

VIII. Questionnaire

(1) Purpose

The 1st batch of students at the Green Asia Program completed the curriculum to earn their doctoral degrees in March, 2017, and therefore, a questionnaire on the program targeting all of the students and professors related to the program was implemented. The purpose of this questionnaire is to clarify the effectiveness of the program as follows: (1) whether the educational contents of the program contributed to increasing the (potential) degree recipients' activities in non-academic fields (relative to basic design of the program), (2) whether the educational contents of the program contributed to developing various abilities of the students, such as ability of objective appraisal, other than research skills (relative to a basic concept as an international education program combined the sciences and humanities), and (3) whether the program impacted their departments in some way.

(2) Procedure

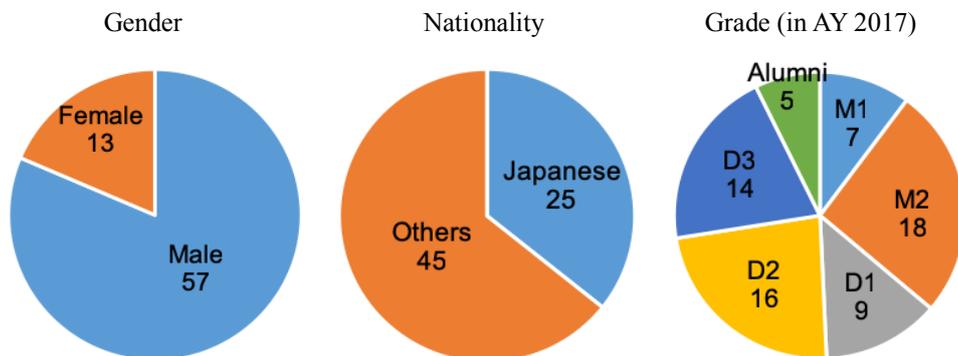
The procedures of the questionnaires targeting the students and faculty members are shown in **Table 8-1**.

Table 8-1. Procedures of the Questionnaires

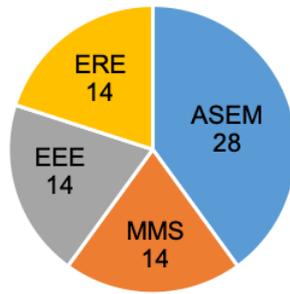
	Student	Faculty Member
Period	March and April, 2018	From March to June, 2018
Target	71 Students including the degree recipients	39 Mentors and research supervisors of the Green Asia Program students
Respondent	70 (99% response rate)	38 (97% response rate)

(3) Questionnaire Targeting Student

a) Distribution of the Respondents



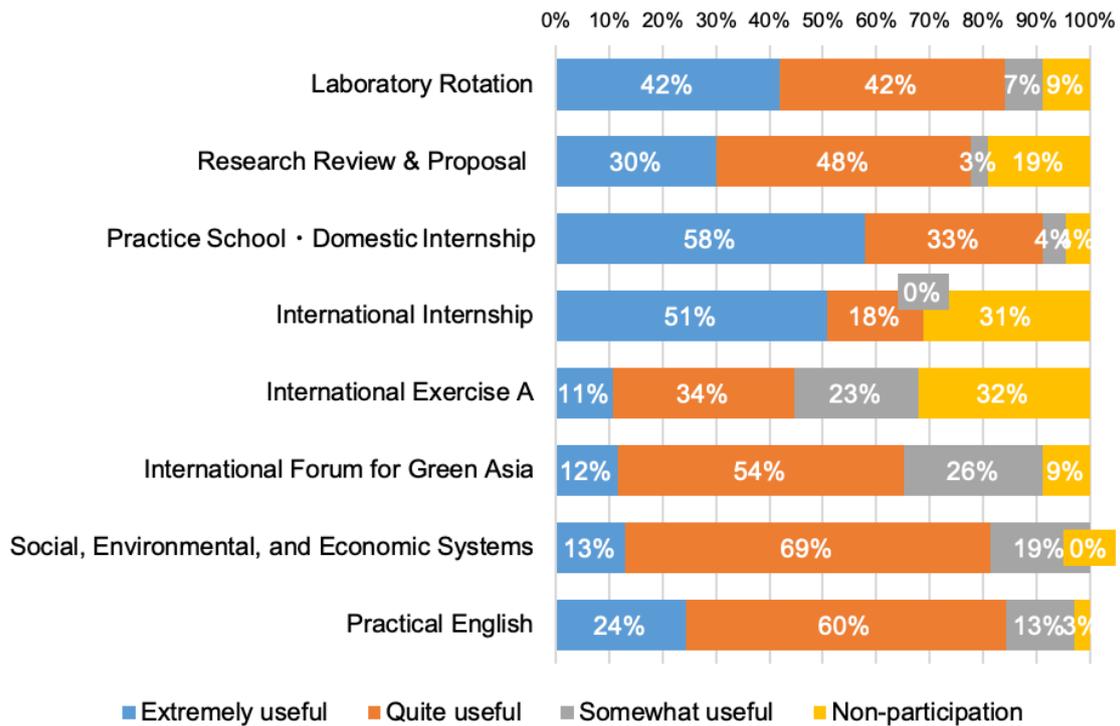
Department



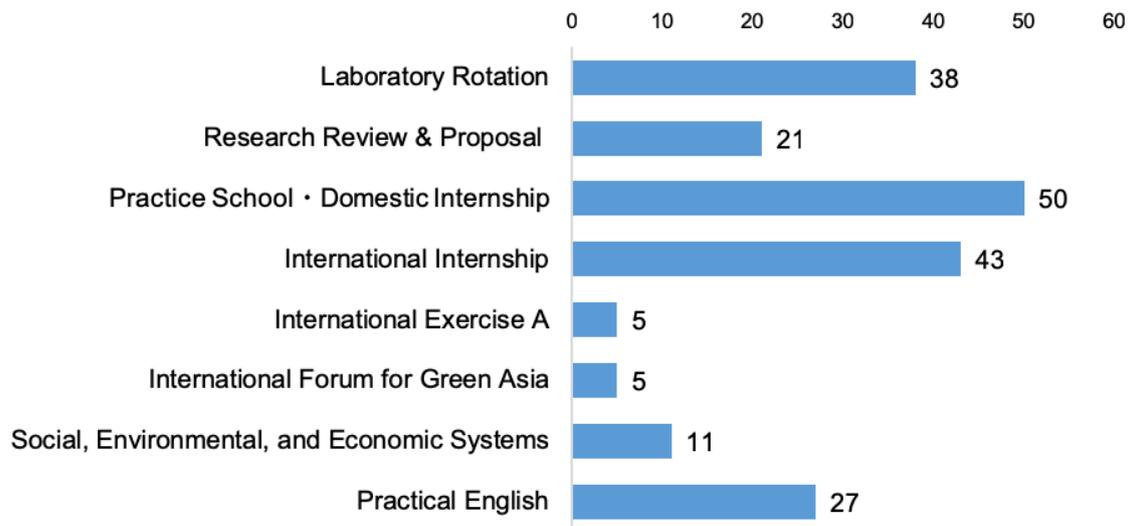
ASEM: Applied Science for Electronics and Materials, MMS: Molecular and Materials Sciences, EEE: Energy and Environmental Engineering, ERE: Earth Resource Engineering

b) Favorite Aspects of the Program

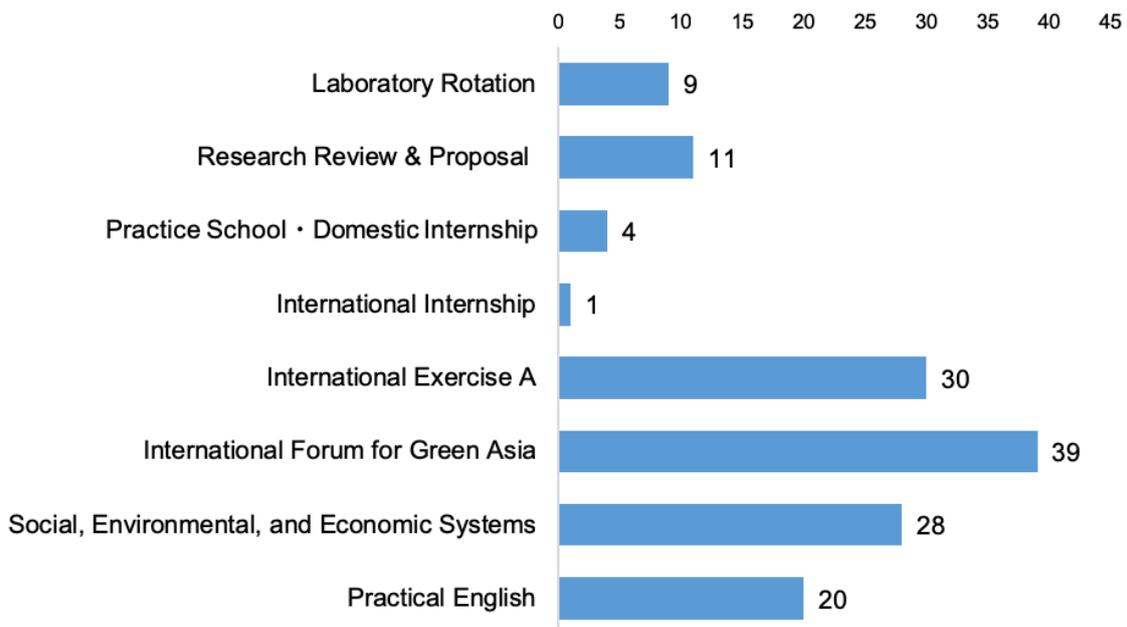
Q1. Give the following classes a usefulness score of development of critical thinking and creativity from A to D.



Q2. Select the numbers of the three MOST USEFUL classes.

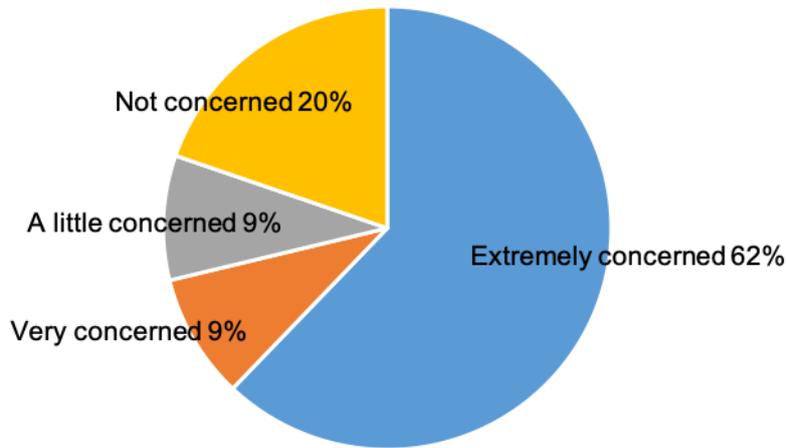


Q3. Select the numbers of the three Least USEFUL classes.



Many students consider that Laboratory Rotation, Practice School, Domestic and International Internships were beneficial. On the other hand, International Exercise A, International Forum for Green Asia, and social science subjects do not seem to be quite useful.

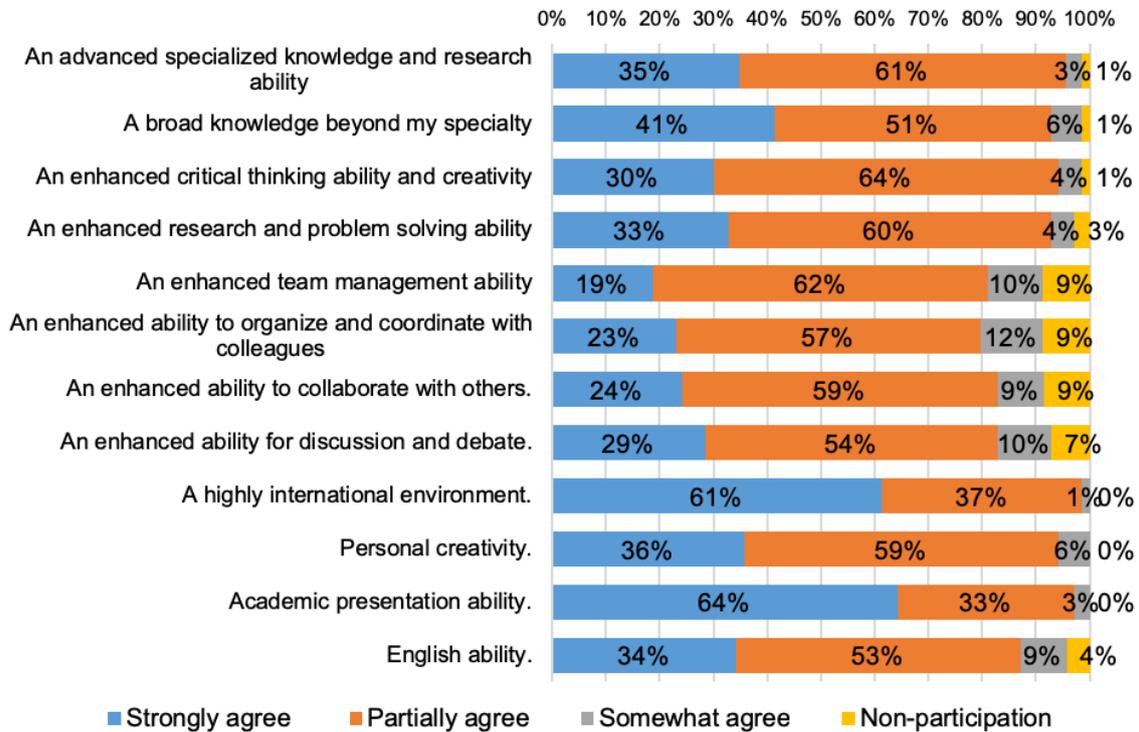
Q4. Please rate your level of financial concern regarding the cessation of funding by Ministry of Education, Culture, Sports, Science and Technology (MEXT) after April, 2019.



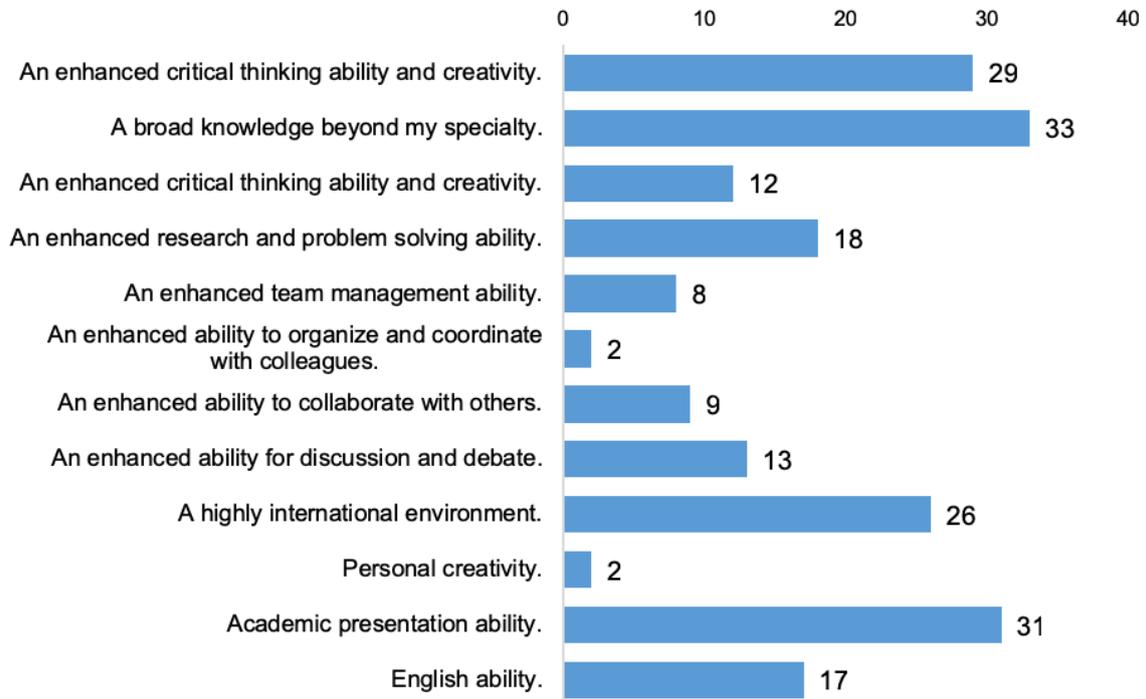
Many students are concerned about the financial support after MEXT stops it. Many of the students who are not concerned will complete the program by March, 2019.

c) Ability Development

Q5. What were the key positive outcomes of being a Green Asia Program student?



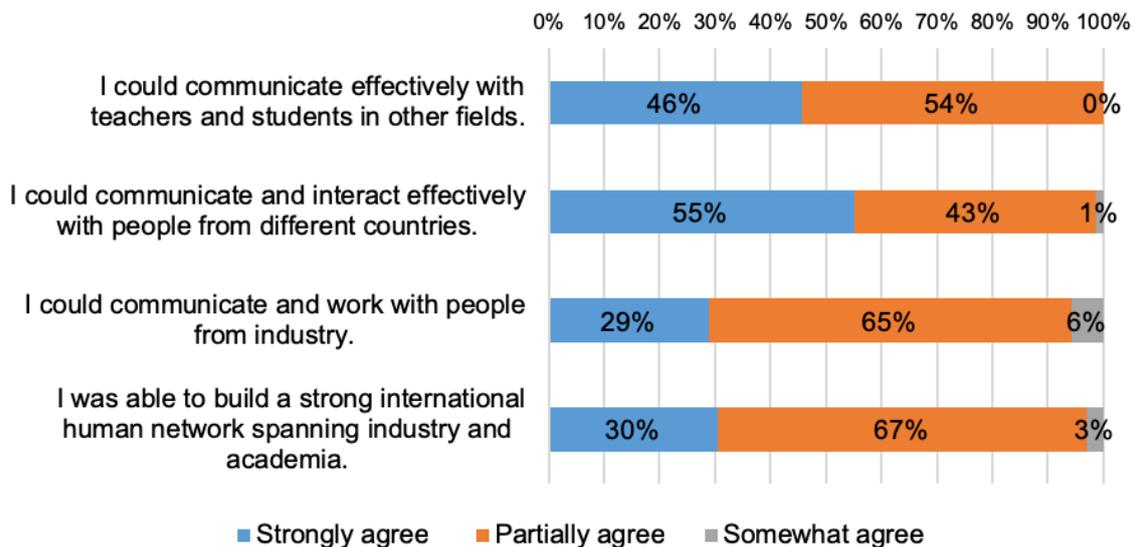
Q6. Select the numbers of the three MOST acquired abilities from the following twelve statements.



Many students think that they could acquire an enhanced critical thinking ability and creativity, broad knowledge beyond own specialty, highly international environment, and an academic presentation ability. The results seem to be attributed to the characteristic curriculum and the promoted internationalization.

d) Building a Human Network and Future Career Plan

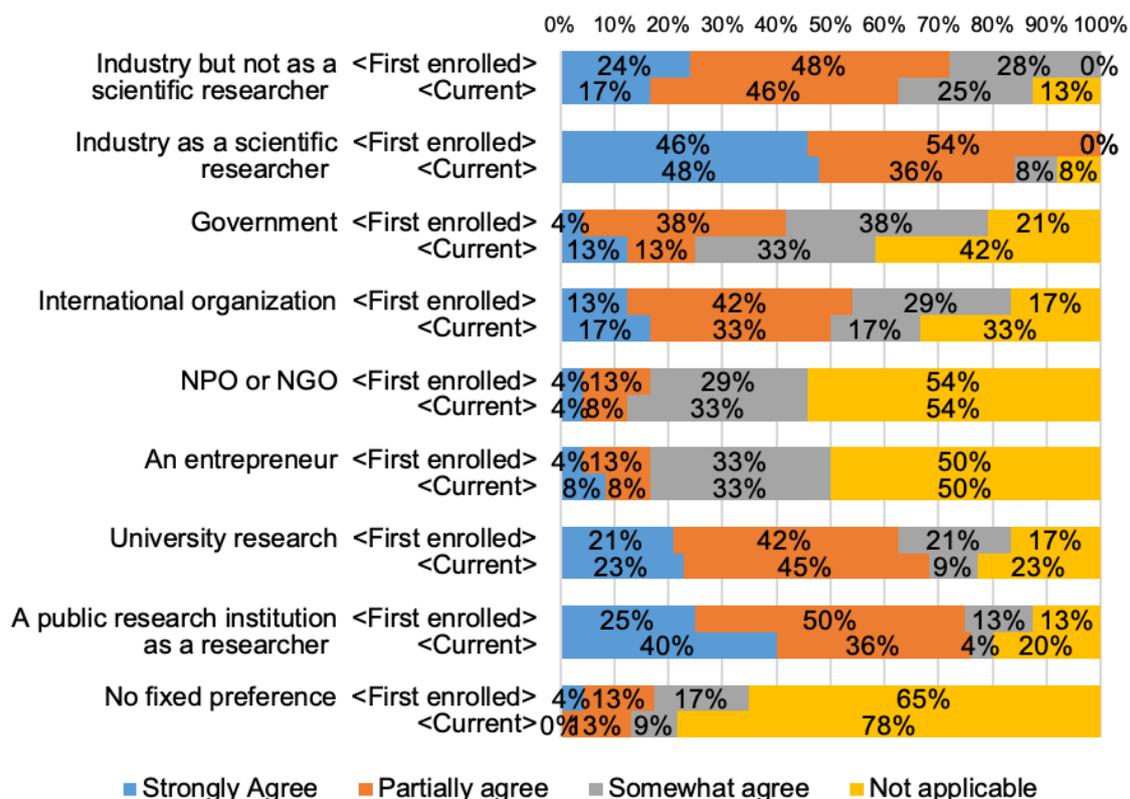
Q7. How would you rate your communication and network building ability through the program activity?



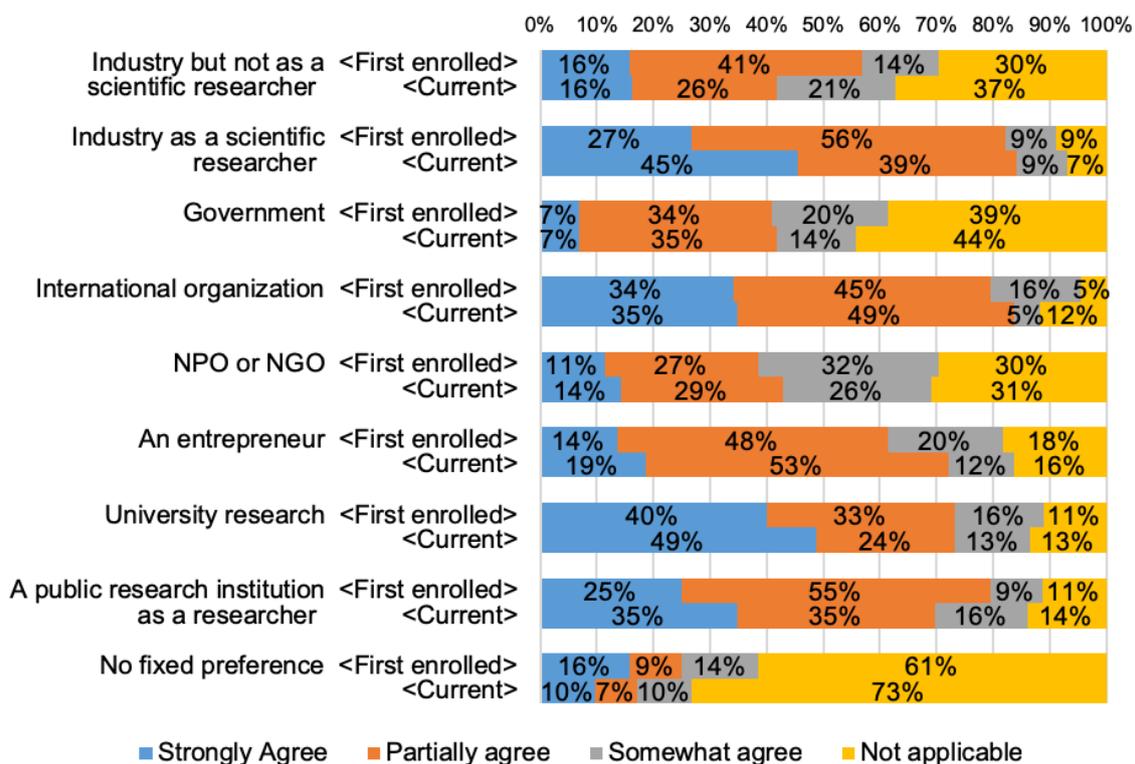
Many students including degree recipients answered that they could build various networks of personal contacts and communicate with people from different countries. The results seem to be attributed to the presence of the students from various countries in the program and their opportunities to communicate with people in other laboratories, e.g., a duration of Laboratory Rotation.

Q8. What WERE your career preferences after graduation when you FIRST ENROLLED in the Green Asia Program? What are your CURRENT career preferences after graduation?

Japanese student:



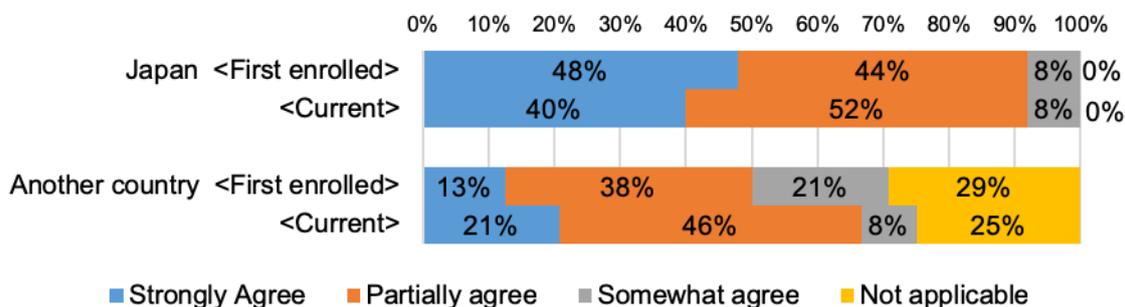
Overseas student:



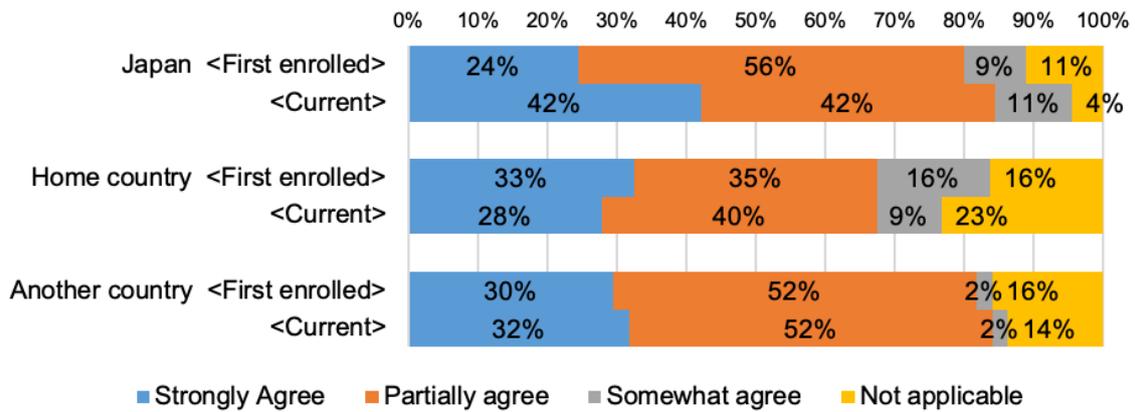
Many of both Japanese and overseas students hope to be a researcher in a company, a university, or a public research institute. There are not a few students who hope to work in an international organization or establish a company.

Q9. Which country DID you want to work in after graduation when you FIRST ENROLLED in the Green Asia Program? Which country do you CURRENTLY want to work in after graduation?

Japanese student:

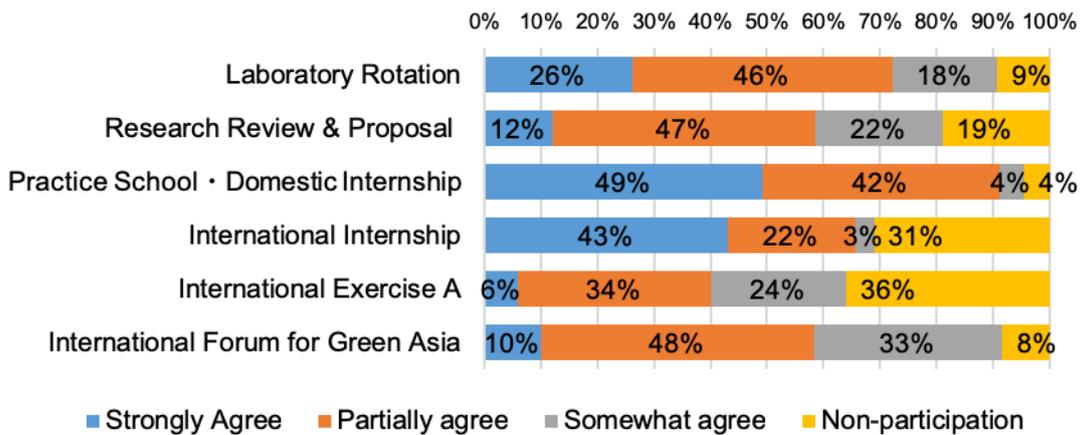


Overseas student:



While most of the Japanese students hope to work in Japan, the Japanese students who hope to get a job outside Japan also increased. On the other hand, there is an increased rate of overseas students who hope to work in Japan.

Q10. How would you rate the impact of the following five classes on your chosen career path?



Many students consider that internship programs, Practice School and Domestic and International Internships, influenced their decision of career plans.

(4) Questionnaire Targeting Mentor and Supervisor

Q1. Concerning Laboratory Rotation and (International) Internships in the Green Asia Program, did you find any particularly good points that are helpful to consider future curriculums of your departments?

Laboratory Rotation:

- There were not only positive comments but also not a few negative ones.
- A positive comment: the system would contribute to expansion of the student's view or more transparent management of the laboratory
- A negative comment: the burden of laboratories that accept the students increased.

(International) Internships:

- Basically, the internships were highly acclaimed in that the students could gain an opportunity conducive to not only enhancement of research skills but also personal growth.
- There was also dissatisfaction with cost reduction or brief period.
- A positive comment: the students could experience researches in companies.
- A negative comment: since the active research activity was left to the researcher who accepted the student, it would be better to discuss contents and procedure of the activity between both sides.

Q2. Did you see particularly good points for systems supervising students (Mentoring Care Unit, MCU) and reviewing doctoral theses? Was there something helpful for thinking about a mentoring system in your graduate school?

- Their views on the system seem to be controversial.
- A positive comment: they would be conducive to equitable evaluation of the defense.
- A positive comment: a student has more than one professor to be supervised or advised.
- A negative comment: they were unbenefited systems.

Q3. Did you see particularly good points for implementation of lectures, reports, presentations, and meetings in English? Was there something helpful for thinking about internationalization of your graduate school?

- There are many positive comments for the efforts to anglicize lectures and deliverables because of necessity for internationalization.
- Some professors expressed concern at harmful effects on smooth communication because it was difficult for both professors and students to describe and explain the details of various things in English on the same level as in Japanese, while it has the advantage that Japanese can make progress in their English proficiency.
- Some professors pointed a shortage of hardware or staffs who are native English or fluency in English.

Q4. Do you feel that your graduate school became more internationalized and/or interdisciplinary through the Green Asia activities?

- Many professors expressed that the departments are becoming internationalized by the increase of international students and the use of English.
- For interdisciplinary effects, there were some positive comments on spillover effects of a recruiting system of international students on Web.
- Some professors threw doubt on what is realization of internationalization and interdisciplinarity because they were subjectively based, or on the present internationalization weighted to particular countries.

Q5. Do you think that the whole activities of the Green Asia Program positively stimulate to your graduate school?

- Many professors described that the program was providing the stimulus to the involved personnel. They also questioned spillover effect to others, particularly in Graduate School of Sciences.

(5) Conclusion

It can be said that the curriculum and activities in Green Asia Program are helpful to widen doctoral degree recipients' appeal in non-academic fields. In fact, more than half of them have gained employment with companies and public research institutions (V). The educational contents of the program may also be conducive to development of various abilities, such as that of objective appraisal, other than research skills. Furthermore, it became clear that many professors think of the activities as affecting the internationalization and interdisciplinarity of the graduate schools.

Hereafter systems in which the activities and curriculum of the program are incorporated into graduate schools are necessary to spill over into personnel who are not concerned in the Green Asia Program.