

## 2-(1) Corporation Head Office/Tokyo International University

### I. Overview of FY2016 business

In the spirit of its founding philosophy of “nurturing truly international-minded people who exemplify public morality,” TIU aims to cultivate human resources with vision, courage, and intelligence. To fulfill that goal, the University pours its energies into developing educational initiatives in two thematic areas: "TIU: An Institution of Athletic Excellence" and "TIU: An Institution of English Excellence."

"TIU: An Institution of Athletic Excellence" revolves around taking advantage of the University's premier environment of facilities and world-class staff of coaches and trainers to help focus sports teams succeed. The academic support structure for student athletes is in place in every School, with the two sports-related departments in the School of Human and Social Sciences taking the lead. As of May 2016, 1,276 students (or around 20% of all undergraduate students) belonged to sports-related clubs.

Meanwhile, "TIU: An Institution of English Excellence" focuses on a diverse range of projects geared toward fuller globalization of the University. The "English Track Program" (E-Track), which began in FY2014, has a current enrollment of 448 students from 52 countries (as of April 2017), transforming the campus into a more diverse, global environment. By expanding the Global Teaching Institute (GTI) to an organization of around 50 native English-speaking instructors, coordinating with the American Studies Program (ASP) study abroad program at Willamette University (a TIU sister school), and taking other related initiatives, TIU is working hard to enhance its structure for English education. TIU also held its fifth international symposium, a gathering of eminent scholars from Japan and the United States.

Maintaining an active, forward-looking stance, the University continues to develop and enhance educational programs that stretch beyond the boundaries of campus. Through TIU's "Koedo (Kawagoe) Town Revitalization" project, an official part of the Ministry of Education, Culture, Sports, Science and Technology's "Universities as Centers of Communities (COC)" program, students are taking on active roles in the local community, competing in numerous town-revitalization contests nationwide, and engaging in a wide variety of other activities. The "Tourism-Oriented Country Program," an industrial-academic alliance with JTB Tourism Research & Consulting, offers lectures by practitioners and also promotes hands-on learning through internships in the actual tourism field.

Hoping to build a stronger educational governance structure around the President, TIU created various committees to provide the President with support in driving educational reforms and developing products from a University-wide perspective. The committees—the University

Personnel Committee (led by the Vice President), Curriculum Design Committee, School Attendance Management Committee, Globalization Promotion Committee, FD Committee, and CD Committee—assist the President with the execution of various duties, including matters pertaining to faculty human resources, curriculum design, student enrollment/graduation, globalization efforts, FD, and career-oriented education, from a standpoint that transcends School boundaries and spans the entire University organization.

II. Business items

1. Enhanced educational offerings

(1) Promoting "TIU: An Institution of Athletic Excellence"

Components:	Promoting sports around focus sports teams and the two sports-related departments in the School of Human and Social Sciences
Project details:	<ul style="list-style-type: none"> <li>● TIU's focus sports teams will strive to achieve the highest-level results in student competition and help students develop holistically by taking advantage of top-flight coaching staffs and facilities.</li> <li>● The focus sports teams at TIU are the Soccer Club (coach: Hideki Maeda), Women's Soccer Club (head coach: Nami Otake; coach: Kiyomi Mochida), Ekiden Club (head coach: Saburo Yokomizo; coach: Shuji Oshida), Weightlifting Club (coach: Yoshinobu Miyake), Baseball Club (coach: Kiyoshi Yamanaka; honorary coach: Takeshi Koba), Women's Softball Club (head coach: Taeko Utsugi; coach: Masumi Mishina), Golf Club (coach: Nobumitsu Yuhara), Tennis Club (coach: Naoko Sato), American Football Club (head coach: Takanari Murakami), Kendo Club (instructor: Morifumi Demizu), Cheerleading Club (coach: Kaoru Uchikawa), and Archery Club (coach: Mitsuhiro Morishita).</li> <li>● The multi-purpose ground at the 170,000-square-meter Sakado Campus (roughly equivalent to the size of four Tokyo Domes) is fully equipped with professional-grade facilities.</li> <li>● In line with its efforts to bolster its focus sports teams, TIU has also established the Department of Human Development and Sport Sciences and Department of Sport Sciences in the School of Human and Social Sciences to help student</li> </ul>

	athletes develop their academic skills more fully. The University has received many applications for admission to both new departments.
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(2) "TIU: An Institution of English Excellence" in practice

① Establishing the English Track Program (E-Track)

Components:	Establishing "English Track Program" (E-Track) that students can apply for admission to and earn credits in English in the University's undergraduate and graduate programs, accepting international students from various countries overseas, and using that diversity to help globalize the campus environment
Project details:	<ul style="list-style-type: none"> <li>● In FY2014, the University created an undergraduate English degree program offering two majors—Business Economics and International Relations—as a cross-School structure linking the School of Economics and School of International Relations.</li> <li>● The effort extends to the Graduate School, as well. To complement the English degree program in the Graduate School of Economics, which originated in FY2001, the University established another English degree program in the Graduate School of International Relations (master's program) in FY2016 and began accepting students in September.</li> <li>● Enrolling students in both the spring and the fall, the program currently has a total of 448 students from 52 different countries as of April 2017.</li> <li>● To propel the E-Track Program forward, the University is now bolstering its faculty organization and working to strengthen its administrative systems for hiring foreign personnel and performing other functions.</li> <li>● New on-site locations in Vietnam, Indonesia, and Thailand are the latest elements in TIU's ongoing, proactive initiatives to recruit students from across the globe.</li> </ul>

② Expanding the International House

Components:	Expanding the International House to coincide with increasing E-Track Program enrollment
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Project details:	<ul style="list-style-type: none"> <li>● TIU provides on-campus housing for all international students coming directly to Japan. As the number of enrollees continues to increase, the University is working to expand the International House as needed.</li> <li>● In order to make everyday life easier for international students, TIU appointed Japanese students to be resident assistants (RAs) at the International House. The University is also working to help RAs improve their English abilities and communication skills.</li> </ul>
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③ Developing the Global Teaching Institute (GTI)

Components:	Improving English education through the Global Teaching Institute (GTI), a group of native English-speaking instructors
Project details:	<ul style="list-style-type: none"> <li>● TIU expanded its roster of GTI native English-speaking instructors (Global Teaching Fellows [GTF]) to 48 members.</li> <li>● Under direct control of the President since December 2015, the GTI currently provides personnel for English education not only in the School of Language Communication but also in the E-Track Program, School of International Relations, and School of Economics.</li> <li>● The project implements a US-style language approach that brings classes of around 10 students together for three 60-minute sessions per week, making it easier for students to enhance their English skills.</li> <li>● TIU also has an English-only lounge called the "English PLAZA" on Campus 1. Permanently staffed by GTFs, the English PLAZA creates an environment where students can improve their English skills outside of class.</li> </ul>

④ Creating the Japanese Language Institute (JLI)

Components:	Establishing a Japanese language-education organization to help E-Track students improve their Japanese skills Establishing the Japanese Language Institute (JLI)
Project details:	<ul style="list-style-type: none"> <li>● TIU established the JLI, a Japanese language-education organization, to help E-Track students improve their</li> </ul>

	<p>Japanese skills.</p> <ul style="list-style-type: none"> <li>● The JLI offers Japanese language education exclusively to students in the E-Track Program and Japan Studies Program (JSP).</li> <li>● In October 2016, TIU created the "Language Education Organization" to oversee the GTI and the JLI and further enhance the University's language education.</li> </ul>
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⑤ Enhancing the American Studies Program (ASP)

Components:	Implementing a study abroad-preparation program (ASP Prep) and taking other steps toward improving the academic benefits of international education to coincide with the American Studies Program's (ASP's) selection as a Japan Student Services Organization(JASSO) Scholarship for Study Abroad
Project details:	<ul style="list-style-type: none"> <li>● The ASP at Willamette University (Oregon, USA), which has been a sister school since TIU's founding, sends over 100 students on approximately year-long study abroad trips every year. The University strives to coordinate the educational approach of the GTI with the educational content of the ASP, which represents a pillar of TIU's globalization education.</li> <li>● JASSO selected the ASP for 100 scholarship support slots (80,000 yen per student per month) in 2017.</li> <li>● To help students derive more academic benefits from their study-abroad experiences, the University implemented the ASP Prep study abroad-preparation program, laid out clearer study-abroad objectives, and set goals for students to achieve during their experiences abroad.</li> </ul>

⑥ Holding regular international symposiums

Components:	Holding "Japan Around The World: Part 2," TIU's fifth international symposium
Project details:	<ul style="list-style-type: none"> <li>● The National Security Symposium featured presentations and a lively discussion by Masahiko Komura, a member of the House of Representatives, Joseph Nye, a professor at Harvard University, Yukio Okamoto, a diplomatic analyst</li> </ul>

	and senior fellow at the MIT Center for International Studies, and Professor Vali Nasr, Dean of the SAIS at Johns Hopkins University, on various topics related to national security.
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(3) Promoting curriculum reform

Components:	Overhauling the curriculum for a new launch in FY2016
Project details:	<ul style="list-style-type: none"> <li>● Aiming to bring its educational program in line with international standards, TIU overhauled its curriculum and launched new educational program reforms on a University-wide basis.</li> <li>● In addition to making a full-scale implementation of the semester system, the University established a more rigorous GPA framework, took capping measures, and employed numbering to structure the learning process more effectively and add a fuller, more practical dimension to the credits that TIU students earn.</li> <li>● TIU also created University Life Design Seminars and ICT Fundamentals courses to serve as first-year seminars and cross-School classes, part of an effort to bolster first-year education on a University-wide basis and get students thinking about their career education.</li> <li>● In accordance with the Central Council for Education's "Guidelines on the Formulation and Operation of the Three Policies," TIU evaluated the three policies (diploma policy, curriculum policy, and admission policy) for its university, undergraduate, and graduate school programs, completed the necessary changes, and released the results to the public.</li> </ul>

(4) Cultivating all-purpose skills for students to apply both on and off campus

① Promoting the Ministry of Education, Culture, Sports, Science and Technology's "Universities as Centers of Communities (COC)" program

Components:	Establishing a "Town Revitalization" program through "Koedo Kawagoe" Glocal Human Resource Development
Project details:	<ul style="list-style-type: none"> <li>● TIU promotes its "Universities as Centers of Communities (COC)" program, which has obtained official approval from</li> </ul>

	<p>the Ministry of Education, Culture, Sports, Science and Technology, on a school-wide basis.</p> <ul style="list-style-type: none"> <li>● From community-based field work to internships, the program incorporates a wide variety of different experiential learning.</li> <li>● Program participants are frequent entrants—and prize-winners—in community-revitalization contests featuring teams from areas throughout Japan.</li> </ul>
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② Launching the "Tourism-Oriented Country Program" in the School of International Relations

Components:	Working together with JTB Tourism Research & Consulting Co. in an academic-industrial alliance to enhance the "Tourism-Oriented Country Program"
Project details:	<ul style="list-style-type: none"> <li>● With the help of practitioners from JTB Tourism Research &amp; Consulting Co., TIU developed practical content for tourism-related education.</li> <li>● By establishing an innovative, practical program that includes a project on MICE industrial theory and a cooperative internship arrangement with the JTB Group, TIU is determined to train the human resources who will make Japan a "tourism-oriented country."</li> </ul>

③ Establishing the Student Staff Growth Program

Components:	Providing on-campus student workers with planned, systematic training to benefit the University community with student energy and give students skills that they can apply in actual job settings
Project details:	<ul style="list-style-type: none"> <li>● TIU recruited "Student Facilitators" (SFs), students who serve in support roles for University Life Design Seminar classes.</li> <li>● To get student staff fully involved in the process of globalizing the campus, the University is promoting Student Leadership Internships (SLIs). The SLIs assign students to roles in a variety of organizations, primarily the English PLAZA and the Japanese PLAZA.</li> <li>● The University also implemented a "Student Staff Growth Program" to train and utilize student staff. SFs, SLI members, open campus staff members, and other student</li> </ul>

	<p>workers take part in the program, which features three levels: "Juniors," "Mid-level staff," and "Trainers."</p> <ul style="list-style-type: none"> <li>● In FY2016, the program trained its first "Mid-level" staff members.</li> </ul>
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2. Bolstering the placement support structure

(1) Enhancing the placement support structure

Components:	Enhancing the job-matching framework, providing support to students in sports-related clubs, and establishing a placement support platform for E-Track students
Project details:	<ul style="list-style-type: none"> <li>● TIU hired counselors who specialize in matching students to their ideal jobs.</li> <li>● The University has also created a support structure for varsity student athletes, who can now take advantage of professional counseling to embark on careers in sports-related company settings and other fields where they can apply their skills most fully.</li> <li>● To provide E-Track students with the support they need, TIU will offer job guidance beginning in the first year of the program and help the students prepare themselves for succeeding in work settings at Japanese companies. The University also features an internship program that gives students experience at Japanese companies.</li> </ul>

3. Maintaining facilities and equipment

(1) Enhancing the English PLAZA and creating the Japanese PLAZA

Components:	Enhancing the English PLAZA and creating the Japanese PLAZA to provide Japanese students and international students with more opportunities to learn practical English and Japanese
Project details:	<ul style="list-style-type: none"> <li>● The University enhanced the English PLAZA in light of increases in the capacity of the School of Language Communication and the relocation of the School of International Relations to Campus 1.</li> <li>● TIU also created the Japanese PLAZA, giving E-Track</li> </ul>



	students a place to apply their Japanese studies.
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(2) Implementing a Learning Management System (LMS)

Components:	Installing Moodle, an LMS, to promote active learning and ensure that students spend sufficient time studying outside class
Project details:	<ul style="list-style-type: none"><li>● After performing a trial installation in FY2015, TIU implemented Moodle on a full-scale basis in FY2016.</li></ul>

## 2-(2) Japanese Language School Affiliated with Tokyo International University

### I. Overview of FY2016 business

Established in 1987, the Japanese Language School Affiliated with Tokyo International University distinguishes itself from other language schools in Japan by offering a full-day "Japanese Education Course" and "University Preparatory Course." The institution has thus far produced over 5,750 graduates (mostly from Taiwan, South Korea, and Hong Kong), whose excellent performance on university entrance examinations and remarkable post-graduation success have helped the School establish a reputation as one of the best places to prepare for a Japanese university education.

With study-abroad needs growing more and more diverse, the School established a new half-day "Japanese Education Course B" in FY2012. The Course then began accepting students, including students balancing their studies with part-time jobs, from Vietnam, the Philippines, and other countries where Japanese companies are establishing a prominent presence.

Although the School has prided itself on helping students go on to higher levels of education ever since its founding, recent trends have expanded the School's focus. Roughly half of the students from Taiwan, a core focus area for the School, already have university degrees—and the numbers of students hoping to find jobs in Japan have been growing in recent years. To meet those needs, the School is thus working with career advisers that offer services for international students.

### II. Business items

#### II-1. Regular Courses

Course	A. Japanese Education Course A		B. University Preparatory Course*		C. Japanese Education Course B	
Total class time	Full-day (26 classes per week)				Half-day (20 classes per week)	
Enrollment timing/length of course	April (1-year course) October (1.5-year course)				April (1-year course/2-year course) October (1.5-year course)	
Enrollees	April: 132 October: 97	229	April: 12 October: 11	23	April: 15 (1-year) April: 28 (2-year) October: 25	68
	April: 187; October: 133; Total: 320					

#### \* University Preparatory Course

The University Preparatory Course is recognized by the Japanese Ministry of Education, Culture, Sports, Science and Technology as a program through which students from the Philippines and other countries requiring less than 12 years of basic education can acquire the qualifications needed to study at a Japanese university. In addition to studying Japanese, students in the course also master the fundamental skills in English, mathematics, science, and other basic subjects that Japanese universities require for admission.

The Japanese Language School Affiliated with Tokyo International University is seeing increasing trends in its overall enrollment, which has grown from 152 in FY2012 to 238 in FY2013, 257 in FY2014, and 351 in FY2015, thanks to the full-scale launch of Japanese

Education Course B—an offering that targets students from traditionally strong recruiting areas like Taiwan, Hong Kong, and South Korea as well as Vietnam and the Philippines. However, enrollment dropped slightly to 320 in FY2016 as the School worked to comply more closely with capacity limits for the October enrollment season.

## II-2. Short-term auditing/private lessons

### 1. Short-Term Auditing

- Auditing courses are available for periods lasting 1 month to 6 months.
- A majority of students take 3-month auditing courses (beginning in July or January) to prepare for enrollment in regular courses beginning in October or April (41 students in July short-term courses and 12 students in January short-term courses).
- Thus, the School offers reduced regular course entrance fees (a 100,000-yen reduction) to students who enroll in regular courses in April after completing short-term audits to discourage them from enrolling in other major schools that admit students 4 times a year (in April, July, October, and January).

### 2. Private Lessons

The School provides individualized private lessons in one-on-one settings or groups of 2 to 4 students.

Carrying on a program that began last year, the School organized visiting class sessions at the Embassy of the Kingdom of the Netherlands in Tokyo and the Embassy of the Republic of Singapore in Tokyo to help showcase the level of education that the School offers.

## II-3. Short-Term Training Programs

As a way of connecting with prospective students for regular courses, the School sponsored short-term (1-week to 7-week) Japanese training programs for high school and university students from abroad.

	A. Taiwan: University students (short-term)	B. Taiwanese School
1. Term	7/3-8/20	7/13-7/26
2. Participants	9	40

In addition to providing training in the Japanese language, the programs also incorporate Japanese cultural experiences and regional community tours so that students can gain a better appreciation of what makes Japan unique.

Examples of the Japanese cultural experience component included exchange-oriented visits to high schools in Tokyo, yukata-fitting, bon-odori (the Bon festival dance), tea ceremony, Japanese sweet-making, and disaster-prevention activities. Regional community tours, meanwhile, took participants to Mt. Fuji, Kamakura, Enoshima, Tokyo Disneyland, the Kagurazaka Festival, a guide dog-training center, and other locations.

Every year, Taiwanese high schools express a significant interest in giving their students opportunities to interact with students from Japanese high schools. With the help of Tokyo Metropolitan Kodaira High School, students from Taiwan and Japan got the chance to meet and learn from each other in an exchange-rich setting.

The programs at the institutions listed in item A are for Taiwanese university students interested in learning Japanese over the summer, while the programs in item B are collaborative efforts with two mainland Taiwanese schools (Dongguan and Huadong).

### III. Future paths

The breakdown of the future paths chosen by the 265 students who graduated in FY2016 is as follows.

Category	Graduate school	University	Technical school	Employment	Japanese language school	Return home/other	Total
Number	4	59	94	16	17	75	265

Successful applicants to universities gained admission to national and public universities (3 students), Waseda University, Keio University, and Sophia University (1 student), the MARCH universities (5 students), and TIU (14 students).

### IV. Major measures and policies

#### 1. The School changed its school regulations as follows in October 2016.

- (1) Increased capacity: Increased the capacity from 420 to 460
- (2) Expanded course offerings: Added the July Course (capacity: 40; 1.75-year course)
- (3) Changed course names: Changed course names as follows; there were no changes to the name of the "University Preparatory Course"
  - Academic Advancement Course -> Japanese Education Course A
  - Comprehensive Course -> Japanese Education Course B
- (4) Revised tuition: Raised the tuition for Japanese Education Course A by 40,000 yen for the April Course and 60,000 yen for the October Course.

#### 2. Handling increases in student numbers

To add more classrooms, the School repurposed the Graduate School Teacher's Room (4F) as a classroom with a capacity of 20.

#### 3. Helping students find jobs

The School is seeing an increase in the number of students who have already obtained university degrees in their home countries (Taiwan, the Philippines, etc.) and are now hoping to secure employment in Japan. In FY2016, a total of 16 students found jobs in Japan through job-placement intermediaries with services for international students.

## 2-(3) Hitotsubashi Institute

### I. Overview of FY2016 business

As the "Issues for 2018" suggest, the falling population of 18-year-olds in Japan is precipitating the dawn of an era in which university enrollment slots will eventually outnumber university applicants. While university entrance examinations are getting easier on the whole, highly competitive schools have kept their entrance examinations highly challenging and their acceptance rates relatively low. For students who are actively choosing to prepare for difficult examinations at high-level institutions given the current academic climate, one where university enrollment slots outnumber university applicants, the "mammoth" ("for the masses") teaching method employed by many major preparatory schools leaves much to be desired. Many students are now opting for an

approach that centers around small-group education that can help learners cultivate the academic ability and universal thinking skills it takes to pass demanding entrance examinations.

Hitotsubashi Institute—a proponent of small-group education—needs to build a high-level educational system befitting a "preparatory school for applicants to competitive universities" that cares for its students in every way, establish a reputation as the "best place to go to prepare for challenging entrance examinations" among prospective examinees, and work to attract a steady stream of students looking to gain admission to rigorous, high-profile institutions like Waseda University, Keio University, Sophia University, and the MARCH (Meiji University, Aoyama Gakuin University, Rikkyo University, Chuo University, and Hosei University) schools.

In terms of class composition, the Institute maintained its comprehensive preparatory school format—covering the sciences and humanities for both national university examinations and private university examinations—to achieve differentiation from other preparatory schools that adopt the small-group style.

Last fiscal year, the Institute also opened "Riralisu," an English school for elementary and junior high school students, to connect with a new market of English learners as the government works to make English a compulsory subject in elementary schools beginning in FY2020. This fiscal year, the Institute took additional steps to enhance its curriculum and other items.

## II. Business items

### II-1. Courses for high school graduates

- Hitotsubashi Institute put a priority on attracting high school graduates who willingly decided to spend an additional year studying to get into the university of their choice. Prospective university students who maintain a fierce determination to study and refuse to give in to compromise until they get the results they want represent an important foundation for the Institute.
- The Institute established a course composition that meets examinee needs, ranging from "prime classes" for students hoping to gain admission to the University of Tokyo, Hitotsubashi University, Keio University, and other top-level universities to "general classes" geared toward students aiming for institutions at the MARCH school level.
- Taking advantage of the small-group approach, the Institute used a "tutor system," "daily morning tests," "foundational skills courses," "custom courses," "entrance examination research seminars," "English reinforcement programs," and other unique initiatives to showcase its all-out commitment to ensuring that every student gets into the university of his or her choice. These efforts helped boost enrollment.

### II-2. Courses for high school students

- Securing students is a significant challenge in the Shinjuku and Ikebukuro areas, where the large numbers of preparatory schools and juku (preparatory schools designed specifically for high school students) have created fiercely competitive conditions. Hitotsubashi Institute, located in the Takadanobaba area between Shinjuku and Ikebukuro, has attracted enrollees from nearby college-prep high schools and students living along the Seibu Shinjuku Line.
- The Institute generally arranged classes into four levels, ranging from the foundational level to the most advanced level, and allowed students to select their optimal class levels in accordance with their academic ability in each subject and their preferred school. For third-year high school students, the Institute also created a "prime seminar" featuring a curriculum tailored to examinees aiming for admission to the University of Tokyo or Hitotsubashi University. These

initiatives not only helped differentiate the Institute from competing schools but also enhanced its presence as a "prestigious institution for university entrance examination preparation."

- The course for third-year high school students emphasized its "guaranteed acceptance" system in an effort to attract enrollees. If a student satisfies all the designated learning requirements but does not pass the entrance examination for the school of his or her choice, the "guaranteed acceptance" system allows the student to take courses for high school graduates at Hitotsubashi Institute the following year without having to pay any regular tuition fees.
- The Institute created the "One Bridge" course, which offers individualized tutoring for regular examinations.

### II-3. The "Riralisu" English school: Courses for elementary school/junior high school students

- With the government planning to make English a compulsory subject in elementary schools starting in FY2020, the Institute created "Riralisu" last fiscal year in light of the need to train global human resources and cope with major changes in English education in Japan. This fiscal year, the Institute focused on enhancing the Riralisu curriculum and other items.
- The name "Riralisu" comes from the four basic English skills: reading (which, in the Japanese syllabary, starts with the sound "ri"), writing ("ra"), listening ("li"), and speaking ("su"). By combining the four elements together, the name evokes a balanced, comprehensive approach to instruction.
- Riralisu also positioned itself as a holistic, future-minded learning environment. As students gain the English skills that the dawning "global age" demands, the school will also help them hone their communication capabilities, cultivate creativity, and develop "real English proficiency" for future university entrance examination preparations.

### II-4. Summer courses

- As the saying goes, "Own the summer to own your entrance examination"—the summer season can have a massive impact on how students fare on their examinations.
- The six-week summer courses at Hitotsubashi Institute are important programs that attract many participants, but the growing number of high schools offering summer courses to their own students has made it harder for private institutions to gather students. To combat these trends, Hitotsubashi Institute harnessed its unique capabilities as a preparatory school specializing in university entrance examinations to create engaging courses and separate its offerings from the summer courses available at normal high schools.

### II-5. Winter courses/pre-examination seminars

- For its winter courses and pre-examination seminars, the Institute offered courses that focused on the National Center University Entrance Examination and strategies for performing well on the examinations for specific preferred schools to give third-year high school students and high school graduates the practical and examination-mastering skills they need as they head down the home stretch.
- As first- and second-year high school students in the winter courses represent potential Hitotsubashi Institute students in subsequent years, the Institute worked to attract future enrollees by foregrounding the importance of getting an early start on entrance examination preparations.

## II-6. The Real National Center University Entrance Examination

- On the night of the "National Center University Entrance Examination," this program gives second-year high school students a look at the questions that appeared on that day's test. The "Center Test" is currently the preeminent examination for prospective university students of all types, regardless of whether their schools of choice are public or private.
- Through the "Real National Center University Entrance Examination," which continues to garner acclaim from students, participants can see where they are academically as second-year students and figure out how much progress they need to make to get into their schools of choice. Although many other preparatory schools have started to offer similar programs, Hitotsubashi Institute was the first to do so—and that pioneering vision and experience have won the trust of many high school teachers and educators of all kinds.
- One of the main features of the program is that it lets participants get a realistic, up-close taste of the test, unlike the test questions that appear in newspapers or online. Instead of having students simply answer the questions, the program has Hitotsubashi Institute instructors provide explanations of the questions and even processes students' answer sheets to give them their individual scores. The program also offers a follow-up session a week after the initial test, a step that has helped attract a wide range of examinees.
- Second-year high school students have expressed their enthusiasm for the program because it helps them draw out a road map for succeeding on the actual test the following year, while there are more and more high schools applying for coordinated participation every year. Moving forward, the Real National Center University Entrance Examination can play a powerful part in widening the high school pipeline.

## II-7. February Startup Seminar

- The February Startup Seminar is a special intensive program for first- and second-year high school students. Designed to improve and entrench students' academic abilities in preparation for the coming academic year, the seminar also serves as a starting point for recruiting students for the new year and represents a crucial step in attracting high school students.
- By offering free first-time trial classes and a low-cost fixed-rate tuition system, the program creates a welcoming, accessible learning environment. One of the primary aims of the February Startup Seminar is to encourage high school students who have developed interest in Hitotsubashi Institute through their experiences in the Real National Center University Entrance Examination to continue studying at the Institute. Thus, the Institute offered courses and conducted publicity activities to coincide with spring events and spring courses.

## II-8. Spring courses

- Spring courses meet while high schools are on spring vacation, giving participants the chance to get ready for a new academic year. From the preparatory school perspective, these spring courses basically represent the run-up to the drive to recruit students for the April term.
- Given the relatively tight schedule, Hitotsubashi Institute's spring courses were designed to offer compact courses (160 minutes x 2 days = 320 total minutes) for new first-, second-, and third-year high school students and give students a clear idea of the Institute's exceptional quality in a short time.
- The spring course curriculum also integrated with courses for the new term so that students would feel more motivated to continue their studies at Hitotsubashi Institute.

## II-9. University remedial education

- In recent years, more and more universities have launched remedial education programs to help university students get a firm grounding in core academic abilities. Staying in line with these trends, Hitotsubashi Institute also offered the following remedial courses taught by dispatch instructors.

<Details>

- Supplementary course area: Mathematics
- Number of classes offered: 16 (90 minutes each)