

2024 Enrollment AO Admissions (English Basis)

College of Global Liberal Arts

1. Number of Applicants, Successful Applicants, etc.

No. of applicants	No. of successful applicants in the first screening	No. of successful applicants
319	247	175

2. Target of this Admission Method

The College of Global Liberal Arts provides students with the comprehensive liberal arts education in English required for our globalized times. We strive to produce graduates who can put knowledge into practice to take the initiative in identifying and solving problems and can keep learning throughout their lives in a globalized society. We are looking for students who are eager to collaborate with others in a multi-cultural environment through dual-degree courses offered in Japan and Australia, and are strongly motivated to take on leadership roles contributing not only to Japan and Asia, but to the entire international community. The dual undergraduate degree program is offered jointly by GLA at Ritsumeikan University and the Coral Bell School of Asia Pacific Affairs at the Australian National University (ANU). The two undergraduate degree programs together form an extensive, coherent system of learning, in which students aim to earn two degrees, one from each university. They study at both campuses, taking courses with the aim of generating synergies between the two degrees. This admission method is designed to admit students with the academic aptitude, skills and interests stated in the GLA admission policy. Decisions to admit students are made based on academic records, an interview and two essays

3. Content of Screening

(1) 1st Screening (document screening)

The application documents were reviewed holistically.

The topics of the essays were as follows:

The purpose of the following two essays is for you to reflect on what you have done from the time you entered high school until now and to identify your reasons and plans for studying at the College of Global Liberal Arts. Please write the essays based on this purpose.

#1 Select one thing you have focused on the most from the time you entered high school until now. Then, describe specifically how this has helped you grow, giving details of actual events that contributed to your growth and what you gained from the process.

*This essay must be titled. (within 200 words)

#2 Describe what your interests are and how you would like to explore those interests through your study at the College of Global Liberal Arts. (within 200words)

(2) 2nd Screening (interview)

Applicants who passed the 1st screening were interviewed for 25 minutes, including a 15-minute oral examination. The topic and reference materials to prepare for the oral examination were provided to applicants approximately eight days prior to the interview date. Applicants were also asked questions about their submitted essays in the interview.

4. Intent of Essay Topics, Interview Questions, etc.

(1) 1st Screening (document screening)

The intent of Essay 1 was to evaluate applicants' achievements after they entered high school to identify applicants who have the personal qualities to succeed at GLA. The screening evaluates what applicants have learned from their experiences, how they confronted difficulties in achieving their goals, how they interacted with their peers or others in the process, and how they reflected upon their achievements and set new goals.

The intent of Essay 2 was to evaluate applicants' interests and motivations to identify applicants who have the qualities specified in our admissions policy. The screening evaluates how applicants would like to explore their interests at GLA and how committed they are to learning at the College.

In both Essay 1 and Essay 2, we also assessed applicants' writing skills and abilities in English.

(2) 2nd Screening (interview)

The intent of the oral examination was to evaluate applicants' understanding of the given topic and how well they can form and support an opinion. We aimed to seek applicants who have the abilities specified in our admission policy, namely critical thinking and ethical judgment to engage with global viewpoints. We also assessed applicants' information literacy skills by evaluating how well they grasped the ideas discussed in the provided reference materials, and conducted additional research in preparing for the oral examination.

The intent of the interview was to also evaluate applicants' interests in GLA and motivations towards learning by asking questions based upon Essays 1 and 2.

In all aspects of the interview, applicants' oral communication skills in English were also evaluated.

5. Key Points of Evaluation

(1) 1st Screening (document screening)

In Essay 1, the evaluation focused not only on whether applicants described the details of their achievements, but also clearly stated what they learned from the experience, including reflections on what efforts they made, what difficulties they confronted, what relationships and interactions they had with peers or others, and so on. We also took into account whether the essay was titled appropriately.

In Essay 2, the evaluation focused on whether applicants clearly explained what they would like to learn at GLA and why. Applicants who connected these interests with the experiences they discussed in Essay 1 tended to receive higher marks.

In both Essay 1 and Essay 2, applicants' writing skills and abilities in English were evaluated. For example, we assessed whether each essay included the required contents and was composed and structured well within the prescribed word limit

(2) 2nd Screening (interview)

For the oral examination, the evaluation focused on whether applicants had a good understanding of the reference materials, clearly presented their own opinions, and were ready to discuss different viewpoints on the topic and possible objections to their stated

position. We also assessed applicants' information literacy skills, such as the ability to conduct and discuss additional research in a relevant and appropriate way.

Regarding questions concerning the submitted essays, the evaluation focused on whether applicants were able to explain or elaborate their positions persuasively in their responses. We also assessed applicants' motivations and attitudes toward learning at GLA based on how they discussed and explored their interests in studying at GLA.

6. Summary of Screening Results

(1) 1st Screening (document screening)

Many applicants were able to discuss the required contents but with varying levels of success. In Essay 1, applicants who received lower marks tended to describe what they did rather than discuss what they learned from their experiences. In Essay 2, higher-scoring applicants were able to explain how they would like to explore their interests and achieve their ambitions at GLA based on what they discussed in Essay 1. Applicants who were able to draw connections between Essay 1 and Essay 2 tended to show a more positive attitude toward learning, which bodes well for their future success at GLA.

(2) 2nd Screening (interview)

Many applicants were able to express themselves in English but with varying levels of proficiency. In the oral examination, these differences were observed in how applicants formed and supported their opinions. Applicants who received higher marks had a keen understanding of the provided reference materials, appropriately collected and analyzed relevant information, and considered the given topic from a variety of perspectives in forming and supporting their opinions. Applicants who received lower marks failed either to fully understand the provided reference materials or to conduct appropriate additional research, though they often were able to present arguments to support their opinions on the given topic.

In the essay-based questions, some applicants outperformed what they wrote in their essays by persuasively explaining their interests and motivations toward learning at GLA. Applicants who received higher marks showed a good understanding of what GLA offers and were able to reflect upon their experiences and connect their interests to the GLA curriculum in a detailed and convincing manner.

7. Advice for Next Year's Applicants

In GLA, students are expected to understand social diversity and to develop practical and creative abilities to address various issues in today's globalized society. In order to develop the abilities to identify and address global issues, it is necessary to foster diverse perspectives, flexible attitudes, and a willingness to collaborate with others. Applicants are encouraged to look at various social issues on a daily basis and reflect on them from multiple perspectives. It is also important to be able to form opinions by collecting and analyzing relevant information in an appropriate manner. This ability is necessary to study successfully at GLA.

Both critical thinking abilities and English-language abilities demand daily effort. Applicants are encouraged to set their own goals and work hard to achieve them.