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KAIZEN Report

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THE ALLIANCE ON BUSINESS EDUCATION AND SCHOLARSHIP
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I. Performance of the Action Plans

Chapter 1: Internal Quality Assurance and Management

Action Plans (1-1):

Standard 1

We will constantly review our management system to ensure that it is highly agile in response to changes in the university's situation.

In order to be able to respond quickly to new issues that fall between the scopes of responsibility of the six committees, we will promote cooperation centered on the Internal Quality Assurance Promotion Committee.

Performance:

<FY2022>

The six committees and the Secretariat reported to the Internal Quality Assurance Promotion Committee on the items listed in the SCR's "Three-year Action Plans" and other activities. The Internal Quality Assurance Promotion Committee has established a system to check progress and new issues.

<FY2023>

The Internal Quality Assurance Promotion Committee and six committees continued to check progress and new issues from FY2022.

<FY2024>

The Internal Quality Assurance Promotion Committee and six committees continued to check progress and new issues from FY2022.

In August 2024, the "Generative AI Task Force" was formed, consisting of faculty and staff from across the boundaries of the six committees, led by the Educational and Research Environment Committee. Faculty members have created a generative AI assistant that utilizes large language models (LLMs) by harnessing knowledge and experience in their fields of expertise. With the support of the generative AI assistant, students will be able to create higher-level business plans, organizational change plans, Master's theses, etc., and faculty will be able to provide more advanced guidance on higher-level deliverables from students. This is indeed a "new issue that falls between the scopes of responsibility of the six committees." The task force members are responsible for taking back various issues raised in the task force and reviewing them at each committee to which they belong, including the rules for the use of generative AI (FD / SD COMMITTEE), establishing courses related to generative AI (Admissions / Academic Affairs Committee), building an AI-enabled learning environment (educational and academic affairs committee), and creating budget plans (Planning and Steering Committee), so that they can respond quickly and without omissions. In addition to the members of this task force, the President, Dean, the Secretary General, and the Deputy Secretary General also participate as observers, and it is promoted as a graduate school-wide initiative.

In February 2025, it was decided to appoint the Dean for External Relations to be in charge of international accreditation and evaluation in addition to the Dean, effective April 1, 2025. Professor Miyasako was appointed to this position. The purpose is to increase the mobility of the entire Graduate School by having the Dean oversee the entire Graduate

School in collaboration with the Dean for External Relations. At the same time, it was decided that Prof. Miyasako would be appointed as the Chair of the Internal Quality Assurance Promotion Committee, and Dean Kobayashi as the Vice Chair of the Committee.

Evidence: None

Appendix:

Documents number: / File name: (1-1-1) [All Committees] Progress of the Three-Year Plan

Documents number: / File name: (1-1-2) 20240806 204th Faculty Committee Meeting Minutes

Documents number: / File name: (1-1-3) 20250204 210th Faculty Committee Meeting Minutes

Documents number: / File name: (1-1-4) Appendix of the 210th Faculty Committee Meeting (2025 Faculty and Committee Structure)

Self-Evaluation:

The autonomous activities of each committee and the management of the Internal Quality Assurance Promotion Committee function in a well-balanced manner, providing agility. In addition, we are working quickly and collaboratively on new issues, thus meeting the standard.

New Issues to be Improved:

In order for the new position (Dean for External Relations) to function smoothly, it is essential to appropriately and clearly define their responsibilities. Based on future ongoing evaluations, further adjustments should be made as necessary.

Action Plans (1-2):

Standard 2

In consideration of the balance with governance, we will maintain and improve a system in which the leadership of the Chairman and the President can be appropriately demonstrated.

Performance:

<FY2022>

The Directors meetings were held about four times a year separately from the Administrative Board, maintained a system in which the Chairman and the President communicate closely, and a system was established to allow them to exercise leadership in corporate and university management.

<FY2023>

The Directors meetings were held as in FY2022.

<FY2024>

The Directors meetings were held as in FY2023.

Evidence: None

Appendix: Documents number: / File name: (1-2-1) Directors' Meeting Record

Self-Evaluation:

At the Directors meeting on September 18, 2024, President Kanise reported on the activities of the Generative AI Task Force, which contributes to the improvement of students' abilities. Chairman Kitao, who expressed his understanding of the President's activities to enhance the reputation of the Graduate School, advised him to seek the

cooperation of the head of the Generative AI Office of SBI Holdings, Inc., of which he is the chairman, if necessary. The task force then discussed with the Generative AI Office to consider collaboration for implementation. In this way, based on a mutual understanding of the Chairman's management policy and the President's operation policy, both are demonstrating leadership, thus meeting the standard.

New Issues to be Improved:

There are no new issues at the moment.

Action Plans (1-3):

Standard 3

In order to respond quickly to fields and new issues that span the scope of each committee, it is necessary for each committee to consider cooperation with other committees as necessary. By continuing these initiatives, each committee will promote the implementation of various measures based on the Medium-Term Management Plan.

Performance:

<FY2022>

The Admissions / Academic Affairs Committee indicated at the 187th Faculty Committee Meeting held in February 2023 that some assignments should be revised because it is expected that students would increasingly use generative AI when working on their assignments in the future. As a result of the discussion, it was decided that the Admissions/Academic Affairs Committee would promote the review of the assignments created by faculty, and at the same time, the FD/SD Committee would work together to respond quickly by creating guidelines for the use of generative AI.

<FY2023>

(As a continuation of the FY2022 performance above) at the 189th Faculty Committee Meeting held in May 2023, the FD/SD Committee presented its "Approach to Generative AI" and announced it to the Graduate School on May 18.

<FY2024>

In July 2024, Kitasato University Graduate School approached us with a request to apply for a project that includes a double degree with the Graduate School for the "Project for Forming Japan's Peak Research Universities (J-PEAKS)" by the Japan Society for the Promotion of Japan Science. Due to the application deadline, it was necessary to quickly determine our policy, so instead of waiting for discussion at the Faculty Committee Meeting, the President, Dean, the Secretary-General, and the related committees (the Globalization / Industry-Government-Academia Collaboration Committee and Admissions/Academic Affairs Committee) discussed the matter and decided to accept the offer. Even in such an important case that has an impact on the entire Graduate School, a system has been established in which the relevant personnel can work together immediately to reach a decision.

Evidence: None

Appendix:

Documents number: / File name: (1-3-1) 230228 Minutes of the 187th Faculty Committee Meeting Minutes

Documents number: / File name: (1-3-2) 230509 Minutes of the 189th Faculty Committee Meeting Minutes

Documents number: / File name: (1-3-3) Approach to the Use of Generative AI in Research and Educational Activities
Documents number: / File name: (1-3-4) 240716 Minutes of Meeting on Educational Collaboration with Kitasato University Graduate School

Self-Evaluation:

In both cases raised within the Graduate School (FY2022 and FY2023) and the case arising at the request from outside the Graduate School (FY2024), we worked together to respond to them, thereby meeting the standard.

New Issues to be Improved

There are no new issues at the moment.

Action Plans (1-4):

Standard 4

In order to become an inclusive organization, we will start by increasing the number of staff who have the ability to perform their duties smoothly in English, and in the future, ensure the diversity of our staff, including those from diverse global backgrounds.

Performance:

<FY2022>

None

<FY2023>

In February 2024, we hired a person who had experience working in English and working for a school corporation as a manager in charge of general affairs, accounting, and human resources.

In his previous job, he was involved in organizing international conferences related to international accreditation and attending to many overseas guests, and was in charge of accepting international students, dispatching students abroad, expanding partner schools, and planning and operating international student exchange events. Utilizing his managerial experience in his previous job, the manager coordinated the ABEST21-related operations and performed duties as the manager responsible for responding to the Project Management Institute (<https://www.pmi.org/>) based in Pennsylvania, USA.

<FY2024>

In November 2024, we hired a person who had experience working in English and working for a school corporation as a promotion manager.

As part of our globalization measures, in order to raise overseas recognition we proposed banner advertisements on the LA-based web media "Lighthouse" (<https://www.us-lighthouse.com/corporation/information.html>) for Japan people living in the U.S., and measures to increase overseas exposure of web advertisements, which are scheduled to start in FY2025. The manager is in charge of overall measures to strengthen the reach of potential students living overseas.

In addition to the above, the manager is a member of the Globalization/Industry-Government-Academia Collaboration Committee, where she is in charge of joint research and internal consulting contract procedures between the Graduate School and the Japanese factory of a semiconductor manufacturer based in Arizona, U.S. (the name of the manufacturer is not disclosed).

Evidence: None

Appendix: None

Self-Evaluation:

Traditionally, we have maintained the diversity of our staff by hiring from a variety of industries, regardless of their experience working for school corporations. On the other hand, in FY2023 and FY2024, we hired staff who not only have the ability to perform work in English, but also have experience working at a school corporation, so that in addition to smoothly performing work in English, the quality and breadth of the work of the entire secretariat have been improved by utilizing their experience, thereby meeting the standard.

New Issues to be Improved:

There are no new issues at the moment.

Chapter 2: Mission Statement

Action Plans (2-1):

Standard 6

In order to establish a stable financial base necessary to realize the mission statement, we will increase school fees and non-educational income, and acquire external funds.

First, we will increase the ratio of educational income from outside the SBI Group from 60% in FY2021 to 80% in FY2026. The main measures for this purpose are (i) continuous revision of the student capacity, (ii) orders for corporate training using the non-degree MBA course, and (iii) strengthening marketing activities to Japanese companies expanding overseas. At the same time, we will actively promote industry-academia joint research and deepen relationships with companies other than the SBI Group. School income is expected to increase due to the increase in the student quota as below.

FY2021: Enrollment capacity: 60 students; total capacity: 120 students

FY2022: Enrollment capacity: 80 students; total capacity: 160 students

FY2023 and FY2024: Enrollment capacity: 120 students; total capacity: 240 students

FY2025 and FY2026: Enrollment capacity: 160 students; total capacity: 320 students

This is one of the Key Objectives.

Performance:

1. Plan

<FY2022>

Work to ensure that, of the 444 million yen in educational income, 295 million yen (65%) will come from outside the SBI Group.

- Approach companies' HR divisions and propose customized training for each company using the non-degree MBA course in addition to the MBA regular course.
- Hold school information sessions for overseas Japanese chambers of commerce and industry to raise awareness of the MBA regular course, pre-MBA, non-degree MBA course, and course certification programs for working adults living abroad.
- Start one new consortium-type industry-academia joint research project (two projects in total) and obtain sponsorship from companies.

<FY2023>

Work to ensure that, of the 445 million yen in educational income, 296 million yen (65%) will come from outside the SBI Group.

- In April 2023, revise the enrollment capacity from 80 to 120 and the total capacity from 160 to 240.
- Continue to approach companies' HR divisions and receive training orders.
- Continue to approach working adults living abroad and promote their participation.
- Start one new consortium-type industry-academia joint research project (three projects in total) and obtain sponsorship from companies.

<FY2024>

Work to ensure that, of the 437 million yen in educational income, 318 million yen (70%) will come from outside the SBI Group.

- Continuously approach companies' HR divisions and receive training orders.
- Continue to approach working adults living abroad and promote enrollment
- Start one new consortium-type industry-academia joint research project (four projects in total) and obtain sponsorship from companies.

2. Achievements

<FY2022>

Of the 394 million yen in educational income, 206 million yen (52%) came from outside the SBI Group (158 million yen from within the SBI Group), 13% lower than the plan.

Specific activities to increase income from outside the SBI Group were as follows.

- As an initiative to collaborate with companies, four courses centered on the MBA regular course were posted on Value Place (<https://www.sbivp.com/>), a preferential service site operated by SBI Neo Corporate Services Co., Ltd., and one person applied for the Pre-MBA course in the autumn semester of FY2022. In addition, the applicant applied for the MBA regular course in the spring semester of FY2023.
- A special discount plan was set up for the monitor course for our alumni and graduates of Cyber University, which has concluded a preferential treatment agreement with us for its graduates, and three students took advantage of the plan.
- In February 2023, we conducted interviews with a group of alumni mainly living overseas, to discuss recruiting students and acquiring participants for the program, targeting working adults living abroad.
- Regarding consortium-type industry-academia joint research projects with companies, we participated in member meetings of the IOWN Global Forum to gather information as part of our existing DX joint research projects, but no new research projects were generated.

<FY2023>

Of the 493 million yen in educational income, 278 million yen (56%) came from outside the SBI Group (215 million yen from within the SBI Group), 9% lower than the plan.

Specific activities to increase income from non-SBI Group were as follows.

- In April 2023, the enrollment capacity was revised from 80 to 120 and the total capacity from 160 to 240.
- In September 2023, as an initiative to collaborate with companies, we created a training plan for SBI Securities Co., Ltd. for MBA regular/self-learning courses, and held a briefing session for the company's corporate representatives.
- We became aware through the media of the "Chuzuma Career net" (Expat Wives Career Network), a membership-based site that supports the career development of

wives who accompany expatriates overseas, and approached the NPO that operates the site. In January 2024, we established a new referral system for members and started announcing it. One student is scheduled to apply in the autumn semester of FY2025.

- As an initiative to approach and promote participation in the course for working adults living abroad, the following initiatives were implemented while holding regular meetings with advertising agencies.
 - Advertising on the economic news media (NNA) focusing on Southeast Asia, where many Japanese business people are residing
 - From September 2023, we started distributing search ads to users searching in Japanese in Southeast Asia
- Regarding consortium-type industry-academia joint research projects, the DX joint research project continued to progress, but no new projects were started.
- As part of our initiative to deepen our relationships with non-SBI Group companies, we held a generative AI seminar in September 2023 (98 applicants and 62 participants).
- In November, we launched the Generative AI Utilization Study Group to support the safe and effective promotion of the use of generative AI in business.

<FY2024>

Of the 486 million yen in educational income, 269 million yen (55%) came from outside the SBI Group (217 million yen from the SBI Group), 15% lower than the plan. Specific activities to increase income from outside the SBI Group were as follows.

- In October 2024, we signed a service agreement with SBI Neo Financial Services Co., Ltd. to promote sales to companies, and established a referral system for employees of local banks which have connections with the company.
- As a promotional initiative for overseas residents, in July 2024, we held a briefing session on the theme of online courses for overseas residents where an alumnus living in Thailand shared his experience.

The following interviews were conducted for the purpose of gathering information on the learning needs of overseas residents, the needs of companies that dispatch employees overseas, and effective approaches.

- January 2024: Executive Director and Secretary General, The Japanese Chamber of Commerce and Industry of the Philippines, Inc.
- February 2024: General Manager, Overseas Business Management Section, Overseas Business Management Division, SBI Holdings
- March 2024: JETRO Southeast Asia Coordinator (in Cambodia)

Based on these results, we are considering holding a promotional event for business owners and entrepreneurs in Southeast Asia and other regions in FY2025.

- Regarding consortium-type industry-academia joint research projects, the DX joint research project continued to progress, but no new projects were started.
- As a joint research project with companies, two companies participated in the Generative AI Utilization Study Group from this fiscal year and started activities, earning membership fee income (180,000 yen per company).
- With a U.S. semiconductor manufacturer as a research partner, we are planning a joint research project on the conditions and issues of human resource management of

foreign-affiliated semiconductor manufacturers in Japan, and are currently working to make a reality of the project.

Evidence: None

Appendix:

Documents number: / File name: (2-1-1) Statement of Activities for FY2022-2024

Documents number: / File name: (2-1-2) DX Joint Research Report 202303

Documents number: / File name: (2-1-3) Overview of the Generative AI Utilization Study Group

Documents number: / File name: (2-1-4) Semiconductor Industries, LLC_NDA

Documents number: / File name: (2-1-5) TOR Joint Research (edited for NDA)

Self-Evaluation:

While both the enrollment capacity and the total capacity are increasing and income from outside the SBI Group is on an upward trend, the number of part-time students from the SBI Group is also increasing, and as a result the ratio of income from outside the SBI group has been lower than the plan despite several promotional measures. Of the 158 million yen in income from the SBI Group in FY2022, 30 million yen was donated, but there have been no donations from FY2023 onward, and all income will come from MBA regular students or part-time students (FY2023: 215 million yen, FY2024: 217 million yen). From this, it can be said that the dependence on donations has been overcome, and the financial position has improved.

On the other hand, the goal of increasing industry-academia joint research activities has not been realized yet. It took longer than expected to conclude a non-disclosure agreement (NDA), etc., but this is a valuable lesson for the future.

New Issues to be Improved:

With regard to the acquisition of external funds as an action plan in this section ("Mission Statement"), at this stage, it is difficult to devise activities that will immediately lead to the acquisition of external funds. In addition, rather than considering the acquisition of external funds as an objective, we will for the time being focus on broadening the scope of industry-government-academia collaboration

Action Plans (2-2):

Standard 6

By promoting secondary use sales of lecture videos and industry-academia joint research projects, income other than school fees will be doubled from 25 million yen in FY2021 to 50 million yen in FY2026. As a milestone, we aim to increase it to 41 million yen (1.5 times) by FY2024. This is one of the Key Objectives.

Performance:

1. Planning

<FY2022>

Income other than school fees will be 32 million yen (1.3 times compared to FY2021).

- Propose an increase in the number of courses sold to existing secondary use customers of lecture videos (twice a year).
- Develop one new secondary use customer of lecture videos.
- Review the web promotion of self-learning (secondary use sales of lecture videos for individuals) (twice a year).

- Start one new consortium-type industry-academia joint research project (two projects in total) and obtain sponsorship from companies.

<FY2023>

Income other than school fees will be 37 million yen (1.4 times compared to FY2021).

- Propose an increase in the number of courses sold to existing secondary use customers of lecture videos (twice a year)
- Develop one new secondary use customer of lecture videos.
- Review the web promotion of self-learning (secondary use sales of lecture videos for individuals) (twice a year).
- Start one new consortium-type industry-academia joint research project (three projects in total) and obtain sponsorship from companies.

<FY2024>

Income other than school fees will be 41 million yen (1.5 times compared to FY2021).

- Propose an increase in the number of courses sold to existing secondary use customers of lecture videos (twice a year).
- Develop one new secondary use customer of lecture videos
- Review the web promotion of self-learning (secondary use sales of lecture videos for individuals) (twice a year).
- Start one new consortium-type industry-academia joint research project (four projects in total) and obtain sponsorship from companies.

2. Achievements

* For the plan to start one consortium-type industry-academia joint research project each fiscal year and the results of industry-academia collaboration, see Action Plans (2-1).

<FY2022>

Income other than school fees (income from non-educational activities) was 20 million yen (0.8 times compared to 25 million yen in FY2021), and 12 million yen lower than the planned value (32 million yen, 1.3 times). Specific activities to increase income other than school fees were as follows.

- As a proposal to increase the number of courses sold to existing secondary use customers of lecture videos, we proposed a new course ("Business Model Thinking") to existing companies due to the closure of the "Practical Business Model" course, and it was adopted.
- We made an additional proposal for the newly launched "Statistics" course, which was adopted by two companies.
- Because sales through Net learning, Inc. have not been generated since the conclusion of the agreement in 2021, we conducted a "half-price campaign" in four installments from April to September 2022 as a sales promotion, generating new sales of 67,100 yen.
- In order to develop new secondary use customers of lecture videos, we made new proposals to three companies, and sales were realized at one vendor (Riskmonster.com).
- As an enhancement to the self-learning course (secondary use of lecture videos for individuals), 10 types of Professional Development Unit (PDU) set plans have been

newly established by combining the courses that can be granted PDUs in the MBA self-learning course, resulting in one application.

<FY2023>

Income other than school fees (income from non-educational activities) was 18 million yen (0.7 times compared to 25 million yen in FY2021), and 19 million yen lower than the planned value (37 million yen, 1.4 times) Specific activities to increase income other than school fees were as follows.

- We proposed three newly launched courses as a sales promotion activity to existing secondary use customers of lecture videos, and "International Tax Practice Management" was adopted by two companies, "Theory of Leadership Found in "The Analects"" was adopted by two companies, and "Overview of the Management Organization Theory" was adopted by three companies.
- In order to promote sales on gacco, an online learning platform operated by NTT DOCOMO, Inc., a 30% discount campaign was held for one month from February 1 to March 31, 2023, and sales in February were about 2.3 times that of the same month last year, and sales in March were 1.1 times. In addition, we started sales to general consumers through the platform in order to expand sales channels.

<FY2024>

Income other than school fees (income from non-educational activities) was 19 million yen (0.7 times compared to 25 million yen in FY2021), and 22 million yen lower than the planned value (41 million yen, 1.5 times). Specific activities to increase income other than school fees were as follows.

- We made an additional proposal for the newly launched "Sustainability Management" course to existing secondary use customers of lecture videos, which was adopted by three companies.
- Since the number of MBA regular students enrolled in the spring semester of FY2024 fell below the capacity, we changed our policy to focus more on recruiting students, so the development of new secondary use customers of lecture videos was not implemented even for the two companies with whom there had been coordination in FY2023.

Evidence: None

Appendix:

Documents number: / File name: (2-1-1) Statement of Activities for FY2022-2024

Self-Evaluation:

In recent years, online learning media such as YouTube have become widespread, creating an environment where cutting-edge learning can be taken inexpensively and in a short time. As a result, our analyses conclude that the demand for high-priced, long-term content based on lectures in the MBA regular course offered by the Graduate School is on a downward trend. In order to respond to this trend, we have proposed new courses and conducted campaigns for existing partner companies, and also tried to develop new vendors, but the results have been limited to slight increases.

In addition, in FY2023, the Generative AI Utilization Study Group was launched, and in FY2024, activities in the form of study sessions began. In light of the speed of technological progress, it is necessary to secure members and continue to develop activities in the next fiscal year and beyond.

New Issues to be Improved:

Due to the above-mentioned changes in the market environment and the fact that there is no clear difference between the secondary users of lecture videos and the potential students of MBA regular courses, we have decided to change our policy to end the secondary use of lecture videos in FY2025 and shift to credit-based training programs such as non-degree MBA courses and Pre-MBA courses in the future. The decision was made during the process of formulating the budget for FY2025. New Issues to be Improved include the realization of sales strategies based on this new policy and the formulation of feasible marketing measures.

In addition, the Generative AI Utilization Study Group is required to respond to rapidly changing technology and learning needs, continuously create practical and attractive activity results, and expand its scale and impact.

Action Plans (2-3):

Standard 6

We will control costs by improving operational efficiency and systematizing operations, including the revision of the work flow, and by renovating and renewing the management system of the secretariat.

Performance:

<FY2022>

We considered and decided to introduce a new core system, and worked on requirements definition, development, and preparation for implementation with a scheduled release in September 2023.

<FY2023>

In September 2023, we released functions of a new core system for managing student enrollment information, grade information, syllabus information, and online course registration application.

<FY2024>

- As an additional function of the new core system, we introduced an online grade browsing function for students.
- In preparation for the introduction of the new LMS, we conducted interviews with students and faculty members, sorted out the requests for improvement, compared the functions of the LMS provided by each vendor, and examined whether or not they could meet requests, and on January 14, 2025, the LMS schedule for introduction was approved by the Faculty Committee. Currently, preparations are underway for the introduction of the system, with the goal of releasing it in FY2025.

Note: As for the effects of the above measures on improving operational efficiency, please refer to the Performance and Evidence columns of Action Plans (6-3).

Evidence: None

Appendix:

Documents number: / File name: (2-3-1) Main Functions of the New Core System [CampusPlan]

Self-Evaluation:

In line with the plan, we are promoting the introduction of the new core system and the new LMS.

New Issues to be Improved:

It is necessary to further improve administrative efficiency by using generative AI.

Chapter 3: Curriculum**Action Plans (3-1):**

Standard 7

In order to achieve their learning goals, we provide the necessary information and support for students to set and implement their own study plans, but as a future improvement, it is necessary to promote awareness and utilization of the individual Consultation System.

In addition, there is a need to solicit opinions on learning goals through student questionnaires, communication with the student association and the alumni association, and dialogue with stakeholders, including an advisory committee, and to review learning goals as necessary.

Performance:

<FY2022>

- With regard to student questionnaires, course evaluation questionnaires were conducted after classes, and based on the results, each faculty in charge created and submitted a plan to improve courses. We are working on improvements for the next course, and the details of the improvements will continue to be published on the LMS. In the spring semester, questionnaires were conducted for 63 of the 66 eligible courses including seminars (implementation rate: 95.4%) and in the autumn semester for 60 of the 67 eligible courses including seminars (implementation rate: 89.5%) in the autumn semester.
- The Curriculum Collaboration Council, which is responsible for the advisory function, exchanged opinions on topics such as "initiatives for globalization" and "the ideal state of the Graduate School based on the course structure, student conditions, and the current economic situation." As a result, we were able to obtain advice on specific measures for incorporating English elements into existing courses, such as inviting guest faculty who are native English speakers.
- In August 2022, we held the 6th Opinion Exchange Meeting with the student association to improve the satisfaction of current students, and conducted surveys and responses based on student requests. The results of these responses were fed back to the faculty and reflected in the improvement of the curriculums and courses. In addition, in September 2022, we published the first issue of the alumni association magazine, which was produced through a series of monthly meetings in collaboration with alumni in order to promote interaction between alumni, current students, faculty and staff (See Action Plans 4–6 for details).

<FY2023>

- Student questionnaires were conducted as in the previous fiscal year, for 59 of the 62 eligible courses including seminars in the spring semester (implementation rate: 95.1%), and 70 of the 73 eligible courses including seminars in the autumn semester (implementation rate: 95.8%).
- The Curriculum Collaboration Council exchanged opinions on topics such as "Online Graduate School Education in the Post-Covid Era: With a Perspective on AI" and "Expansion of the Theory of Leadership and Moral Philosophy." In order to advocate classical courses such as the Analects, which are characteristic of SBI Graduate

School, to a wide range of people regardless of gender or age, a strategy to emphasize diversity and connectivity with the international economy was discussed. In addition, as a way of approach to diversity, we emphasized "diverse diversity" that focuses not only on gender but also on race, economic disparity and individual strengths, and received advice on the importance of an organizational perspective in corporate management.

- In March and September 2023, we held the 7th and 8th Opinion Exchange Meetings with the student association, and conducted surveys and responses based on student requests. The details of the responses were shared with the relevant departments and used as materials for improving education. In October 2023, a social gathering was held to commemorate the 15th anniversary of the Graduate School's founding, to promote exchanges between current students and alumni, and to gather opinions from alumni.

<FY2024>

- Student questionnaires continued to be conducted for 68 of the 71 eligible courses including seminars in the spring semester (implementation rate: 95.7%), and 72 of the 76 eligible courses including seminars in the autumn semester (implementation rate: 94.7%) in the autumn semester.
- The Curriculum Collaboration Council exchanged opinions on the topics of "Improving the Level of Education and Promoting Industry-Academia Collaboration through the Use of Generative AI" and "Entrepreneurship: Its Trajectory, Issues, and Prospects." The advice obtained was shared at the Faculty Committee Meeting and various committees, leading to practical improvements. In addition, with regard to the use of generative AI, under the leadership of the President, we contributed to the establishment of a "Generative AI Task Force" consisting of faculty and staff that transcended the boundaries of six committees, and worked to create and promote graduate school-wide initiatives.
- In order to strengthen the provision of information to current students, the president has begun writing a series of columns entitled "Reading the News, Deciphering the Times" in the form of an e-mail magazine. In addition, in June and December 2024, we held the 9th and 10th Opinion Exchange Meetings with the student association to continuously collect and respond to student requests. In addition, a social gathering was held in November 2024 by the student association and the secretariat, and a joint social gathering was held by the student association and the Shukokai alumni association in December, contributing to the strengthening of the relationship between current students, alumni, faculty and staff. In September 2024, the second issue of the alumni association magazine was published, and information dissemination and community building were continuously promoted. (See Action Plans (4-6))
- We have established an "Individual Consultation System" where students can consult with faculty about their studies and careers.

Evidence: Individual Consultation System usage record

Date of implementation	Consultation content	Responders
July 4, 2024 (Online)	About the Business Planning Seminar	2 faculty, 2 secretariat staff members

September 30, 2024 (Online)	About advanced education (doctoral program) after completion	2 faculty, 1 secretariat staff member
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Appendix: Documents number: / File name: (3-1-1) Meeting Summary of the Curriculum Collaboration Council

Self-Evaluation:

With the aim of supporting students in achieving their learning goals, we have been working to strengthen continuous communication among current students, alumni, faculty and staff through opinion exchange meetings with the student association, satisfaction surveys, publication of an alumni association magazine, and various social events. Requests and opinions received from students are shared and examined by the relevant departments, and are reflected in the improvement of the curriculum, course management and support system.

In addition, the introduction of new means of providing information, such as the distribution of columns written by the President, mutual participation in events, and the construction of diverse relationships have been promoted, and a certain amount of success has been achieved in stimulating students' interest and motivation to learn.

Through these series of initiatives, we have been able to improve education and the quality of learning support based on the voices of students, and it is expected that this foundation will be further developed in the future.

New Issues to be Improved:

One of the issues is to promote awareness and utilization of the Individual Consultation System. In order for students to be able to think independently about their studies and careers, it is necessary to clarify the state of use of the existing Individual Consultation System and promote its use in conjunction with e-mail magazines and various events.

In addition, there is a need to strengthen the feedback system from stakeholders. Currently, the initiative is mainly limited to communication with student associations, but it is necessary to build a system that incorporates multifaceted perspectives in educational improvement by providing opportunities for regular dialogue with external stakeholders such as companies and alumni.

Furthermore, designing opportunities for current students and alumni to interact with each other for learning support is also an issue for the future. In addition to the social gatherings that have been held so far, it is desirable to establish new opportunities for exchange with clear objectives, such as consultation and mentoring on careers and studies.

Action Plans (3-2):

Standard 8

We will partner with overseas universities to realize the opportunity to take courses at overseas universities through online classes. This is one of the Key Objectives.

Performance:

1. Plan

<FY2022>

Establish our policy on partnerships with overseas universities, such as the establishment of dual degree programs and curriculum design, select candidate universities and start a dialogue about online course opportunities.

<FY2023>

With regard to partnerships with overseas universities, consider specific partners and work to conclude partnership agreements.

<FY2024>

Start a program that allows students to take online lectures at overseas universities.

2. Achievements

<FY2022>

In November and December 2022, we signed an MoU with two universities in Indonesia and one university in Thailand for the purpose of jointly producing and sharing courses taught in English.

<FY2023>

We agreed with these three universities to create a seven-chapter course on the theme of sustainability.

<FY2024>

We began to discuss the division of responsibilities for each university in the chapters of this course. However, no progress has been made since then.

Evidence: None

Appendix:

Documents number: / File name: (3-2-1) SIGNED_DSOCE MOU 2022 for 4 Universities

Self-Evaluation:

We have signed MOUs for a joint course with the three universities and are now in the production stage, but since the work has stopped due to delays in coordination with each university, we will proactively take the lead in accelerating production.

New Issues to be Improved:

We are considering opening joint courses in English with other universities, and using the knowledge gained to develop additional shared courses that students across partner universities can take.

Action Plans (3-3):

Standard 9

With the increase in the number of students, in order to ensure the effectiveness of learning, we will promote measures such as utilizing teaching assistants (TAs) and assigning multiple faculty members to teach the same compulsory courses.

Performance:

<FY2022>

For all compulsory courses, we have started recruitment activities for faculty in order to realize "double courses," in which multiple faculty members teach the same courses. In addition, TAs were assigned to Management Accounting and Operations Management courses.

<FY2023>

Management Accounting and Operations Management courses were offered as double courses. In addition, TAs were assigned to Business Planning Seminar (seminar by Professors Muraoka and Yoshida).

<FY2024>

The four courses of Financial Accounting, Finance, Organizational Behavior, and Marketing were offered as double courses, and among compulsory courses only the Organizational Change Seminar (in preparation) is not yet a double course. In addition, TAs were assigned to Business Planning Seminar (seminar by Professor Dasai).

Evidence:

Documents number: / File name: (3-3-1) Double course and TA placement

Self-Evaluation:

All but one of the compulsory courses have been made double courses, and the remaining Organizational Change Seminar is scheduled to launch in the autumn semester of FY2025. In addition, TAs are also assigned as needed. The faculty allocation is progressing in response to the increase in the number of students, thereby meeting the standard.

New Issues to be Improved:

There are no new issues at the moment.

Action Plans (3-4):

Standard 10

Through FD activities centered on the FD/SD Committee, we will improve the educational effectiveness of e-learning and further improve the convenience of the LMS.

Performance:

<FY2022>

By conducting a course evaluation questionnaire at the end of each semester and publishing feedback comments by each faculty member in charge of the LMS, we aimed to improve the quality of e-learning by reflecting the opinions of students.

In addition, from January to March 2023, FD educational video training based on the Industry-Academia Collaborative Education Innovator Development Consortium was promoted for faculty, staff and students (12 participants).

<FY2023>

As in FY2022, we conducted a course evaluation questionnaire at the end of each semester and continued our efforts to publish feedback comments by each faculty member in charge of the LMS.

<FY2024>

- In addition to continuing to conduct a course evaluation questionnaire and publish feedback comments, in order to further enhance the educational effectiveness of e-learning, we have introduced a peer-observation system for face-to-face classes that allows faculty to observe face-to-face classes held by other faculty (22 classes, 17 faculty in total who applied for observations).
- In preparation for the introduction of the new LMS, we conducted interviews on requests from students and faculty, sorted out the items for improvement, compared the functions with multiple LMS products, and decided on the system to be introduced after approval by the Faculty Committee on January 14, 2025. Preparations are currently underway for a release in FY2025.

Evidence: None

Appendix:

Documents number: / File name: (3-4-1) FD Educational Video Training_Feedback Summary Results

Documents number: / File name: (3-4-2) Course Evaluation Questionnaire
Documents number: / File name: (3-4-3) Peer-observation system for face-to-face classes schedule list
Documents number: / File name: (3-4-4) Results of questionnaire on e-learning site renewal

Self-Evaluation:

Active communication between students and faculty in charge is facilitated through the LMS, and the standard is fully met as an initiative that contributes to the improvement of educational effectiveness.
In addition, the introduction of the new LMS, which is scheduled to be released in FY2025, is expected to further improve convenience.

New Issues to be Improved:

There are no new issues at the moment.

Action Plans (3-5):

Standard 11

Led by the Admissions/Academic Affairs Committee, we will analyze the competencies of behaviors actually demonstrated in classes and seminars, etc., and improve various standards and operations.

We will continue to conduct training activities for faculty on understanding and analyzing competencies, and improve the level of advice provided by faculty to students.

Performance:

<FY2022>

In order to analyze the competencies of the behaviors actually demonstrated in classes and seminars, and to improve various standards and operations, we began to consider the creation of a "Development Plan to Become a Better Leader" so that students can concretely imagine themselves playing an active role in five years and demonstrate the behavioral characteristics (competencies) and the desired level of behavior as a leader.

Regarding the activities for faculty on understanding and analyzing competencies, in addition to various training activities conducted by the FD/SD Committee, efforts were made through the "Self-inspection Report," "Educational and Research Achievement Report," and "Research Plan Budget" submitted annually by each faculty member.

<FY2023>

We continued to consider the creation of a "Development Plan to Become a Better Leader." In addition, regarding the activities for faculty on understanding and analyzing competencies, we made the same efforts as the previous fiscal year.

<FY2024>

We are continuing to consider the creation of a "Development Plan to Become a Better Leader." In addition, regarding the activities for faculty on understanding and analyzing competencies, we made the same efforts as the previous fiscal year.

Evidence: None

Appendix: None

Self-Evaluation:

Although we have been continuing to consider the creation of a "Development Plan to Become a Better Leader," it remains unfinished, so it is necessary to further promote

efforts to complete it.

In addition, regarding the activities for faculty on understanding and analyzing competencies, although efforts have been made, we have not been able to clearly demonstrate the results of improving the level of advice to students. It is therefore necessary to further promote them, including indexation of results. We have judged that the results of this initiative are still insufficient.

New Issues to be Improved:

It is necessary to reconsider measures to promote the achievement of the targets, including measures to strengthen cooperation with the FD/SD Committee, and to restructure the Action Plans to accelerate initiatives.

Action Plans (3-6):

Standard 12

In order to promote the globalization of the curriculum, we will offer courses taught in English that are worth two credits in total each year from FY2023, and increase the number of credits to six in total in FY2025, which will enable a course certification program conducted entirely in English. To this end, we will utilize external faculty, including those whose native language is English.

This is one of the Key Objectives.

Performance:

1. Plan

<FY2022>

- Determine the overall structure and the schedule for each course taught in English. If it is not possible to offer courses with the current faculty alone, we will consider the placement of faculty that can give courses taught in English, including foreign faculty members, and decide on a recruitment plan before implementing it.

<FY2023>

- Offer courses taught in English that are worth two credits in total.
- Based on the enrollment status of the courses taught in English and the reactions and requests of the attending students, consider the courses offered in the third year and their learning policies.

<FY2024>

- Offer courses taught in English that are worth two credits in total. Discuss issues after the start of the courses taught in English and make improvements.

2. Achievements

<FY2022>

In order to offer courses taught in English that are worth two credits in total in FY2023, we asked WILLSeed Co., Ltd. to propose a course that incorporates a culture map with the theme of "cross-cultural communication."

In addition, in order to promote the globalization of the curriculum, new courses that are worth five credits in total in the field of global business have been launched.

<FY2023>

"Global Business Communication" has been newly launched as a two-credit course taught in English. In addition, based on the results of a course evaluation questionnaire of

students taking the "Global Business Communication" course, we decided to launch a new two-credit course of "Global Business Writing" taught by the same instructors from the autumn semester of FY2024, and the Admissions/Academic Affairs Committee confirmed the syllabus and examined the learning policy. In addition, in the field of global business, we have newly launched a one-credit course of "Geopolitics: Deciphering a Turbulent World."

<FY2024>

"Global Business Writing" has been newly launched as a two-credit course taught in English.

In addition, we conducted a course evaluation questionnaire for both "Global Business Communication" and "Global Business Writing" courses, and published feedback comments on improvement requests on our website. We will continue to work on identifying issues and study improvements.

In addition, in preparation for the launch of courses taught in English that are worth two credits in total in FY25, we have started preparations for the launch of a one-credit course taught in English: "Organizational Behavior" by Professor Makoto Miyasako in the autumn semester of FY2025. The remaining one-credit course taught in English is still under consideration.

Evidence: None

Appendix: Documents number: / File name: (3-6-1) List of Courses Taught in English and Global Business Courses

Self-Evaluation:

Regarding the plans to offer courses taught in English that are worth two credits in total each year from FY2023 and to increase the number of credits to six in total in FY2025, which will allow students to create a course certification program conducted entirely in English, there is a firm prospect that we will be able to launch courses taught in English that are worth five credits in total, and we are continuing to consider the remaining one-credit course. We are making good progress to meet the standard.

New Issues to be Improved:

We must determine the content of the one-credit course that is necessary to enable a course certification program conducted entirely in English, and provide the course certification program. In addition, to promote the further globalization of the curriculum, it is necessary to continue efforts such as the launch of new global business courses.

Chapter 4: Students

Action Plans (4-1):

Standard 13, Standard 15

The average competition ratio by FY2023 ranged from 1.1 to 1.2; we will aim to increase the ratio to 1.5 times by 2026.

To this end, we will strengthen our student recruitment measures. As a correspondence graduate school, our recruitment area is not physically restricted and extensive online marketing is very effective. In addition, we have experience in holding online information sessions and other similar events, which we leveraged to maintain high-level results even amid the Covid-19 pandemic. Since online promotion is measurable, we will build a

higher cost-benefit system through verification.

On the other hand, face-to-face promotion is also important. By interacting with participants through open classes, mock classes such as open campuses, and seminars, we will promote understanding of the Graduate School, including the Graduate School's atmosphere, and accept students in accordance with the admission policy.

This is one of the Key Objectives.

Performance:

1. Plan

<FY2022>

- Increase the average competition ratio to 1.1 times or more.
- Adopt one or more proposals to improve the cost-benefit performance by verifying the effectiveness of existing online promotions.

<FY2023>

- Increase the average competition ratio to 1.2 times or more.
- Based on the feedback of participants in open classes, open campuses, seminars, etc., adopt one or more proposals to improve face-to-face promotions.

<FY2024>

- Increase the average competition ratio to 1.3 times or more.
- Adopt one or more proposals to improve online or face-to-face promotions.
- Conduct a comprehensive review of the marketing plan for student recruitment.

2. Achievements

<FY2022>

- Although the enrollment capacity was increased from 60 in the previous fiscal year to 80 in FY2022, the number of applicants exceeded the previous fiscal year's 96 by reaching 134, and the competition ratio was 1.11 times, taking into account the number of examinees (131) and the number of successful applicants (118).
- We held a total of 72 information sessions and open campuses. See Appendix: "Event Details."

<FY2023>

- The number of applicants increased by 16 from 134 in the previous fiscal year to 150, the highest number ever. However, since the enrollment capacity was increased to 120, the competition ratio was 1.04 times.
- With the aim of improving the results of individual promotion activities, we strengthened the acquisition of personal information through requests for materials and application forms, and improved online marketing and our website. As a result, the number of cases of personal information acquired increased by 71 from the previous fiscal year.
- We held a total of 88 information sessions and open campuses. See Appendix: "Event Details."

<FY2024>

- With the convergence of Covid-19, the demand for online learning has declined and enrollment for the spring semester of FY2024 fell below the capacity. However, in the autumn semester, the number of applicants and enrollment exceeded the enrollment capacity, and the competition ratio for the entire fiscal year was 1.05.

- In response to not meeting the enrollment capacity target for the spring semester, we reviewed our online promotions and created a new landing page to increase the number of requests for materials and applications. In addition, in order to raise the effectiveness of online advertising, a new Google Ads campaign was launched. As a result, the number of cases of personal information acquired increased by 186 compared to the previous fiscal year, and the average number of applicants for the monthly trial classes increased by seven each time compared to the previous fiscal year.
- We held a total of 106 information sessions and open campuses. See Appendix: "Event Details."
- We started to regularly hold "President Special Seminars" featuring lectures by prominent figures and dialogues with the President. In FY2024 we held two seminars with the following contents.
 - "Tips for Surviving in the Age of Change: Entrepreneurship, Management, and Leadership"
 - "Angel or Devil?—AI, Technology, and the Future of Humanity Envisioned by an Up-and-coming Japanese Futurist"

Evidence: None

Entrance Examination Status (Unit: Persons/%)

Entrance examination year	Enrollment capacity	Number No. of applicants	Applicant multiplier Competition ratio	Number No. of Examinees	Number No. of successful applicants	Real Actual competition ratio	Number No. of enrollment
2022	80	134	1.68	131	118	1.11	117
2023	120	150	1.25	149	143	1.04	139
2024	120	121	1.01	120	114	1.05	110

Number of cases of personal information acquired in each fiscal year

FY2022: 515 cases (42.9 cases/month)

FY2023: 586 cases (48.8 cases/month)

FY2024: 772 cases (70.2 cases/month)

Appendix:

Documents number: / File name: (4-1-1) Event Details

Self-Evaluation:

- As the impact of Covid-19 has subsided, the demand for online learning has declined, resulting in a temporary decrease in enrollment for the spring 2024 semester. However, as we increased the enrollment capacity for the two consecutive years of FY2022 and FY2023, we secured a number of students that exceeded the capacity, and the number of students has been increasing. In the future, it will be important to improve online marketing in individual promotional activities, reach out to potential students, and continue to hold various events.
- As opportunities for face-to-face promotional activities have increased significantly, we are seeking new promotional opportunities such as joint MBA information sessions, and strengthening our efforts. Open lecture recordings and President Special Seminars are used not only for prospective students, but also as valuable opportunities to promote the activities of the Graduate School to society. In addition,

we are working to improve face-to-face promotional activities based on the results of participant questionnaires, etc., and aim for a more effective approach.

New Issues to be Improved:

- As an issue for the future, it is important to make efforts to continuously recruit students other than private individuals who are susceptible to economic and social conditions. Specifically, it is necessary to expand the recommendation system from companies and organizations, as well as the student referral system from current students, alumni and faculty and it is important to make these efforts on a regular basis. In addition to acquiring the requisite number of students, efforts to improve quality and diversity of students are also important issues, and it is necessary to approach new segments and organizations.
- Although the number of promotional opportunities is increasing quantitatively, in order to capitalize on these opportunities and secure more applicants, it is necessary to provide feedback and verify the effectiveness of promotion opportunities by relevant committees and take improvement measures. Furthermore, in light of the current situation where the number of students dispatched by companies is increasing against the backdrop of corporate human capital reforms, we want to consider building a promotion system for new areas such as reskilling of working adults.

Action Plans (4-2):

Standard 13

In the admissions process, we select individuals who not only have sufficient academic ability but also match our target student profile in terms of competencies and values. In order to improve the accuracy of competency analysis and evaluation in the admissions process, we will work to enhance the skills of interviewers through video recordings of admission interviews and feedback.

Performance:

<FY2022>

As part of our efforts to select individuals who match the target student profile, we reviewed the entrance essay topics and made some revisions.

regarding the aforementioned improvement of the accuracy of competency analysis and evaluation in the admissions process and enhancement of the skills of interviewers, it was resolved at the Faculty Committee Meeting in March 22 that interviews should be recorded from the autumn semester entrance examination in FY2022, and that the recorded video should be shared among faculty members to provide mutual feedback. These decisions were implemented and mutual feedback was provided by faculty members using feedback sheets.

<FY2023>

As part of our efforts to select individuals who match the target student profile, we reviewed the entrance essay topic as in the previous fiscal year and made some revisions.

In addition, for the FY2023 entrance examination, we continued to record videos of interviews, and we developed an environment where all participating faculty members could view them (viewing was optional) in order to improve the skills of interviewers.

<FY2024>

As in the previous fiscal year, we reviewed the entrance essay topics and made some

revisions to continue our efforts to select individuals that matched the target student profile.

In addition, we continued to record videos of interviews and developed an environment where all participating faculty members could view them to improve the skills of interviewers.

Evidence: None

Appendix:

Documents number: / File name: (4-2-1) List of Essay Topics for Entrance Exams

Documents number: / File name: (4-2-2) Mutual Feedback Sheet for Interview

Examination

Self-Evaluation:

We are implementing the initiatives listed in the plan, thereby meeting the standard.

New Issues to be Improved:

There are no new issues at the moment.

Action Plans (4-3):

Standard 14

In September 2021, we started a follow-up survey to determine whether or not alumni had started to be involved in entrepreneurship, including the launch of new in-house businesses, after graduation. The target for the entrepreneurship rate was 30%, which was higher than the approximately 25% reported in the 2017 Self-Check Report, and we have provided support such as confirming entrepreneurial aspirations at the time of selection and providing advice after graduation. In the future, we will set a target of 50% for the entrepreneurship rate, including the launch of new in-house businesses.

The main measures are the proper selection of applicants in the admissions process, as well as the introduction of a system to support those who have tried to start a business but have not succeeded. As of March 2021, more than 400 students have graduated, and about 30% of them have started their own businesses. We will promote the "SBI-U Venture Challenge System" with the aim of supporting these businesses and aim for six applicants per year.

This is one of the Key Objectives.

Performance:

1. Plan

<FY2022>

- Disseminate information about the SBI-U Venture Challenge System.
- Build a consistent follow-up system.

<FY2023>

- Secure six applicants for the SBI-U Venture Challenge Program.
- Consistent follow-up practices.

<FY2024>

- Secure six applicants for the SBI-U Venture Challenge Program.
- Examine problems with a consistent follow-up system, make improvements and implement them.

2. Achievements

<FY2022>

According to the FY2022 survey of new graduates, 38% have started their own businesses. In addition, we implemented the SBI-U Venture Challenge system and received three entries, one of which was nominated.

The SBI-U Venture Challenge System, with the cooperation of SBI Holdings, Inc. and SBI Investment Co., Ltd., a venture capital arm of the SBI Group, aims to provide educational and business support to alumni who have excellent ideas and high entrepreneurial aspirations that could bring about a breakthrough in Japan's industry, economy, and society.

<FY2023>

According to the FY2023 survey of new graduates, 24% have started their own businesses and a survey of alumni conducted in September 2023 showed that 21% of all alumni who can be contacted have started their own businesses. In addition, we implemented the SBI-U Venture Challenge system and received five entries, two of which were nominated and one received an investment of 50 million yen.

<FY2024>

According to the FY2024 survey of new graduates, 22% have started their own businesses. In addition, we implemented the SBI-U Venture Challenge system and received three entries, one of which was nominated.

Evidence: None

Appendix:

Documents number: / File name: (4-3-1) SBI-U Venture Challenge Program Entries and Nominated Projects

Self-Evaluation:

We are making steady progress toward achieving our targets. In particular, even as the entrepreneurial environment deteriorates due to rising interest rates and other factors, the entrepreneurship rate has been maintained at a high level and the SBI-U Venture Challenge System has been successfully operated.

New Issues to be Improved:

Since we have not been able to achieve the target of six entries each year, we would like to increase the number of entries by raising awareness of the SBI-U Venture Challenge Program.

Action Plans (4-4):

Standard 14

In September 2021, we launched a survey for alumni using the Net Promoter Score® (NPS®). Through the following initiatives, we aim to achieve a statistically significant improvement in the NPS by March 2027: (1) Questionnaires will be conducted continuously for new graduates (twice a year) and alumni (once every two years); and (2) Issues will be identified from the responses to the above questionnaires and shared with each committee for improvement.

This is one of the Key Objectives.

Performance:

1. Plan

<FY2022>

- Conduct a survey of new graduates in spring and autumn.
- Identify issues from the responses obtained and share them with each committee for improvement.

<FY2023>

- Conduct a survey of new graduates twice in spring and autumn, and a survey of alumni once in autumn.
- Identify issues from the responses obtained and share them with each committee for improvement.

<FY2024>

- Conduct a survey of new graduates in spring and autumn.
- Identify issues from the responses obtained and share them with each committee for improvement.

2. Achievements

<FY2022>

We conducted surveys of new graduates in September 2022 (response rate: 84%) and March 2023 (90%). NPS was 4 in September but fell sharply to -23 in March.

<FY2023>

We conducted surveys of new graduates in September 2023 (92%) and March 2024 (97%). NPS showed a slight recovery trend from -26 (September) to -19 (March).

<FY2024>

We conducted surveys of new graduates in September 2024 (79%) and March 2025 (97%). NPS declined sharply again from -2 (September) to -32 (March). In October 2024, we conducted our first survey of new students (75%). In the evaluation of the application procedure and follow-up until admission, the average score was high at 4.74 (out of 5).

Evidence: None

Appendix:

Documents number: / File name: (4-4-1) 2025 March New Graduates Survey Results

Documents number: / File name: (4-4-2) 2024 October New Students Survey Results

Self-Evaluation:

Through the questionnaire introduced in FY2021, we have continuously reviewed feedback from new graduates and alumni. The questionnaire implementation system has been stable and the response rate has been maintained at a high level. From FY2024, we added a free-comment column to the response form, making it possible to grasp the real voices of students that cannot be captured by NPS alone.

In the free-comment column, comments such as "Not recommended for everyone" and "Learning at the Graduate School requires a strong will" were often seen. This is due to the characteristics of our program and it became clear that there tends to be a division between those for whom our educational style is suitable and those for whom it is not so suitable. In the future, based on these voices, we would like to create an environment where a wider range of students can learn without concern by enhancing the provision of information before enrollment and considering a learning support system that meets individual needs.

New Issues to be Improved:

In the free comments on NPS, there were several comments such as "I would recommend

it to those with similar ideas to me, but it is not suitable for everyone" and "It was physically difficult to balance work with my studies." This suggests that NPS is strongly influenced not only by the quality and satisfaction of education, but also by program characteristics and individual differences in suitability. In addition, there were comments such as "The cost is high" and "There are individual differences in applicability to practice.," Improving NPS requires not only improving the quality of service provision but also forming expectations in advance as well as raising the accuracy of matching. In the future, it will be necessary to provide more detailed explanations of the characteristics of our program and learning styles at the pre-enrollment stage, and to develop an environment in which students can continue to learn independently according to their own objectives by strengthening the academic support system for students.

Action Plans (4-5):

Standard 15

We will conduct marketing activities for student recruitment in a more effective manner and raise the proportion of overseas residents and women in applicants and enrollments. By linking these efforts to discussions and problem-solving skills from perspectives based on differences in diverse cultures and systems, we will contribute to the realization of our mission statement and the improvement of learning effectiveness.

In addition to promoting the acceptance of students for the Global Business Program (course certification program) established in 2021, we will increase the proportion of students living abroad from the current less than 10% to 20% or more. To this end, we will conduct marketing activities to raise awareness of the Graduate School among Japanese companies with an overseas presence and to let them know that even expatriates can study at the Graduate School. As for the existing programs such as MBA regular course and pre-MBA course, we will actively conduct marketing activities targeting overseas residents by sharing the experiences of current students living abroad with them, etc.

This is one of the Key Objectives.

Performance:

1. Plan

<FY2022>

- Develop a marketing plan for the Global Business Program to increase the proportion of students living abroad. Select target markets and organizations, build networking, and consider specific measures to increase the awareness of the Graduate School. In addition to direct engagement overseas, consider marketing activities in Japan, such as promotions for companies that dispatch employees overseas.

<FY2023>

- Aim for 15% of students enrolled in existing programs such as the MBA regular course, Pre-MBA course and the Global Business Program, to be overseas residents.
- Hold a meeting with the persons in charge of the target organizations or companies to listen to their requests and opinions.

<FY2024>

- Aim for 20% of students enrolled in existing programs such as the Pre-MBA course and the Global Business Program to be overseas residents.

- Review promotional activities for improvement.

2. Achievements

<FY2022>

At the time of the launch of the Global Business Program, we set up an enrollment campaign with benefits, and implemented focused online marketing. In addition, we implemented the initiatives described in Action Plans (2-1).

In FY2022, overseas residents accounted for 3.4% of all students enrolled.

<FY2023>

As a promotional measure for overseas residents, we conducted regular meetings with advertising agencies and implemented the initiatives described in Action Plans (2-1).

In FY2023, overseas residents accounted for 4.8% of all students enrolled.

<FY2024>

FY2024, in order to reduce the burden of tuition fees and promote enrollment in the Global Business Program, this program was added to the list of courses eligible for general education and training benefits. In addition, we implemented the initiatives described in Action Plans (2-1).

In FY2024, overseas residents accounted for 3.0% of all students enrolled.

Evidence:

■ Percentage of overseas students enrolled (FY2022-2024)

Enrollment Year	No. of Enrollment	Overseas Residents	Proportion
FY2022	175	6	3.4%
FY2023	189	9	4.8%
FY2024	165	5	3.0%

Appendix: None

Self-Evaluation: Efforts in each fiscal year have achieved some results, but have not been sufficient to increase the proportion of overseas residents in enrollment. Improvements are needed to diversify students not only in terms of country of residence but also in terms of gender and nationality.

New Issues to be Improved:

Since each measure has not been as effective as expected, it is necessary not only to continue the promotional activities conducted thus far, but also to study, analyze, and incorporate good practices of other universities and efforts by companies and organizations that emphasize diversity.

Action Plans (4-6):

Standard 15, Standard 16, Standard 21

In order to maintain 96% satisfaction rate achieved in the September 2021 Student Satisfaction Survey, we will work on measures to improve the curriculum, such as offering courses taught in English, enhance the faculty by increasing the proportion of female and foreign faculty members, and improve the system by introducing the new Learning Management System (LMS).

This is one of the Key Objectives.

Performance:

1. Plan

The Action Plans for each fiscal year are as follows.

Action Plans (3-7): Offering courses taught in English; Action Plans (3-2): Enabling students to take courses at overseas universities; Action Plans (5-1): Raising the proportion of female and foreign faculty members; Action Plans (6-4): Renewal of core systems and LMS.

In addition, based on the results of questionnaires for new graduates and alumni and the exchange of opinions with the student association, we will identify student needs and measures that will contribute to improving student satisfaction. Subsequently, if there is currently no system for implementing these measures, we will formulate a system and develop regulations.

2. Achievements

<FY2022>

- In order to clarify the harassment prevention system and remedy methods, the "Regulations on the Prevention of Campus Harassment" (See Appendix: "List of Regulations" (yellow area)) was established.
- We held regular meetings to exchange opinions with the student association, gained a grasp of the voices and needs of current students, and fed them back to the committees in charge to improve the quality of classes and the education at the graduate school. In addition, we supported students' learning by holding open lecture recordings and special lectures.
- In collaboration with the Shukokai alumni association, we produced the alumni association magazine and published the first issue in September 2022 to improve the satisfaction of alumni.

<FY2023>

- In order to reduce the financial burden on students, the method of paying tuition fees has been revised. In the past, lump sum payments were the standard, but we now have standardized payments in two installments, expanding students' payment options.
- In order to reduce the time and effort required for assigning seminars to Business Planning Seminars, the number of seminar applications was expanded and the assignment process was clarified. As a result, students have more opportunities to be assigned to the seminar of their choice, which has improved their satisfaction.
- We continued to exchange opinions with the student association to improve the quality of classes and education at the Graduate School. In addition, we supported course registration consultation sessions and lectures organized by the student association to improve the satisfaction of current students with the learning environment. In addition, we continued to support students' learning by online lecture recordings and special lectures.

<FY2024>

- In line with the revision of the Private Schools Act, in order to become a school corporation trusted by students and society through the consistent strengthening of governance, we have newly established ten regulations and revised six regulations

(See Appendix: "List of Regulations" (blue area)) and notified faculty and staff.

- We continued to exchange opinions with the student association to improve the quality of classes and education at the Graduate School. We also continued to support events such as course registration consultation sessions and lectures organized by the student association to improve the satisfaction of current students.
- We published the second issue of the alumni association magazine in September 2024 to improve the satisfaction of alumni.
- When introducing the LMS, we conducted interviews with students and faculties, sorted out the requests for improvement, compared the functions of the LMS provided by each vendor, and examined whether or not they could meet requests, and on January 14, 2025, we obtained approval by the Faculty Committee and decided on the contractor and system. In the selection process, the possibility of adding functions to enhance learning effectiveness, such as inserting quizzes, and adding barrier-free subtitles was included in the selection criteria. Currently, preparations are underway for the introduction of the system, with the goal of releasing it in FY2025.
- In order to improve student satisfaction, we considered providing students with generative AI such as Microsoft Copilot. It is scheduled to be provided in FY2025.

Evidence:

Alumni association magazine (cover only)

First issue: 44 pages / Second issue: 50 pages



Appendix:

Documents number: / File name: (4-6-1) List of Regulations_20250524

Documents number: / File name: (4-6-2) Business Planning Seminar: Rules for Seminar Assignment

Documents number: / File name: (4-6-3) List of Opinion Exchange Meetings, Lectures, and Course Registration Consultation Sessions

Documents number: / File name: (3-4-4) Results of questionnaire on e-learning site renewal

Self-Evaluation:

In addition to measures that contribute to improved student satisfaction, we have formulated systems and developed regulations as necessary, thereby meeting the standards. In addition, a collaborative system has been established with current students and alumni, the connections between them are stronger than in the past, and an organizational structure has been established that can respond quickly to their needs.

New Issues to be Improved:

It is necessary to further develop and enhance the individual consultation and career

support system for current students.

In addition, it is desirable to further strengthen cooperation with alumni and enhance the content of continuous learning for them.

Chapter 5: Faculty

Action Plans (5-1):

Standard 16

Although we have a sufficient number of faculty members, during the twice-yearly review of the curriculum by the Admissions/Academic Affairs Committee, it is necessary to review the number of courses taught by each professionally qualified (PQ) faculty member, research faculty member, participating faculty member, and affiliated faculty member and the number of credits, and check the appropriateness of faculty assignment.

In addition, there is an imbalance among participating faculty members in terms of the number of courses and students that they are in charge of. Therefore, it is necessary to take measures to ensure that there is no gap in the burden on each faculty member by comprehensively taking into account the courses, research activities and committee activities in which they are engaging.

In terms of the overall composition of the teaching staff, it is necessary to actively recruit those with overseas experience, young teachers, and female faculty members, and to promote diversity among faculty members.

Performance:

<FY2022>

- There was no change in the composition of participating faculty members. Seven affiliated faculty members were hired, four of whom had studied or worked abroad. In addition, two of the affiliated faculty members (Lecturers Aiko Takai and Yoshimi Ide) are female, and one (Lecturer Michael Thundercliffe) is a British national.
- At the time of the curriculum review, the Admissions / Academic Affairs Committee confirmed the number of courses assigned to each faculty member and the number of credits for those courses. However, the main focus was to ensure the minimum course credit requirements for participating faculty members, and the review was insufficient to comprehensively evaluate the appropriateness of faculty assignment.

<FY2023>

- Due to health reasons, the President was replaced by Professor Seiichi Kanise from Professor Hiroshi Fujiwara. President Kanise is an international journalist with extensive experience working overseas, including as a reporter for the U.S. Associated Press (AP), the French Agence France-Presse (AFP), and the U.S. *TIME* magazine.
- Three male faculty members (Profs. Takeshi Shibasaki, Atsushi Miyauchi, and Yoichi Yamagishi) and one female faculty member (Associate Prof. Yumiko Sankoji) were newly hired as participating faculty members. Associate Prof. Sankoji has studied and worked abroad and is currently a visiting scholar at the Center for Japan Studies at the University of California, Berkeley. Eleven affiliated faculty members were recruited, mainly composed of PQ faculty members. In addition to their experience of studying and working abroad, they have diverse backgrounds, including government financial institutions, ministry committee members, and corporate managers.

- In the curriculum review, efforts were made to correct the uneven burden among faculty members through the hiring of new faculty and the introduction of a "double course" in which multiple faculty members teach the same courses

<FY2024>

- One male faculty member (Prof. Makoto Miyasako) and one female faculty member (Lecturer Mami Okiyoshi) were hired as participating faculty members. Both of them have studied and worked abroad, with Professor Miyasako in particular having worked for many years in international organizations. As an affiliated faculty member, we hired a female faculty member (Hiromi Yoshimura) who teaches in English ("Global Business Communication" and "Global Business Writing").
- Regarding the appropriateness of teacher allocation, we continued to check the curriculum at the time of the curriculum review and took measures with an awareness of reducing the burden on teachers.

Evidence: None

Appendix:

Documents number: / File name: (5-1-1) Faculty List

Self-Evaluation:

We have continued to hire faculty members with experience working and/or studying overseas, and have hired young female faculty members for three consecutive fiscal years. With regard to the promotion of diversity in faculty members, we are making progress in the direction of meeting the standard.

New Issues to be Improved:

There are no new issues at the moment.

Action Plans (5-2):

Standard 17

It is necessary to fairly evaluate Educational and Research Achievement Reports and Self-Inspection Reports, as well as the burden of classes and academic affairs, and ensure that bonuses are paid.

Performance:

<FY2022>

In order to ensure objective and fair evaluation, the faculty evaluation items and criteria have been renewed. Specifically, based on the Educational and Research Achievements Report and Self-Inspection Report, we have established an evaluation system where (i) education (number of credits for classes in charge, evaluation from students), (ii) research (publication of books, papers, presentations at conferences, etc.), (iii) academic affairs (contribution to committee activities, accreditation, etc.) and (iv) other achievements (contributions to the prestige of the Graduate School) are evaluated by the Dean and approved by the President.

<FY2023>

The above four items were subsequently evaluated based on the Educational and Research Achievements Report and Self-Inspection Report. While bonuses were not paid, since we have been able to maintain profitability without donations, we have decided to increase the base salary of faculty members from FY2024 to improve the educational and research environment. In addition, we decided to pay remuneration to the Dean from

FY2024 and clarified their responsibilities and evaluation perspectives. At the same time, in order to increase the organizational mobility, it was decided to appoint a Deputy Dean at the discretion of the President as necessary.

<FY2024>

The above four items were subsequently evaluated based on the Educational and Research Achievements Report and Self-Inspection Report. While bonuses were not paid, we increased the base salary of faculty members and began to pay remuneration to the Dean. In addition, it has been decided to appoint a "Dean for External Relations" to be in charge of international accreditation from FY2025. The purpose is to reduce the concentration of academic affairs on the Dean and increase mobility by overseeing the entire Graduate School in cooperation with the Dean for External Relations.

Evidence: None

Appendix:

Documents number: / File name: (5-2-1) Faculty Evaluation Format

Self-Evaluation:

A system for objectively and fairly evaluating faculty members is becoming established, and an environment is being created in which bonuses can be paid depending on performance.

New Issues to be Improved:

We don't see any new issues. We will continue to strive to improve our performance in order to realize the payment of bonuses.

Action Plans (5-3):

Standard 19

The FD/SD Committee will continue to play a central role in FD initiatives. In particular, as an online graduate school, we will continue to actively deepen collaboration among faculty members and the sharing of best practice examples and know-how in order to identify class content and educational methods suitable for e-learning. Specifically, we will work to improve the class content through the analysis of student data that can be grasped through the LMS, and we will strive to improve our organizational educational capabilities by continuing to offer the trial classes and open class recordings that are currently being conducted, and by promoting discussions and research among faculty members.

Performance:

<FY2022>

- In August 2022, we held a research promotion study session entitled "Sustainable Business Management Philosophy" to promote research exchange among faculty members.
- In August 2022, we watched a copyright seminar (sponsored by the Agency for Cultural Affairs) to promote understanding of copyright.
- From January to March 2023, we conducted an FD educational video training (Industry-Academia Collaborative Education Innovator Development Consortium), and knowledge on course design suitable for e-learning was shared among teachers.

<FY2023>

- In May 2023, we acquired a Research Ethics Pledge from all faculty members, and established a foundation for ethical compliance.

- In June 2023, we held a research promotion study session entitled "IPOs through Direct Listings and Investor Protection" to further deepen research exchanges among faculty members.
- In August 2023, we continued to watch the copyright seminar (sponsored by the Agency for Cultural Affairs) to maintain awareness of legal compliance.
- In September 2023, we held a generative AI seminar to share know-how on improving the quality of education through the use of AI.
- From October 2023 to February 2024, we held an e-learning course on "Research Ethics" to raise awareness of research ethics.
- From November 2023 to February 2024, we participated in the e-Learning Course on Research Ethics (eL CoRE) of the Japan Society for the Promotion of Japan Science, and the scope of the course was expanded to include affiliated lecturers.

<FY2024>

- From July to September 2024, we introduced eAPRIN Research Ethics Training (1st session) for the first time to further strengthen research ethics education.
- In July 2024, we continued to watch the copyright seminar (sponsored by the Agency for Cultural Affairs) to continuously strengthen awareness of copyright compliance.
- In October 2024, we held a research promotion study session entitled "A Guiding Principle for Corporate Acquisitions" to promote research exchange and practical knowledge among faculty members.
- From October 2024 to March 2025, we held eAPRIN Research Ethics Training (2nd session) to develop continuous ethics education.
- From November 2024 to January 2025, we introduced a peer-observation system for face-to-face classes to strengthen exchanges between teachers and improve classes.

Evidence:

Measures and Number of Participants

Research promotion study session	22 (FY2022), 20 (FY2023), 23 (FY2024)
Generative AI seminar	63
FD educational Video training	12
Peer-observation system for face-to-face classes	22 (17 in total)

Appendix:

Documents number: / File name: (5-3-1) eAPRIN Training Schedule

Documents number: / File name: (3-4-3) Peer-observation system for face-to-face classes schedule list

Self-Evaluation:

Over the past three years, we have steadily promoted the improvement of the education and research environment through research ethics training and enhancement of FD activities. In particular, initiatives related to research ethics were systematically implemented for all faculty and staff members, including the acquisition of the Research Ethics Pledge in May 2023 and the introduction of eAPRIN training in July 2024, and the awareness of ethical research activities has been raised. In FD activities, an environment is being developed in which faculty can take the initiative in improving classes through trial

classes and class recordings. However, it is necessary to further promote participation in training and use of the system to improve classes, and to improve the quality of efforts as a whole. In addition, the sharing of best practices among faculty members is limited to certain areas, and specific measures to improve classes should be considered. LMS data analysis is also an important issue that should be examined for its potential use in the future. As mentioned above, although there are still issues to be improved, we are generally meeting the standard.

New Issues to be Improved:

In the future, it will be necessary to further promote active discussions and sharing of best practices among faculty members, and implement concrete actions to improve classes. Data analysis using LMS is currently in the study phase, but it is necessary to establish a system to clarify the learning status of students and reflect it in course design.

In addition, with regard to the peer-observation system for face-to-face classes, we will promote operational improvements based on the results and issues of the first year of introduction in November 2024, and establish a cycle of continuous evaluation and feedback for overall FD activities to strengthen the quality assurance system for education.

Action Plans (5-4):

Standard 20

Through the use of an open recruitment system and a review of the current recruitment system, we will conduct diversity-focused recruitment of faculty (women, foreign nationals, and young people).

As the number of students increases, ensuring educational quality is a top priority. We will therefore systematically recruit faculty and staff members with an emphasis on diversity. We aim to increase the percentage of female faculty members from the current 20% to 30% or more, and to increase the percentage of foreign faculty members from less than 10% to 15% or more. In addition, as in the past, we will actively recruit faculty members with global backgrounds. We will also actively recruit young faculty members in order to maintain an appropriate faculty structure and continuously improve our education and research capabilities.

As the number of students increases, not only ensuring the educational quality but also recruiting faculty members is one of the top priorities for graduate school management. Since 22 participating faculty members will be required in 2025, we will, in the next three-year plan, systematically recruit faculty members with an emphasis on diversity so that we can secure 22 faculty members by 2025.

The Medium-Term Management Plan aims to increase the percentage of female faculty members from the current 20% to 30% or more, and to increase the percentage of foreign faculty members from the current less than 10% to 15% or more, in FY2026, the final year of the plan. In light of the increase in the number of faculty members, it will be necessary to assign six female faculty members (currently three) and four foreign faculty members (currently two). In order to achieve these goals, we will establish a recruitment system that includes the use of an open recruitment system. We will also create a research environment in which women, foreigners, and young people can play an active role.

This is one of the Key Objectives.

Performance:

1. Plan

<FY2022>

- Decide on a faculty recruitment policy for the next three years from the perspective of ensuring the educational quality during the process of reviewing the curriculum structure to meet the increase in the number of students; emphasize diversity, including women, foreign nationals and young people, as well as competencies and research and education achievements in the faculty recruitment policy; examine the necessity of measures to create a comfortable working environment for women, foreign nationals and young people at the FD/SD Committee (of four faculty committee members three are female and two foreign nationals) meetings.

<FY2023>

- Based on the faculty recruitment policy, implement recruitment procedures through an open recruitment system and aim to hire one female and one foreign faculty member.
- Review the operational issues and achievements of the faculty recruitment policy for improvements.

<FY2024>

- Based on the faculty recruitment policy, implement recruitment procedures through an open recruitment system and aim to hire one female and one foreign faculty member.
- Review the operational issues and achievements of the faculty recruitment policy for improvements.

2. Achievements

<FY2022>

No participating faculty members were hired, so the number of female and foreign participating faculty members remained at two and three, respectively. For reference, seven affiliated faculty members (including two female and one foreign male) were hired, resulting in six female and one foreign affiliated faculty members.

<FY2023>

With the hiring of Yumiko Sankoji as an associate professor in December 2023, the number of female faculty members increased from three to four. With the addition of one male faculty member, the number of participating faculty members increased from a total of 15 to 17, and the percentage of female faculty members increased from 20% (3 out of 15) to 24% (4 out of 17). There was no progress in hiring foreign faculty members, so the number remains at two.

In addition, due to the temporary decline in the number of applicants, the increase of the enrollment capacity for FY2025 and the increase in the number of faculty members planned in the Medium-Term Management Plan were postponed.

<FY2024>

With the hiring of Mami Okiyoshi as a participating lecturer in July 2024, the number of female faculty members increased from four to five. The number of male faculty members remained unchanged, with one new hire and one retirement. As a result, the percentage of female faculty members increased from 24% (4 out of 17) to 28% (5 out of 18). There was no progress in hiring foreign faculty members, and the number remained at two. For reference, as a result of hiring one female affiliated faculty member, the numbers of

female and foreign affiliated faculty members were seven and one respectively. In addition, with the promotion of two associate professors to professors and the hiring of one associate professor in FY2023 and one lecturer in FY2024, the average age of faculty members below the rank of associate professor changed from 51 in FY2022 to 41 in FY2024. While confirming that the faculty recruitment policy emphasizes diversity, including women, foreign nationals and young people, we shared an awareness that the stagnation of the recruitment of foreign nationals is an issue for the future.

Evidence: None

Appendix:

Documents number: / File name: (5-4-1) [Planning and Steering Committee] Three-year plan progress

Documents number: / File name: (5-4-2) Administrative Board Meeting Minutes (March 21, 2024)

Self-Evaluation:

While the recruitment of female and young faculty members is progressing smoothly to some extent, the recruitment of foreign faculty members has stagnated. Further efforts are needed to achieve the goal for FY2026.

New Issues to be Improved:

Consider the use of English recruitment advertising media that can appeal to foreign nationals.

Chapter 6: Educational Infrastructure

Action Plans (6-1):

Standard 21

The Educational and Research Environment Committee will continue to consider the future of the office for faculty members in consideration of the purpose of the office and the prospects for use and costs when it is actually prepared.

Performance:

<FY2022> No achievements*

<FY2023> No achievements*

<FY2024> No achievements*

* Previously, in considering the need to provide faculty members with offices (private rooms), in 2018 we conducted a trial to use the Roppongi Library as an office. However, until FY2021, only one person had applied for it. The reason for this is that, at the time, opportunities for remote working and remote meetings increased, and these practices have continued even after Covid-19 pandemic. We judged that there would be no demand at that time, and since there has been no change in this view even during the plan period, no special consideration was conducted. Therefore we stated "No achievements."

Evidence: None

Appendix: None

Self-Evaluation:

Previously, in considering the need to provide faculty members with individual offices, in

2018 we conducted a trial to use the Roppongi Library as an office. However, until FY2021, only one person had applied for it. Since then, in response to the promotion of remote working and remote meetings due to the Covid-19 pandemic, we have taken no new measures. In addition to the online format, individual interviews with students can be conducted in a conference room, and we therefore believe that there is no need to set up an office.

New Issues to be Improved:

There are no new issues at the moment.

Action Plans (6-2):

Standard 21

We will introduce an economic information platform and join the Science Information Network (SINET6) by the end of FY2022. In addition, the number of books in the library is still insufficient, and it will be necessary to actively increase the number of books that are useful to students in the future.

Performance:

<FY2022>

- We introduced the economic information platform "Quick FactSet" as a tool to be used for research and started using it in October 2022.
- With regard to joining the SINET6, we decided not to join and connect to it. This decision was made based on our system management conditions such as fact that we do not have servers and databases within our facilities or lecture-specific LAN and therefore do not have the necessary environment for VPN connections with other universities.

<FY2023> No achievements

<FY2024> No achievements

Evidence: None

Changes in the number of books in the library

Aggregation date: March 31	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
No. of books	1622	1753	2007	2189	2233	2306	2450	2619	2760	2978
Aggregation date: March 31	2019	2020	2021	2022	2023	2024				
No. of books	3091	3197	3239	3345	3429	3594				

Changes in FactSet Usage

	Number of Accounts Issued						
	Faculty	Student	Total		Faculty	Student	Total
—	—	—	—	FY2022 Autumn Semester	13	41	54
FY2023 Spring Semester	15	45	60	FY2023 Autumn Semester	17	35	52
FU2024 Spring Semester	19	61	80	FY2024 Autumn Semester	20	68	88

Appendix: None

Self-Evaluation:

We introduced the economic information platform "Quick FactSet" as planned.

New Issues to be Improved:

It is necessary to consider the use of generative AI that enables more effective paper searching and summarization.

Action Plans (6-3):

Standard 21, Criterion 21-4

By renewing the core system and LMS, we will reduce the number of working hours of secretariat staff by 15%, even if the number of students each secretariat staff member is in charge of increases by 30% compared to FY2021.

This is one of the Key Objectives.

Performance:

1. Plan

<FY2022>

- The number of students each secretariat staff member is in charge of will increase by 20% due to the increased capacity.
- Working hours of secretariat staff will increase by 20% due to requirement definition, development, and introduction of a new core system.

<FY2023>

- The number of students each secretariat staff member is in charge of will increase by 30%.
- In the case of renovating an existing LMS: Working hours of secretariat staff will decrease by 5% reduction in working hours due to efficiency improvement by introducing a new core system as well as LMS requirement definition and renovation work.
- In the case of introducing a new LMS: Working hours of secretariat staff will increase by 10% due to efficiency improvement by introducing a new core system and LMS requirement definition work.

<FY2024>

- The number of students each secretariat staff member is in charge of will increase by 30% due to the increased capacity.
- In the case of renovating an existing LMS: Working hours of secretariat staff will decrease by 15% due to the introduction of a new core system and the improvement of efficiency through LMS renovation
- In the case of introducing a new LMS: Working hours of secretariat staff will increase by 10% due to the improvement of efficiency through the introduction of a new core system and the development and introduction of an LMS (15% reduction in FY2025 after the introduction of a new LMS)

2. Achievements

<FY2022>

Preparations were made for introducing the new core system.

<FY2023>

In September 2023, we released functions of a new core system for managing student enrollment information, grade information, syllabus information, and online course registration.

<FY2024>

- Regarding the syllabus management function of the new core system, we have released an online editing function that allows faculty members to directly edit the content of syllabus online.
- As an additional function of the new core system, we introduced an online grade browsing function.
- We proceeded with the study of LMS renewal, selected a vendor, and paved the way for the introduction in FY2025.

The above efforts resulted in the following man-hour reductions.

- In FY2024, the number of students* increased by 139 and the number of secretariat staff remained flat compared to FY2021. As a result, the number of students each secretariat staff member is in charge of increased by 38.4%, from 51.7 (FY2021) to 71.6 (FY2024).
- After consideration, we decided to introduce a new LMS rather than renovate the existing one. In the case of the introduction of a new LMS, our goal was "Working hours of secretariat staff will increase by 10% due to the improvement of efficiency through the introduction of a new core system and the development and introduction of an LMS (15% reduction in FY2025 after the introduction of a new LMS)." However, in FY2024, the working hours related to the new core system and LMS decreased by 28.6% compared to FY2021 due to the effect of improved efficiency through the introduction of the new core system, including the implementation of the two measures mentioned above.
- In FY2025, we can expect to see the effect of improved efficiency through the introduction of a new core system as well as a new LMS.

In view of the above, we have judged that additional reduction measures are not necessary at this time.

*The number of students includes not only MBA regular students but also part-time students.

Evidence:

Fiscal Year	2021	2022	2023	2024
Annual man-hours per student (minutes)	129.0	122.8	95.4	92.1
Comparison to FY2021	-	-4.8%	-26.0%	-28.6%
No. of students each secretariat staff member in charge of (persons)	51.7	69.0	73.7	71.6
Comparison to FY2021	-	33.4%	42.5%	38.4%

Appendix:

Documents number: / File name: (2-3-1) Main Functions of the Core System [Campus Plan]

Self-Evaluation:

We set a three-year goal: "By renewing the core system and LMS, we will reduce the

number of working hours of secretariat staff by 15%, even if the number of students each secretariat staff member is in charge of increases by 30% compared to FY2021." As a result of our initiatives, we achieved this goal by decreasing the number of working hours of secretariat staff by 28.6% despite a 38.4% increase in the number of students each secretariat staff member is in charge of (since we decided to introduced a new LMS, working hours of secretariat staff in FY 2024 was expected to increase 10% due to the introduction of a new core system and the development and introduction of an LMS, but in fact we succeeded in decreasing working hours of secretariat staff by 28.6% compared to FY2021.)

New Issues to be Improved:

In the future, it will be necessary to effectively introduce new technologies such as generative AI and AI agents to further improve efficiency.

Action Plans (6-4):

Standard 21

In the September 2021 Student Satisfaction Survey, 96% of students responded that they were satisfied. In order to maintain and improve this rate, we will enhance the curriculum and faculty and staff members, as well as enhance the system, such as the renewal of the e-learning system.

In order to reduce operational errors and enable more efficient operations, the core system will be completely renewed to improve the efficiency of student management. In addition, we will renovate or renew the LMS and, in line with this, consider support measures for persons with hearing impairment to further improve the convenience of the students.

This is one of the Key Objectives.

Performance:

1. Plan

<FY2022>

- Consider and decide on the introduction of a new core system.
- Define requirements, develop and implement the new core system

<FY2023>

- Compare and evaluate the renovation of the existing LMS and introduction of a new LMS and decide on one option
- In the case of renovating an existing LMS: Define requirements and modify the existing LMS
- In the case of introducing a new LMS: Define requirements

<FY2024>

- In the case of introducing a new LMS: Develop and implement the new LMS

2. Achievements

<FY2022>

We considered and decided on the introduction of a new core system, and defined requirements, developed, and prepared for its introduction with a release scheduled for September 2023.

<FY2023>

In September 2023, we released functions of a new core system for managing student enrollment information, grade information, syllabus information, and online course registration.

<FY2024>

- As an additional function of the new core system, we introduced an online grade data browsing function for students.
- In response to requests from students, we introduced a student ID app that can be used on smartphones.

[Reference: FY2024 internal plan (formulated in April 2024)]

As an additional function of the new core system, we plan to introduce an online grade data browsing function for students and a function for displaying student ID cards online.

Note: For details on LMS renewals, including support for persons with hearing impairment, refer to the Performance section of Action Plans (4-6).

Evidence: None

Appendix:

Documents number: / File name: (2-3-1) Main Functions of the Core System [CampusPlan]

Documents number: / File name: (6-4-1) Student ID Card (SAMPLE)

Self-Evaluation:

We are fully implementing initiatives to improve student satisfaction and operational efficiency.

New Issues to be Improved:

There are no new issues at the moment.

Action Plans (6-5):

Standard 22

In the process of promoting the globalization and diversity of students and faculty members, we will promptly respond to the need for accommodations such as the development of facilities for students and faculty members with different cultural backgrounds.

Performance:

<FY2022> No achievements

<FY2023> No achievements

<FY2024> When selecting a new LMS, we selected a vendor and system that can add a subtitle function.

Evidence: None

Appendix: None

Self-Evaluation:

The new LMS allows for more flexible specification changes than the previous system, so we will continue to respond as needed in the future.

New Issues to be Improved:

Since new technologies have emerged that make it easy to translate narration and subtitles of lecture videos into multiple languages, it is necessary to stay updated on the developments.

II. The Quality Improvements

1. The Quality Improvements Achieved through Performance of the Action Plans

Admissions publicity activities:

- With the aim of raising the competition ratio, we have strengthened promotional activities such as briefing sessions, seminars, and trial classes.

Entrepreneurship support:

- As one of the support measures to increase the entrepreneurship rate, we are successfully implementing the "SBI-U Venture Challenge System."

Current student support system:

- We have established an organizational structure that can promptly respond to the needs of current students.

Improved alumni surveys:

- In the response form for new graduate/alumni surveys introduced in FY2021, a free-comment column was newly added from FY2024, making it possible to grasp the actual voices of alumni that cannot be captured by NPS scores alone.

Improved student services and administrative efficiency:

- We have improved convenience for students through the introduction of an online grade browsing function and a student ID app. In addition, we have successfully decreased working hours of secretariat staff by improving their operational efficiency.

Capacity expansion and financial soundness:

- In FY2022 and FY2023, we increased the total capacity and, in FY2023, we doubled the capacity from FY2021 to 120 students.
- Even under the impact of Covid-19, we have improved our public relations and promotional activities and strengthened our outreach to potential students. As a result, the number of students enrolled exceeded the capacity in almost every term.
- Thanks to an increase in educational income, we discontinued accepting donations from the SBI Group from FY2023. As a result, our financial soundness has improved.

Strengthening the education system:

- We offered eight of the nine compulsory courses as "double courses" in which multiple faculty members teach the same courses. The remaining one course is scheduled to be offered as a double course from the autumn semester of FY2025, and an individualized education system is being developed to respond to the increase in the number of students.
- We conducted diversity-focused faculty recruitment and the proportion of female and young faculty members increased.

Developing admissions interviewers:

- We created an environment for recording and sharing entrance examination interviews using video recording, and provided opportunities for interviewers to give feedback to each other based on the recorded videos. This deepened mutual understanding of the intent of questions and viewpoints, and contributed to the improvement of the interviewer's own skills.

Improving the quality of classes:

- The quality of classes has been improved by each faculty member continuously conducting evaluation questionnaires on the classes they are in charge of, and working to improve them based on the feedback from students.

Research activities and ethics training:

- We continue to provide training on research promotion and prevention of research misconduct.

Research collaboration and the use of generative AI

- In FY2022, we conducted a "Joint Research Project on Next-Generation DX Information Infrastructure."
- In FY2023, we prepared and held a seminar on generative AI.
- Since FY2024, we have launched a study group on generative AI utilization in collaboration with companies and started activities.
- These results are disseminated and shared through performance reports and debriefing sessions, contributing to the improvement of research at the Graduate School and the expansion of research fields and collaborative fields.

2. The Results of the Quality Improvements

Network enhancements:

- The Graduate School as a whole is becoming more connected to current students, alumni, and other graduate schools. In particular, the recognition and influence of the SBI-U Venture Challenge System is expanding, as evidenced by the emergence of prospective students who are aware of it.

Improving courses and satisfaction:

- Through the course evaluation questionnaire, we have seen continuous improvement of courses. Measures to improve convenience, such as the introduction of an online grade browsing function and a student ID app, have improved student satisfaction. In addition, the working hours of the secretariat staff have been decreased by improving operational efficiency, and staff satisfaction has also improved.

Strengthening financial independence and viability:

- The improvement of financial soundness has further strengthened our independence and long-term viability as a graduate school.

Revitalizing the learning environment through student diversity:

- With the increase in the number of students, students from various industries, occupations, and age groups have gathered, and mutual learning among students and student association activities have become more active. The diversification of students contributes to the improvement in the quality of learning, and also leads to higher student satisfaction and the enhanced reputation of the Graduate School, which in turn further increase the number of applicants through word-of-mouth and referrals, creating a virtuous cycle.

Expanding the educational system and research fields:

- The enhancement of the courses offered has made it possible to flexibly respond to the increasing number of students, resulting in a strengthening of the financial base. In addition, with the diversification of faculty members, the field of education and research

has expanded, the quality of education has improved, and academic affairs-related activities have been revitalized.

Improving the quality of admissions and strengthening consistency with policies:

- By shooting videos of entrance examination interviews and using them, the interviewers' skills were continuously improved. As a result, we have been able to achieve an admission process that is consistent with our three policies, including the admission policy, and has led to the acquisition of appropriate students.

Sustained FD activities and class improvement:

- Through the continuous implementation of course evaluation questionnaires and faculty development (FD)-related training and events, the understanding and awareness of FD in faculty members is steadily increasing. The peer-observation system for face-to-face classes, which was introduced in 2024, has also started operation smoothly.

Raising awareness of research ethics and research promotion:

- Repeated and ongoing training in research promotion and research misconduct prevention has increased understanding and awareness of the research ethics among faculty members.

Synergy between education and research:

- The latest case studies of companies and practical knowledge obtained through joint research are also utilized in classes and educational guidance, and contribute greatly to improving the quality of education at the Graduate School as a whole.

3. The New Issues Found through Performance of the Action Plans

Diversity-focused faculty recruitment:

- Although we are promoting the recruitment of faculty members with an emphasis on diversity (women, foreign nationals and young people), the recruitment of foreign faculty members has not progressed sufficiently compared to the recruitment of female and young faculty members. In the future, it will be necessary to use English recruitment advertising media that can appeal to foreign nationals.

Restructuring action plans and strengthening committee cooperation:

- Based on the analysis of behavioral competencies demonstrated in the classes and seminars planned in Action Plans (3-5), we are continuously studying the "Development Plan to Become a Better Leader" to improve various standards and operations, but it has not yet been completed. In addition, it has not been clarified how to reflect the results of faculty members' understanding and analysis of competencies in improving the quality of guidance and advice to students. Therefore, there is an urgent need to review the promotion system, including strengthening cooperation between the Admissions/Academic Affairs Committee and the FD/SD Committee, and to restructure the Action Plans.

Enhanced public relations and pre- and post-enrollment support:

- In promotional activities such as briefing sessions, seminars, and trial classes, it is necessary for the relevant committees to verify the effectiveness of feedback in order to confirm whether or not these activities directly contribute to securing prospective students.
- It is necessary to create an environment in which students can continue to learn

independently according to their objectives by providing a thorough explanation of the characteristics of the program and learning methods before enrollment, and by strengthening the learning support system for students.

- In order to further enhance the individual counseling and career support system for current students, it is necessary to improve the expertise of counselors.
- The establishment of a mentor system that connects current students and alumni is also an issue, and it is necessary to expand the support system by providing current students with opportunities to consult with alumni about their studies and careers.

Addressing educational infrastructure and information security:

- Stabilizing the network connections used by students and faculty during face-to-face classes and ensuring communication security have emerged as new issues. In response to this, we are updating our network equipment for lectures, renewing the communication environment, and outsourcing the security monitoring system for network communications and endpoints, all of which are required to be implemented as soon as possible.
- In order to strengthen the protection of personal information, we have reviewed PCs used for remote working, the communication environments of faculty and staff members, and adopted a policy of building a virtual desktop environment in FY2024 and prohibiting the handling of important information outside the virtual desktop environment. It is necessary to diligently proceed with preparations for full-scale operation as soon as possible.

Integrating generative AI into education and research:

- With the rapid spread of generative AI, the study of utilization measures in education and research has become a new issue. Therefore, we have organized the "Generative AI Task Force" with the aim of improving student satisfaction, improving the efficiency of faculty operations, and enhancing the content of instruction. To begin with, we are aiming to introduce generative AI into seminars, and we need to proceed with the release of it as soon as possible.

Securing financial resources and direction of industry-academia collaboration:

- With the suspension of secondary use sales of lecture videos, securing an alternative source of income is an issue. It is expected that an increase in the number of joint research projects with companies will lead to increased income. At present, however, it is not realistic to make it the core of school fees and non-educational income. For this reason, it is important to first of all build up a track record of collaboration with companies and feed the results back to education.
- There has been insufficient progress in increasing the proportion of students living abroad and female students. In the future, it will be necessary to evaluate and categorize past efforts, clarify those to be continued and those to be reviewed, and then consider new measures.
- Due to the characteristics of business schools, in order for working adults to make an independent decision to apply, it is essential for us to take a consultative approach (consultation and advice) rather than simply providing information. However, since there is a limit to the number of staff members, future issues will be to improve operational efficiency using generative AI and to expand the benefit systems and referral systems for graduates of external companies and correspondence universities.

Organizational sharing and development of FD activities:

- Individual FD activities, such as course evaluation questionnaires, faculty training, and

peer-observation system for face-to-face classes, are becoming established. However, at present, they are limited to individual faculty awareness and improvement, and do not lead to the sharing of knowledge throughout the organization. In the future, it will be necessary to systematically organize these results, consolidate them into knowledge and know-how common to e-learning education at the Graduate School, and build and share them as educational assets that can be used by all faculty members.

Visualizing international collaboration and educational track record:

- The number of joint research and collaborative projects is increasing, but further expansion is needed. In particular, in addition to diversifying the collaborative partners and topics, it is necessary to establish an international track record in education by operating common online classes with overseas universities, which we are currently working on.

III. Most Innovative Quality Improvements

SBI Graduate School offers all programs entirely online for mid-career individuals with working experience. Compared to traditional higher education in Japan, our innovative educational model has a wider range of potential students (working adults and no geographical restrictions), but continuous innovation and communication are required to ensure sufficient enrollment.

Like students, faculty members live in various locations in Japan and abroad, and many are engaged in other professional activities. This flexible system makes it possible to appoint personnel with ample practical experience. On the other hand, staff members are working at the Graduate School full-time and are dedicated to school affairs, which support efficient and smooth operation, and contribute to the formation of a more collaborative and integrated management system.

1. Most Innovative Quality Improvements

Overall, the most significant improvement since the last screening is the enhancement of the daily activities of each committee. In addition to the Key Objectives, which set out a three-year plan, most of the Performance of other Action Plans is the result of the steady efforts of each committee and the secretariat since FY2022.

Specifically, one of the biggest improvements was the fact that we were able to secure more students than the capacity in almost every term. This was achieved by doubling the enrollment capacity from FY2021 to 120 students in FY2023, and filling this increased capacity in FY2023 despite its doubling. This indicates a significant increase in the number of students who aspire to join the Graduate School.

Improvements that have contributed to the realization of the above include (i) continuous improvement of class content through course evaluation questionnaires and peer-observation system for face-to-face classes, (ii) improvement of student satisfaction by strengthening networks among current students, alumni, faculty and staff members, (iii) revitalization of the SBI-U Venture Challenge System, and (iv) enhancement of courses offered. It is important to note that an important factor contributing to the enhancement of courses offered is the diversification of faculty members, especially the enhanced recruitment of female and young faculty members. Offering compulsory courses as “double courses” also contributed to the enhancement of the courses offered.

In addition, the increase of courses taught in English in line with the plan, and the addition of faculty and staff members who have English proficiency comparable to native speakers, including the President and the Dean for External Relations, are major improvements in terms of globalization.

2. Reasons for Making These Improvements

As noted in the SCR, improving internal quality assurance and management quality requires

committees to be able to respond quickly to new issues that fall within their core areas of responsibility. Based on this understanding, we made efforts to enhance the activities of each committee.

Establishing a stable financial base is essential to realize the mission statement, and financial soundness enables us to strengthen our financial independence and long-term viability. Satisfying the increased enrollment capacity directly contributed to our financial soundness.

Measures to address this issue could not be implemented overnight, but required constant, tenacious efforts. In addition to strengthening promotional activities, word-of-mouth and referrals from current students and alumni who were satisfied with the classes and systems offered by the Graduate School contributed to the increase in the number of applicants.

Offering courses taught in English and improving the English proficiency of faculty and staff members are major issues related to globalization that were pointed out in the previous screening, and we have been working hard to overcome them .

3. The Results and How They Impacted Management Education

The main results of the steady efforts of each committee and the secretariat to management education are as follows.

The increase in the number of applicants has made it possible to make sound selection in the entrance examination, and it has become easier to attract excellent students who meet the three policies set forth by the Graduate School. As a result, the time spent explaining basic matters is reduced, and the quality of classes has improved.

Measures to encourage active applications for the SBI-U Venture Challenge System have not only increased the number of applicants but also raised awareness of the system both within and outside the Graduate School, as evidenced by the emergence of prospective students with a view to utilizing the system.

The diversification of faculty members has led to the enhancement of the courses offered as well as the expansion of research fields and the revitalization of academic affairs-related activities.

IV. List of Appendixes

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