Outline of Evaluation and Analysis Report on "Student Exchange Support Program" (Scholarships for Short-term Study in Japan) (June 29, 2015)

Student Exchange Support Program Evaluation and Analysis Committee

Japan Student Services Organization

Contents of Report

- I. Introduction
- Outline of Evaluation and Analysis on "Student Exchange Support Program"
 - (1) Historical background of Survey
 - a. Critical review by external reviewers on "Student Exchange Support Program"
 - b. Renovation of "Student Exchange Support Program"
 - (2) Requirement of evaluation and analysis on the program
 - (3) Evaluation and Analysis Committee and a working group
- 3. Survey on short-term outbound study abroad (2013)
 - (1) Planning on survey
 - (2) Visit and interviewing of institutions supported by the program
 - (3) Additional survey and analysis for 2011 · 2012 students supported by the program
 - (4) Symposium on good practice examples of outbound study programs
- 4. Survey on short-term inbound study abroad (2014)
 - (1) Planning on survey
 - (2) Visit and interviewing of institutions supported by the program
 - (3) Additional survey and analysis for 2013 students supported by the program
- Proposal for "Student Exchange Support Program"
- 6. Closing statement

- Additional Survey and Analysis for Outbound Study Program Students Supported by the "Student Exchange Support Program" (2011-2012)
 - Additional Survey and Analysis for Inbound Study Program Students Supported by the "Student Exchange Support Program" (2013)

"Student Exchange Support Program"

Evaluation and Analysis Committee Working Group

YOKOTA Masahiro (Meiji Univ.)(Chair), OTA Hiroshi (Hitotsubashi Univ.), OKADA Akihito (Tokyo Univ. of Foreign Studies), TSUBOI Takeshi (Komazawa Univ.), NITTA Isao (Meiji Univ.), NOMIZU Tsutomu (Nagoya Univ.) and Japan Student Services Organization (JASSO)

3

Answers to Questionnaire Survey for the "Student Exchange Support Program" Scholarship Recipients

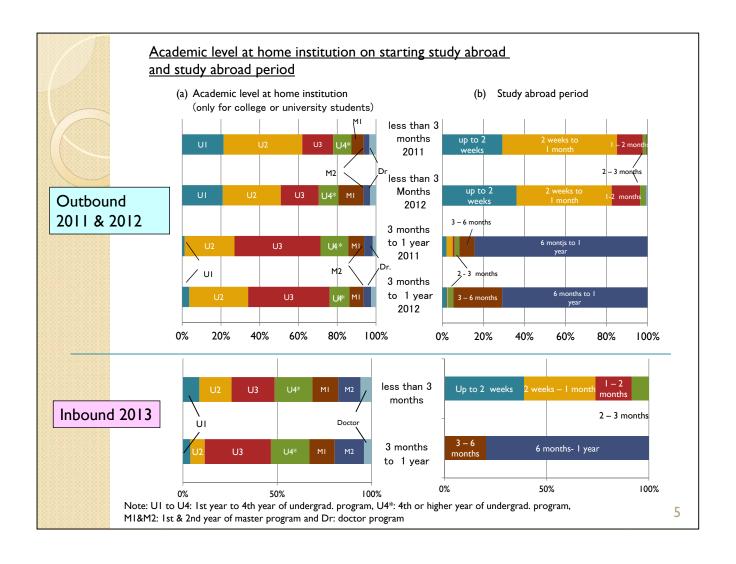
Outbound 2011 & 2012

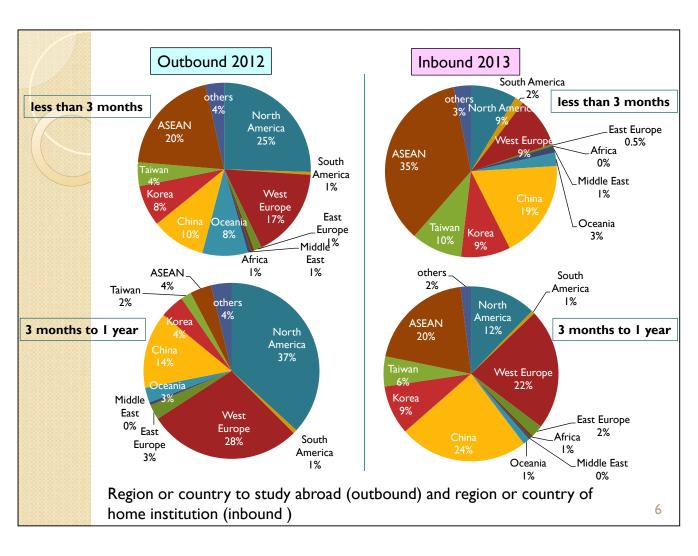
	2011			2012								
	less than 3 months		3 months to 1 year			less than 3 months			3 months to 1		year	
	# of institutions	# of answers	Rate of answers	# of institutions	# of answers	Rate of answers	# of institutions	# of answers	Rate of answers	# of institution	# of answers	Rate of answers
National Univ. & College	63	1112	(35.8%)	50	202	(41.0%)	62	1611	(44.0%)	53	349	(35.2%)
Public Univ. & College	11	117	(3.8%)	7	11	(2.2%)	8	109	(3.0%)	8	26	(2.6%)
Private Univ. & College	87	1801	(58.0%)	68	276	(56.0%)	70	1829	(49.9%)	72	607	(61.2%)
Junior College	ı	7	(0.2%)	ı	2	(0.4%)	2	25	(0.7%)	0	0	(0.0%)
National College of Technology	8	69	(2.2%)	2	2	(0.4%)	11	89	(2.4%)	4	10	(1.0%)
Total	175	3106		119	493		141	3663		128	992	
# of scholarship recipients		14248			1635			12891			2488	
rate of answers		21.8%			30.2%			28.4%			39.9%	
Male/Female	39	.8%/59.9)%	33.3%/66.7%		44.3%/54.5%			33.2%/66.8%			

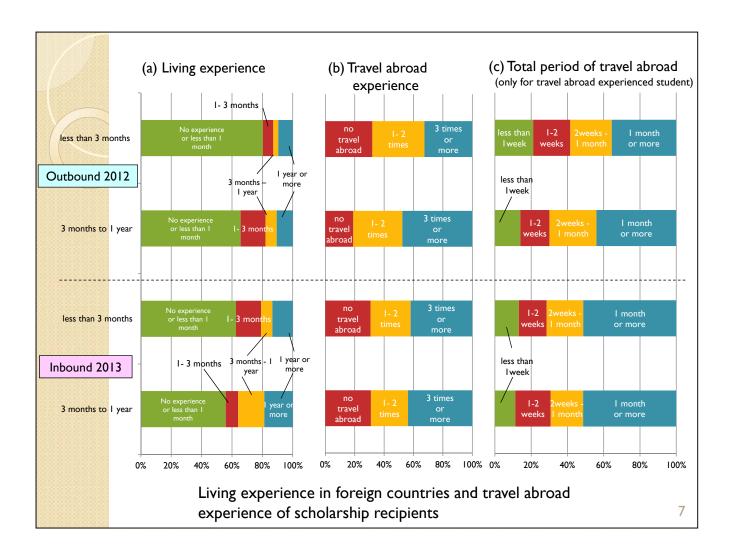
Inbound 2013

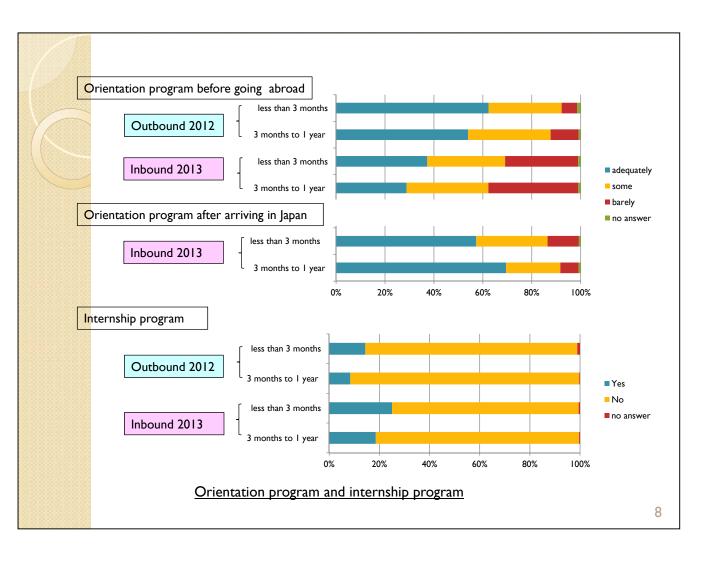
	less than 3 months			3 months to 1 year			
	# of	# of	Rate of	# of	# of	Rate of	
	institutions	answers	answers	institutions	answers	answers	
National Univ. & College	44	712	(63.9%)	45	743	(65.2%)	
Public Univ. & College	3	50	(4.5%)	4	48	(4.2%)	
Private Univ. & College	22	308	(27.6%)	27	328	(28.8%)	
Junior College	I	2	(0.2%)	0	0	(0.0%)	
National College of Technology	6	42	(3.8%)	4	21	(1.8%)	
Specialized Training College	0	0	(0.0%)	0	0	(0.0%)	
Total	76	1114		80	1140		
# of scholarship recipients		3221			2227		
rate of answers		34.6%			51.2%		
Male/Female	Male/Female 43.8%/56.1%			40.4%/59.5%			

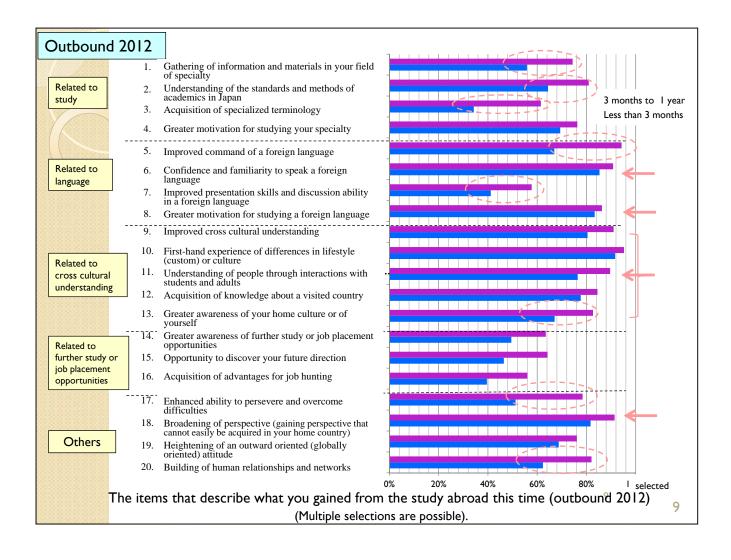
4

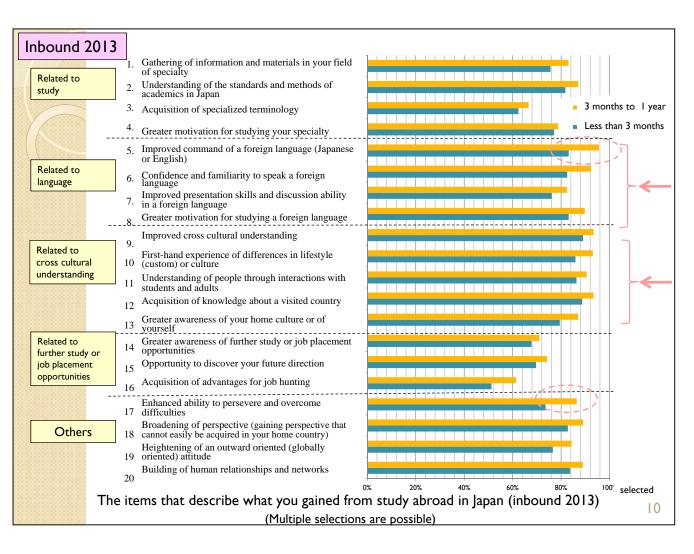












	elf-	evaluation of r	necessary workforce skills and cross co	ultural understanding	
*b 前 に	1	主体性	自分からやるべき課題を見つけて率先して 取り組むことができる	Ability to take the initiative	I find issues myself that should be taken up and I am able to take initiative to tackle them.
踏み	2	働きかけ力	仲間に働きかけて、問題点を一緒に改善するた めに行動することができる	Negotiation skills	I am able to approach friends or colleagues and work together with them to tackle the issues.
出す力	3	実行力	自ら目標を設定し、失敗を恐れず粘り強く行動 することができる	Execution skills	I am able to set myself a goal and work patiently without fear of failure.
*c	4	課題発見力	に提示することができる	Anaryzation skins	I am, in my own way, able to analyze the present situation and specifically identify issues or problems.
考え抜く	5	計画力	課題に向けた解決プロセスを考え、計画的に実 行することができる		I am able to work out processes for solving an issue and carry it out in a systematic way.
*a <mark>く</mark> 社力 会	6	創造力	既存の発想にとらわれず、課題に対して新しい 考えで、意見やアイディアを工夫して提案でき る		I am able to devise and propose new ideas or opinions to address an issue without being trapped by conventional viewpoints
会人基礎力*セーム	7	発信力	自分の意見を分かりやすく整理した上で相手に 理解してもらえるよう的確に伝えることができ る	Self-expression skills	I am able to organize my opinion to make them easy to understand, and precisely express them, so that other people can understand them
	8	傾聴力	- 相手の話しやすい環境を作り、適切なタイミン グで相手の意見を引き出すことができる	Communication skills	I am able to create an environment that encourages other people to express themselves and draw out their opinions at the right time
	9	柔軟性	自分の意見ややり方に固執せず、相手の意見や 立場を尊重して柔軟に対応できる	Flexibility	I am able to respond to other people with flexibility, respecting their opinions and position, without insisting on my own opinions or methods.
で働く力	10	状況把握力	別すこの気体圧と生かりもことがくこも	Situation judgement skins	When working as a part of a team, I am able to understand the relationship between myself and other members and surrounding matters
,1	11	規律性	その場のルールや手続きに従って自らの行動や 発言を適切にすることができる	Compliance skills	I am able to act and speak in an appropriate manner in accordance with the rules or procedures of any place or occasion.
	12	ストレス・コン トロールカ	ストレス状況におかれても、自分の成長機会だとポジティブにとらえ、前向きに対処することができる		I am able to approach stressful situations for personal growth, and respond in a constructive manner.
*e 異	13	外国人との協働 カ	すことができる	skills	When working with Japanese or international students, I able to get involved in decision making and play a cooperative role.
*e 異文化理解	14	異文化理解力	日本人や他国の留学生の行動が奇妙に思えても それを良し悪しで判断せず、文化的な差異では ないかと疑って	Cross cultural understanding skills	I do not judge the behavior of Japanese or international students to be good or bad, even if it appears strange, because there may be cultural differences.
· 活用力	15	異文化間コミュ ニケーションカ	不十分な語学力であっても、なんとか意味を伝 えようと積極的に発信することができる	Cross cultural communication skills	I try hard to convey what I mean and communicate without hesitation, even through my command of the language is insufficient.

