

Mid-term and Long-term Development Plan for University Evaluation System to Ensure Quality Assurance in Higher Education

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Purpose of Research

- Among efforts to ensure higher education quality since the 2000s, the higher education structural reform policy is the most prominent. The policy was examined to explore ways to ensure quality of higher education in the future.

Major Findings

Examined trends and theories to explore paradigms of higher education quality assurance

- The theory of higher education quality assurance paradigm was reconsidered, and international trends were examined to produce an analytical framework that covers key dimensions (policy goal, policy measure, outcome, performance analysis).

Analyzed the policy process and societal interest in higher education structural reform

- Various issues were analyzed on the formation of the higher education structural reform model in the 2010s under the context of transition toward universalization of higher education.
- Media reporting by BIGKinds published by the Korea Press Foundation was analyzed using text big-data analytics.

Conducted empirical analysis on the result and impact of the higher education structural reform policy

- Through empirical analysis (quantitative and qualitative indicators) of data gathered on the performance and impact of higher education structural reform policy before and after the first and second stages, the quality of higher education was assessed. Based on the results, implications were drawn to support subsequent policy goals.

Analyzed cases of universities working toward performance management and systems innovation

- Analyzed five best cases of universities attempting to develop their own performance management systems, and identified aspects that need policy support.

Analyzed perceptions of and demand for improvement in the higher education structural reform policy

- Conducted surveys of relevant stakeholders in policymaking (survey of university personnel, focus group discussions with specialists) to diagnose the current policy and gathered suggestions for improvement.

Proposed medium to long-term development plan for a university diagnosis system

- (Direction) Explore paradigms to ensure quality assurance in higher education through university self-regulation.
- (Objectives) Transition away from government-led efforts to improve the quantity, quality and characteristics of higher education toward a more university-initiated process in which the institutions improve their capacity for greater educational performance in equipping learners with actual competencies.
- (Instruments) Consider the plurality of target group while determining the content, format, outcome, publication and usage of the evaluation. Based on a constructivist framework, suggest a diagnostic model to evaluate universities' self-regulatory efforts for quality assurance.