比
学部英米 ロシア学科 中国学科 イスパニア学科	語学文学コース	32	15.5%
	国際法政コース	22	10.7%
	経済経営コース	22	10.7%
	多文化共生コース	38	18.4%
	リベラルアーツコース	51	24.8%
国際関係学科	国際法政コース	4	1.9%
	経済経営コース	3	1.5%
	多文化共生コース	11	5.3%
	リベラルアーツコース	2	1.0%
	無効・無回答	21	10.2%
合計		206	100.0%

Table 1-6 : Department and course of studies (third grade and above)

学科	コース	回答数	構成比
学部英米 ロシア学科 中国学科 イスパニア学科	語学文学コース	96	16.4%
	法経商コース	122	20.8%
	総合文化コース	118	20.1%
	国際コミュニケーションコース (ICC)	23	3.9%
国際関係学科	国際関係学科 (コース選択なし)	115	19.6%
	国際コミュニケーションコース (ICC)	5	0.9%
第2部英米学科	英語学・英語研究コース (第2部)	22	3.8%
	英語圏文化・文学コース (第2部)	44	7.5%
	法経商コース (第2部)	35	6.0%
	無効・無回答	6	1.0%
合計		586	100.0%

As for age, those aged 19 accounted for one-fifth of the total, at 20.1% (Figure 1-2). The majority of students live at home (57.0% versus 42.7% living outside of home), as in the previous survey (Figure 1-3). Students in grades 1-3 were in the 50% range (55.1% of freshmen, 50.8% of sophomores, and 55.0% of juniors). In contrast, 44.6% of freshmen, 48.8% of sophomores, and 44.6% of juniors lived outside their homes. 65.7% of seniors lived at home,

and 34.3% lived outside their homes (Figure 1-4). This is a significant difference from the previous survey, which was conducted in the second semester of the fourth year. This is likely due to the timing of the survey, the second half of the 4th year, as well as the fact that most of the students were taking online courses from home for a longer period of time due to the corona disaster.

The highest percentage of students (61.2%) took the general entrance examination (their first choice) at the time of enrollment (Figure 1-5).

Figure 1-2 : Age

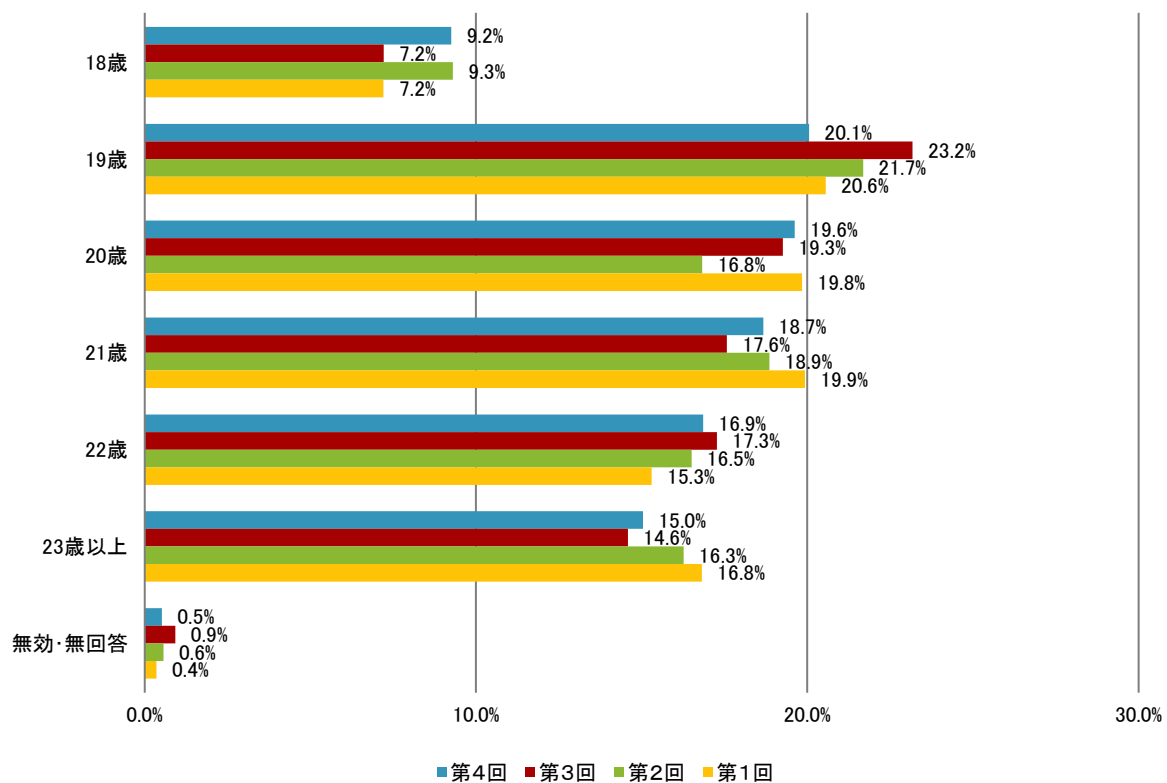


Figure 1-3 : Living situation

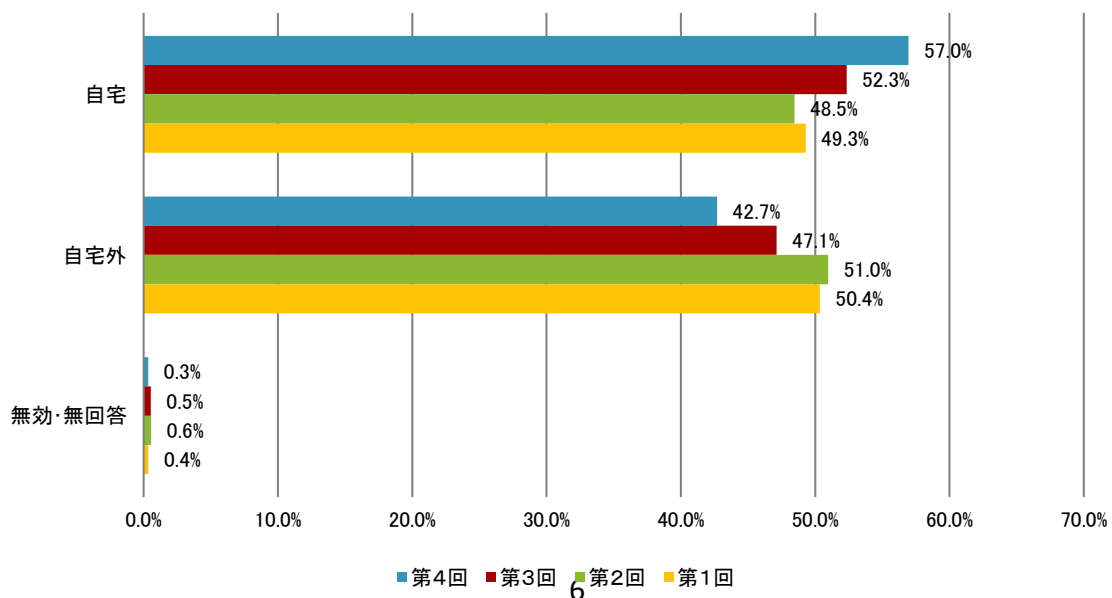


Figure 1-4 Living situation (by grade)

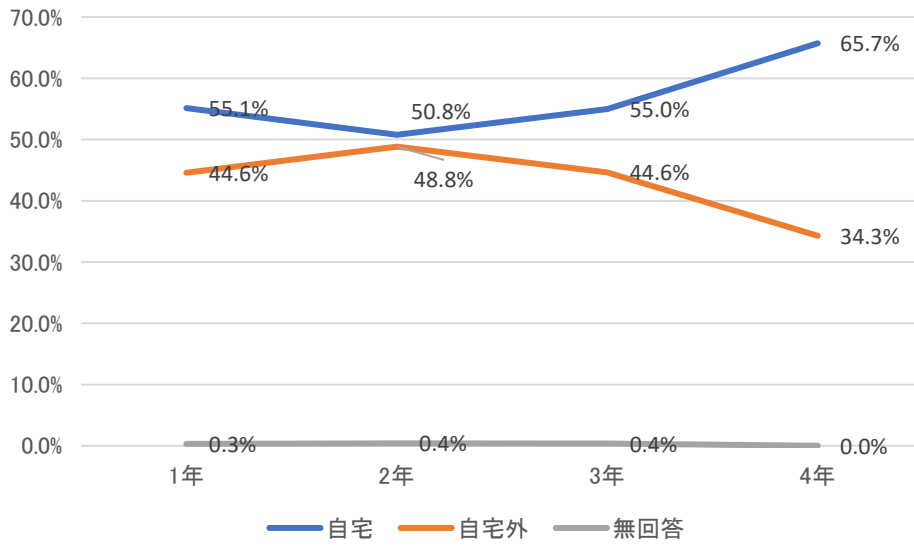
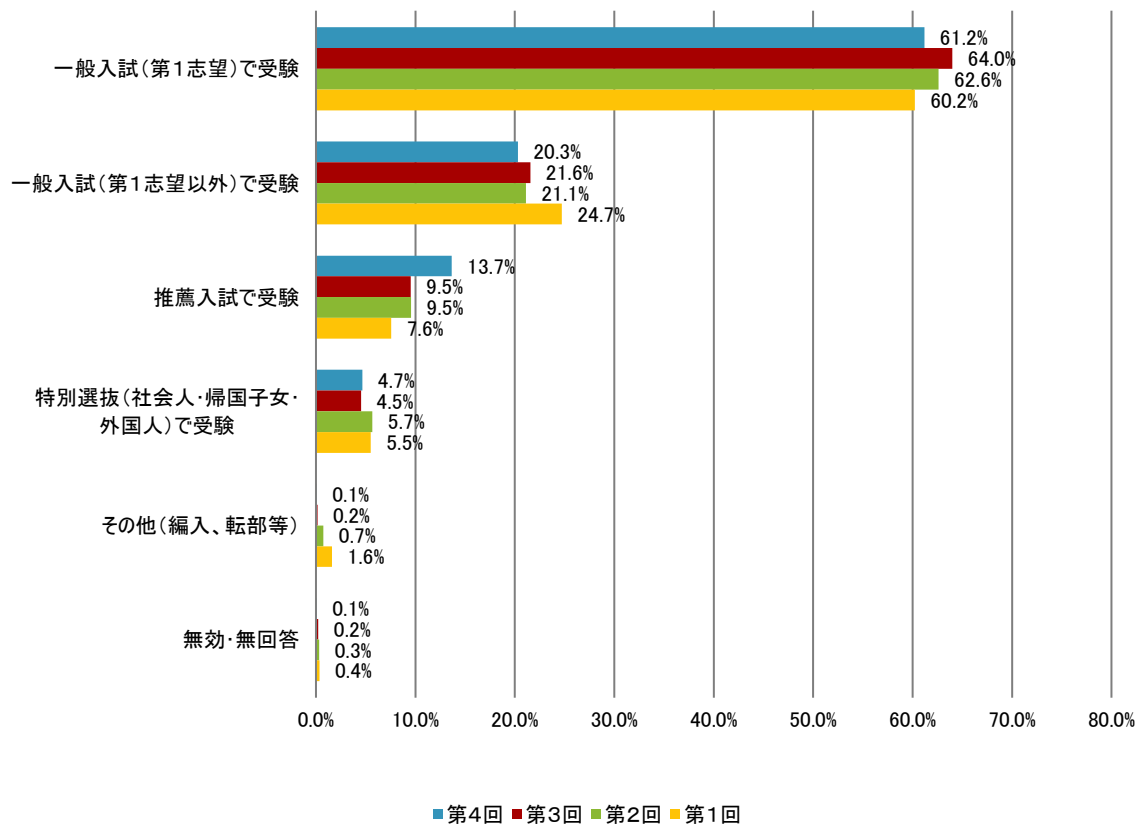


Figure 1-5 : Type of entrance examination



2 Results of the Survey

2.1 Overall Student Life

2.1.1 Views on university life

1) Views on college life

The highest percentages of responses to this question were 27.4% for "Finding my future direction," 18.9% for "Acquiring breadth of knowledge," and 16.8% for "Learning in depth about my field of specialization". These top three items were the same as in the first, second, and third surveys. This time, as in the third survey, there was an increase in the choice "Finding my future direction", while "Acquiring breadth of knowledge" and "Learning in depth about my field of specialization" decreased (Figure 2-1).

Overall evaluations of student life were as follows: in the first survey, 53.4% of respondents (600 students) chose "Satisfied/somewhat satisfied", whereas the answers "Dissatisfied/somewhat dissatisfied" were chosen by 13.1% of respondents (147 students). In the second survey, "Satisfied/somewhat satisfied" was answered by 56.6% or 699 students, whereas 10.5% of respondents (129 students) chose "Dissatisfied/somewhat dissatisfied". The third survey yielded 57.9% of "Satisfied/somewhat satisfied" students (755 students), while 11.4% or 149 students responded that they were "Dissatisfied/somewhat dissatisfied". This is also the trend in the fourth survey: "Satisfied/somewhat satisfied" was chosen by 57.6% (666 students), whereas 10.9% or 126 students were "Dissatisfied/somewhat dissatisfied" (Figure 2-2).

Figure 2-1 : Purpose of student life

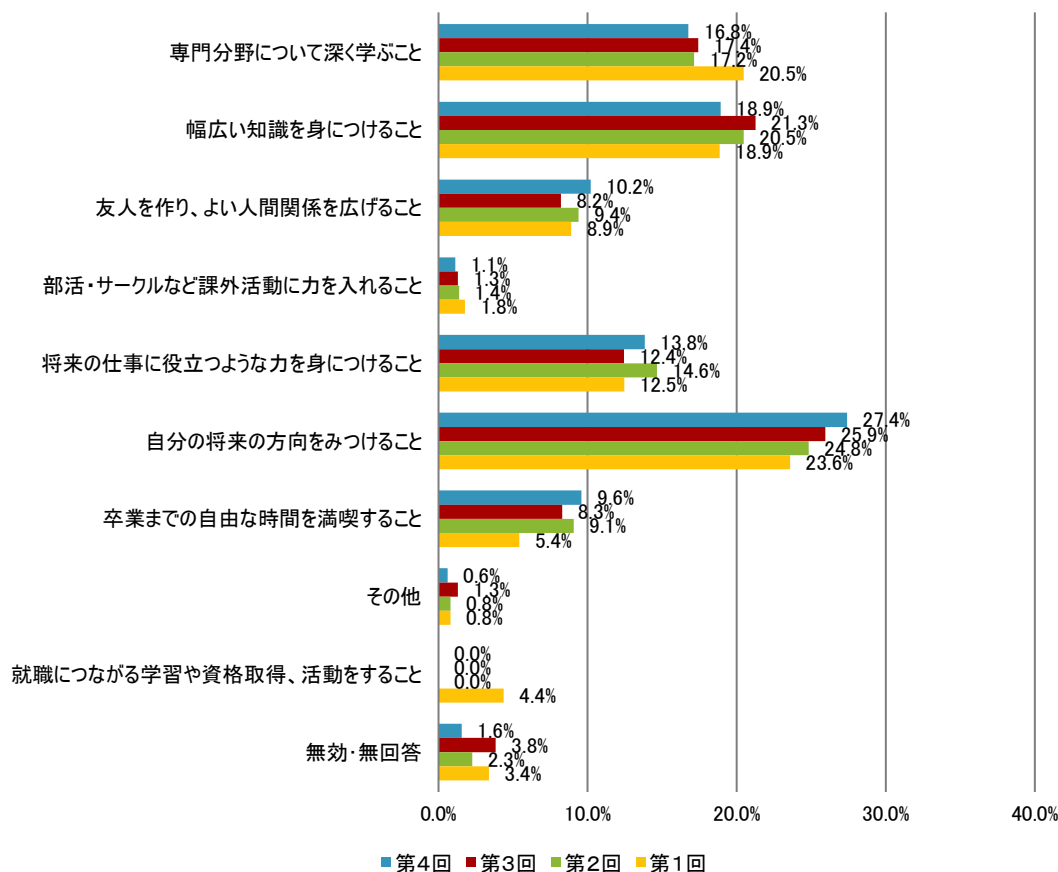
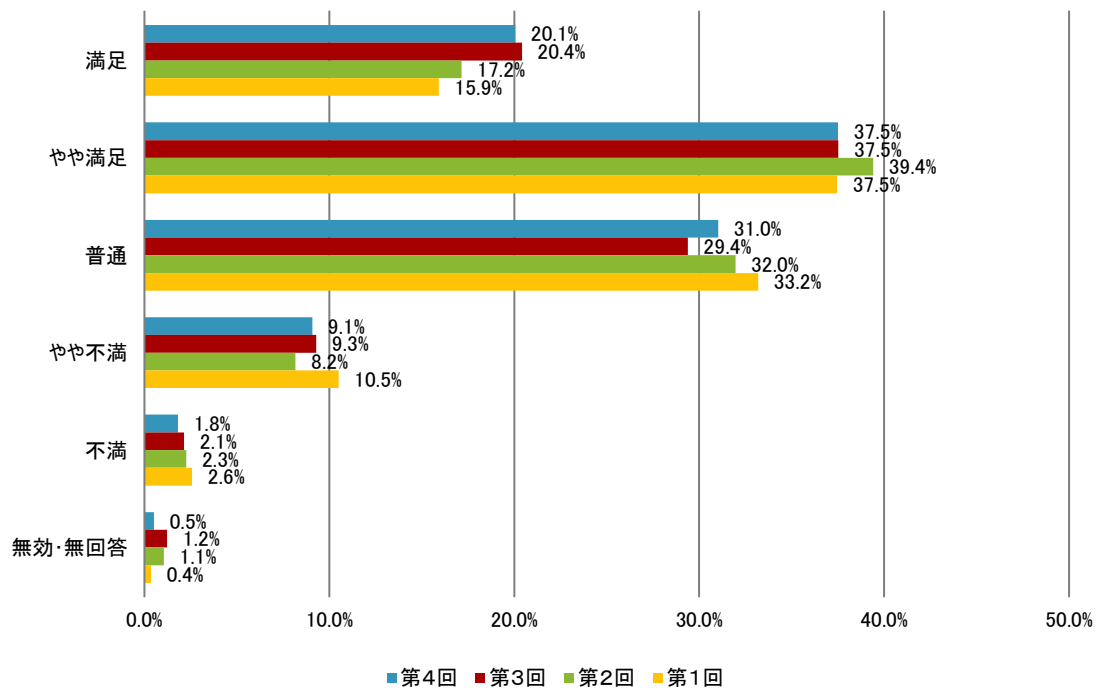


Figure 2-2 : Evaluation of student life



2) Financial situation

The average monthly income of the students was 147,000 yen. This was a decrease of 1,000 yen from the third survey. Students commuting from home averaged 134,000 yen, whereas students commuting from outside the home averaged 164,000 yen. Thus, out-of-home students earned 30,000 yen more than students who live at home (Figure 2-3). Despite the difference, the higher income of out-of-home students is similar to that of previous surveys. However, the percentage of students whose monthly income is below 100,000 yen is 32.8%, 5.6% up from the third survey (Figure 2-4). It is possible to speculate that this may have been due to the impact of the outbreak of the coronavirus infection.

Regarding the tuition fee waiver system, 12.4% of the students were "Unaware of the system," a decrease of 4.7% from the third survey. The total of students who "Received full exemption" and "Received half exemption" was 8.9%, an increase of 4.3% from the third survey (Figure 2-5). It is possible that the impact of the pandemic on household finances is one of the reasons for the increase in the number of students using the tuition fee waiver system.

There is no significant change from previous surveys in that the majority of respondents are "Not working" and "Working part-time" (Figure 2-6). However, 15.0% of the respondents "Do not work", an increase of 3.3% from the third survey.

Figure 2-3 : Monthly income (average depending on living situation)

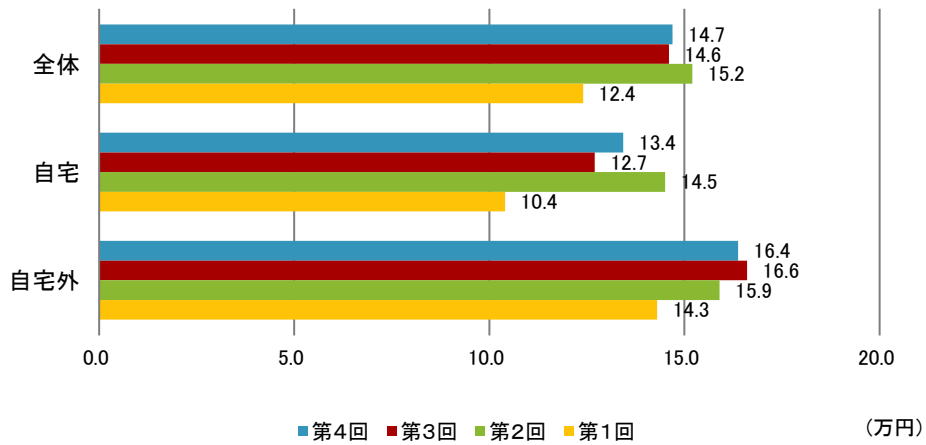


Figure 2-4 : Monthly income (average)

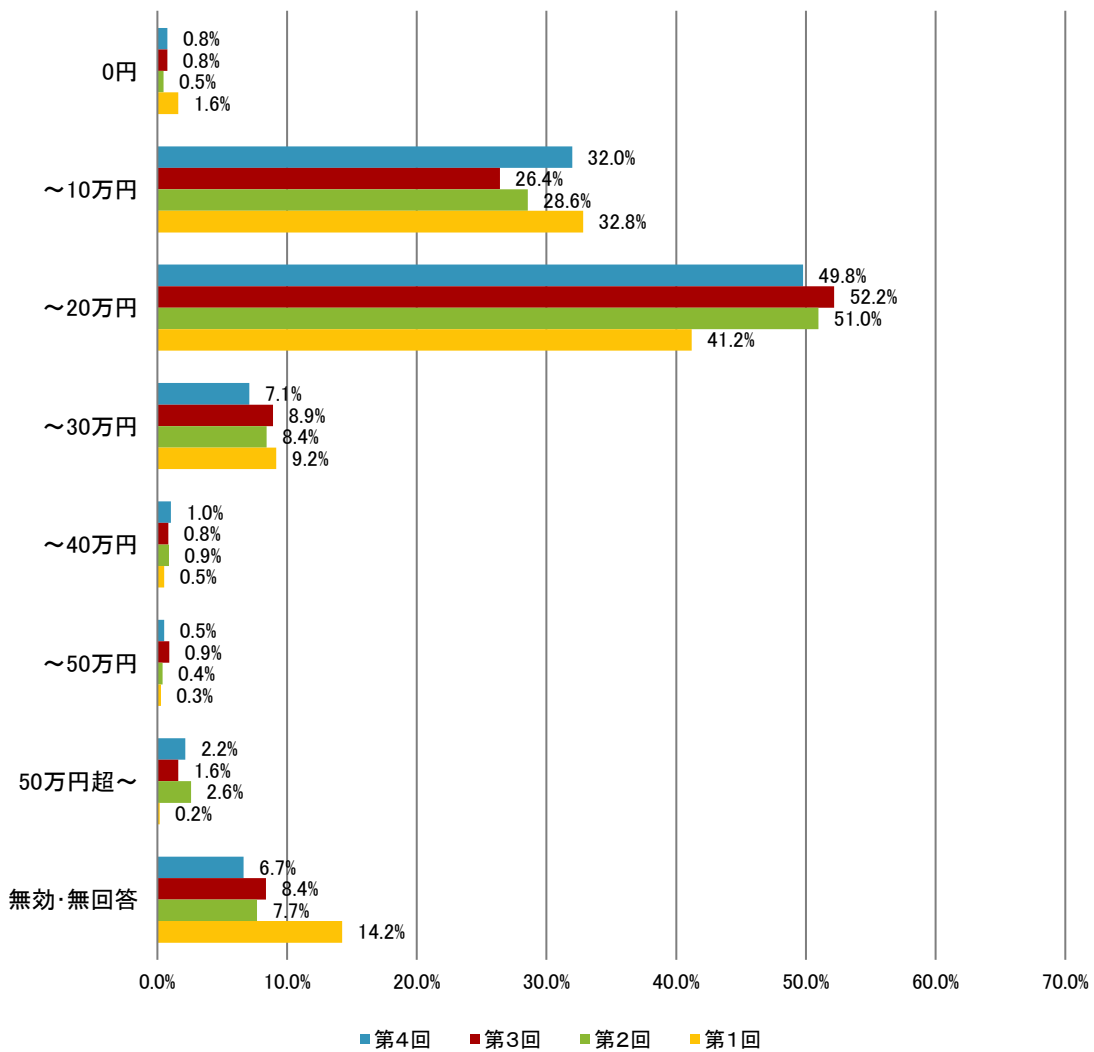


Figure 2-5 : Tuition waiver system

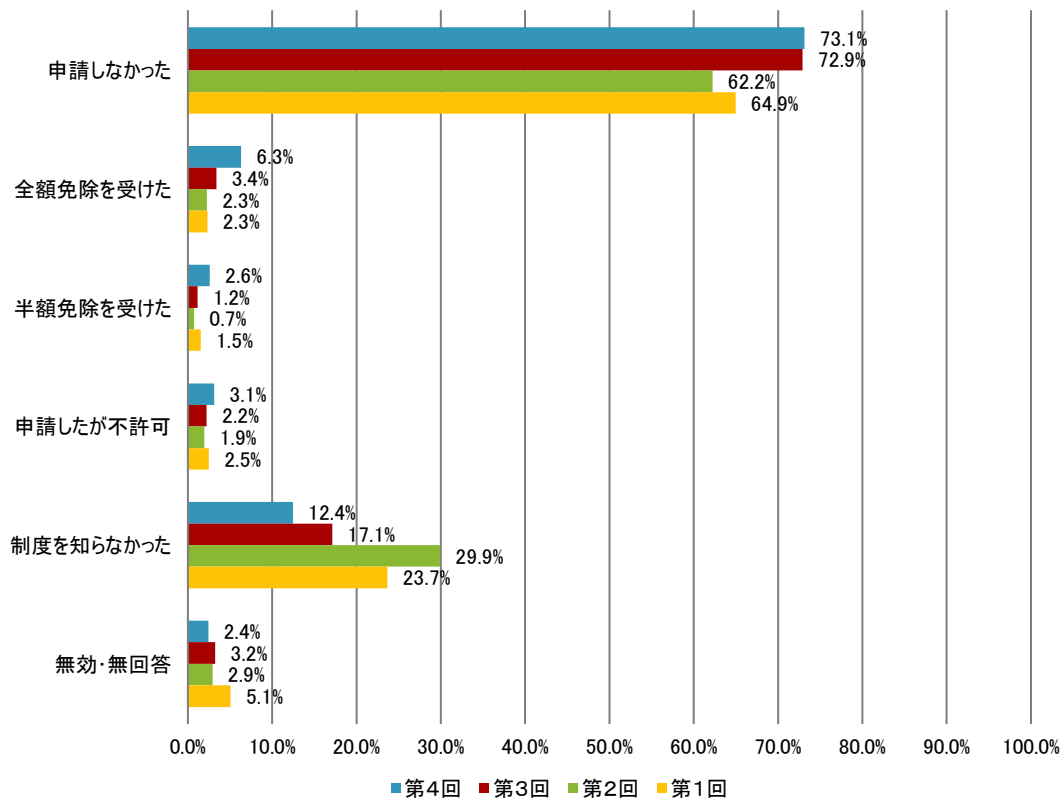
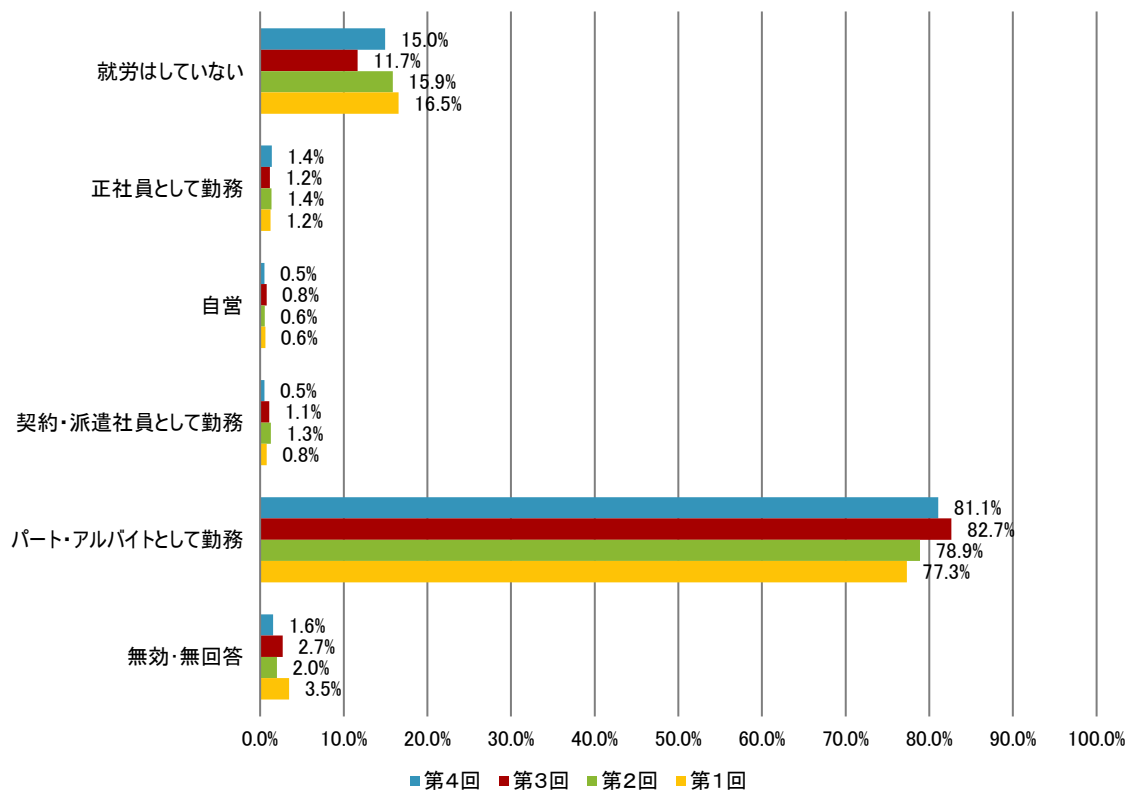


Figure 2-6 : Students' working status



3) Distribution of time in daily life

The survey was conducted separating weekdays from weekends and holidays. The results are as follows in Figures 2-7 and 2-8. There is no significant change from the third survey in that the "Time spent studying" on weekdays is double that of weekends and holidays. This indicates that having classes makes a difference.

In addition, although not necessarily a large difference, there was a slight decrease in the percentage of respondents who chose "Club/club activities" and a slight increase in the percentage who chose "Recreation/fellowship activities" compared to the third survey for both weekdays, weekends, and holidays. It may be assumed that the restrictions on club and circle activities due to the coronavirus pandemic underlie these data. The percentage of "Part-time/regular employment" on Saturdays, Sundays, and holidays decreased compared to the third survey.

The above is a comparison of the mean values. Figures 2-9 through 2-14 compare the distributions.

Figure 2-7 : Distribution of time in daily life (work days)

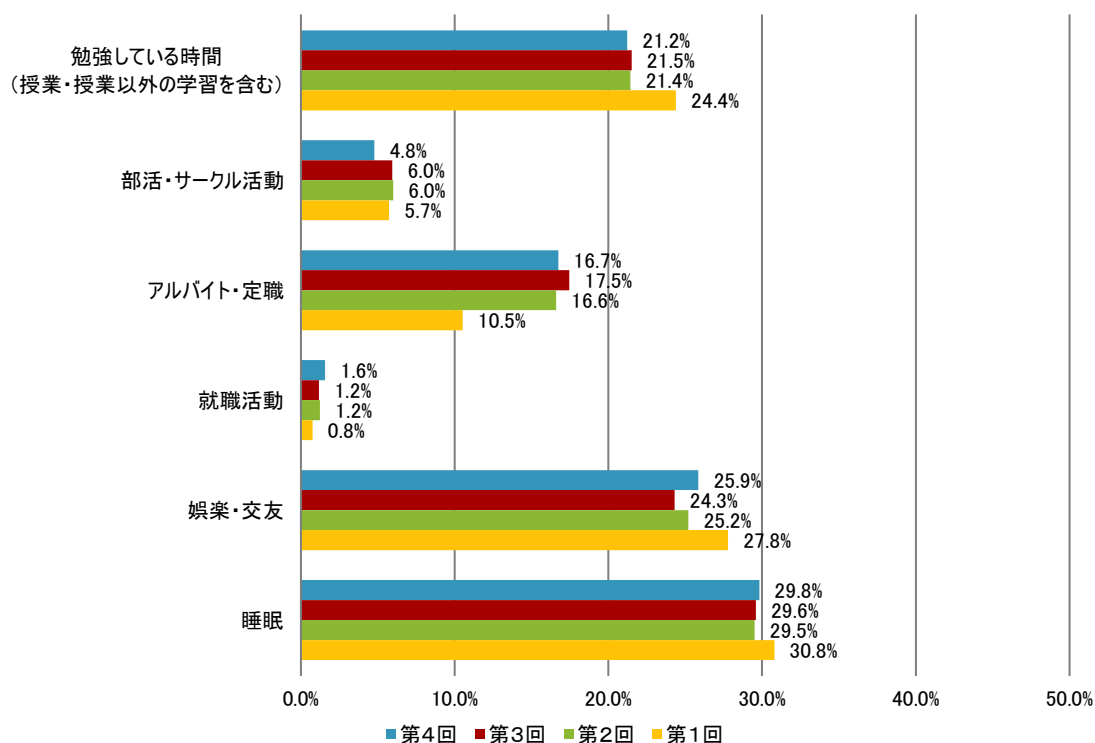


Figure 2-8 : Distribution of time in daily life (Saturdays, Sundays and holidays)

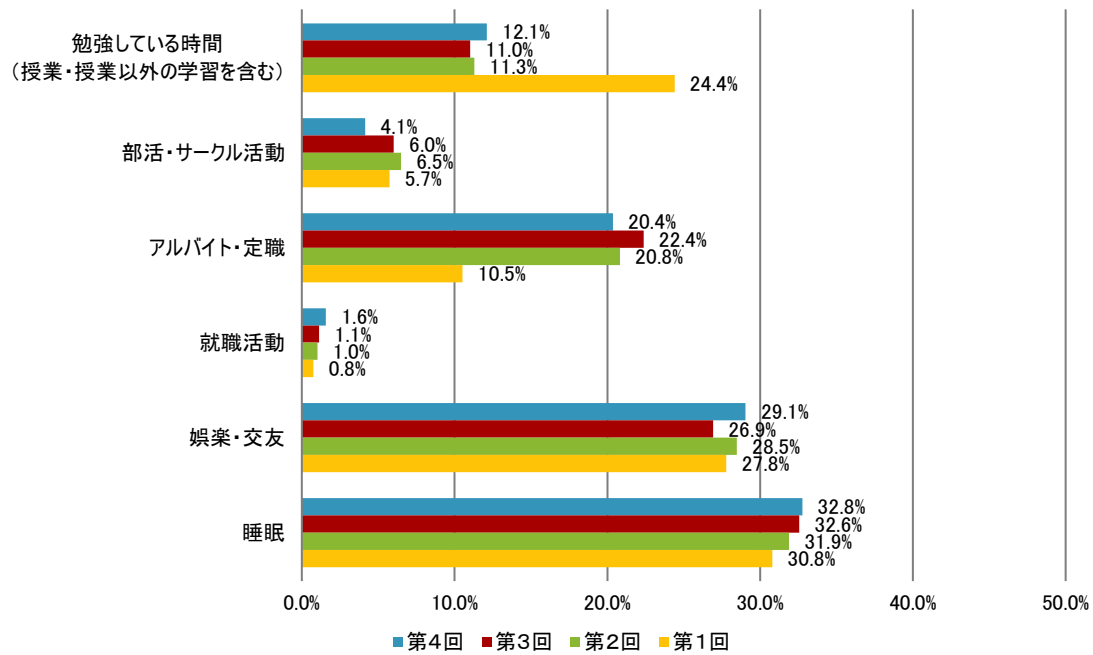


Figure 2-9 : Time spent studying

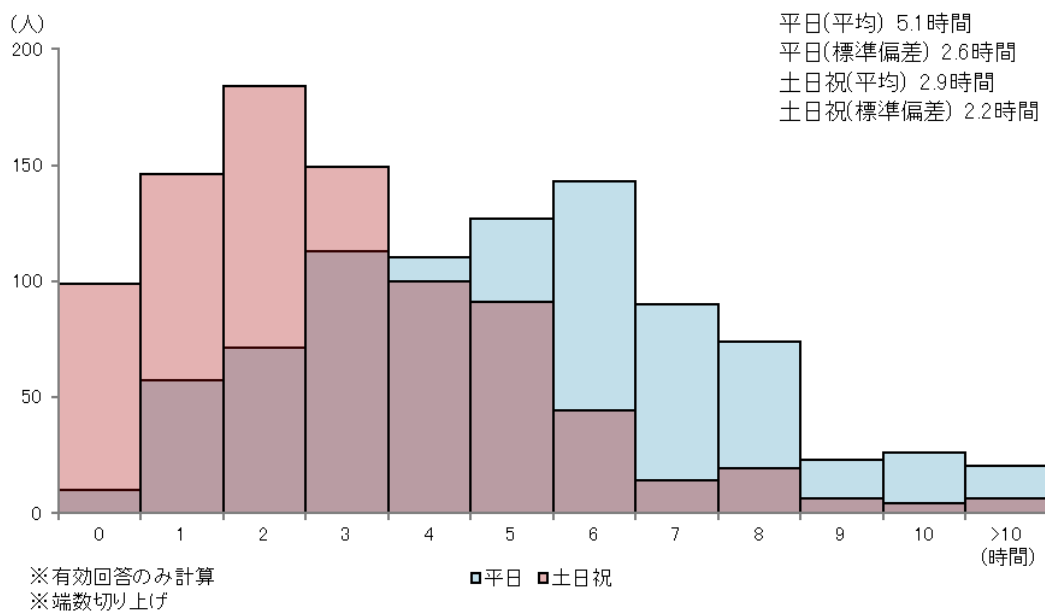


Figure 2-10 : Club and circle activities

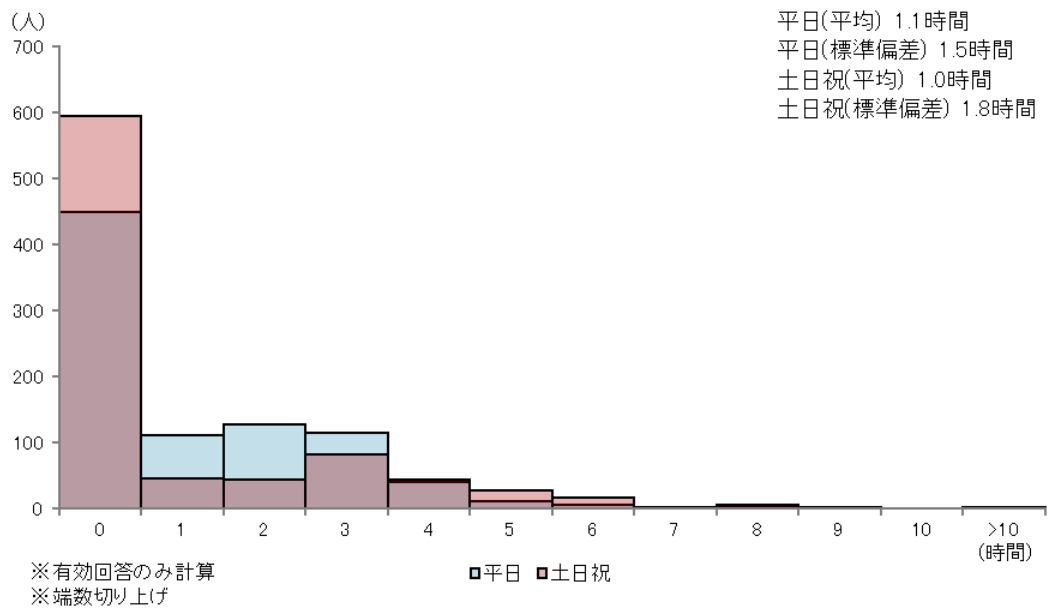


Figure 2-11 : Work and part-time work

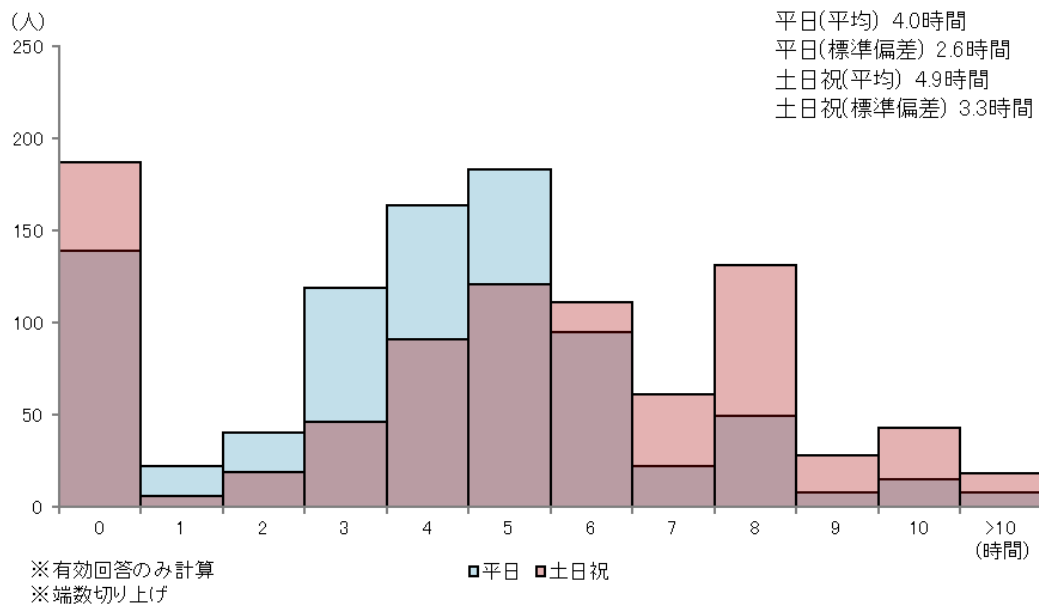


Figure 2-12 : Looking for employment

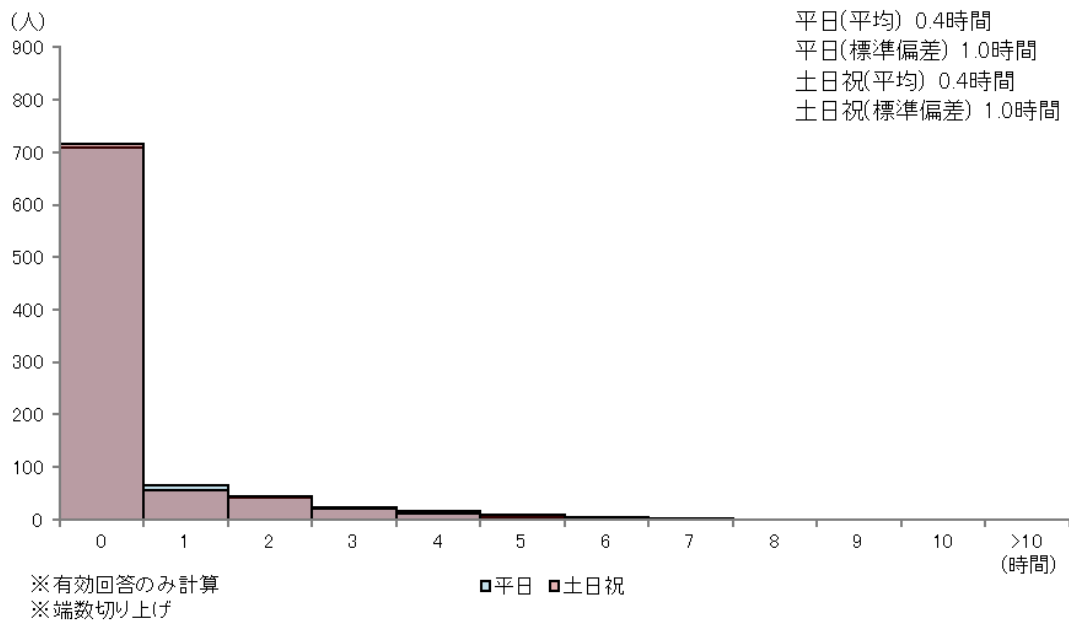


Figure 2-13 : Leisure and relationships with friends

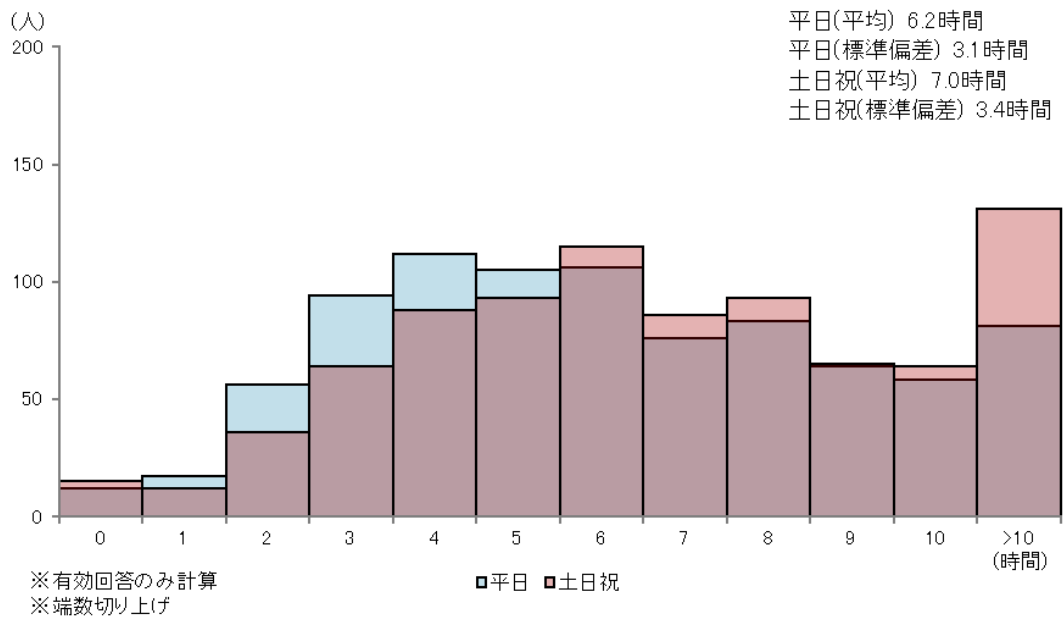
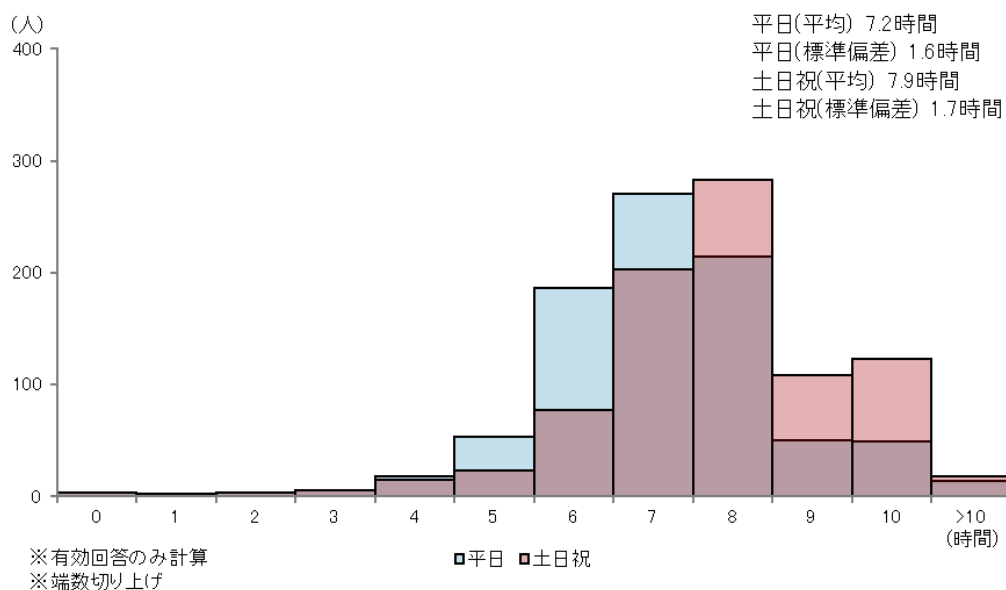


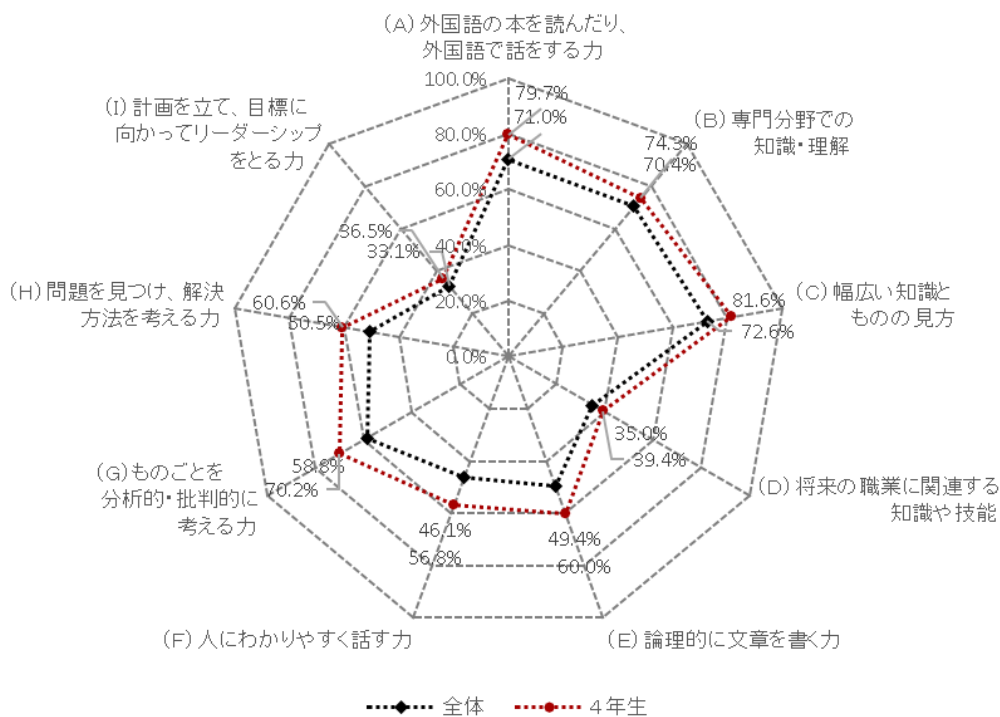
Figure 2-14 : Sleeping time



2.1.2 (Subjective) outcomes of students' life

Respondents were asked about the extent to which each item applies to what they feel they have acquired so far in their university life. The numbers in Figure 2-15 are the sum of "Agree" and "Somewhat agree" responses.

Figure 2-15 : (Subjective) outcomes of students' life



The items that more than a majority of respondents answered in the "I have acquired" choice, when looking at all grades, were:

- (C) A wide range of knowledge and perspectives (72.6%)
- (A) Ability to read books and speak in foreign languages (71.0%)
- (B) Knowledge and understanding in a specialized field (70.4%)
- (G) Ability to think analytically and critically (58.8%)
- (H) Ability to find problems and think of solutions (50.5%)

Conversely, the items for which less than a majority of the respondents answered "I have acquired" were:

- (E) Ability to write logically (49.4%)
- (F) Ability to speak clearly to others (46.1%)
- (D) Knowledge and skills related to future career (35.0%)
- (I) Ability to make plans and take leadership toward goals (33.1%)

The first two items are "The ability to find a problem" and "The ability to find a solution". Among these, the percentage of respondents who answered that they had acquired "(H) The ability to identify problems and think of solutions" turned out to be a majority in this survey.

In addition, when looking only at 4th graders, the percentage of students who said they "acquired" the ability to "find problems and think of solutions" exceeded that of all other grades. Among them, the values that were 10% or higher than before are as follows.

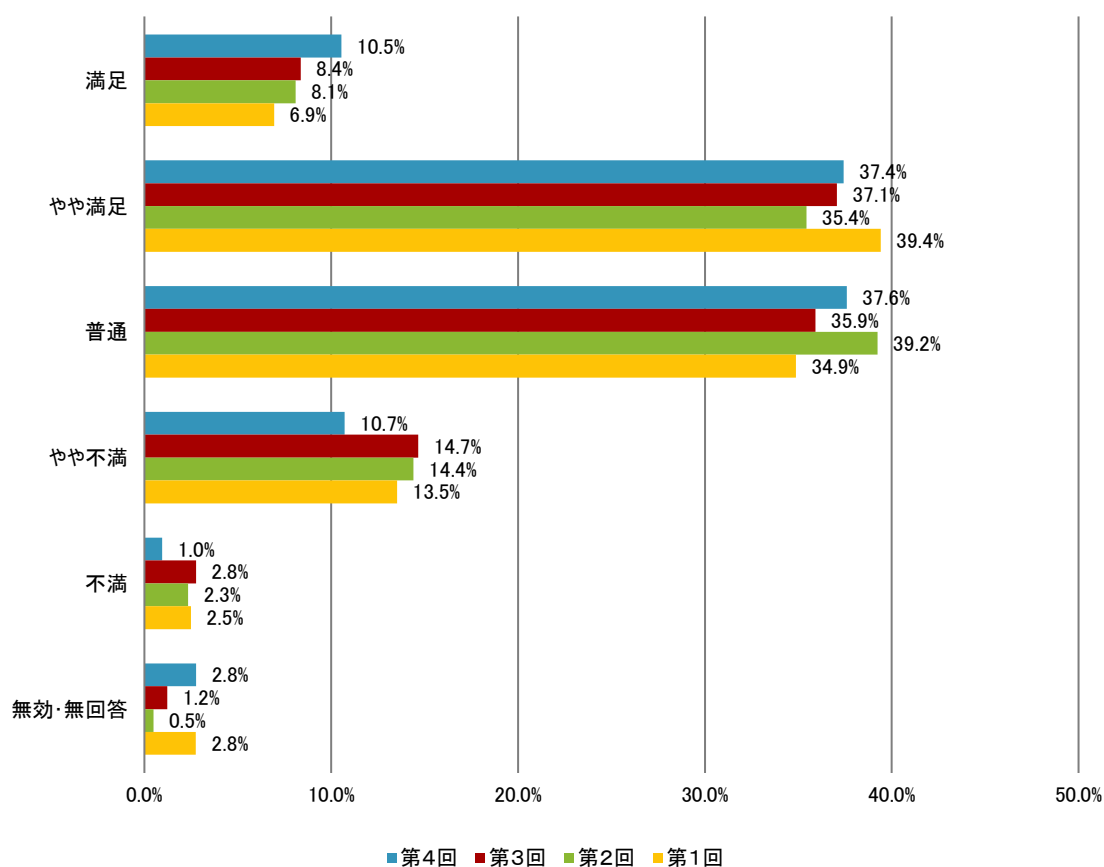
- (G) Ability to think analytically and critically (70.2%)
- (H) Ability to identify problems and think of solutions (60.6%)
- (E) Ability to write logically (60.0%)
- (F) Ability to speak clearly to others (56.8%)

2.2 Individual Activities (Outcomes of Education and Learning Environment)

2.2.1 Regular education

47.9% of the students evaluated their classes positively (sum of "Satisfied" and "Somewhat satisfied") and 11.7% negatively (sum of "Dissatisfied" and "Somewhat dissatisfied"). In the first three surveys, the positive ratings were 46.3%, 43.5%, and 45.5%, respectively, while the negative ratings were 16.0%, 16.7%, and 17.5%, respectively. (Figure 2-16).

Figure 2—16 : General evaluation of all subjects



2.2.2 Library

Regarding the library, 71.8% of respondents gave a positive evaluation and 7.2% a negative one. In the third survey, the percentages were 72.2% for a positive evaluation and 8.5% for a negative evaluation. Given that in the second survey, 70.4% of respondents gave a positive evaluation and 9.9% a negative one, and in the first survey 63.1% gave a positive evaluation and 16.3% a negative one, it is observed that the degree of satisfaction with the library has consistently improved (Figure 2-17). In order of frequency of use, the most frequent responses were: “Once or twice a week” (39.5%), “Once or twice a month” (23.7%), and “Almost every day” (11.1%). The distribution of the results is the same as for the first, second, and third surveys, but the percentages of respondents who use the service almost every day and more than once or twice a week have decreased with each successive survey (Figure 2-18). When asked why they do not use the service, “I do not have time” (34.4%), “I obtain information on the Internet” (28.9%), and “The library does not have the materials that I need” (11.6%) were the top three reasons (Figure 2-19).

Although the level of satisfaction has increased, its use is decreasing. In addition, the percentage of respondents who chose “the library does not have the materials that I need” as a reason for not using the service has decreased.

Figure 2-17 : Evaluation of the library

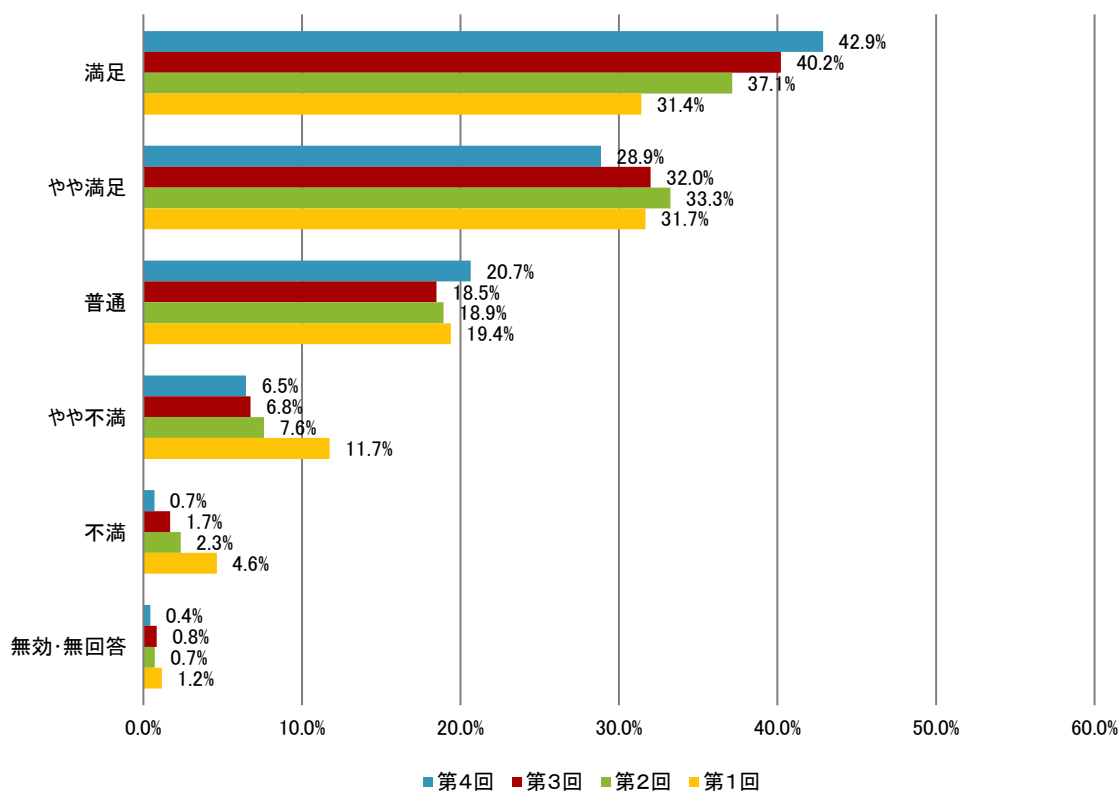


Figure 2-18 : Library usage

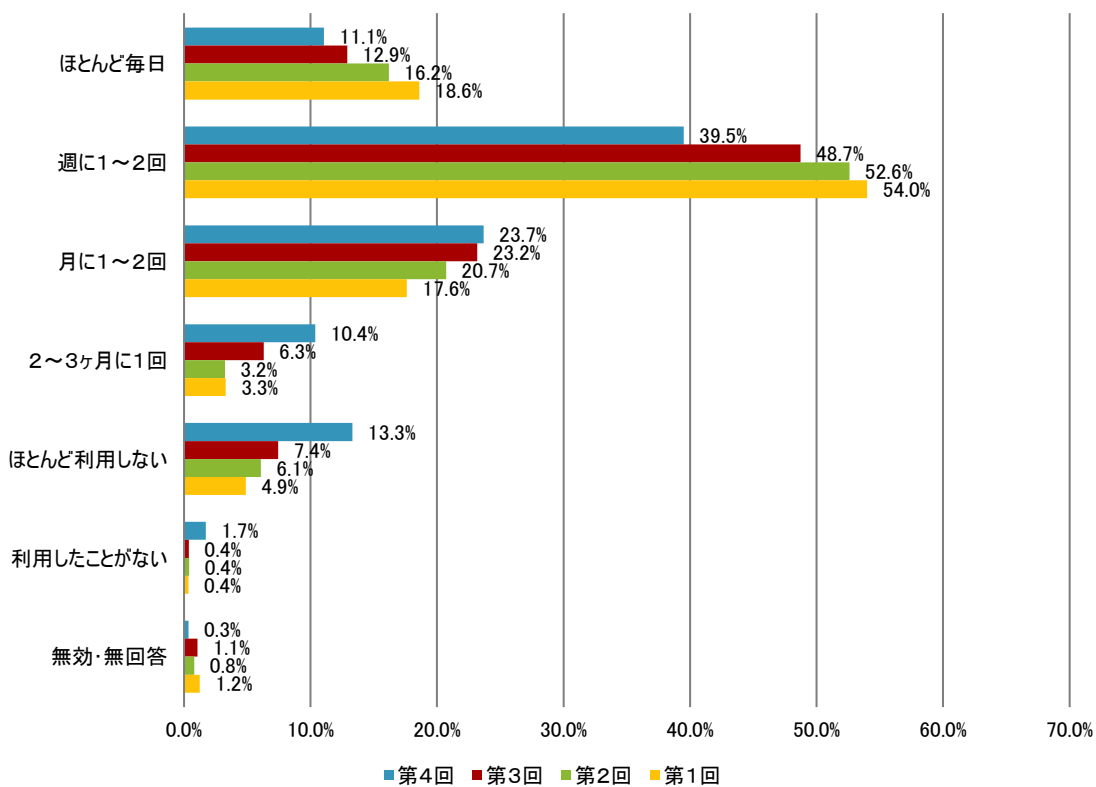
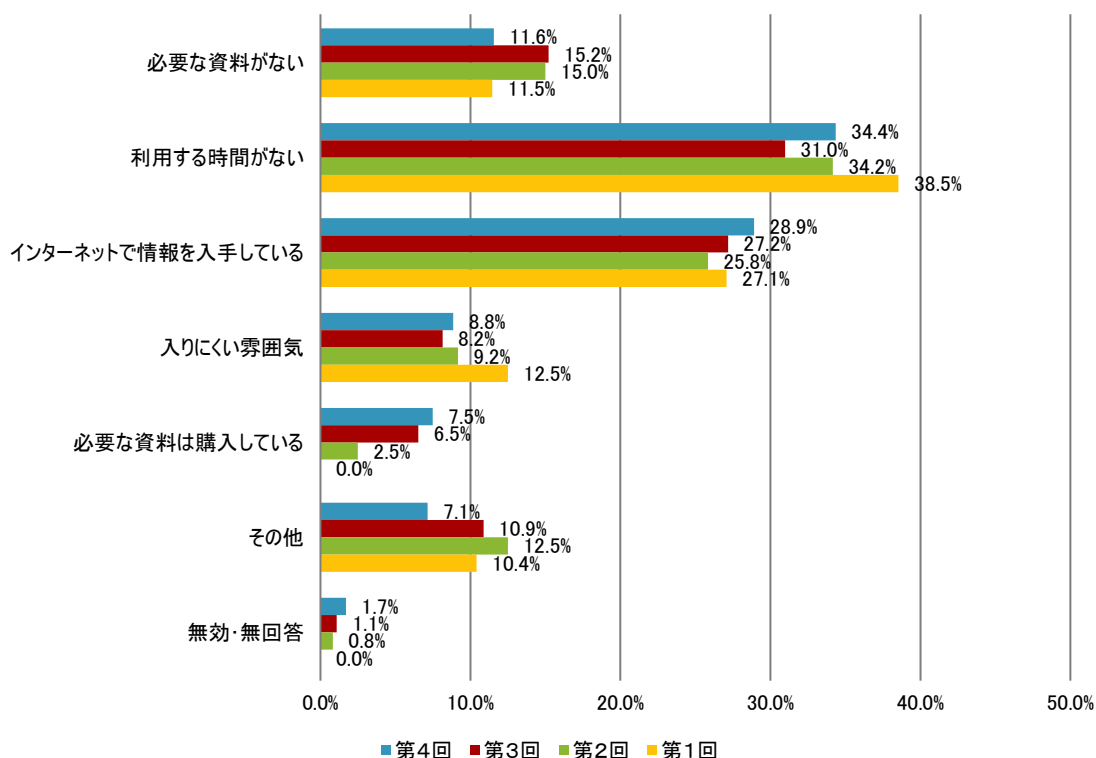


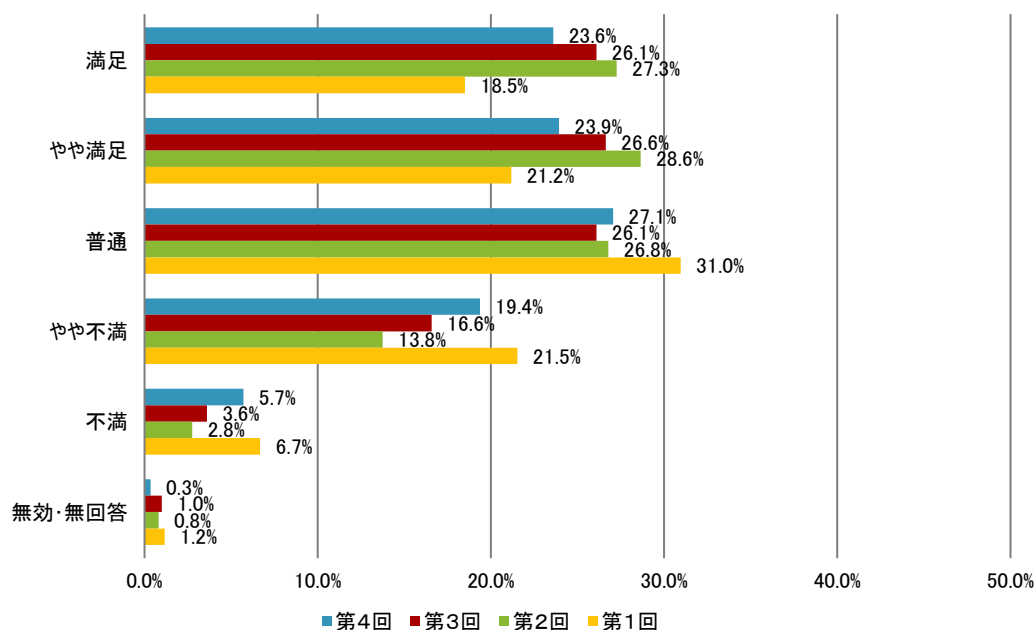
Figure 2-19 : Reasons for not using the library



2.2.3 Satisfaction with Facilities for Learning (Classrooms, Study Space, etc.)

In terms of evaluation of learning facilities, 47.5% of respondents gave a positive response and 25.1% a negative one (Figure 2-20). Although positive evaluations have decreased and negative evaluations have increased since the third survey, long-term trends compared to the first survey indicate an improvement.

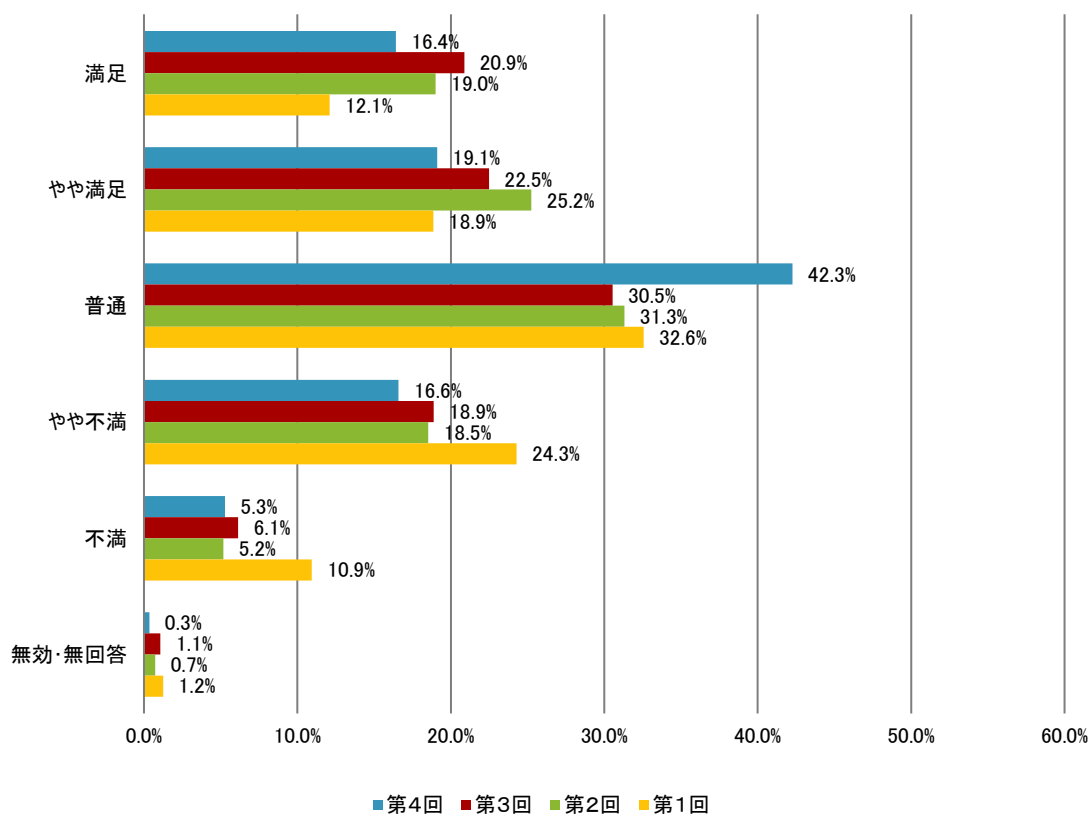
Figure 2-20 : Degree of satisfaction with learning facilities (classrooms, study spaces, etc.)



2.2.4 Information technology equipment

Concerning the students' view of the information technology equipment facilities, 35.5% of respondents gave a positive evaluation and 21.9% a negative one (Figure 2-21). Although the level of satisfaction decreased from the third survey, the negative evaluation also decreased. Compared to the first survey, the long-term trend shows that a significant improvement has been taking place.

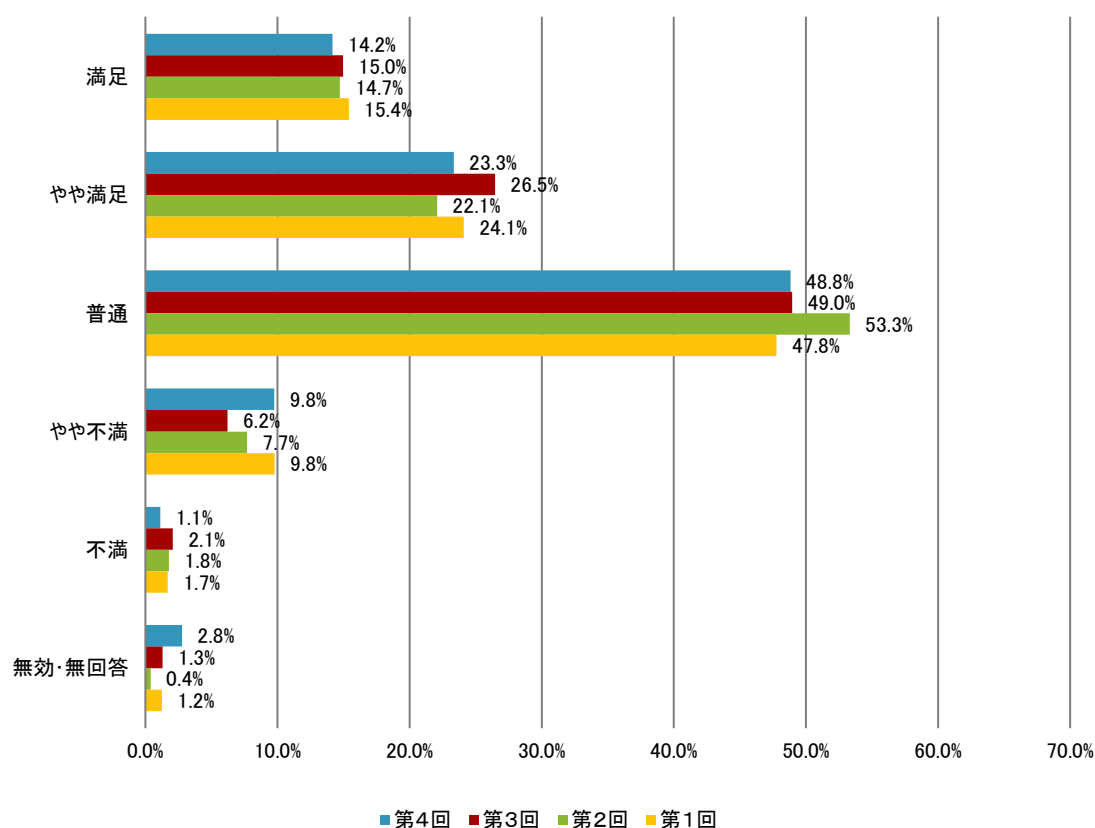
Figure 2—21 : Degree of satisfaction with information technology facilities and equipment



2.2.5 Interaction with faculty

In the question about degree of satisfaction about the interactions with faculty, 37.5% responded positively, whereas 10.9% of students gave a negative rating. Compared to the 41.5% positive evaluation and 8.3% negative one in the second survey, we observe a decrease in positive evaluations while negative evaluations increase. The results show a return to those of the first survey (39.5% positive and 11.5% negative) (Figure 2-22).

Figure 2—22 : Degree of satisfaction with interactions with faculty



2.3 Individual Activities (Extracurricular Activities)

2.3.1 Status of Club/Circle Activities, Volunteer Activities, and Language Theatre Plays

The results of the question on participation in extracurricular activities (“Club/circle activities”, “Volunteer activities”, and “Language theater plays”) are as follows. As shown in Figure 2-23, 58.4% of students currently participate in some kind of extracurricular activity. This is the lowest level among the past surveys, with 60.8% (1st), 62.3% (2nd), and 59.8% (3rd). In particular, the proportion of respondents actively participating in these programs is on a declining trend. We believe that this is likely to be largely due to the impact of the pandemic.

Figure 2-24 shows the areas of participation. The highest percentage (30.3%) of the respondents participated in "Athletic activities," and as shown in Figure 2-25, "Enjoying student life" (67.3%) and "Making friends" (55.0%) were the most common purposes for participating in extracurricular activities.

Figure 2-23 : Frequency of extracurricular activities

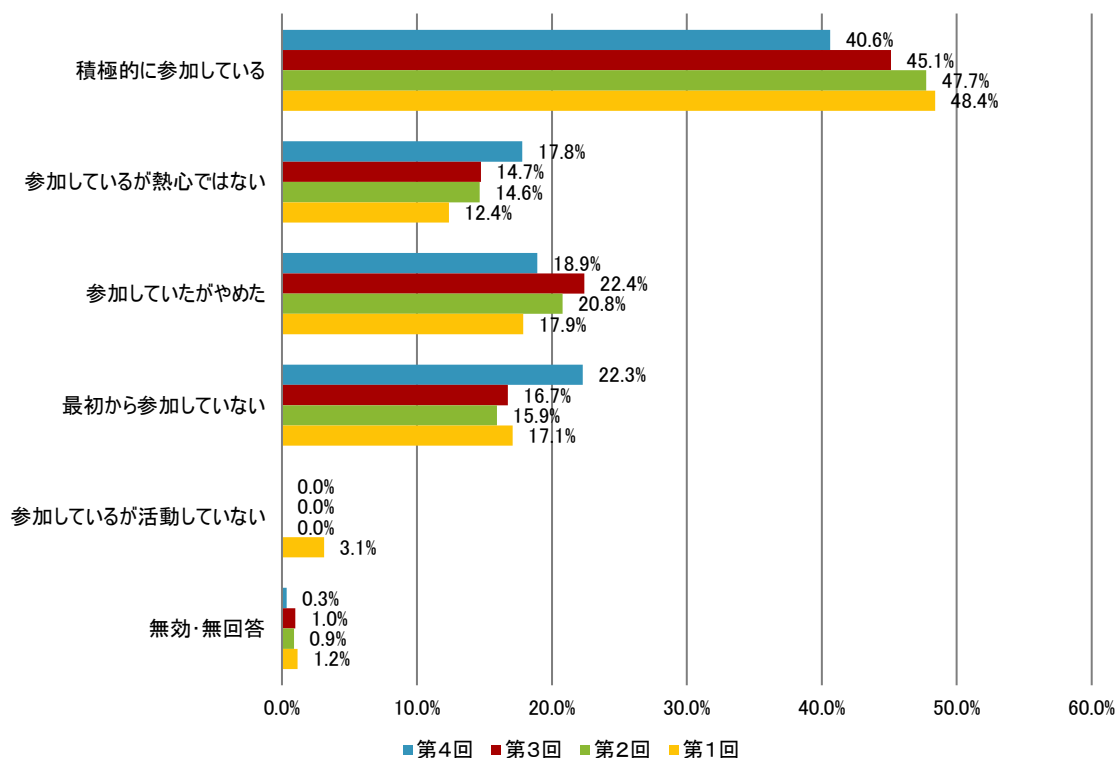


Figure 2-24 : Types of extracurricular activities

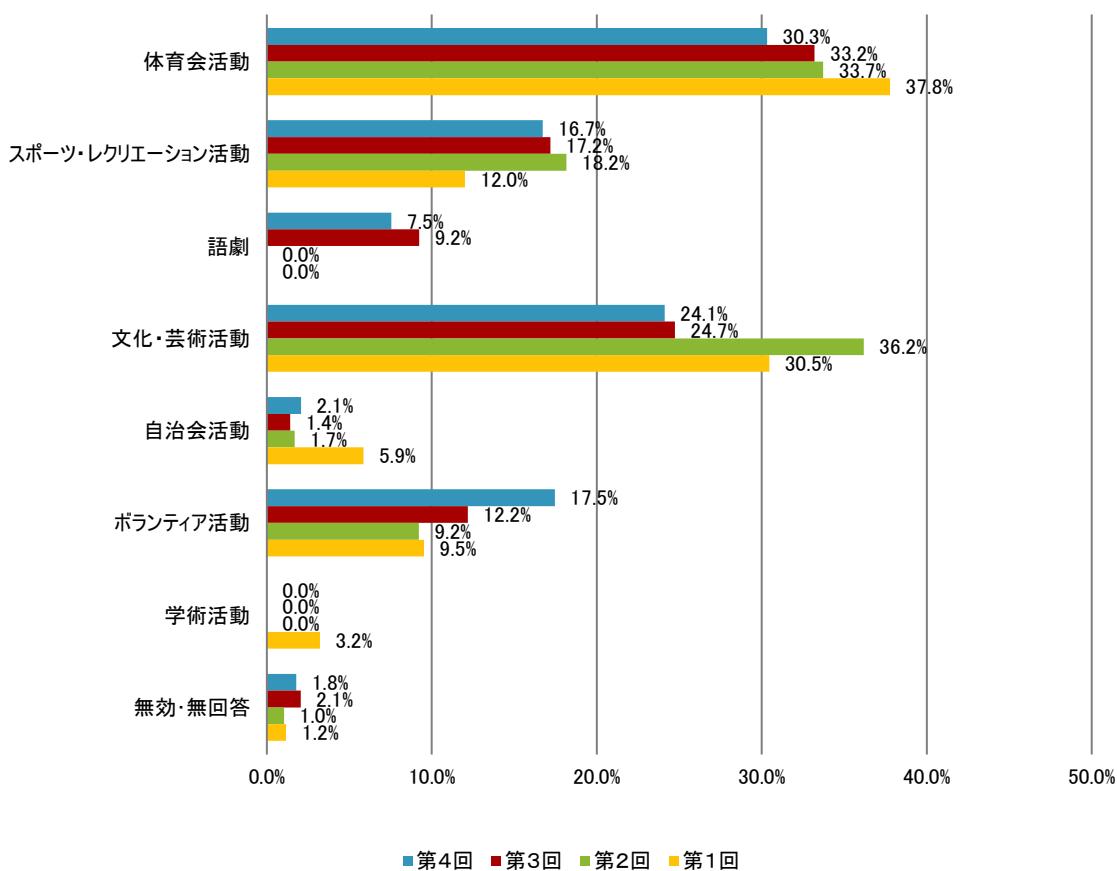
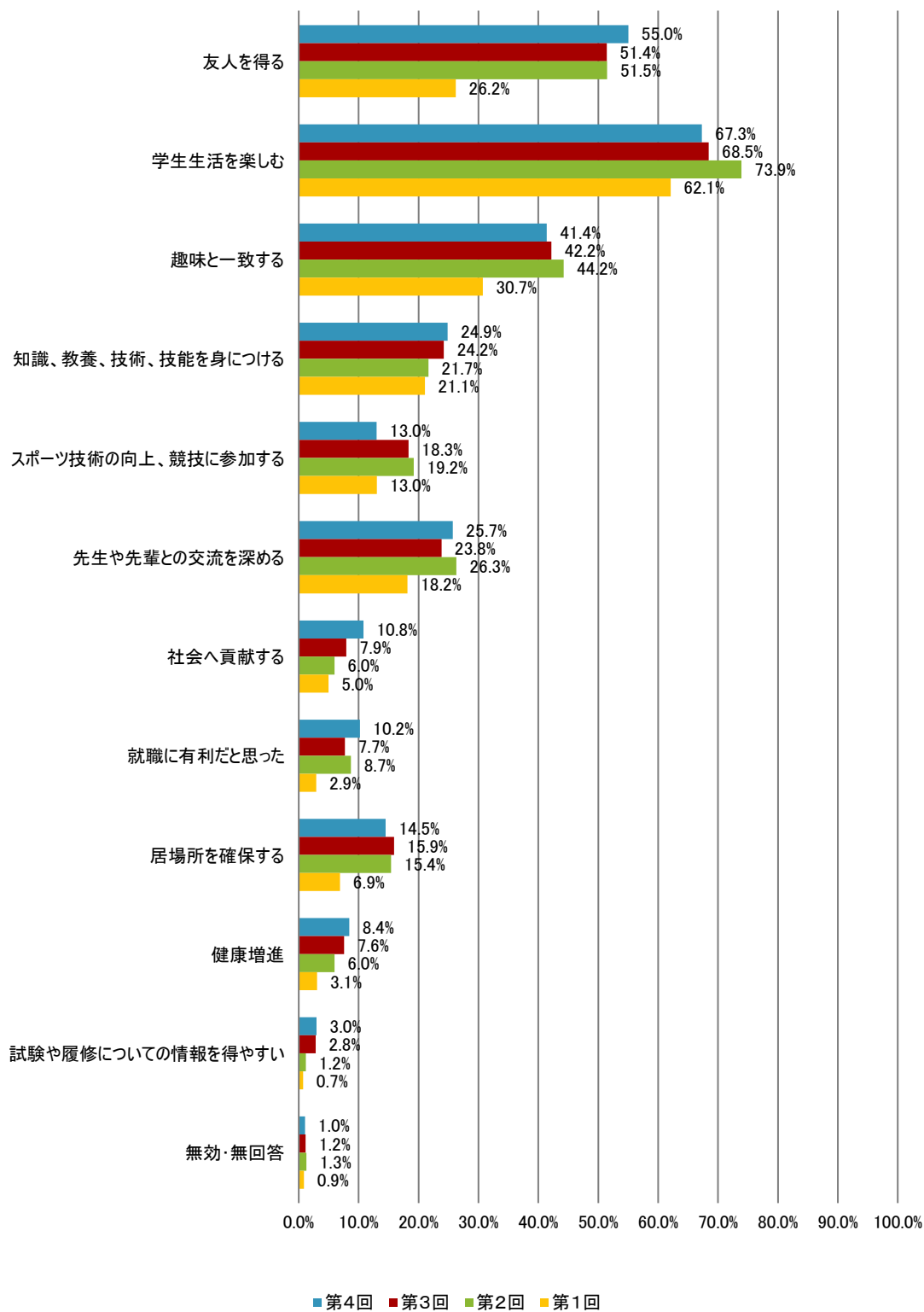


Figure 2-25 : Purpose for participating in extracurricular activities



2.3.2 Volunteer Activities

Looking only at the situation of volunteer activities, 33.7% of the students had experienced volunteer activities, the lowest percentage among the past surveys. The possibility of the impact of the coronavirus pandemic cannot be ruled out (Figure 2-26).

Figure 2-27 shows the results of a survey of students interested in volunteering, in which they were asked about their areas of interest. The three areas with the highest percentages were "International support for foreigners" (64.6%), "Educational support for children" (47.2%), and "Environmental protection" (19.8%). In previous surveys, "Disaster relief/reconstruction assistance" had a higher percentage than "Environmental protection-related". However, for the first time in the fourth survey, "Environmental protection-related" exceeded "Disaster relief/reconstruction assistance".

Figure 2-26 : Participation in volunteer activities after entering the university

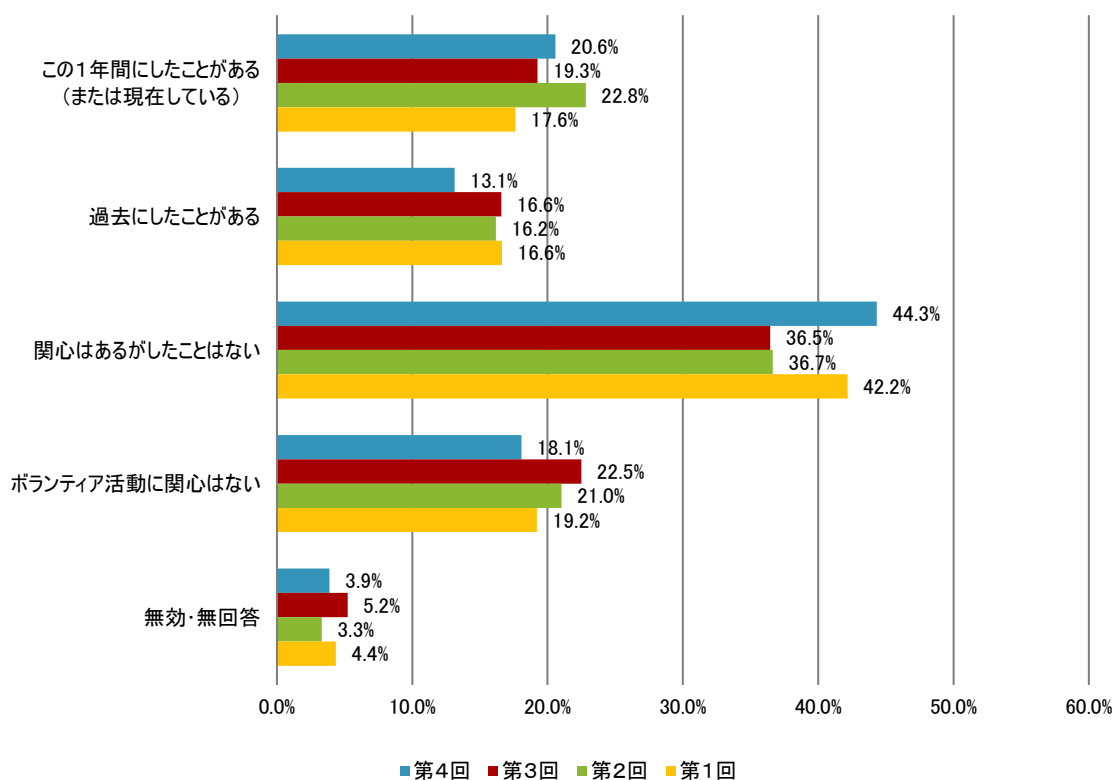
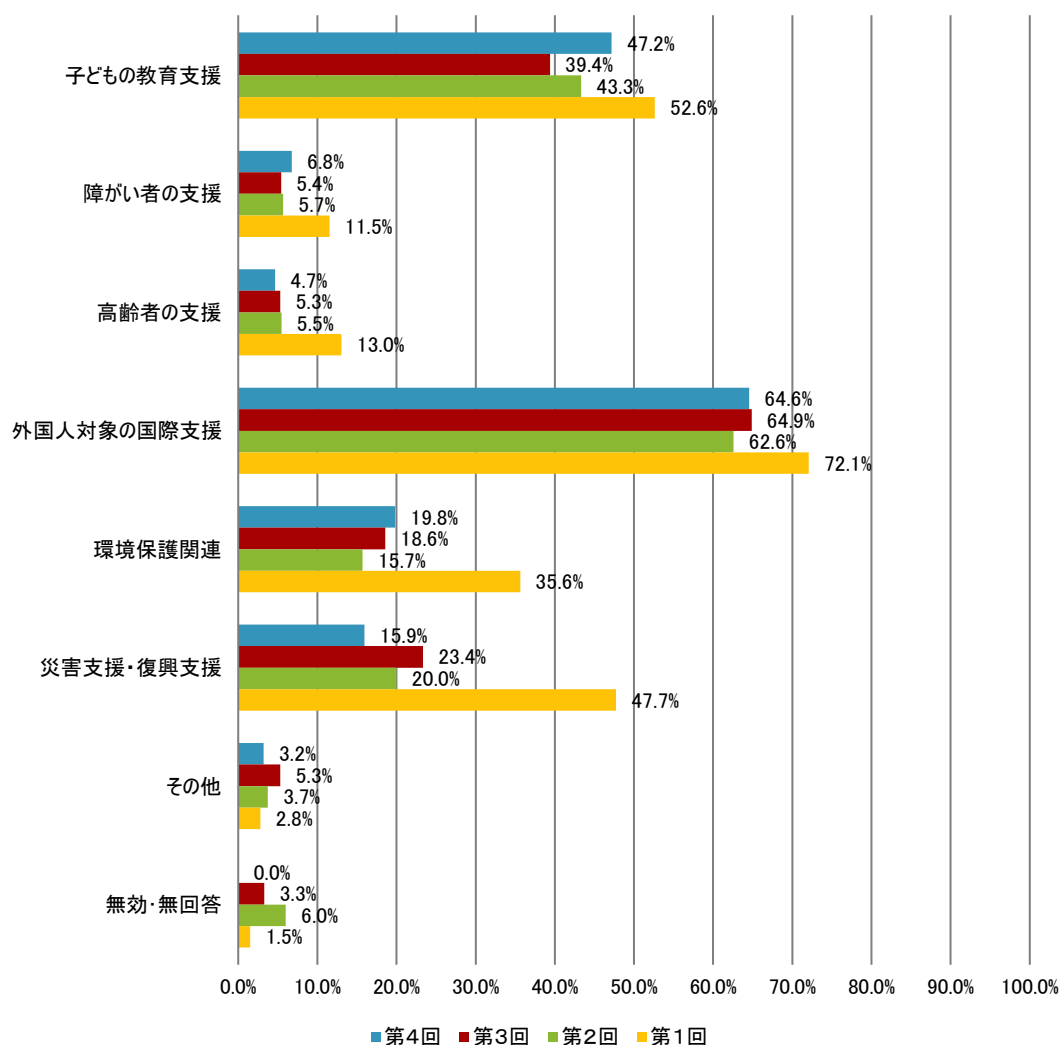


Figure 2-27 : Fields of interest in volunteer activities



2.4 Individual Activities (Study Abroad)

Many of the items in this survey related to study abroad are affected by the various measures taken in Japan and abroad in response to the outbreak of the new coronavirus, and it is difficult to determine changes over time. Factors that may affect the interpretation of the survey results include, in particular, the suspension of study abroad programs at the University and the different situations in the destination countries and institutions.

2.4.1 Study Abroad (excluding online)

The status of study abroad is shown in Figures 2-28 through 2-30. Overall, 13.9% have studied abroad, 42.5% are "Considering studying abroad while still in school," and 42.9% "Have no particular plans to study abroad". Compared to the third survey, the percentage of "Have studied abroad" decreased significantly (from 29.6% in the third survey to 13.9% in this survey), while the percentage of "Have no particular plans to study abroad" increased significantly (from 27.4% in the third survey to 42.9% in this survey), both of which are the lowest and highest values since the first survey. The percentage of respondents who are "Considering studying abroad while still in school" increased slightly (from 41.2% in the 3rd survey to 42.5%

in the current survey). The number of respondents who studied abroad decreased in all grades. The percentage of students who had studied abroad increased as the grade level advances, with 32.4% of 4th-year students (67.8% in the 3rd survey), 17.3% of 3rd-year students (45.1% in the 3rd survey), 3.1% of 2nd-year students (8.2% in the 3rd survey), and 1.3% of 1st-year students (2.5% in the 3rd survey).

Figure 2-30 shows the results of a survey of students who "Do not plan to study abroad" and the reasons for their decision. In descending order of percentage, "Cost of studying abroad is too expensive" (26.8%), "Other" (13.7%), "Want to graduate in 4 years" (11.5%), "Priority on job hunting" (11.3%), and "Not interested" (9.3%). The fact that "Cost of studying abroad is too expensive" is far ahead of the second most common reason has not changed since the first survey. "Other" (10.1% in the third survey → 13.7% in this survey) and "Priority on job hunting" were the next most common reasons, a phenomenon not seen in past surveys. In particular, "Priority on job hunting" rose significantly by 6% from the third survey, and has been on an upward trend since the first survey (3.6% in the first survey, 4.0% in the second survey, and 5.3% in the third survey → 11.3% this time).

Figure 2—28 : Study abroad

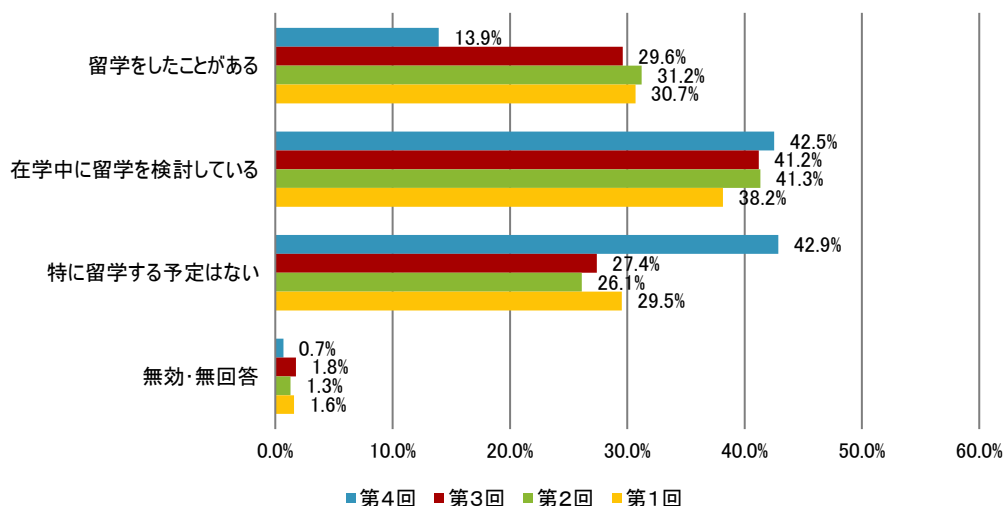


Figure 2—29 : Study abroad by grade

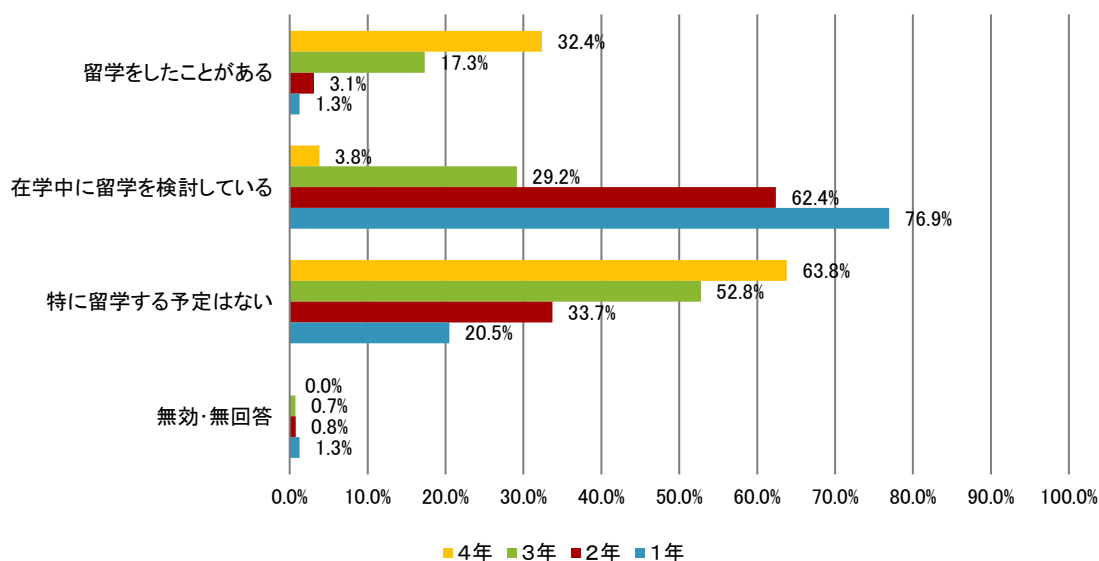
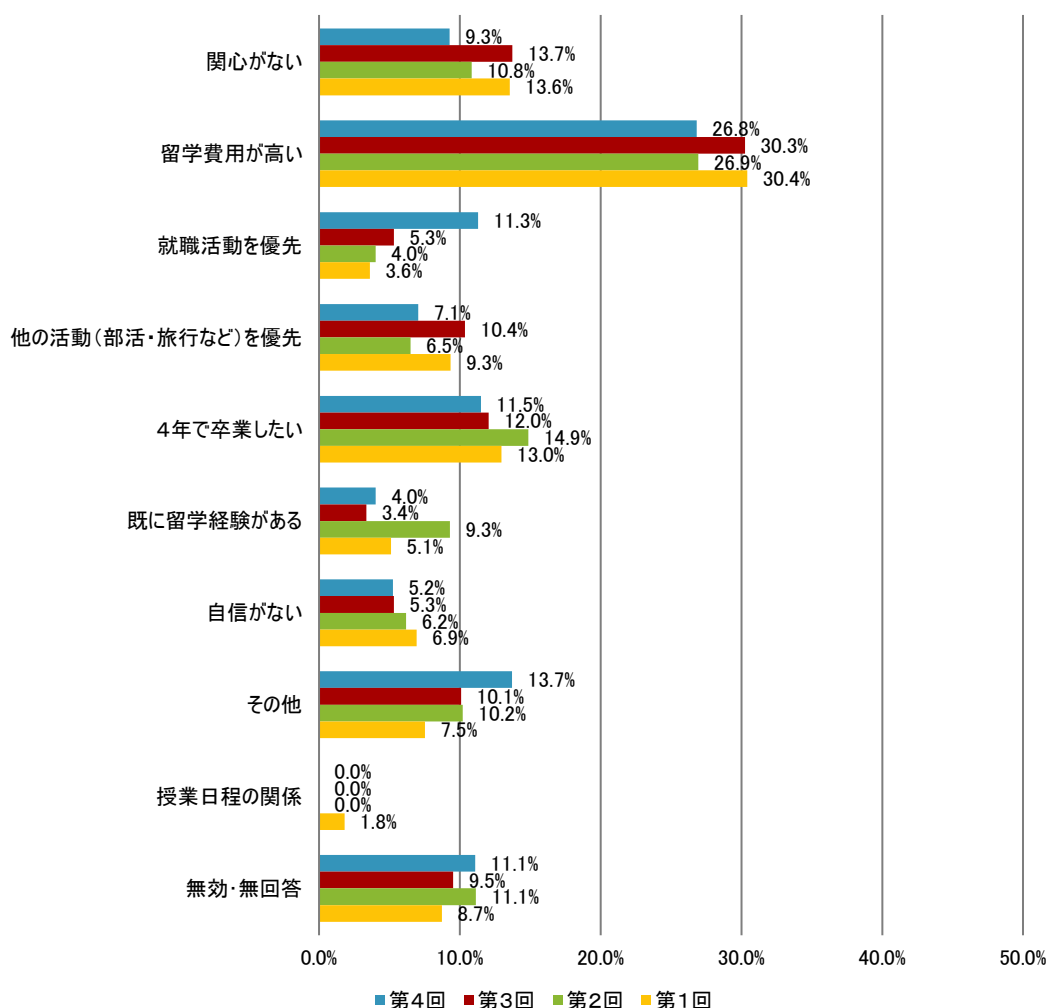


Figure 2-30 : Reasons for not considering studying abroad



2.4.2 Form of Study Abroad

Students who responded "I have studied abroad" or "Considering studying abroad" were asked about the form of their study abroad experience.

First, the results for the duration of study abroad are shown in Figures 2-31 through 2-32. For students who responded that they have studied abroad, the most common duration of study abroad (Figure 2-31) was less than 3 months (37.3%), followed by 6 to 12 months (34.8%). Compared to the third survey, the number of students who studied abroad for less than 3 months increased (from 29.5% in the third survey to 37.3% in this survey), and the percentage of those who studied abroad for 6 to 12 months decreased significantly (from 50.5% in the third survey to 34.8% in this survey). The percentage of students "Considering studying abroad" (Figure 2-32) for 6-12 months was the highest at 48.6%, but the percentage decreased from 52.9% in the third survey. There is an increase in the percentages of students who have studied abroad for less than 3 months (12.1% in the third survey to 17.1% in this survey) and from 3 to 6 months (14.7% in the third survey to 16.5% in this survey). It is difficult to determine at this point whether the increase in the number of students considering a study abroad of less than 3 months is a trend or whether it is due to a change in study plans affected by the corona disaster.

Figure 2-33 shows the results for the type of study abroad. The highest percentage, 31.5%, was "Leave of absence to study abroad (language school)," followed by 27.0% for "Study abroad program at KCUFS (exchange, accredited study abroad, study abroad in a Spanish-speaking country, short-term study abroad)". In the third survey, 29.7% of respondents selected this latter option, while 29.6% selected "Leave of absence to study abroad (language school)," almost the same as in the previous survey. While the percentage for "Leave of absence to study abroad (language school)" has been on an upward trend since the first survey (22.0% in the second survey and 29.6% in the third survey to 31.5% this time), the percentage for "Study abroad program at KCUFS (exchange, accredited study abroad, study abroad in Spanish-speaking countries, short-term study abroad)" has been on a downward trend (34.2% in the second survey, 29.7% in the third survey and 27.0% in the current survey). The reasons for not using the university's study abroad program (Figure 2-34) were the following, in descending order of percentage, "The selection criteria are too strict" (32.7%) and "I did not feel the need to use the program" (22.8%). In the third survey, "I did not feel the need to use the system" (28.3%) and "The selection criteria are too strict" (22.8%) were the top reasons, while "The selection criteria are too strict" (22.8% in the third survey to 32.7% in this survey) rose significantly. As shown in Figure 2-35, "The selection criteria are too strict" was the top reason given by 30% of students studying in English-speaking countries, while the top reason given by Russian-, Chinese-, and Spanish-speaking countries was "I did not feel the need to use the system".

As shown in Figure 2-36, English-speaking countries accounted for the highest percentage of respondents (66.5%). Compared to the third survey, English-speaking countries increased (from 64.7% in the third survey to 66.5% in this survey), In contrast, both Chinese-speaking countries (12.1% in the third survey to 9.3% in this survey) and Russian-speaking countries (5.6% in the third survey to 4.3% in this survey) decreased. Spanish-speaking countries (8.2% in the third survey to 8.9% in this survey) increased slightly.

As shown in Figure 2-37, the percentage of respondents who consider the cost of studying abroad as an important factor in deciding whether to study abroad has been on a clear upward trend since the first survey. On the other hand, "Priority on job hunting", which had been on a gradual upward trend, decreased this time.

Figure 2—31 : Period of study abroad (among students who responded that they have studied abroad)

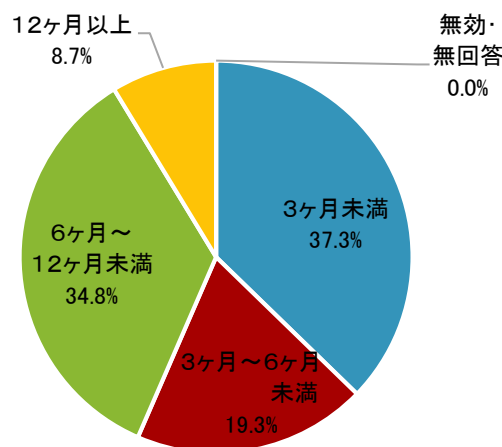


Figure 2-32 : Period of study abroad (among students who answered that they are considering studying abroad)

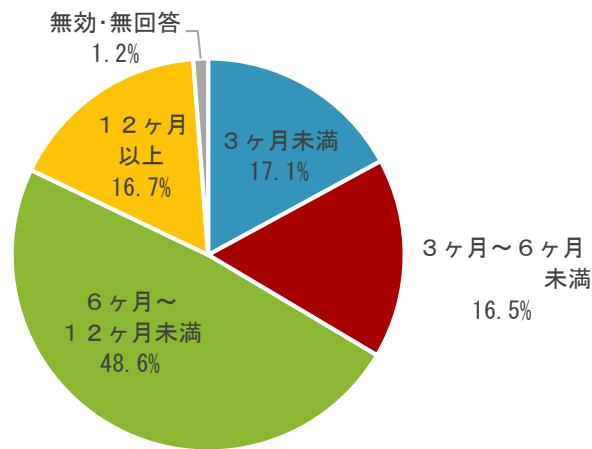


Figure 2-33 : Types of study abroad

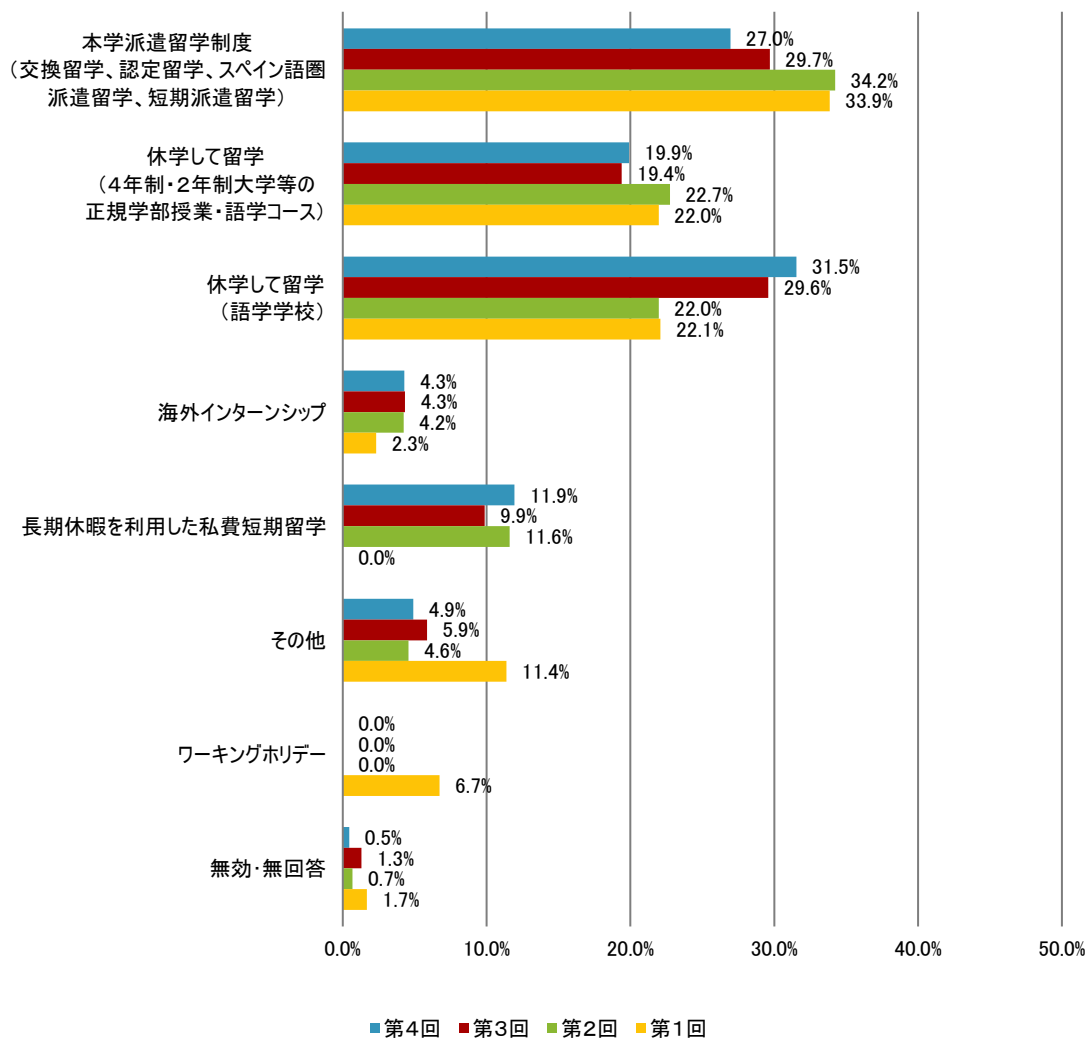


Figure 2-34 : Reasons not to use the study abroad program at KCUFS

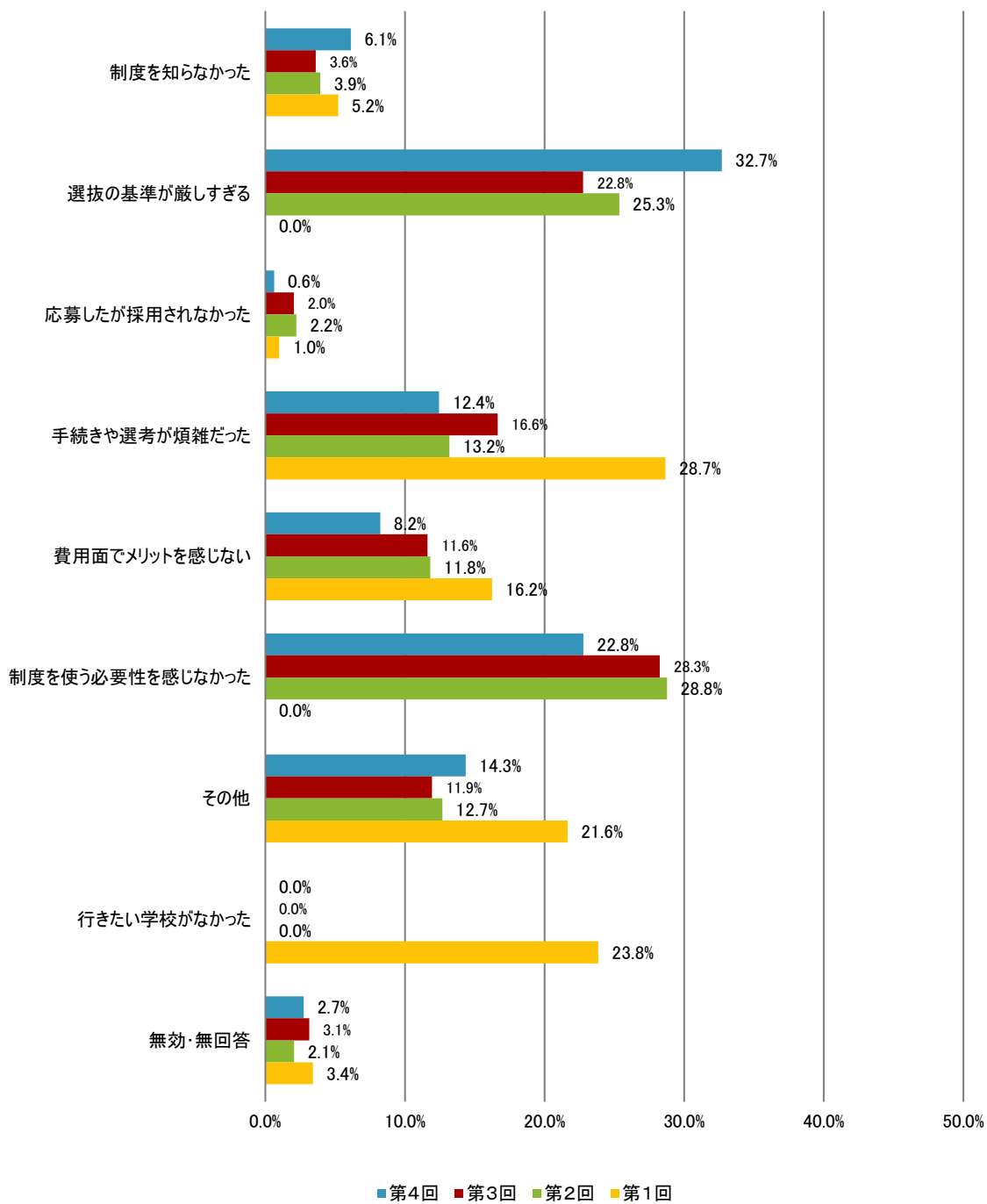


Figure 2-35 : Reasons not to use the study abroad program at KCUFS (by destination)

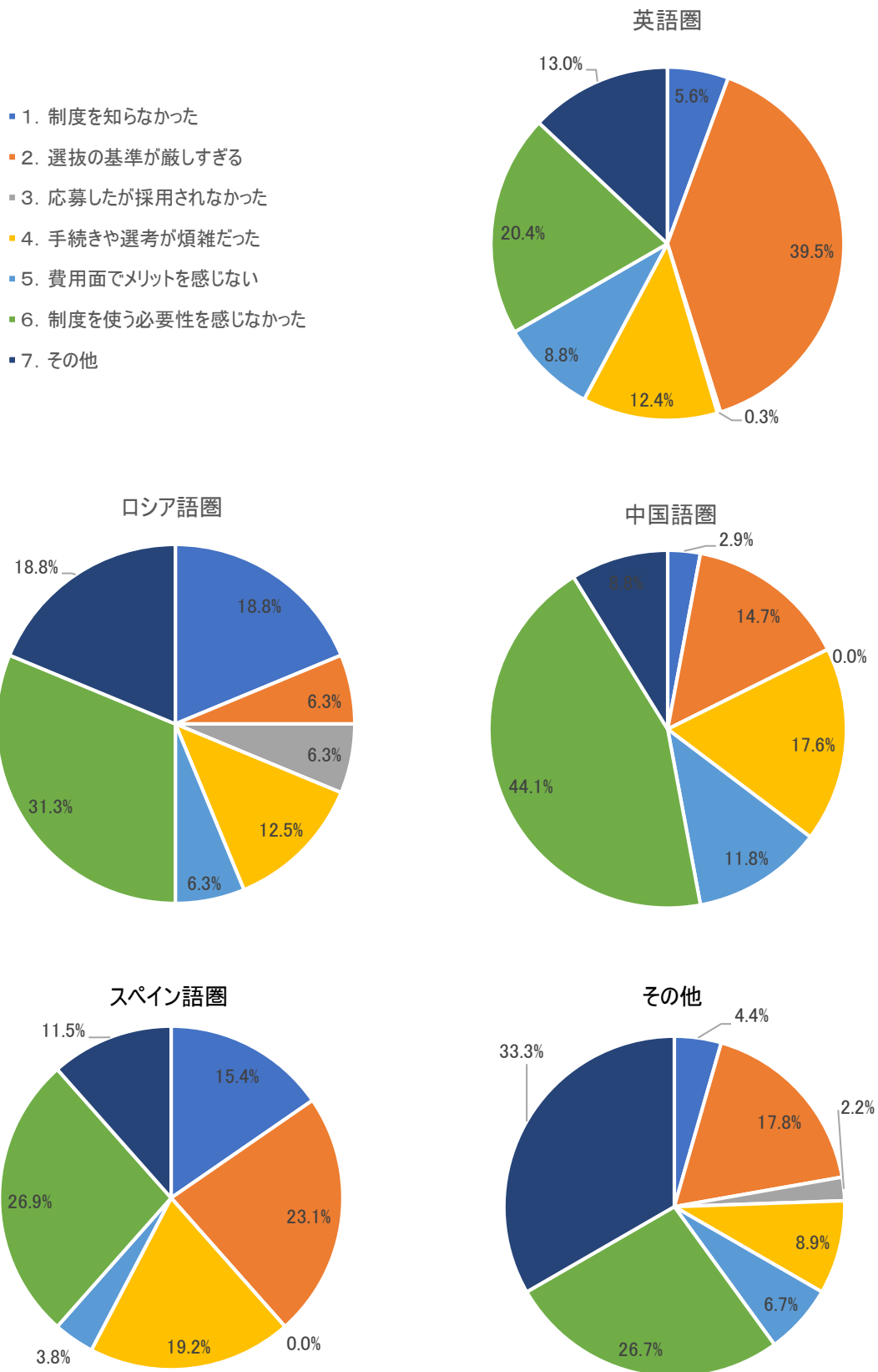


Figure 2-36 : Destination of students who answered “Have studied abroad” or “Plan to study abroad”

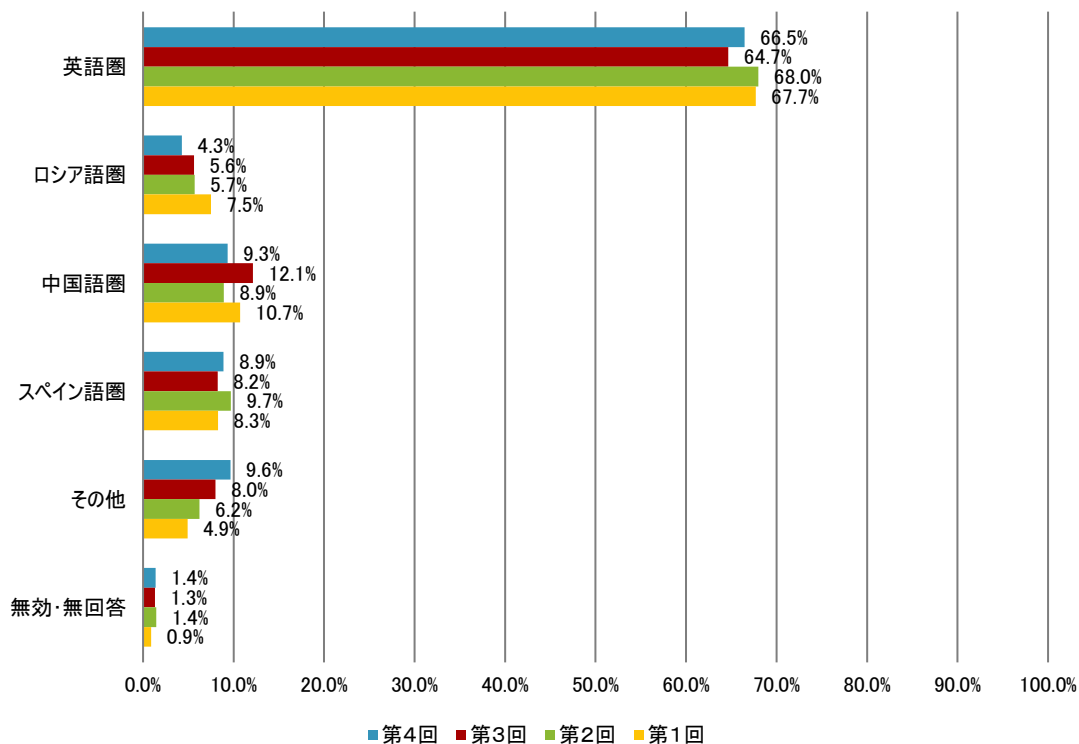
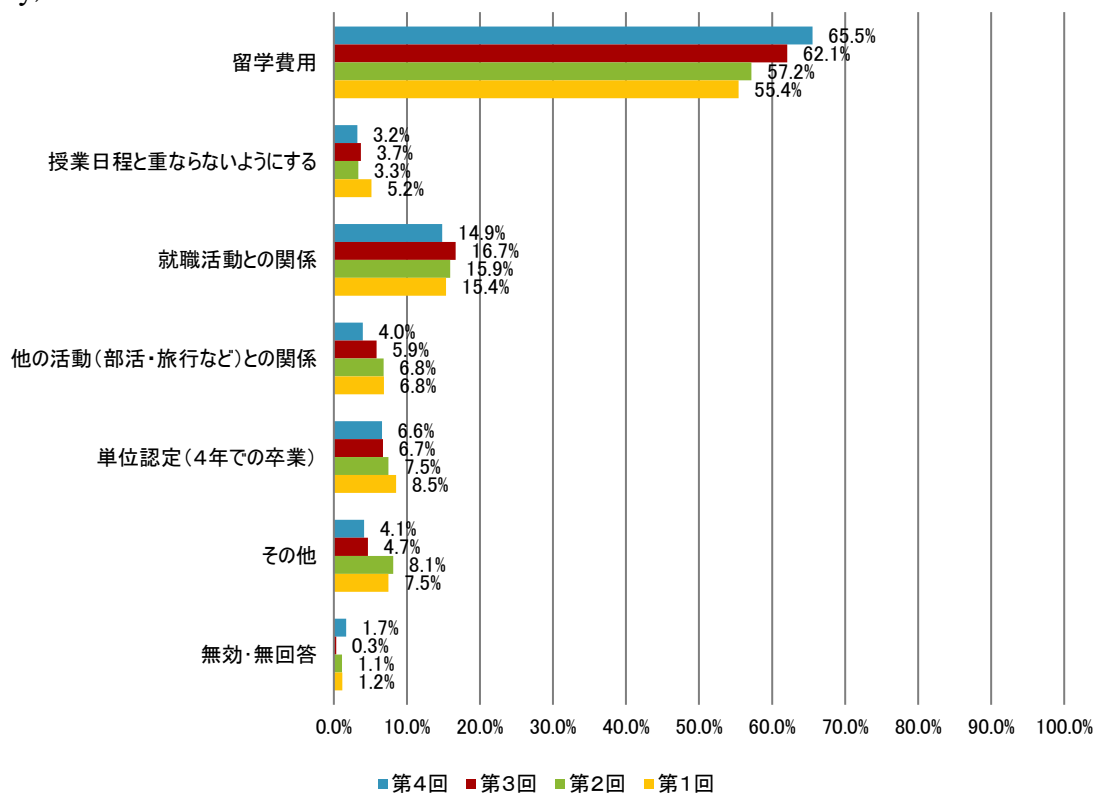


Figure 2-37 : Most important factors in deciding about studying abroad (whole university)



2.4.3 Status of Online Study Abroad

The status of online study abroad is shown in Figures 2-38-40. Overall, 3.5% of the respondents have studied abroad online, and 1.0% are considering studying abroad online while still in school, whereas 93.6% of students answered that they have no plans to study abroad online. The main reasons given by students who do not plan to study online were "I want to travel to study abroad" (37.8%) and "I am not interested" (31.7%) (Figure 2-39). Therefore, online study abroad is a special circumstance chosen against a background where travel to study abroad is not feasible due to the corona disaster.

The duration of study abroad (Figure 2-40) for students who responded that they have studied abroad online (40 respondents) was less than 3 months (55.0%), followed by 6 to 12 months (20.0%) and 3 to 6 months (17.5%).

Figure 2-38 : Status of online study abroad

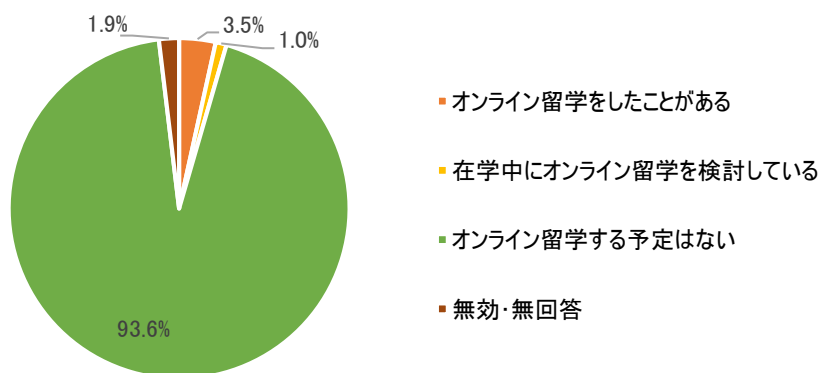


Figure 2-39 : Reasons for not undertaking online study abroad

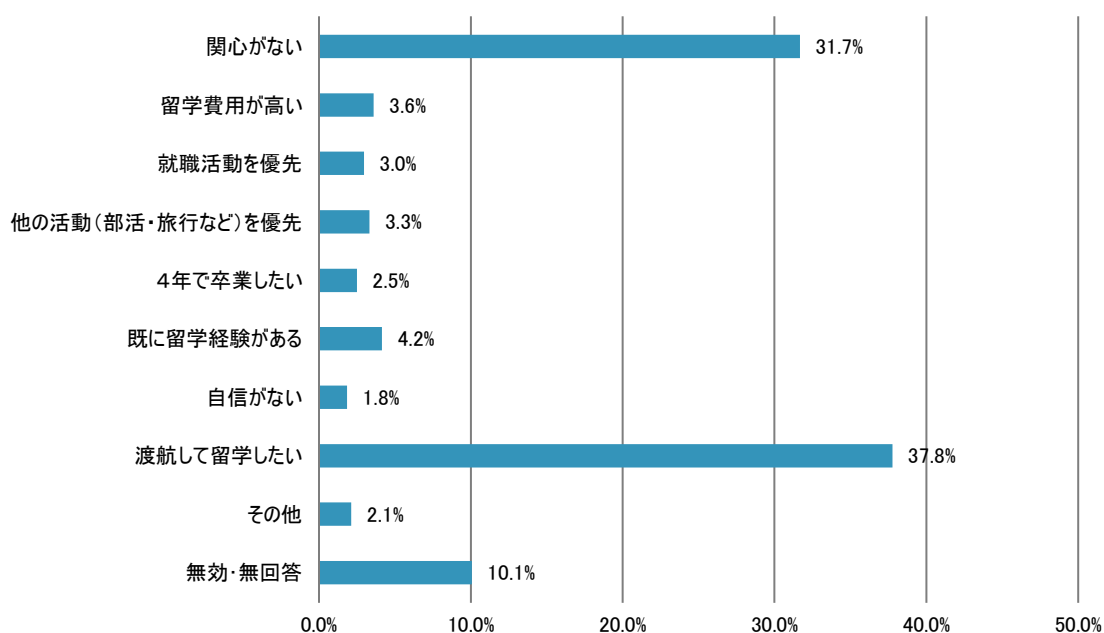
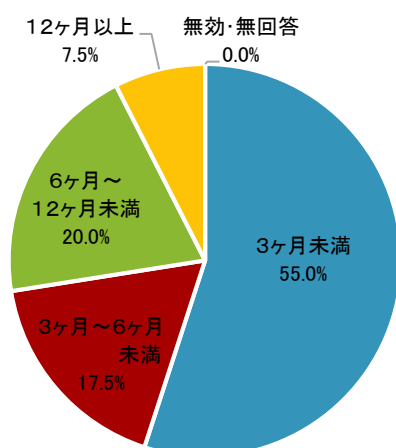


Figure 2—40 : Period of online study abroad



2.4.4 Support System for Studying Abroad

We asked about the support system for studying abroad. 27.0% of the students have used the Center for International Exchange, and 71.7% have not (Figure 2-41). The number of students who answered "Yes" has decreased over the years since the second survey (from 36.5% in the third survey to 27.0% in this survey), while the number of students who answered "No" has increased over the years (from 61.4% in the third survey to 71.7% in this survey). However, one of the reasons for this increase may be that the use of the Center has decreased compared to normal times, due to the suspension of study abroad programs caused by the corona pandemic.

When students who had never used the center were asked why (Figure 2-42), the main reasons given were "I did not know" (29.7%), "I am not interested" (25.0%), and "Entering the center is awkward" (24.1%). Of these, the percentages of "I did not know" (22.8% in the third survey → 29.7% in this survey) and "Entering the center is awkward" (22.0% in the third survey → 24.1% in this survey) increased, while the percentage of "I am not interested" (32.1% in the third survey → 25.0% in this survey) decreased. No trend was observed for each reason.

The satisfaction level of students who have used the Center for International Exchange (Figure 2-43), in percentage order, was 45.7% for "Satisfied" and "Somewhat satisfied," 31.1% for "Normal," and 18.0% for "Dissatisfied" and "Somewhat dissatisfied". The percentages of "Dissatisfied" and "Somewhat dissatisfied" are the lowest since the first survey (from 18.9% in the third survey to 18.0% in this survey). The main reasons given by students who answered "Dissatisfied" or "Somewhat Dissatisfied" were, in descending order, "There are few partner schools" (37.3%) and "Insufficient information" (28.8%) (Figure 2-44). Compared to the third survey, the response "There are few partner schools" decreased (from 40.0% in the third survey to 37.3% in this survey), while "Insufficient information" increased significantly (from 22.2% in the third survey to 28.8% in this survey). The increase in the percentage of "Insufficient information" may be due to the fact that the information provided on the study abroad environment at the Corona Disaster Relief Center was not in line with the students' expectations.

Figure 2-41 : Usage of the Center for International Exchange

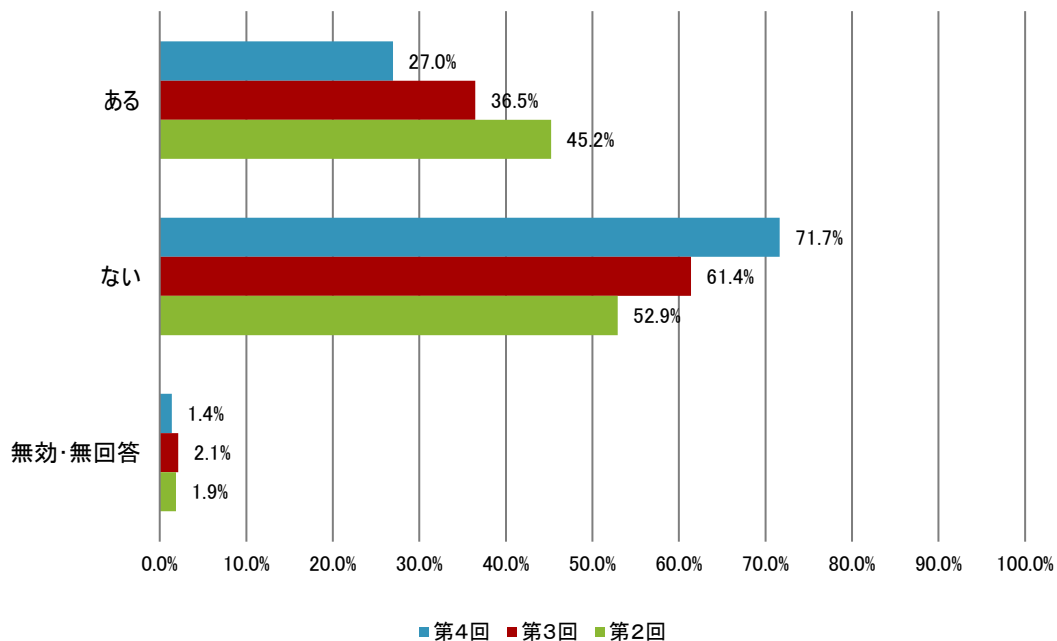


Figure 2-42 : Reasons for not using the Center for International Exchange

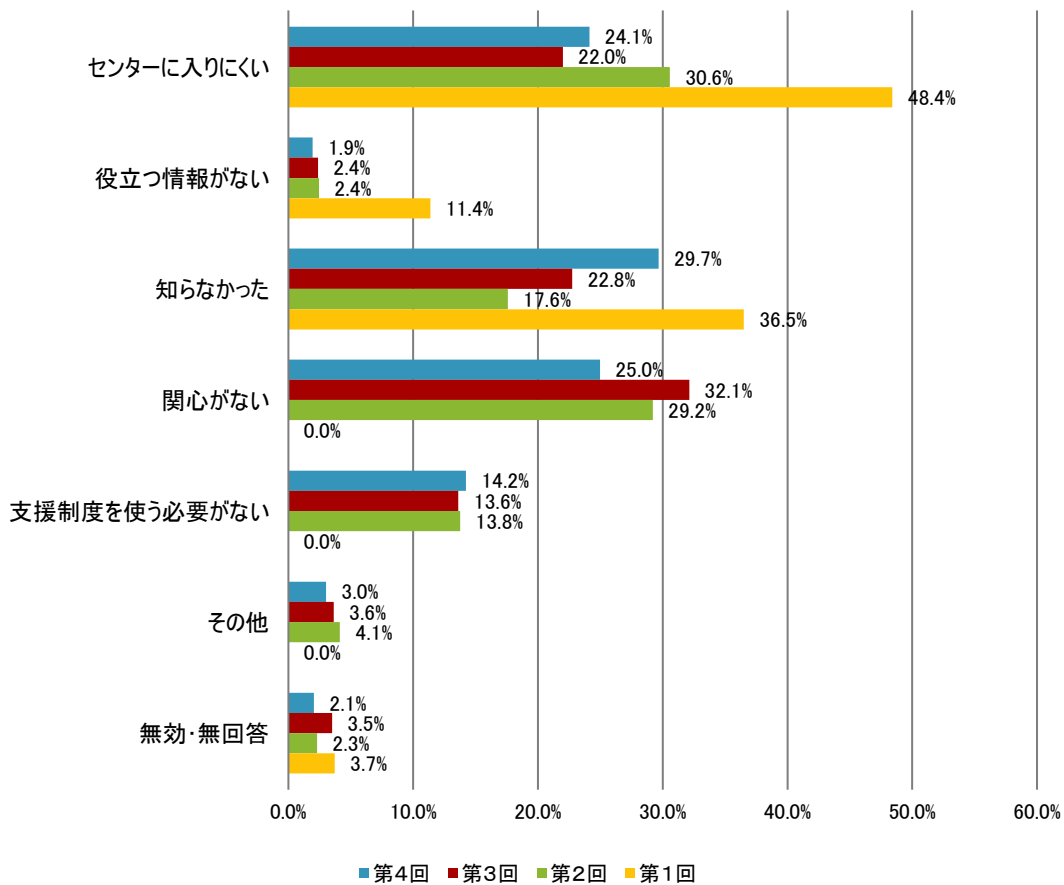


Figure 2-43 : Degree of satisfaction with the support at the Center for International Exchange

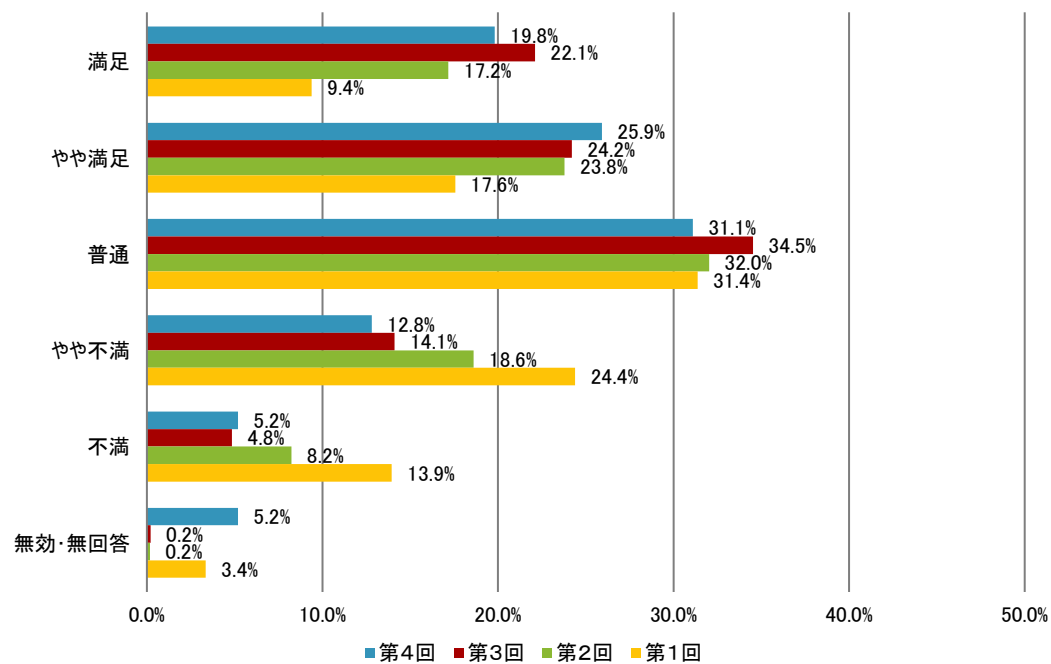
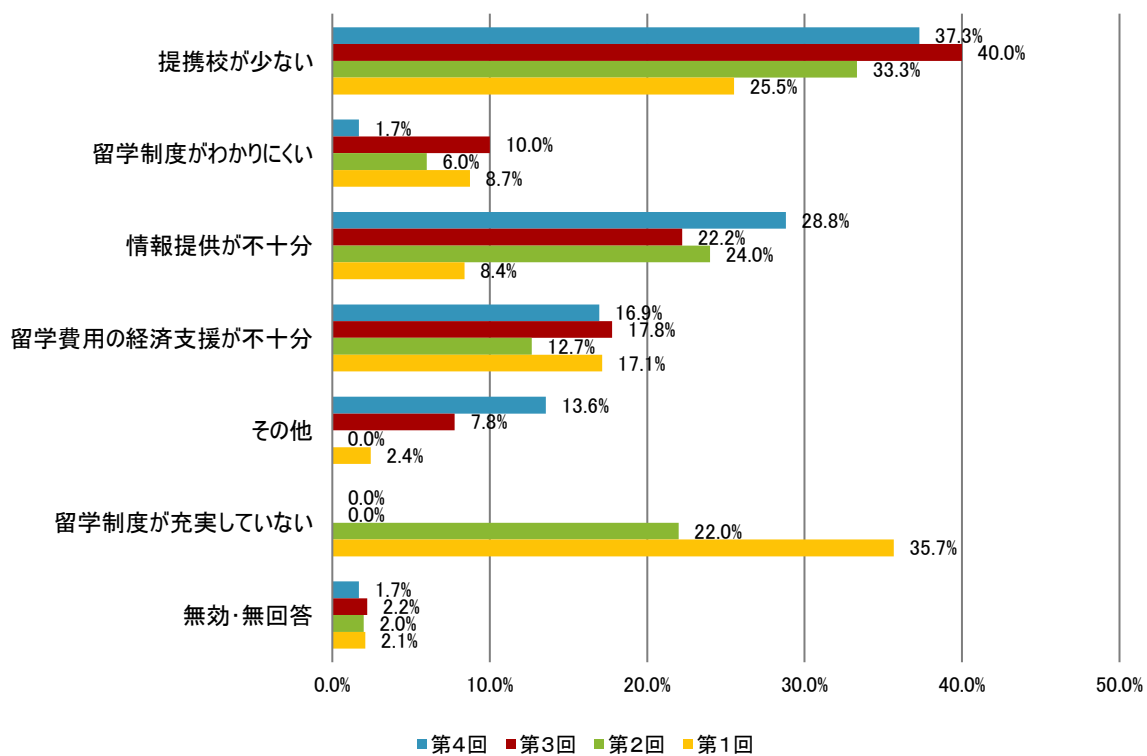


Figure 2-44 : Reasons for dissatisfaction with the support



2.5 Individual Activities (TOEIC and Job Hunting)

2.5.1 TOEIC

The respondents were asked about their taking TOEIC and about their scores. Compared to the first, second, and third surveys, the percentage of respondents who took the test increased (Figure 2-45). The percentage increased for all grade levels: 60.3% among first-year students, 55.4% among second-year students, 79.3% of third-year students, and 86.7% of fourth-year students (Figure 2-46). Compared to the third survey, the percentage of first-year and third-year students who took the test increased. The percentage of examinees in other grades has not changed significantly.

The results for scores are shown in Figure 2-47. The average scores for all students increased compared to the first, second, and third surveys (746.2 for the first survey, 756.8 for the second survey, 758.7 for the third survey, and 768.3 for the fourth one). In particular, it can be seen that the average score increased steadily as students advanced to the third and fourth grades.

Figure 2—45 : Status of TOEIC taking

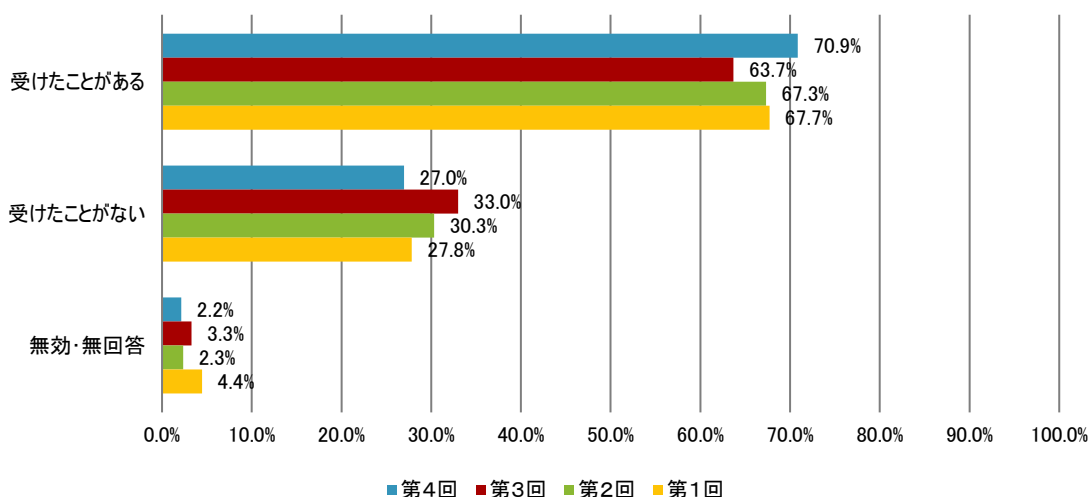


Figure 2—46 : Status of TOEIC taking (by grade)

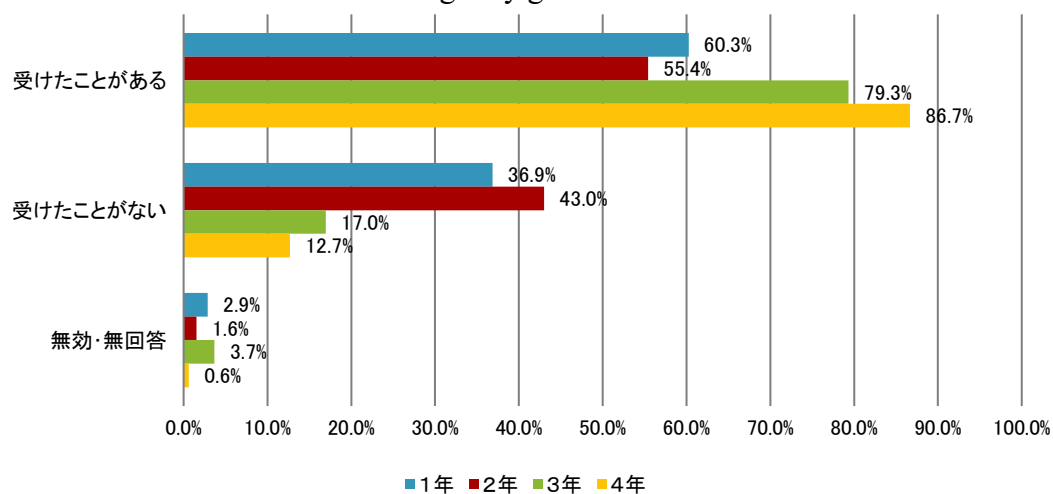
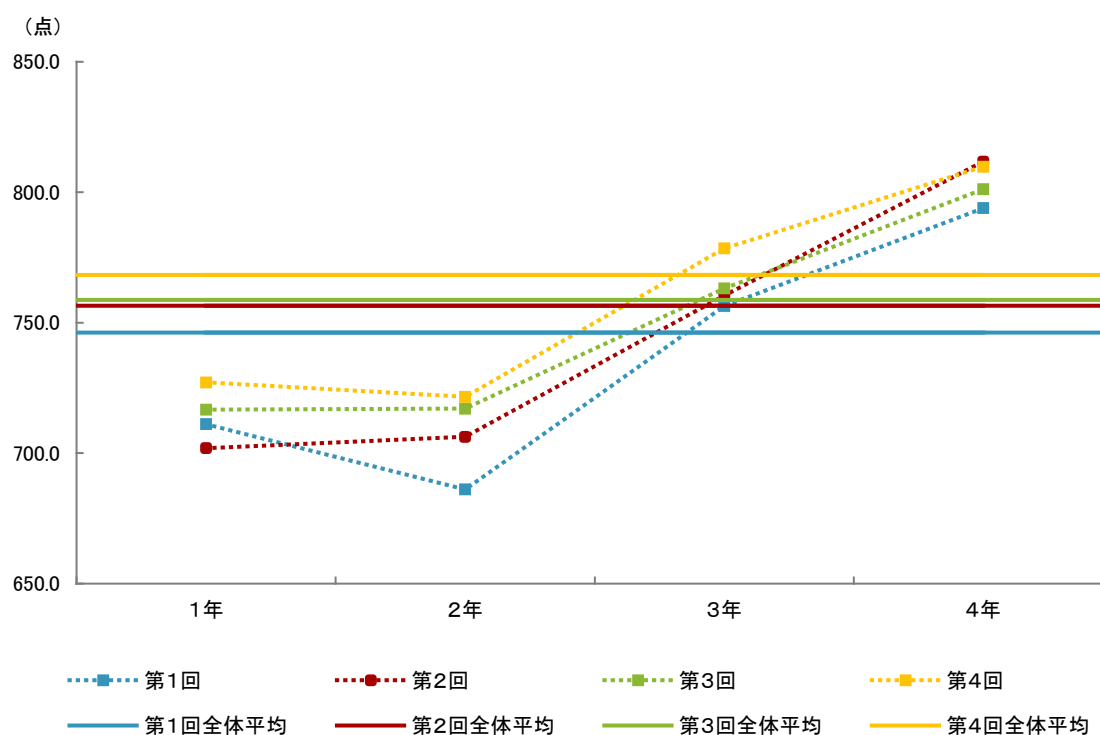


Figure 2—47 : Average scores in TOEIC (by grade)



2.5.2 Other Qualification Tests

The respondents were asked about having taken the Eiken (Practical English Proficiency Test). Compared to the 1st, 2nd and 3rd surveys, the percentage of examinees taking "Level 1" and "Pre- Level1" increased to a total of 31.6%. (Figure 2-48).

The respondents were asked about their TOEFL and IELTS test-taking status. The percentage of test takers decreased when compared to the first, second, and third surveys (Figure 2-49, Figure 2-49). (Figure 2-49 and Figure 2-50).

The respondents were also asked about their status in obtaining certification examinations in various languages other than English. 17 respondents took the Russian Language Proficiency Test (the largest number ever) and 4 respondents took the TPKI (Russian Language Proficiency Test) (the smallest number ever), for a total of 21. This does not differ much from the past surveys (Figs. 2-51 and 2-52). The number of Chinese language certifications obtained was 19 for the Chinese Proficiency Test and 82 for the HSK (the highest number ever), and the total number of students who took both certifications together was 101, the highest number ever (Figures 2-53 and 2-54). The number of respondents who obtained Spanish language certifications was 10 (the fewest ever) for the Spanish Proficiency Test and 7 (the fewest ever) for the DELE (Spanish Language Proficiency Exam), and the total number of respondents who obtained both certifications combined was 17, the fewest ever (Figure 2-55 and Figure 2-56).

For the types of certifications in this survey, the total number of respondents who obtained a grade of Major Language IV Equivalent or higher is as follows:

Russian proficiency test levels 1 and 2	5 people
TPKI Levels 3 (C1) and 2 (B2)	2 people (lowest ever)

Chinese proficiency test levels 1 and 2	2 people (lowest ever)
HSK Level 6	19 people (lowest ever)
Spanish test levels 1 and 2	2 people
DELE Levels C2・C1・B2	5 people

Figure 2-48 : Status of English test taking

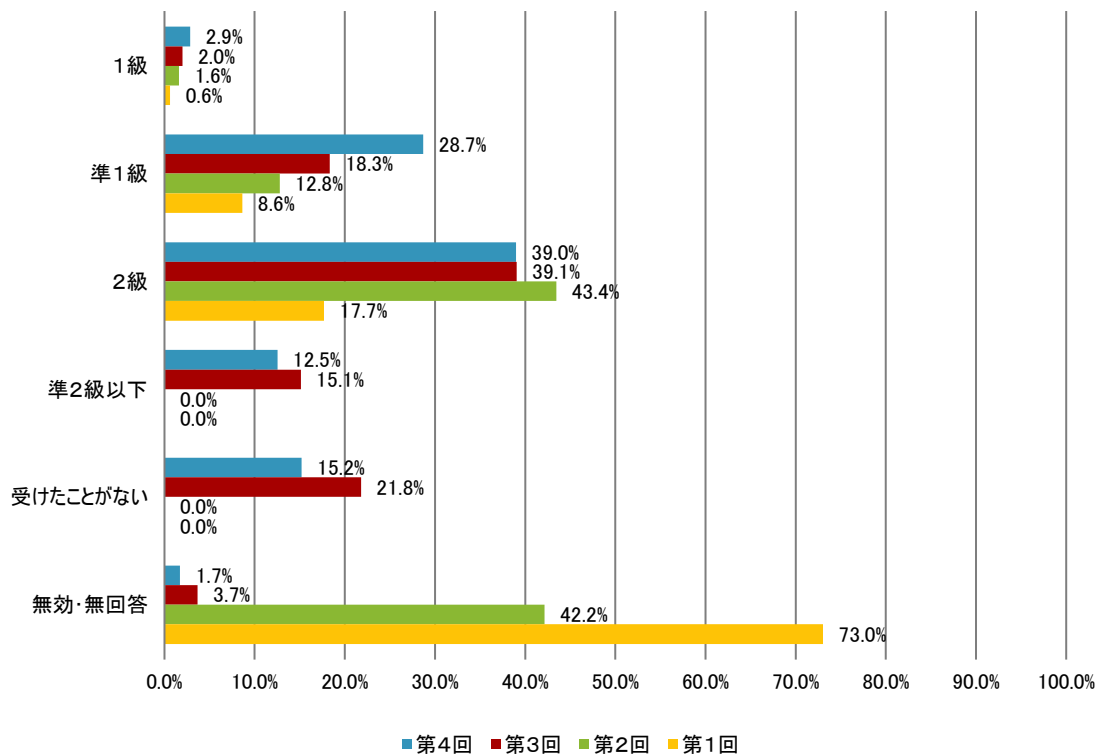


Figure 2-49 : Status of TOEFL taking

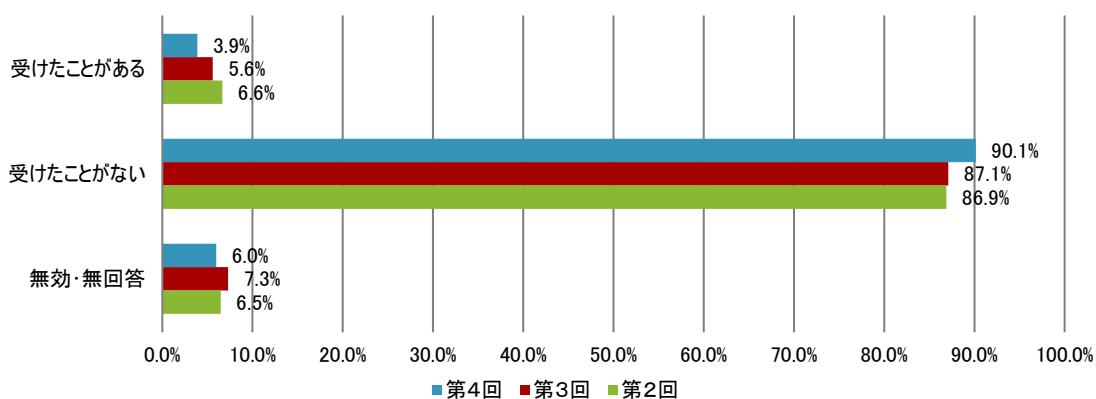


Figure 2-50 : Status of IELTS taking

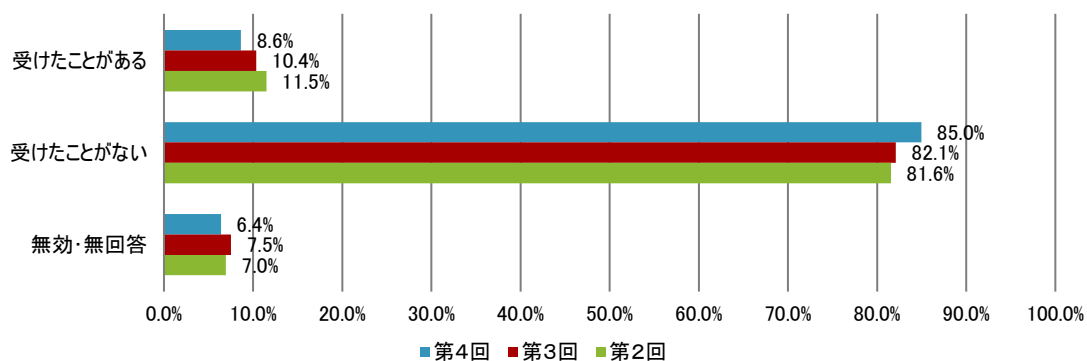


Figure 2-51 : Status of Russian proficiency test taking

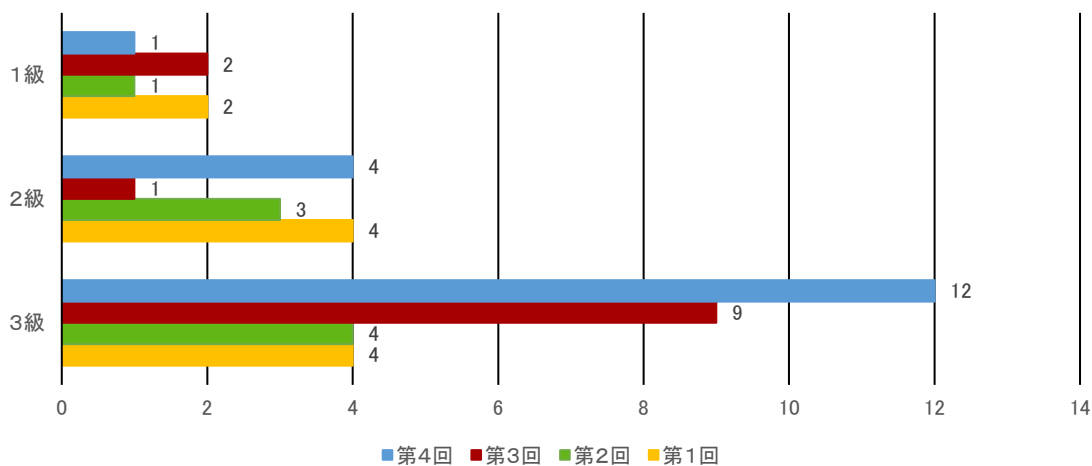


Figure 2-52 : Status of TPКИ (levels)

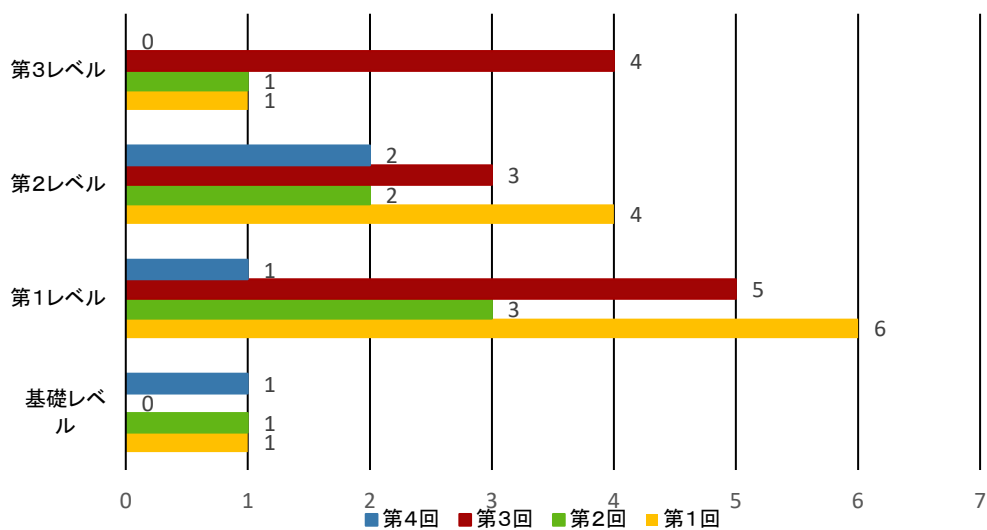


Figure 2—53 : Status of Chinese proficiency test taking

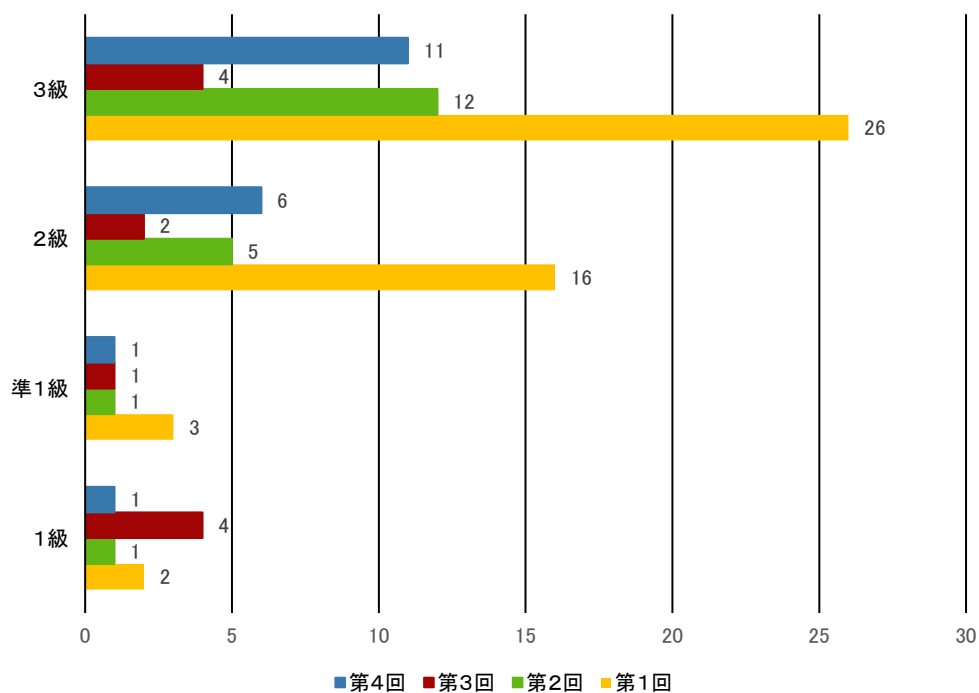


Figure 2—54 : Status of HSK (levels)

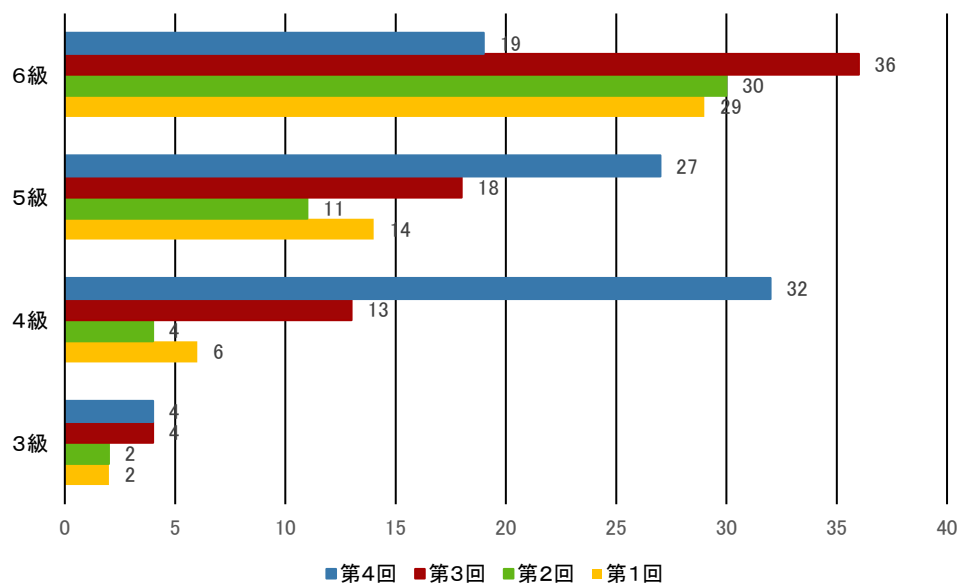


Figure 2-55 : Status of Spanish proficiency level test taking

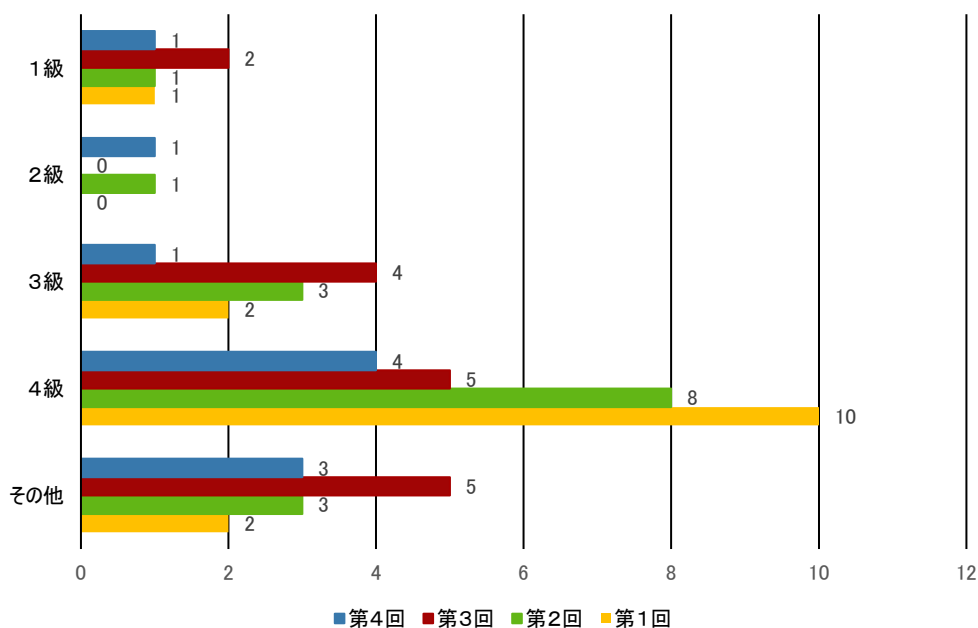
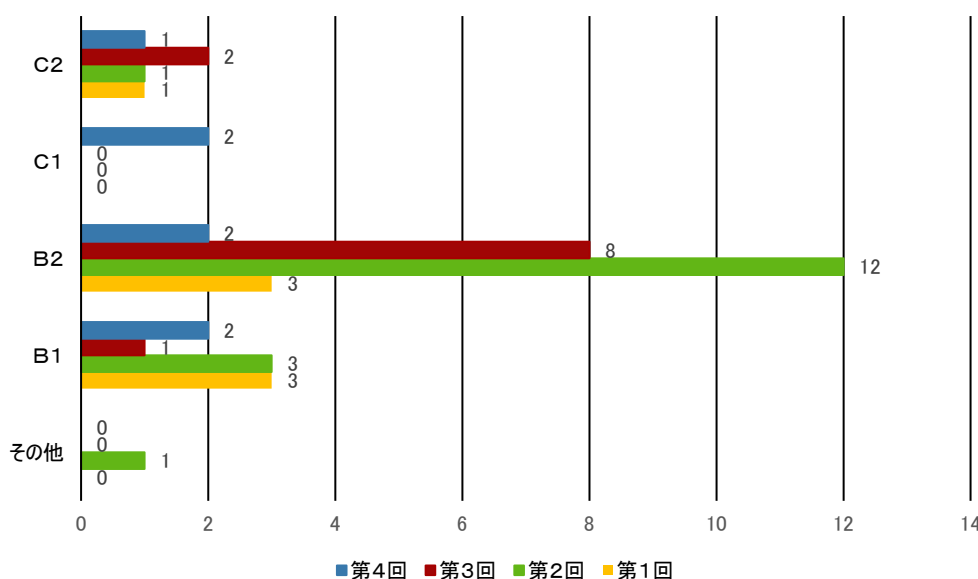


Figure 2-56 : Status of DELE taking



2.5.3 Desired post-graduation career paths of first-, second-, and third-year students

When first-, second-, and third-year students were asked about their desired career paths after graduation, "Finding a job" was the most common choice at 67.7%, followed by "Undecided" at 24.9% and "Study abroad" at 2.0% (Figure 2-57). Compared to the third survey, "Finding a job" decreased slightly from 70.6% in the third survey, while the percentage of "Undecided" increased from 20.1% in the third survey. As in past surveys, the largest proportion of students (48.6%) wanted to work in the private sector.

Figure 2-58 and Figure 2-59 show the results of a survey of students who answered "Employee (private sector)" and "Employee (other)," respectively, in terms of the type of industry in which

they would like to work. "Travel/education/services" was the top choice at 33.9%, followed by "Manufacturer" at 26.7%. Neither the ranking nor the percentage changed over the years.

The trend of a decrease in "Travel/Education/Services" and an increase in "Manufacturer" in the third year is similar to that seen in all previous surveys.

Figure 2—57 : Desired path after graduation

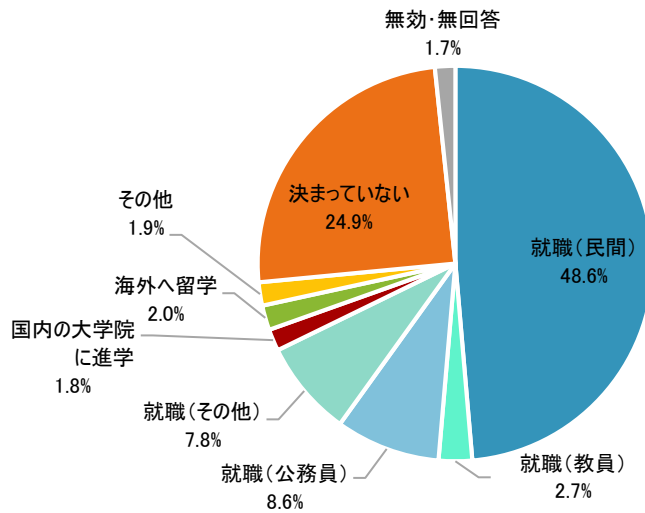


Figure 2—58 : Desired job after graduating

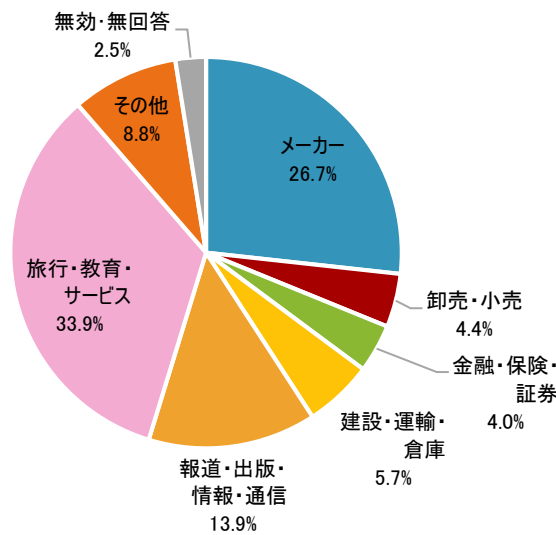
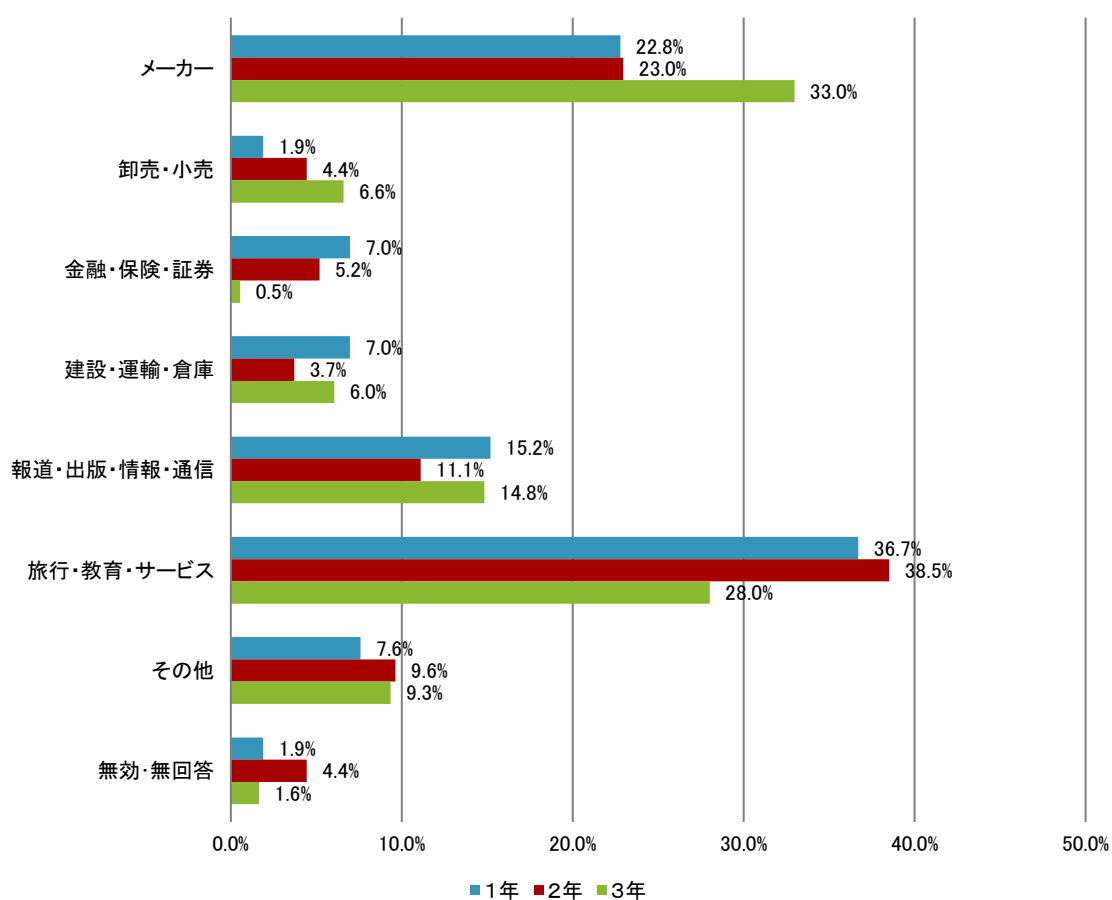


Figure 2—59 : Desired destination for work after graduation (first, second and third grades)



2.6 Personal state (Worries and relationships)

Respondents were asked about their worries and anxieties related to student life. A total of 45.2% of the respondents answered that they "Worry a lot" or "Worry some," while a total of 53.4% answered that they "Don't worry much" or "Don't worry at all" (Figure 2-60). Compared to the third survey, the percentages of students who are troubled have increased slightly. In order of the most frequent answers, students consulted friends (41.7%), parents (27.3%), but 20.7% of them declare that they do not consult anybody. Compared to the third survey, the proportion of students who consult friends decreased, while the proportion of students who consult parents increased (Figure 2-61). In this respect, too, the change in lifestyle associated with the outbreak of the coronavirus infection might be related to these results.

When surveyed about their satisfaction with counseling systems such as the Student Counseling Center and counseling services related to classes, 77.7% of the respondents answered that they have never used such systems. This is the lowest compared to the 2nd (85.0%) and 3rd (82.7%) surveys for which data is available (Figure 2-62).

The survey asked about satisfaction with interpersonal relationships. The total of "Somewhat dissatisfied" and "Dissatisfied" with senior-junior relationships was 9.8% (Figure 2-63). This is a slight increase from the third survey (6.8%).

Figure 2-60 : Frequency of feeling worried

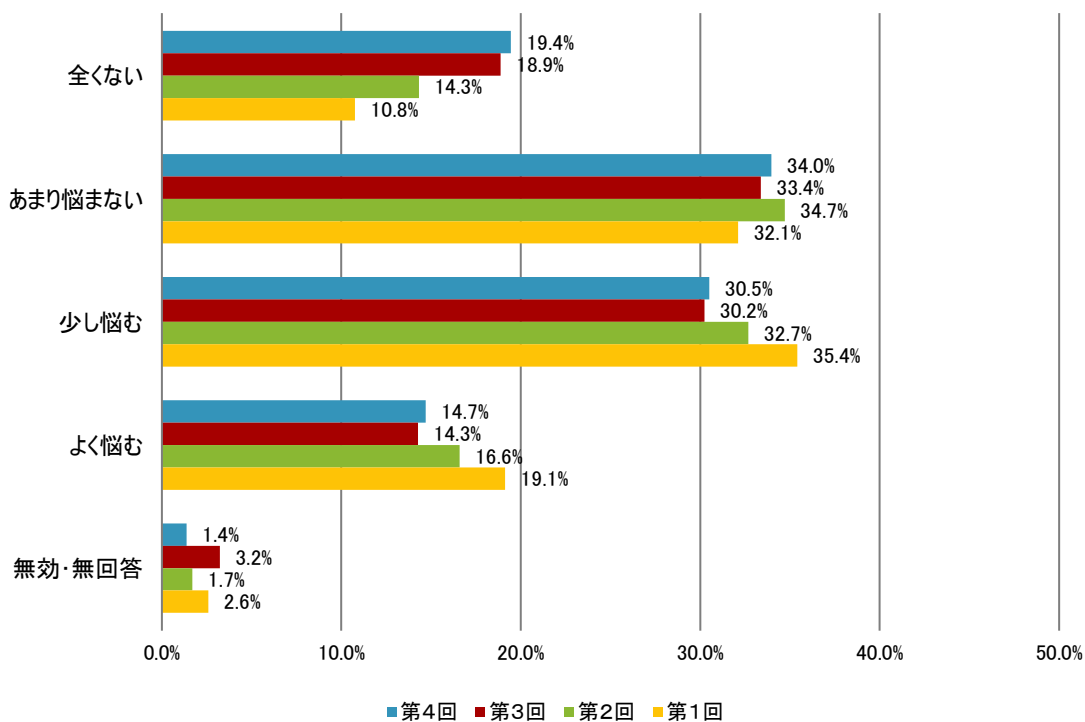


Figure 2-61 : People to consult about worries

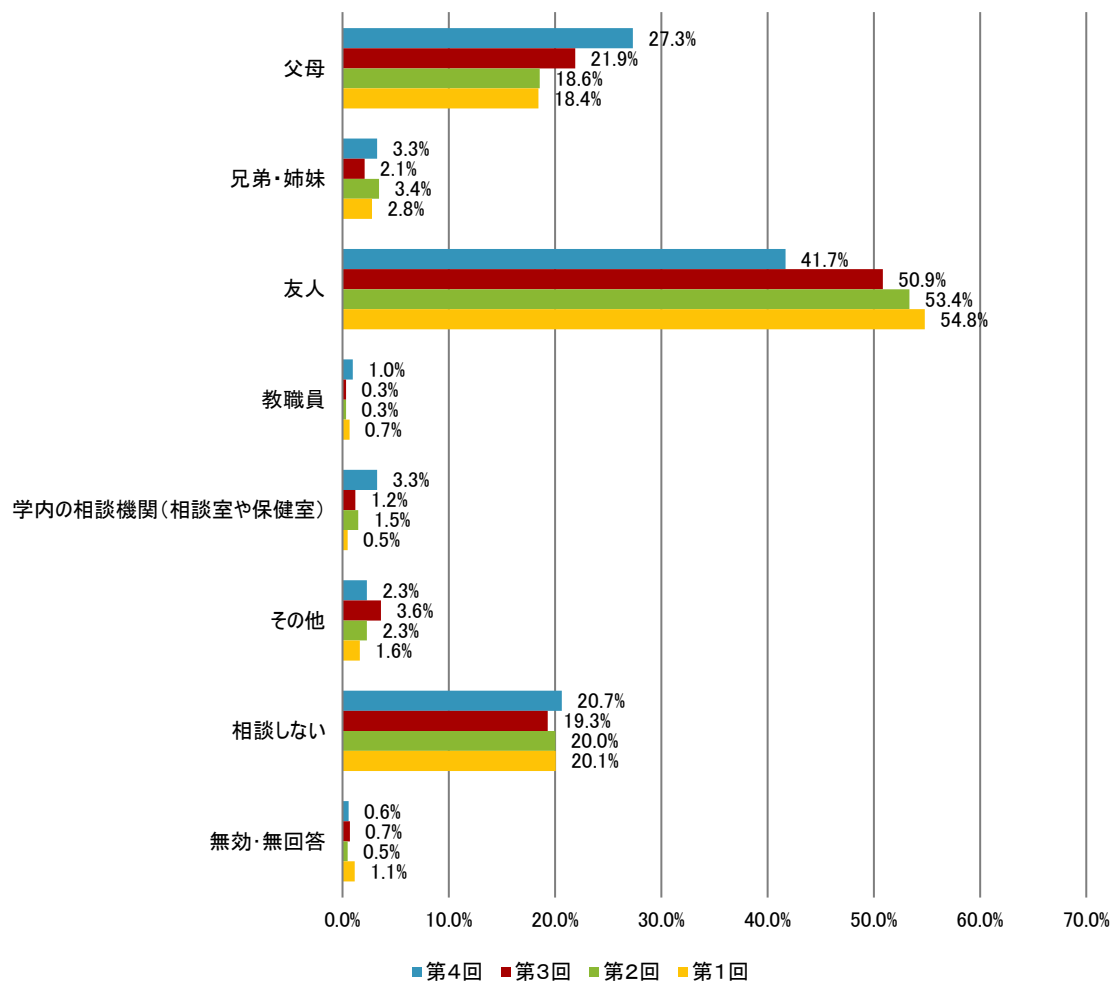


Figure 2-62 : Degree of satisfaction with counseling systems

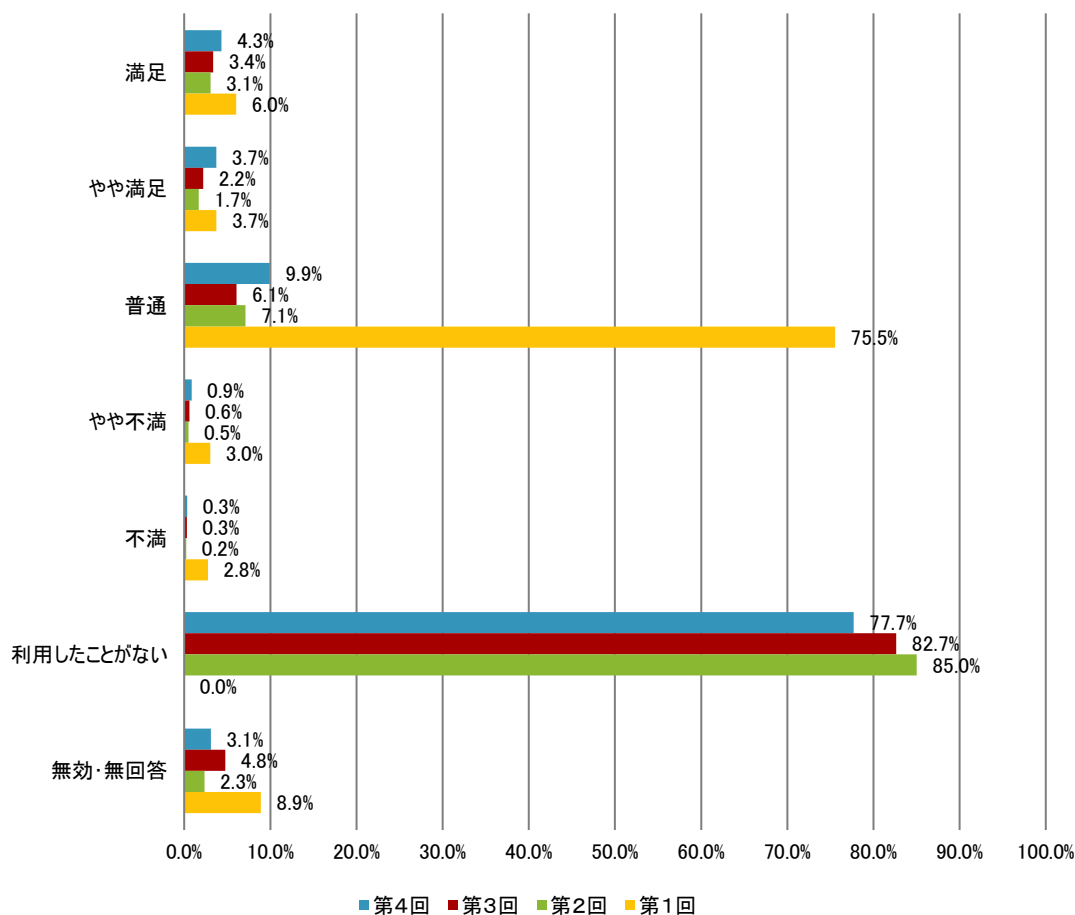
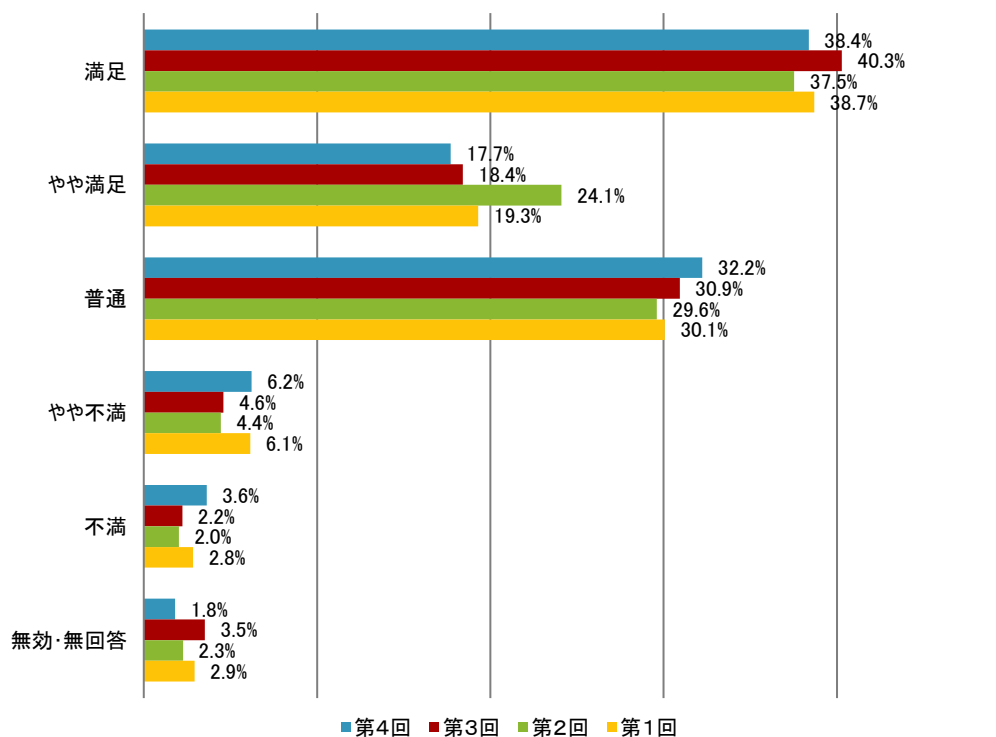


Figure 2-63 : Degree of satisfaction with relations (senior-junior)



2.7 Requests to and expectations from the University

Figure 2-64 shows the results of the question regarding the respondents' desires and expectations from the university. The results are similar to those of the first, second, and third surveys, with "Improvement of study abroad support systems" and "Curriculum reform" being sought. Compared to the third survey, "Improvement of study abroad support systems" increased and received the highest response rate, while "Curriculum reform" decreased.

Figure 2—64 : Requests to and expectations from the university

