

OPPORTUNITIES AND ASPIRATIONS: IMPACT OF JUNIOR-COLLEGE EXPERIENCE IN JAPAN

FEBRUARY 27-28, 2011

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Purposes of this Presentation

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- Introduction of JJCSS: Japanese Junior College Student Survey
- Exhibiting:
 - what JJCSS can suggest junior colleges to help them in understanding how good they are doing and what better they can do in meeting students' needs more accurately.
 - what statistics JJCSS can provide at the system level.



Agenda

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- Junior Colleges in Japan
- Structure and Participants of JJCSS 2009
- Opportunities: College-Choice Motivations
- Aspiration: Future Aspirations of Junior College Students
- Conclusion

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Junior Colleges in Japan

History and Features

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➤ History

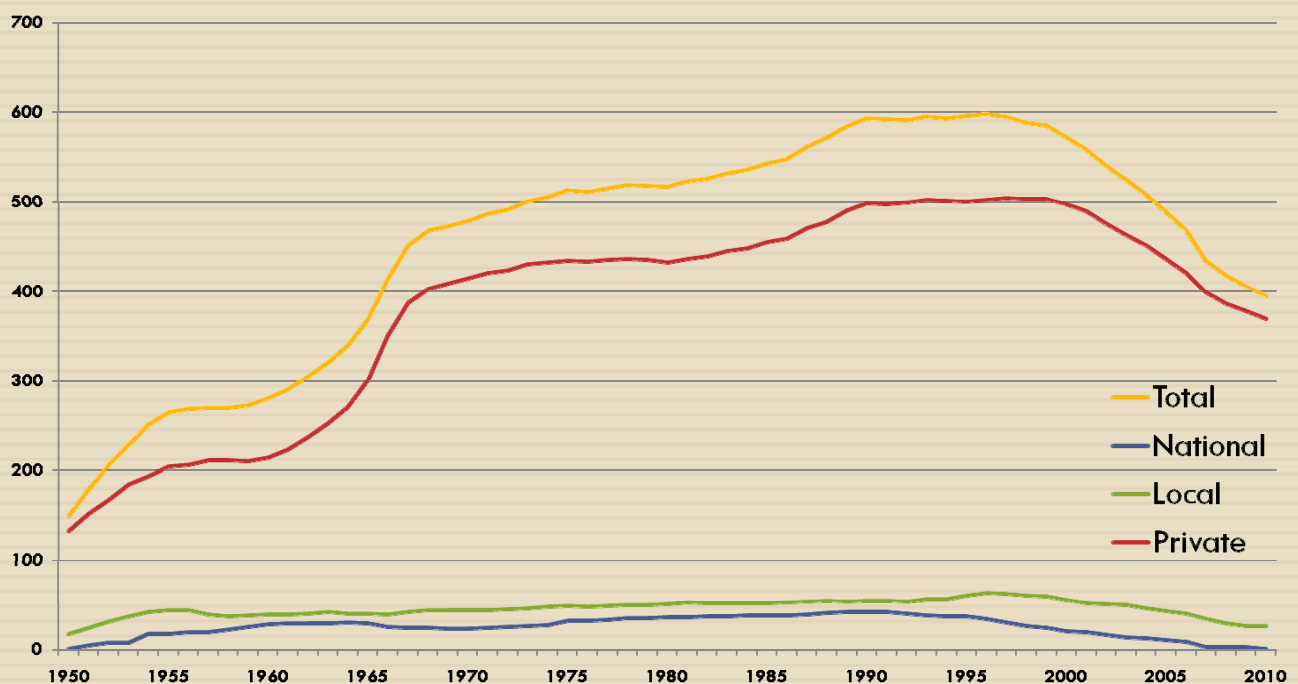
- System started in 1950.
- High demands for more opportunities for post secondary education among esp. female students.

➤ Features

- 2-3-year higher education that leads an associate degree
- Education of liberal arts, vocational knowledge and/or practical skills

Nationwide Number of Junior Colleges

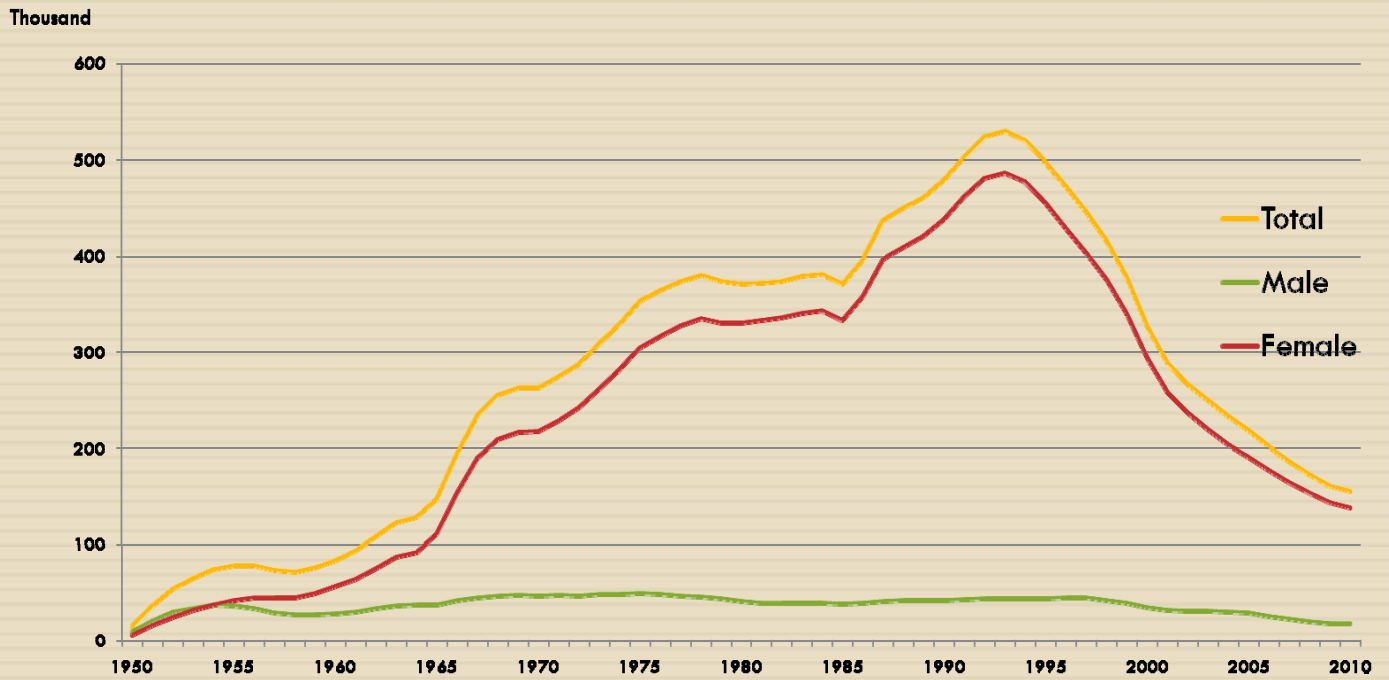
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Source: MEXT, Basic School Survey in each year

Nationwide Number of Students

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Source: MEXT, Basic School Survey in each year

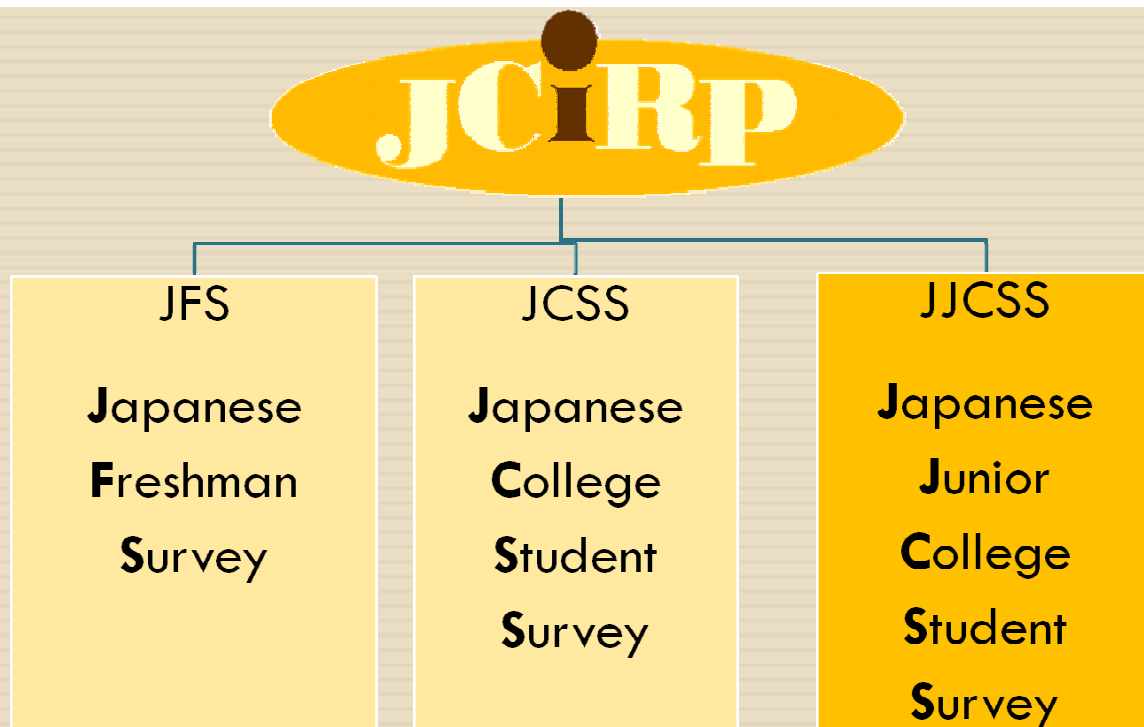
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Structure and Participants of JJCSS 2009

Structure of JCIRP

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Structure of JJCSS 2009

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- A multiple-choice survey:
 - That covers students' attitude in academic and personal lives, value, self-assessment, future aspiration and time management.
 - With 37 items, 218 valuables including personal tracking code, cf. *DOJA0228BX*.
 - May take 15-25 minutes to fill out.
 - Conducted as the 2nd generation of JJCSS.

A Comprehensive Survey

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No.	Question items	No.	Question items
1	Sex	14	Academic experience
2	Age	15	Major
3	Year of enrollment	16	Future academic aspiration
4	Grade	17	Off-collegiate time management
5	Residential type	18	Off-collegiate experience
6	Commuting time	19	Self estimate in personality
7	Performance in high school	20	Satisfaction with college
8	Type of high school	21	Satisfaction with faculty
9	Scholarship	22	Self estimate in academic gaining
10	Extra-curricular experience	23	Self estimate in collegiate activity
11	College-choice motivation	24	Self estimate in academic ability
12	Mobile student (or not)	25	Value in life
13	Remedial education	26	Value in general female-life-course
		27	Status of employment finding
		28	Professional aspiration
		29	Value in career
		30	Academic satisfaction
		31	Order in choice of current college
		32	Type of admission
		33	Time of college choice
		34	Parental experience in higher education
		35	Overall satisfaction
		36	Intention of re-choice of same college
		37	Coding information

Participants of JJCSS 2009

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- 7,219 students participated from 30 junior colleges:
 - Represent app. 4.7% of all junior college students (excluding those who are in advanced courses).
 - 6,061 are female. (85.3%)
 - 1,046 are male. (14.7%) *missing=112*
(Female: 89.1% Male:10.9%; nationwide)
 - 48.9% are first generation students in HE.
 - 21.5% were admitted through scholastic examination.

Distribution of Students in Major Disciplines

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JCSS 2009			Nationwide	
Disciplines	n	%	Disciplines	%
Co-medical	253	3.6	Medical	8.0
Nursing	291	4.1		
Agriculture & Machinery	367	5.2	Agriculture & Machinery	4.0
Humanities	787	11.2	Humanities	12.4
Business	783	11.1	Social Studies	11.9
Welfare	294	4.2		
Home Economics	394	5.6	Home Economic Science	20.5
Nutrition & Dietetics	910	12.9		
Teacher Training	2,420	34.5	Teacher Training	29.6
Fine Art	74	1.1	Fine Art	4.4
Others	456	6.5	Others	9.2

Source: MEXT, Basic School Survey 2009 for national data

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Opportunities

Scholarship Programs Benefit

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- Students benefit from scholarship programs
 - National loan: 31.3% (n=2,261)
 - Local public support: 2.1% (n=152)
 - Private support: 0.9% (n=63)
 - Institutional support: 8.7% (n=631)

Scoring Importance

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- Conversion of options in the survey into points:
 - Very Important; +2
 - Somewhat important; +1
 - Less important; -1
 - Not important; -2
- $\text{Points} / \# \text{ of students in each program} = \text{Importance Index}$

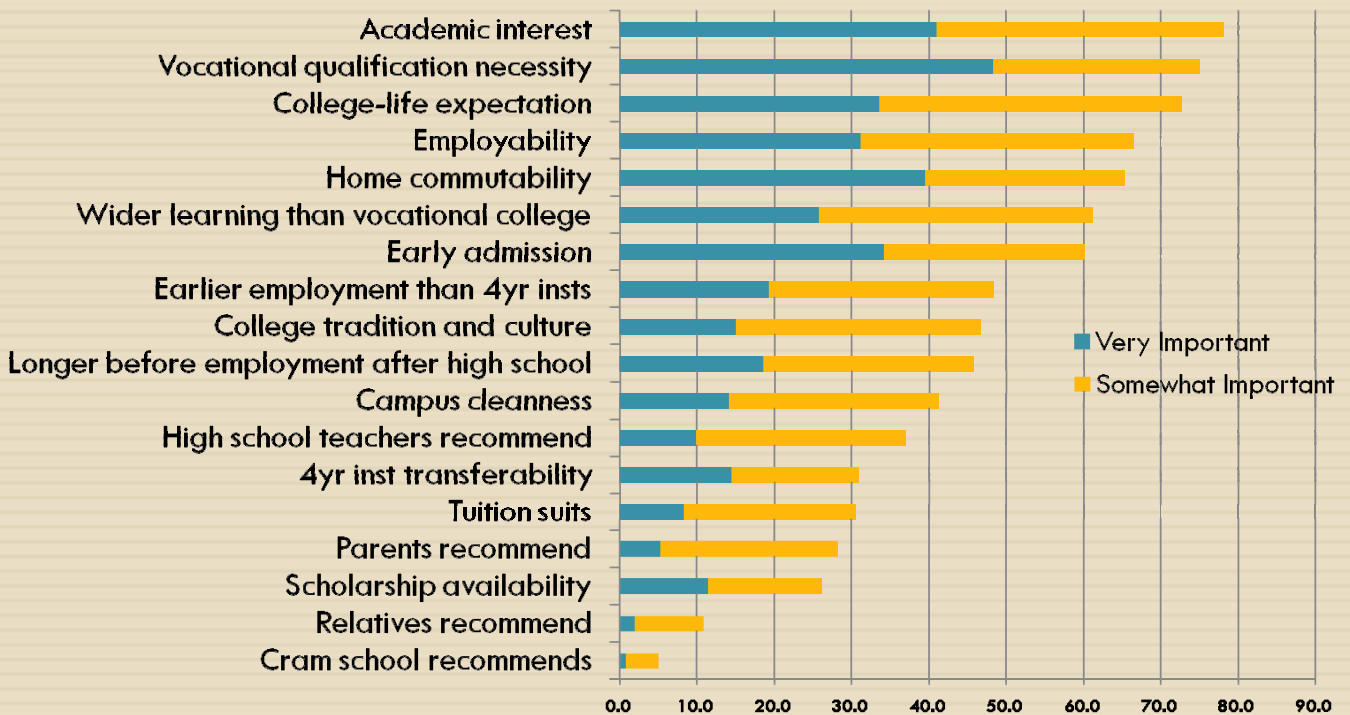
Importance Indexes of each Scholarship program

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- National loan: -0.02
- Local public support: -0.23
- Private support: -0.44
- Institutional support: 0.48

Importance in College Choice Motivations (%)

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Scoring Importance

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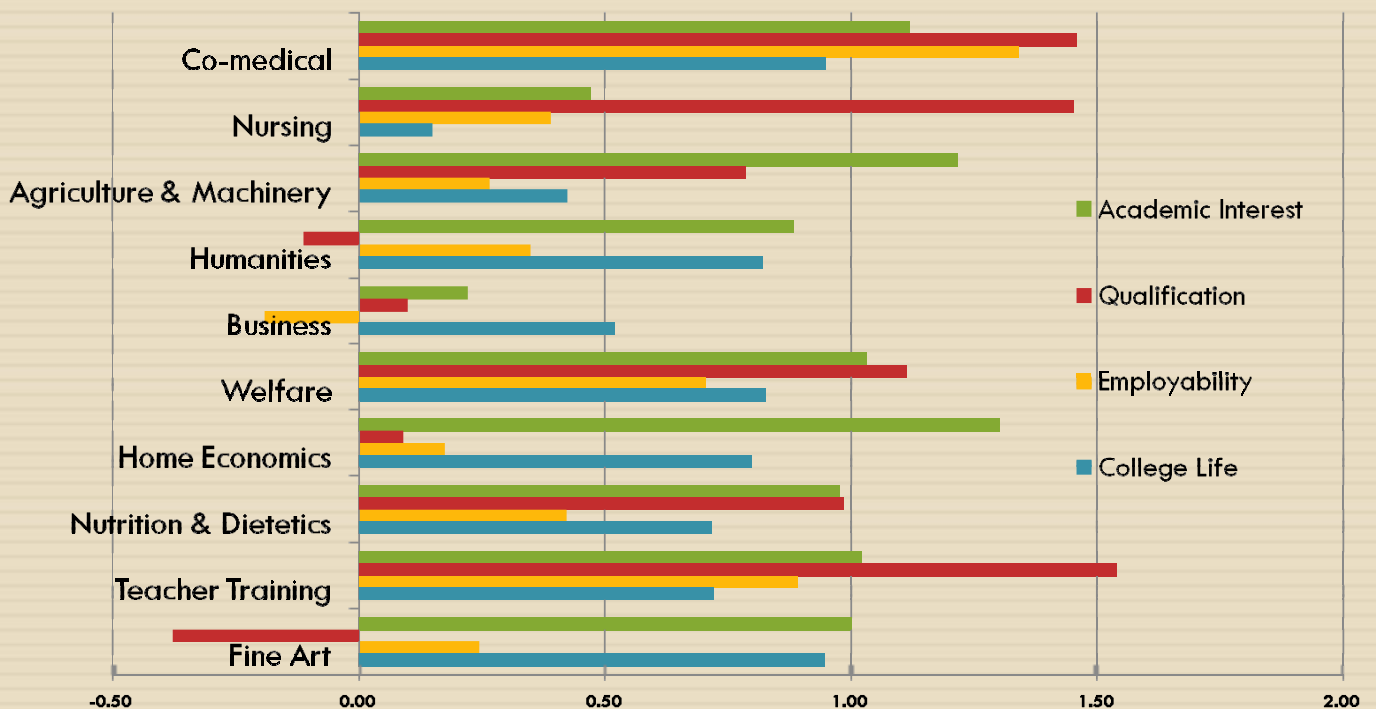
➤ Conversion of options in the survey into points:

- Very Important; +2
- Somewhat important; +1
- Less important; -1
- Not important; -2

➤ $\text{Points} / \# \text{ of students in each discipline} = \text{Importance Index}$

Importance Indexes in College Choice Motivations by Major Disciplines

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Aspirations

Vocational Ambitions in Selected Disciplines

- Comparison between propositions of students with aspirations in “typical” future vocational track in 1st and 2nd years.
 - Co-medical :Paramedic (other than RN)
 - Nursing: Registered Nurse
 - Nutrition and Dietetics: Dietician
 - Teacher Training: Teacher

Shift Happens in a Year

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Discipline >> Vocation	Grade		Shifting
	1 st (%)	2 nd (%)	
Co-medical >> Paramedic	85.3	63.0	Down
Nursing >> Nurse	80.6	87.9	Up
Nutrition and Dietetics >> Dietitian	49.4	36.9	Down
Teachers Training >> Teacher	74.0	75.9	(Up)

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Conclusion



What JJCSS Does...

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- It provides data on junior college students.
- Ways of data Interpretation may vary.
- Various ways of data usage are possible.
 - Curriculum development
 - Student service development
 - Marketing
 - Self study/ Benchmarking/ QA
 - National policy development

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Thank You!