

Supplementary Report

## University recognition of Diploma Programme graduates at leading Japanese universities

Authors

Yamamoto, B.A, Ishikura, Y, and Saito, T.

Osaka University

### Introduction

With the introduction of the IBDP 200 Schools Project there will be an increasing number of International Baccalaureate Diploma Programme (IBDP) students who have studied in Japan. In order to attract students to the IBDP program, it is of paramount importance that graduates have routes into Japanese universities across all fields and disciplines. To date IBDP graduates in Japan have either gone overseas for university study or been restricted to a few liberal arts programs in a small number of private universities. To encourage more universities to open their doors more widely to IBDP graduates, the most recent (2014) higher education (HE) funding awards from MEXT targeting internationalisation, the Super or Top Global University (TGU<sup>i</sup>) initiative, required that all applicants clarify how they would diversify selection procedures and create admission routes for IBDP graduates into their institutions. We targeted these institutions for this study to gain an insight into how universities planned to recognise the IBDP in general, and the Japanese dual language DP in particular, for university admissions.

## Background

In June 2016, the findings were published of a year-long study of the implementation and impact of the government-led initiative to introduce a dual language DP Program into government funded Japanese secondary schools (Yamamoto, Saito, Shuya, Ishikura, Gyenes, Kim, Mawer, and Kitano, 2016). From this study, a report was produced detailing 1) the education policy context of Japan, 2) the implementation of the dual language IBDP in Japanese secondary schools, and 3) the development and use of an instrument designed to measure baseline indicators in order to gain an understanding of the impact of the introduction of the dual language IBDP.

This current report on university admissions policy is supplementary to the June 2016 report, and describes the results of a concurrent survey of leading Japanese universities examining their current and intended future use of the IBDP as university entrance certification. This part of the study sought to gain insights into the willingness and/or readiness of leading universities to accept IBDP students across departments regardless of nationality or place of study.

More specifically, this supplementary report presents survey results relating to three research questions concerning IBDP university admissions:

- 1) To what extent are leading Japanese universities utilizing or planning to utilize the IBDP Diploma scores in admissions decisions?

- 2) What are the motivations of those universities that are recognizing or moving towards recognizing IBDP Diploma scores for admissions?
- 3) To what extent will IBDP students have access to all schools and faculties (all academic fields) in the universities that recognise or plan to recognize the IBDP Diploma for university admissions? Is nationality or place of schooling a major consideration?

It is important to note here that the IBDP Diploma was officially recognized for university admissions by the Japanese government as early as 1979. The Ministry of Education, Culture, Sports, Science and Technology (MEXT) notified all Japanese universities, national (state), public (municipal) and private, that IBDP Diploma graduates who have reached the age of 18 and meet the prerequisites set by the university were eligible candidates for university admission. However, it has been unclear to what degree the DP has actually been recognised for university admissions in Japan, especially as a stand-alone qualification rather than supplementary documentation. Until recently, leading universities in Japan utilised the National Centre Test for University Admissions coupled with individual university-based entrance exams as the main tools of admissions (Yamamoto, et al., 2016; Yamamoto, 2017a). Yet, stakeholders associated with the IBDP Diploma in Japanese secondary schools have argued that there is a need for universities to recognise Diploma scores stand-alone certification and that universities should not be requiring candidates to sit for the

National Centre Test for University Admissions and/or individual university-based entrance exam in addition (IBDPAC, 2014).

## Methodology

To address the above questions on IBDP recognition and admissions practices in leading Japanese universities, we developed a six-question survey instrument that included items on current practices, knowledge and interest in the IBDP Diploma as a university admissions qualification, future plans, and motivation, expectations and concerns about introducing an IBDP admissions route. The survey was created from a pilot survey instrument that we had created and utilized in the early stages of this project.

The survey was sent out in November 2014 to all 104 universities offering undergraduate programmes that had applied for the 10-year Top Global University (SGU) funding. At the point at which the survey was distributed the SGU funding results had been released publicly for two months. However, we targeted all those that had applied and not only the recipients of SGU funding. The reason for this is that all applicants were required to create a plan for admitting IBDP Diploma graduates. Thus, we felt it meaningful to target all 104 applicant universities and use this as our working definition of a 'leading university.' Of the 104 applications, 37 were awarded funding (See Table 6.1.). We expected that those 37 universities may already be actively moving forward

with plans for recognizing DP scores for university admissions.

Japanese universities are divided into three categories: national university corporations (national universities), which are primarily funded by the national government; public universities that are primarily funded at a local government level; and private universities, which are largely funded by private educational foundations or corporations. The majority of universities in Japan are private (603), with far fewer national (86) and public (92) universities (Statistics Bureau, 2015, Table 16.1). The majority of leading research universities in Japan are national universities, while some of the leading teaching universities are private.

---

Table 6.1. Number of universities which applied to SGU by university type and selection status

University Type	Selected University	Non-Selected University	Applied University
National	21(40%)	32 (60%)	53 (100%)
Public	2(18%)	9 (82%)	11 (100%)
Private	14 (35%)	26 (65%)	40 (100%)
Total	37 (36%)	67 (64%)	104(100%)

The survey was addressed to the Admissions Office at each university with instructions requesting that an appropriate person in the Admission Office complete the questionnaire. We requested that the questionnaires were to be returned by post using a self-addressed stamped envelope.

In total, 50 out of the 104 universities responded to the questionnaire, giving a response rate of 48%. One private university, however, returned 10 different questionnaires answered by 10 individual departments, along with an explanation that there was no single institution-wide policy. These individual department results were not included in the following analysis to ensure consistency of results.

Table 6.2 shows the breakdown of universities that responded to the questionnaire based on their SGU status. Of the 37 universities who had been awarded SGU funding, 19 (51%) responded to the survey. Out of the 67 universities whose applications were not successful, 31 (46%) responded. Hence, we had a slightly higher response rate from universities that had been awarded SGU funding. The relative proportions of survey respondents who were national, public or private SGU recipients roughly mirrors that of the entire applicant pool of 104 universities. Thus, no group is significantly over or under represented in the survey sample.

Table 6.2. Number of responses by university type and SGU status

University Type	SGU University	Non-SGU University	Total
National	11 (41%)	16 (59%)	27 (100%)
Public	1(20%)	4 (80%)	5(100%)
Private	7(39%)	11 (61%)	18(100%)
Total	19 (38%)	31 (62%)	50 (100%)

In most cases, an official within the university Admission Office completed the survey. In the case of three universities (one national and two private), the questionnaire was completed by a different office or department (President's Office, Office of Global Human Resources, and International Exchange Office respectively).

## Findings

### Overview of Current Status of IBDP Diploma Graduates

Of the 50 respondents, 62% reported that they are already utilising IBDP scores for undergraduate admissions (Table 6.3). Of the 31 universities that have already implemented IBDP admissions policies, 68% (21 universities) stated that all departments have policies and 32% (10 universities) have policies for only some departments (Table 6.3.). Of the 19 universities who had not yet implemented policies, three universities indicated that they have confirmed plans to utilize IBDP Diploma scores for undergraduate admissions. The majority of the universities implement IBDP university admissions as a part of overall university policy, although each department is in charge of its own admissions.

---

Table 6.3. Utilisation of IBDP scores for university admissions

---

Yes	Percentage 62%	All departments	68%
		Some departments	32%
No	38%	Have confirmed plan	16%
		No confirmed plan	84%

---

(N=50)

However, exploring the target students for IBDP university admission, the data in Figure 6.1 reveals that each university targets their admission for different student populations. Although the IBDP Diploma is an internationally recognised certification for university entrance, many of the universities in our study are treating the diploma differently depending on where an applicant is from and/or where they received their upper secondary education. Figure 6.1 shows the type of students that universities are utilizing IBDP scores for Japanese nationals who are able to acquire 'returnee' (*kikokujisho*) status as a result of residing and being educated overseas for a prolonged period have a special admissions route in 29 of the 50 universities surveyed. However, it is unclear whether these students are eligible to apply for all programmes within these universities. Japanese nationals who gain an IBDP Diploma in Japan have the most limited access to enter Japanese universities. Only 17 universities stated that they provide an admissions route for Japanese IBDP students. This shows that a shift in the perception of who IBDP students are is only just starting to take place. Previously, the only way into a top-tier national university for graduates from Japanese schools would be through the standard National Centre Examination plus individual university entrance exams that measure *gakuryoku* as constructed by the universities and *juku* (in the case of private universities).



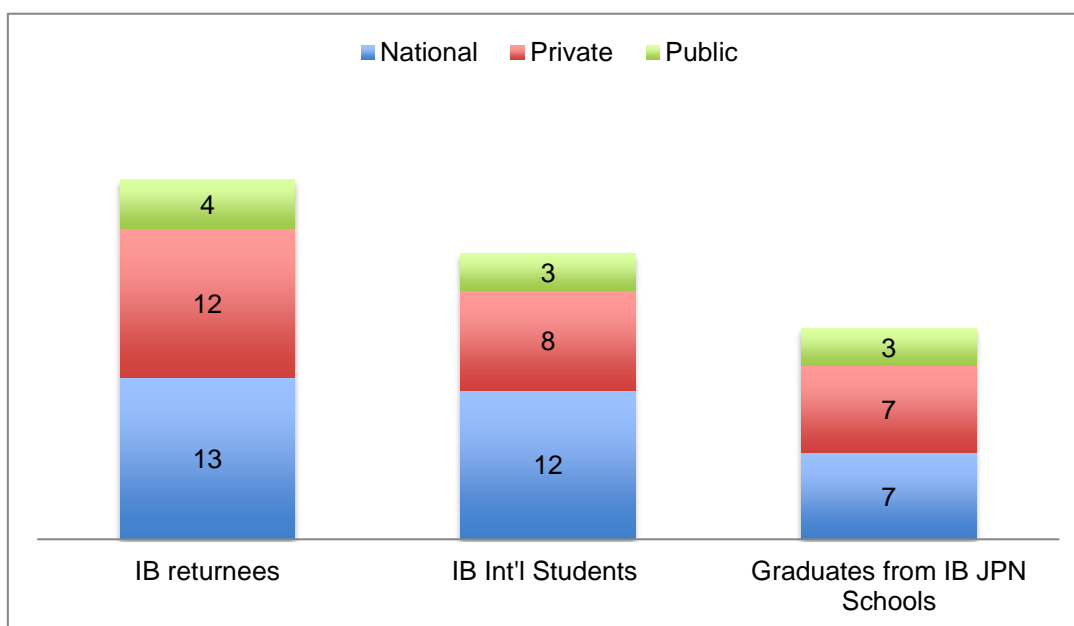


Figure 6.1. Student selection and admissions with IBDP scores

(At your university, which students are targeted for admissions utilising IBDP scores?)

When the 200 IBDP Schools Project was first announced there was a very low level public awareness of the IBDP including the dual language Diploma Programme. MEXT has worked hard to raise recognition generally and particularly at the university level. In the survey, respondents were also asked how much knowledge they have of the IBDP. As can be seen in Table 6.4, 36 universities answered that they either understood the IBDP (60%) or had enough knowledge for admissions (12%), suggesting that there was a degree of familiarity but some still need more information. Taking a different angle, only 4% of the respondents indicated that they had little or no knowledge about IBDP.

Table 6.4. Self-reported knowledge of the IBDP

	Percentage
My understanding is sufficient	12%
I understand	60%
Couldn't say either way	18%
I do not have much knowledge about the IBDP	2%
I have no knowledge at all	2%
Unanswered	6%
	(N=50)

### University motivation for recognising the IBDP Diploma for admissions

The following two questions were explored in order to have a better understanding of the motivation of Japanese universities for recognising the IBDP Diploma for student admissions.

#### Research Question 1 and 2:

- 1) To what extent are leading Japanese universities utilizing or planning to utilize the IBDP Diploma scores in admissions decisions?
- 2) What are the motivations of those universities that are recognizing or moving towards recognizing IBDP Diploma scores for admissions?

Universities that were currently utilising IBDP Diploma scores for admissions, or intended to, were asked about their motivation for doing so. A total of 34 universities indicated their level of agreement with 14 statements concerning motivations for using IBDP scores (Table 6.5). Of these, a large percentage (91%) agreed or strongly agreed that the IBDP Diploma is an internationally recognised diploma. Other motivations with high levels of agreement were:

attracting global human resources (88%), using an IBDP Diploma score to measure competency (85%), as a means of diversifying university admissions (85%), and to internationalise the university (79%). It is noteworthy that using IBDP student admissions to improve university teaching and learning culture was not a strong motivation for admissions officers.

1. Strongly Agree, 2. Agree, 3. Neither, 4. Disagree, 5. Strongly Disagree

Table 6.5. Motivations for utilising IBDP Diploma scores

	1	2	3	4	5	N
a. IBDP is the internationally recognised diploma	41%	50%	9%	0%	0%	34
b. IBDP as an indicator to show how competent the applicants are	26%	59%	12%	3%	0%	34
c. IBDP as an indicator to show whether or not the university achieves the international level of education	6%	16%	44%	28%	6%	32
d. To internationalise university	43%	36%	15%	6%	0%	33
e. To diversify university admissions	27%	58%	12%	3%	0%	33
f. To achieve a globalised campus	26%	38%	24%	9%	3%	34
g. To attract global human resources	38%	50%	9%	3%	0%	34
h. To attract high quality students	21%	44%	32%	3%	0%	34
i. To enhance the quality of education	6%	30%	49%	15%	0%	33
j. To diversify the university education	9%	36%	40%	15%	0%	33
k. To improve teaching pedagogy	0%	21%	58%	21%	0%	33
l. To improve student learning	0%	18%	61%	21%	0%	33
m. To respond the government education policies	12%	37%	27%	21%	3%	33
n. For university publicity	3%	18%	34%	27%	18%	33

In addition to motivations, we asked universities about their expectations of IBDP Diploma students. Options for expectations were linked to elements of an IBDP education, including IBDP learner profile attributes, approaches to teaching and learning skills, and a commitment to multilingualism. A total of 43-44 universities replied to these questions (Table 6.6). The highest expectation was foreign language proficiency, which in the Japanese context means English language proficiency. In total, 95% of the universities who answered this question reported that they highly expected (27%) or expected (68%) IBDP Diploma graduates to have foreign language proficiency. There were also high expectations of the students' critical thinking and communications skills, intellectual curiosity and problem-solving skills, learning outcomes that have been firmly linked with the IBDP curriculum in information that has circulated in Japan. Interestingly, there were comparatively low expectations for social responsibility and self-management skills, which most research indicates are key outcomes of participation in the IBDP (Resnik, 2008).

---

**Table 6.6. Expectations of IBDP Diploma graduates**

	1	2	3	4	5	N
1. Foreign language proficiency	27%	68%	5%	0%	0%	44
2. Critical thinking skills	23%	57%	20%	0%	0%	44
3. Communication skills	32%	54%	14%	0%	0%	44
4. Intellectual curiosity	20%	57%	23%	0%	0%	44
5. Problem solving	27%	48%	25%	0%	0%	44
6. Leadership skills	20%	48%	32%	0%	0%	44
7. Social responsibility	9%	44%	47%	0%	0%	43
8. Self-management skills	14%	48%	38%	0%	0%	44

9. Information processing ability	7%	39%	54%	0%	0%	44
-----------------------------------	----	-----	-----	----	----	----

Have high expectations; 3. Neither; 5. Don't have expectations at all

When asked about concerns held about IBDP students, universities identified a lack of university staff with knowledge of the IBDP (43%), possible gaps between the Japanese National Curriculum and the IBDP curriculum (36%), IBDP student selections (34%), Japanese language proficiency (34%), and possible gaps between IBDP anticipated and the IBDP final scores (27%) (Table 6.7). The lowest level of concern was around cultural differences in regard to how students learn and think.

Table 6.7. Concerns about IBDP Students

	1	2	3	4	5	N
1. Japanese language skills	0%	34%	39%	27%	0%	44
2. IBDP student selections	2%	32%	32%	30%	4%	44
3. Gap between Japanese and IBDP education	2%	34%	32%	30%	2%	44
4. Lack of university staff with knowledge on IBDP	9%	34%	39%	16%	2%	44
5. Academic achievements on science and math	0%	21%	52%	25%	2%	44
6. Gap between IBDP anticipated and the IBDP final scores	2%	25%	55%	16%	2%	44
7. Cultural differences (how students think/ how students learn)	2%	9%	43%	39%	7%	44

1. Very concerned; 3. Neither; 5. Not concerned at all

## Access to Japanese universities for IBDP students and potential barriers

### Research Questions 3

In this next section we report results for question three which explored the extent to which 'IBDP students will have access to all schools and faculties (all academic fields) in the universities that recognise or planning to recognize the IBDP Diploma for university admissions?'

While a major reported attraction of the IBDP Diploma is that it is an internationally recognised diploma, universities still have some work to do in terms of internalising IBDP admissions practices in Japan. While 62% of the questionnaire respondents reported that they are utilising IBDP scores, 38% are not yet providing pathways for IBDP Diploma graduates to enter their universities. Moreover, where IBDP routes have been created, they tend to be limited to a small number of liberal arts or English medium programmes. There are few routes into regular programmes. (Tsugawa and Ishikura, 2015). This potentially reflects the reality that most IBDP students to date have taken an English medium IBDP and there have been few students from Article One schools attempting to enter Japanese universities with an IBDP Diploma.

The novelty of Article One schools offering the IBDP notwithstanding, a cause for concern for the first student cohorts graduating from schools implementing the new Japanese dual language IBDP is that some universities still have not

created tracks to recognize them. Our survey data suggests that even with programmes that are open to IBDP Diploma students, universities may still be treating the Diploma differently, depending on where students were educated and/or the holder's nationality (see Figure 6.1.). Universities that do have an IBDP admissions route often require Japanese students to have returnee status to be eligible to apply through this track. This means that currently Japanese returnee students and international students often have a better access to Japanese undergraduate programs than Japanese nationals who undertook the DP in a Japanese secondary school. With so much of university expectations of the IBDP Diploma focusing on language proficiency and internationalisation, this raises issues about how well the dual language Diploma will be recognised, especially if the holder is a Japanese national whose education has taken place largely in an Article One School.

Should the goal of establishing 200 IBDP schools in Japan be realised, there will be an increasing number of domestic IBDP Diploma students seeking entrance into Japanese universities. MEXT is also keen for dual language Diploma students to have widespread access to the top universities; hence, they are encouraging universities to accept these students. Nevertheless, currently there are significant discrepancies in the way that the IBDP Diploma is used in admissions processes.

A further issue is an apparent disconnect between government policy, which supported the implementation of a dual language Diploma, and university expectations. It is difficult to ascertain whether this is a result of inadequate knowledge, or misconceptions. As the survey results above indicates, universities expect IBDP students to have strong foreign language proficiency, which means English in the Japanese context (Table 6.6.) and hold concerns with IBDP students' weaker Japanese language skills (Table 6.7). There is perhaps an understandable perception that IBDP programmes provide students with an 'English' education fostering high English competency. However, the IBDP curriculum does not specifically set out to nurture English language skills and for those students taking a Dual Language Diploma, attaining a returnee level of English proficiency may be a challenge. This focus on English may cause those involved in admissions to overlook the content knowledge and broader learning outcomes of the IBDP curriculum and assessment, which include problem solving, critical thinking, international mindedness, ability to reflect and make principled decisions, analytical, research and writing skills.

Conversely, while the expectation of English proficiency may be inflated for Dual Language Diploma students, their Japanese proficiency may be wrongly underestimated. As the student population is becoming more diverse, universities need to know who their students are, where they are coming from, what kinds of skills, competencies and knowledge they come with, how they



learn, and how this base can be further enriched. As shown in the results from the survey, there are some challenges concerning this issue. While there is now some name recognition of the IBDP, there remains a need to enhance the understanding of those engaged specifically in admissions and the education of prospective IBDP students.

The questionnaire data, supplemented by our observations at forums and seminars has led us to believe that many staff involved with admissions may not yet have a strong understanding of the IBDP and global admissions procedures appear to be underdeveloped. Furthermore, because of this lack of understanding, it could be that the bar is being set very high by some departments at certain institutions. Certain institutions require students to submit their IBDP scores, take the National Centre Exam for University Admissions, attain high scores on English proficiency tests, write essays and provide many other forms of documentation. In total, this asks much more of IBDP students than is expected of general admission students.

## **Discussion**

There will be more government funded high schools offering the IBDP in Japan in the near future which will result in an increase in the number of Japanese students seeking university entrance with this certification. There are early signs that Japanese universities are exploring routes to accept IBDP Diploma graduates, but these appear tentative. From our research, it appears that

universities are treating students with the IBDP Diploma differently depending on their nationality and where they received their education. We conclude that Japanese top universities are not fully ready to admit IBDP students from local Japanese schools for both policies and practices in terms of college admissions and education.

To move forward, high schools and universities need to work collaboratively in order to have common understanding of IBDP curriculum and the learning outcomes of IBDP students. To date, high schools and universities have largely worked as separate educational entities, with limited communication except where there is a private educational corporation overseeing both.

The role of the high school counsellor or career officer could be utilized effectively to open up dialogue between high schools and university admissions teams. With better knowledge of the IBDP, Diploma students may become more attractive to Japanese universities. At the same time, while developing admission routes for IBDP students, universities may want to consider how these students can contribute to the diversification of the educational environment as well as the curriculum.

As was shown in results reported from our main study (Yamamoto, Saito, Shibuya, Ishikura, Gyenes, Kim, Mawer, and Kitano, 2016), Japanese DP had

higher expectations of their study in terms of developing language skills and international mindedness, and reported higher levels of confidence and motivation across a range of skills compared to non-IBDP students. It will be interesting to track the performance of these students not only to the end of high school but also through university.

### **Limitations of the University Admissions Research**

A major limitation of the supplementary study is that we have relied on the response of one officer, generally in the Admissions Office, of each university to reflect the policy of the entire university. Each faculty or department can set its own particular admissions criteria as long as it adheres to the overall eligibility requirements set by MEXT. The role of the Admissions Office in large universities can vary greatly depending on the university. As such, a lack of knowledge or interest on the part of an official in the Admissions Office does not necessarily equate with a lack of knowledge or interest of all those who have a role in admissions activities. The admissions landscape in Japan is currently extremely fluid and in future research a more qualitative approach may offer additional insights.

### **References**

IBDPAC (International Baccalaureate Advisory Committee, Japan). 2014. Kokusai Bakarorea Nihon Adobaizari- linkai hōkusho~ Kokusai Bakkarorea no Nihon ni okeru dōnyū suishin ni muketa teigen ( Report of the International Baccalaureate

- Advisory Committee: Recommendations to address the promotion of the the introduction of the International Baccalaureate in Japan). June, 2014. MEXT.
- Resnik, J. 2008. The construction of the global worker through international education. In Resnik, J. (ed.) The production of educational knowledge in the global era. Rotterdam: Sense Publishers.
- Tsugawa, M. and Ishikura, Y. 2015. The International Baccalaureate diploma and Japanese universities' admissions processes: Perceptions versus practice. Osaka University Education Department Bulletin Paper. 20 (pp.3-16).
- Yamamoto, B.A. 2014. Kokusai Bakarorea shurosei no ukeire nikashite: Osaka Daigaku G30 eigo gakui kosu deno keiken yori (Admissions of International Baccalaureate students: From my experience at English-medium program at Osaka University). MEXT Education Archive. No. 341 (pp.24-26).
- Yamamoto, B.A. 2017a. Diversifying admissions through top-down entrance examination reform in Japanese elite universities: What is happening on the ground? In Mountford Zimdars, Anna and Harrison, Neil (eds) Access to Higher Education: Theoretical Perspectives and Contemporary Challenges, New York / Abingdon: Routledge.
- Yamamoto, B.A. 2017b. Osaka Daigaku gakubu eigo ko-su (The English program at Osaka University. In Kokusai Bakarorea no genzai (The International Baccalaureate today). Tokyo: The Earth Kyoiku Shinsha.(pp.141-144).
- Yamamoto, B.A, Saito, T, Shibuya, M, Ishikura, Y, Gyenes, A, Kim, V, Mawer, K and Kitano, C. 2016. Implementation and impact of the dual language International Baccalaureate Diploma Programme (DP) in Japanese secondary schools. Bethesda, MD, USA. International Baccalaureate Organization.

## Appendix. Questionnaires for University Admissions (translated to English)

<b>Name of the university</b>	
<b>Name of the Respondent</b> <b>Name of the Office/ Department</b>	
<b>Email Address</b>	@

**[Question 1] Currently in Japan, IBDP has been paid much attention. What is the stance of your university toward attracting IBDP students?**

- We have interest in attracting IBDP students and strive to (plan to) use IBDP scores for student admissions
- We have an interest in IBDP but have no special measures to attract IBDP students
- We have no interests in attracting IBDP students

**[Question 2] How well do you understand IBDP?**

- ① My understanding is sufficient    ② We Understand IBDP    ③ Couldn't say either way
- ④ We do not have much knowledge about the IBDP    ⑤ We have no knowledge

**[Question 3] Are you currently utilizing IBDP scores at your university admissions?**

1. Yes    2. No

**(If you answer yes for question 3, please answer the following questions)**

**Does your university utilise IBDP scores for the entire university admissions?**

**Or only some of the departments are utilising IBDP scores?**

1. Utilising IBDP scores for the entire university
2. Utilising IBDP scores for some of the departments only

(Can you tell me since when and which departments have been utilising IBDP scores)

**At your university, who are you targeting for the admissions utilising IBDP**

**scores?**

**(Multiple answers allowed)**

- Japanese returnees (with years of abroad living or studying experience)
- International Students
- IBDP students who gained IB Diploma in Japan (without abroad living or studying experience)

**( If you answer no for question 3, please answer the following questions )**

**Is your university planning to utilise IBDP scores in the future?**

- ① Yes we are planning to.    ② No we do not have any plans.    ③ Not decided yet.

If you are planning to utilise IBDP scores in the future, could you please tell me more details?

If you do not have any plan, could you tell me why you are not utilising IBDP scores for your university admissions?

**[Question 4]**

**Please answer the following questions if you are utilising/ planning to utilise IBDP scores for the admissions.**

**What is your motivation to utilise IBDP scores?**

**Please circle one.**

- ① Strongly agree    ② Agree    ③ Neither    ④ Disagree    ⑤ Strongly disagree

	1	2	3	4	5
a. IBDP is the internationally recognised diploma					
b. IBDP as an indicator to show how competent the applicants are					

c. IBDP as an indicator to show whether or not the university achieves the international level of education					
d. To internationalise university					
e. To diversify university admissions					
f. To achieve a globalised campus					
g. To attract global human resources					
h. To attract high quality students					
i. To enhance the quality of education					
j. To diversify the university education					
k. To improve teaching pedagogy					
l. To improve student learning					
m. To respond the government education policies					
n. For university publicity					
Others (Please describe)					

**[Question 5]**

**What much expectations do your university have for IBDP students to have the following competencies?**

**For each item, please circle one the response that best reflects your institutions expectations.**

- ① Have high expectations      ② Have expectations      ③ Neither  
 ④ Hardly have expectations      ⑤ Do not have expectations at all

	1	2	3	4	5
a. Language proficiency					
b. Critical thinking skills					
c. Communication skills					
d. Intellectual curiosity					
e. Problem solving					

f. Self-management skills					
g. Leadership skills					
h. Information processing ability					
i. Social responsibility					
Others (Please describe)					

**[Question 6]**

**How much are you concerns with the following items to accept IBDP Students?**

**Please circle one**

- ① Very Concerned    ② Concerned    ③ Neither  
 ④ Not really concerned    ⑤ Not concerned at all

	1	2	3	4	5
a. Japanese language skills					
b. IBDP student selections					
c. Gap between Japanese and IBDP education					
d. Lack of university staff with knowledge on IBDP					
e. Academic achievements on science and math					
f. Gap between IBDP anticipated and the IBDP final scores					
g. Cultural differences (how students think/ how students learn)					
Others (Please describe)					

<sup>i</sup> Originally the English title of this project was Super Global University, abbreviated to SGU, but as a result of criticism this was subsequently changed to Top Global University. However, the Japanese title was unchanged as the *Sūpā gurōbaru daigaku sōsei shien* and abbreviated to SGU. The SGU abbreviation continues to be used despite the change in the English title.