

## STANDARDS AND INDEXES FOR EVALUATING OPEN UNIVERSITIES

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### ABSTRACT

*This article is the second part of the research on the institutional evaluation of the open universities. The title of the first one was 'Evaluation Standards for Institutional Evaluation of Open Universities,' which was presented at the 22nd AAOU Annual Conference, Tianjin, China. In the previous study we discussed the definition of university evaluation and some of the controversial points in the existing evaluation. The focal point was that the existing standards and indexes are not appropriate for Korea National Open University (KNOU) as an open university, and that it is necessary to establish a new evaluating system for the university. We believe it is true of the other open universities throughout Asia and the world. In short, the present research provides the practical and effective data on the evaluation standard. It also includes some new qualitative, quantitative and modified evaluation indexes reflecting the distinctive features of the open universities. The main part of this article elaborates on 5 evaluation domains, 23 evaluation sections, 81 evaluation items and 229 evaluation indexes. These evaluation domains, sections, items and indexes result from the practical surveys and AHP and Swing analyses. The result of this research will prove a good and essential element for ranking indicators in ODE universities. At the end of the paper we add some new standards and indexes for evaluating regional campuses of the open universities, which is another important agenda for upgrading the learner support throughout the country.*

*Keywords: AHP, evaluation system, swing analysis.*

As only university of its kind in Korea, Korea National Open University (KNOU) has been categorized and evaluated as one of traditional universities by Ministry of Education, Science and Technology (MEST) of Korea and Korean Council for University Education (KCUE). Since 1972, KNOU was evaluated twice by KCUE, in 1999 and 2006. However, due to the inappropriate evaluation standards and indexes, the results of evaluation were not gladly accepted by KNOU.

Kim, Bowon & C. Y. Yang (2008) raised a question about standards and indexes for evaluating open universities which was conducted by government. They discussed about followings; first, the definition of university evaluation including types and areas evaluation is mentioned. Second, it explains why the results of evaluation on KNOU are not accepted and which are controversial among the existing evaluation and the standards. Third, it elaborates the distinctive features of KNOU, which are based on the circumstances of KNOU. Finally, it discusses and suggests several modified and new standards and indexes for KNOU evaluation reflecting more prominent features of KNOU.

On the basis of the results of previous study, this study will be more specific and practical in terms of providing evaluation domains, sections, items and indexes. Since Kim, Bowon & C. Y. Yang (2008) already pointed out the problems of existing standards and indexes and what should be added and modified in order to properly evaluate open universities, in this study we mainly focus our attention on how we make evaluation standards and indexes and how distinctive features of open universities are reflected in evaluation standards and indexes. Full list of evaluation standards and indexes are provided in this study.

**EVALUATION DOMAINS, SECTIONS, ITEMS AND INDEXES**

The evaluation standard for KNOU consists of 4 categories, that is, evaluation domain, section, item and index. Each category is subdivided as follows; 5 evaluation domains, 23 sections, 82 items and 229 indexes. The full marks of this evaluation standard are 1,000 points. The practical surveys, AHP (Analytical Hierarchy Process) and Swing analyses are used to analyze and select them.

**MANAGEMENT OF UNIVERSITY**

The first domain of evaluation standard is ‘management of university’. 120 points are full marks of this domain. Under the management of university, there are 3 sections, 10 items and 24 indexes. In this domain, ‘goal of lifelong education’ is added to assess uniqueness of KNOU as an open university.

Table 1. Management of university

Domain	Section	Item	Index
Management of university (120 pts.)	Management strategies & operation (50 pts.)	Management target & strategies (10 pts.)	Validity of target & strategies
			Concreteness & system city of business plan
			Mutual agreement among members on target and strategies
		Decision-making (10 pts.)	Adequacy of decision-making system
			Adequacy of committee operation
			Rationality of decision-making
		Actual results (10 pts.)	Extent of actual results
			Evaluation system of actual results
			How to use the results of evaluation on actual results
			Certification of excellent management on univ.
	Leadership of president (10 pts.)	Vision of president	
		External cooperation of president	
	PR (10 pts.)	Public relation on strategies & vision of univ.	
	Long-term goal & vision (40 pts.)	Adequacy of long-term goal & vision (20 pts.)	Adequacy of contents on long-term plans
			Rationality of decision-making on long-term plans
		Acknowledgement of long-term plans among members	
	Goal of lifelong education (20 pts.)	Goal of lifelong education & its contribution to the community	
	Development strategies & action plans (30 pts.)	Adequacy of development strategies (10 pts.)	Adequacy of development strategies
			Realistic possibility of development strategies
		Adequacy of action plans (10 pts.)	Concreteness of action plans
			Adequacy of action plans
		Actual results of action plans (10 pts.)	Achievement of action plans
	Feedback of action plans		
	Monitoring & evaluation of action plans		

## PLANS OF EDUCATION, CURRICULUM AND OUTCOMES

The next domain of evaluation standard is 'plans of education, curriculum and outcomes'. There are 6 sections, 17 items and 41 indexes under this domain. The full marks of this domain are 130 points. There are two important items which properly evaluate role of open universities in the society. The item 'average rate of graduation' reflects the effort by KNOU to keep students studying at school. Another item is 'role of lifelong education & its contribution to local community'.

Table 2. Plans of education, curriculum and outcomes

Domain	Section	Item	Index
Plans of education, curriculum & outcomes (130 pts.)	Goal of education (30 pts.)	Adequacy of educational goal (12 pts.)	Systemicity of university principle, educational goal & objective
			Adequacy of educational goal
			Concreteness of educational objective
			Adequacy of educational objective
		PR of educational goal (9 pts.)	Endeavor to inform educational goal to public
			PR of educational objective
		Setting & application of educational goal (9 pts.)	Rationality of setting educational goal
			Actual results reflecting educational objective
		Curriculum & instructional methods (30 pts.)	Organization of curriculum (9 pts.)
	Adequacy of organizing liberal arts subjects		
	Diversity of liberal arts curriculum		
	Fidelity of developing curriculum		
		Operation of curriculum (12 pts.)	Adequacy of operation rules of curriculum
			Rationality of revising curriculum
			Actual results of operating curriculum in a major
		Endeavor to improve curriculum (9 pts.)	Adequacy of revising period of curriculum
			Rationality of revising process of curriculum
	Educational attainment (15 pts.)	Percentage of employment & going to graduate school (5 pts.)	Percentage of employment of graduates
			Percentage of employment of students
			Percentage of students who go to graduate school
		Average rate of graduation (5 pts.)	Average rate of graduation
			Variation of average rate of graduation in last 3 years
		Outcomes of reeducation (5 pts.)	Outcomes of reeducation for students who already had job
	Satisfaction rate of education (25 pts.)	Satisfaction of students (10 pts.)	Satisfaction of education service
			Satisfaction of university operation
			Satisfaction of learning activities
			Registration of students
Satisfaction of graduates (10 pts.)		Satisfaction of graduates for university education	
		Satisfaction of university standing	
		Satisfaction of activity of students' self-administration	
		Satisfaction of comparing b/w entering & graduating school by students	
Satisfaction of education (5 pts.)		Quality of education in terms of registration fee	
Recognition of degree (10 pts.)		Recognition of KNOU degree (5 pts.)	Recognition of KNOU degree by students
	Recognition of KNOU degree by society		

Domain	Section	Item	Index
		Standing of KNOU degree (5 pts.)	Rating KNOU degree by ministry of education
			Rating KNOU degree by presidents of open univ.
	Lifelong learning (20 pts.)	Actual results of lifelong program(7 pts.)	Status of credit courses in lifelong programs
			Number of students in lifelong programs
		Infrastructure of lifelong learning service (6 pts.)	Adequacy of supporting system for lifelong learning
Role of lifelong learning & its contribution to local community (7 pts.)	Actual results of lifelong learning in regions		

## STUDENTS

Since one of the indispensable factors in evaluating universities is 'students', one fourth of the full marks in evaluation standard, i.e. 250 points, is assigned to this domain. Under the domain of 'students', there are 4 sections, 15 items and 38 indexes. Three out of 15 items are added anew to this standard. In order to properly evaluate the institutional role of lifelong education as an open university, 'the registration rate of new and transferred students' should be examined and included in the evaluation standard. Another important factor which shows effort of university to support students is 'operation of students group'. The third item is connected to student supporting system. It is 'regional accessibility'.

Table 3. Students

Domain	Section	Item	Index
Students (250 pts.)	Satisfaction & achievement of education (35 pts.)	Satisfaction of curriculum (15 pts.)	Satisfaction of curriculum on general education
			Satisfaction of curriculum on major
			Satisfaction of curriculum on laboratory
		Achievement of education (20 pts.)	Reputation of graduates
			Adequacy of guiding & managing graduates
	Students & their ability (35 pts.)	Academic ability (5 pts.)	Adequacy of basic academic ability
			Adequacy of career related to major
			Adequacy of ability of online learning
		Students' will to learning (10 pts.)	Adequacy of time-to-learn
			Re-registration rate
		Member of students (20 pts.)	Age distribution of new & transferred students
	Number of students from neglected groups in society		
	Registration rate (55 pts.)	Registration rate of students (30 pts.)	Registration rate of students
			Variation of registration rate in last 3 years
		Registration rate of new & transferred students (25 pts.)	Registration rate of new & transferred students
			Variation of registration rate of new & transferred students in last 3 years
	Students supporting system (125 pts.)	Counseling system (20 pts.)	Goodness of students service system
			Adequacy of operating counseling
			Actual results of counseling in last 3 years
			Satisfaction of counseling system
Collecting complains (15 pts.)		Collecting complains	
		Correction & adjustment on complains	
Providing information on curriculum (25 pts.)		Providing information on curriculum	
		Operation of homepage of subjects	
Welfare facilities (10 pts.)		Adequacy of welfare facilities & accommodation	
		Satisfaction of operation on welfare facilities	
Scholarship (10 pts.)	Goodness of supporting scholarship		
	Receiving rate of scholarship in last 3 years in terms of registration fee		

Domain	Section	Item	Index
			Recipient rate of scholarship in last 3 years
			Impartiality of selecting scholarship students
		Operation of students groups (10 pts.)	Number of students groups
			Number of students participating in students group
			Adequacy of supporting student activities
		Regional accessibility (20 pts.)	Accessibility of nation or citizens to univ.
			Educational service to neglected groups & regions in society
			Regional distribution of new & transferred students
		Assisting employment & managing alumni association (15 pts.)	Managing employment & career
			Systemicity of supporting alumni association

## PROFESSORS

Along with the previous domain 'students', 'professors' is another essential domain which should be included in evaluation standard. Under the domain of 'professors', there are 4 sections, 17 items and 57 indexes. 250 points are assigned to this domain. What is noticeable in this domain is how KNOU operates tutoring and mentoring system and how KNOU manages evaluation system. Unlike other conventional universities and cyber universities, the evaluation forms of KNOU are very various. Various assessment forms are burden to university. Thus, it clearly shows that KNOU willingly provides evaluation service for the sake of students.

Table 4. Professors

Domain	Section	Item	Index	
Professors (250 pts.)	Actual results of research (70 pts.)	Papers (20 pts.)	Number of papers per professor in last 3 years (domestic journal)	
			Number of papers per professor in last 5 years (international journal : SCI/SSCI)	
		Books (20 pts.)	Number of books per professor in last 3 years (published in Korea)	
			Number of books per professor in last 3 years (published outside of Korea)	
		Paper presentation (15 pts.)	Number of paper presentation per professor in last 2 years (domestic)	
			Number of paper presentation per professor in last 2 years (international)	
		Receiving prize(15 pts.)	Actual results of receiving prize	
		Professors & their specialty (70 pts.)	Specialty of professor (25 pts.)	Rate of holding Ph. D degree
				Actual results of improving specialty
				Actual results of participating in teaching development program
	Members of professors (10 pts.)		Rate of securing professors	
			Adequacy of composing professors	
			Rate of professors assigned to a position	
	Part-time faculties & teaching assistants (35 pts.)		Rationality of operating promotion system	
		Rate of dependency on part time faculties		
		Rationality of managing part time faculties		
		Rate of holding Ph. D degree among part time faculties		
	Number of teaching assistants per professor			
	Rationality of managing teaching assistants			

Domain	Section	Item	Index	
	Instructional methods & procedures (70 pts.)	Development of instructional methods & assessment (10 pts.)	Adequacy of instructional design	
			Adequacy of selecting medium of teaching	
			Adequacy of planning interface	
			Effort by university for developing instructional methods	
			Effort by professors for providing diversity of instructional methods	
			Adequacy of contents & process of course evaluation	
			Adequacy on making good use of results of course evaluation	
		Syllabus & course evaluation (10 pts.)	Substantiality of syllabus	
			Adequacy of contents & means of evaluating learning	
			Rate of relative grading courses in liberal arts courses	
			Rationality, adequacy & fairness of evaluating learning	
		Operation of tutoring & mentoring system (10 pts.)	Number of students per tutor	
			Adequacy of guiding by tutor	
	Adequacy of guiding by mentor			
	Interaction b/w	Correlation of interaction b/w		
		teaching & learning (10 pts.)	teaching & learning & its strategies	
			Substantiality of interaction b/w professors & students	
			Substantiality of interaction b/w students & students	
		Course management (10 pts.)	Adequacy of size of module	
			Adequacy of managing course quality	
			Adequacy of managing assignments	
			Fairness of managing attendance	
			Adequacy of activity of inducing learning motive	
		Management of evaluation (10 pts.)	Adequacy of activity of informing about learning	
			Fairness of managing evaluation	
		Types of contents (10 pts.)	Variety of evaluation forms	
			Level of providing off-line contents	
			Level of providing on-line contents	
			Development of teaching & welfare (40 pts.)	Diversity of learning methods
				Actual results on operating program of development of teaching
	Training program for new professors			
	Participating in domestic & international training programs			
Activities in teaching & learning support (15 pts.)	Operation of sabbatical year			
	Adequacy of supporting teaching activities			
	Adequacy of supporting learning activities			
Duty of professors & welfare (15 pts.)	Networks of professors			
	Teaching hours of professor			
	Adequacy of labor condition of professor			
		Satisfaction on office of professor		

### SUPPORTING EDUCATION, RESEARCH & FACILITIES

The last domain in this evaluation standard is 'supporting education, research & facilities'. Under this domain, there are 6 sections, 22 items and 69 indexes. The full marks of this domain are 250 points. In order to properly evaluate an open university three items are especially listed in this domain; multimedia lecturing system, institute specialized in open and distance education and equipments related to computers.

Table 5. Supporting education, research &amp; facilities

Domain	Section	Item	Index	
Supporting education, research & facilities (250 pts.) Supporting education, research & facilities (250 pts.)	Instructional design (25 pts.)	Model & process of teaching planning (7 pts.)	Adequacy of model & process of teaching planning	
			Adequacy of model & process of contents planning	
		Quality of teaching planning (10 pts.)	Substantiality of syllabus	
			Quality on outcomes of contents planning (1st)	
			Quality on outcomes of contents planning (final)	
		Management of teaching planning (8 pts.)	Originality of contents planning	
			Rationality on managing teaching planning	
		Development of contents (25 pts.)	Model & process of contents development (7 pts.)	Specialists & their expertise to teaching planning
				Adequacy of model of contents development
	Quality of contents (10 pts.)		Substantiality on process of contents development	
			Goodness on quality of contents	
	Management of contents development (8 pts.)		Adequacy of quantity of learning	
			Rationality on managing system of contents development	
			Specialists & their expertise to developing contents	
			Systemicity on process of development	
			Evaluating & maintaining quality of contents	
	System of supporting education (70 pts.)	Development & support of educational media (15 pts.)	Actual results on development of educational medium in last 3 years	
			Budget for development of educational medium in last 3 years	
		Development & support of educational material (15 pts.)	Actual results on development of educational material in last 3 years	
			Budget for development of educational material in last 3 years	
		Equipments of laboratory (10 pts.)	Securing equipments of laboratory	
			Managing system of equipments of laboratory	
		Facilities for supporting education (10 pts.)	Condition of classrooms	
			Securing laboratories	
			Managing & using facilities	
		Lecturing facilities equipped with multimedia (20 pts.)	Quantity of lecturing facilities	
			Adequacy of quality of facilities	
			Adequacy of network speed	
			Quantity of software	
		System of supporting research (50 pts.)	Supporting system for presentation of research results (20 pts.)	Adequacy on function of software
Number of supporting publishing & presentation of research results in last 3 years				
Budget of supporting publishing & presentation of research results in last 3 years				
Securing & operating research facilities (15 pts.)	Support for putting research results to practical use in last 3 years			
	Securing research facilities			
	Using research facilities			
	Managing research facilities			
Supporting organization of research & its	Preparation for securing & replacing expensive facilities			
	Adequacy of research organization			
	Actual results of research organization			

Domain	Section	Item	Index	
		operation (15 pts.)	Number of special research organization	
			Number of researcher in research organization	
	System of supporting information (30 pts.)	Organization of IT (10 pts.)	Adequacy of organization achieving goal of IT	
			Building & using information process	
		Building system of information process (10 pts.)	Budget for IT in last 3 years	
			Securing & using books & data (10 pts.)	
		Supporting system for equipments related to computers (50 pts.)	Managing system of school affairs (10 pts.)	Number of books including e-journal, e-books etc. per student
				Quality of books
				Measuring how often student makes use of books
				Number of periodicals per major
	Securing & using e-journal, e-books			
	Sharing system of information b/w universities			
	Equipments related to computers (10 pts.)	Managing system of school affairs (10 pts.)	Adequacy of capacity of managing system of school affairs	
			Connection b/w managing & guiding school affairs	
	Inducing students to participate in learning (10 pts.)	Equipments related to computers (10 pts.)	Efficiency on activities of managing school affairs	
			Adequacy of function of saving data	
			Stability & security of managing system of school affairs	
	Individual service (10 pts.)	System of learning management (10 pts.)	Number of employee related to computers	
			Budget for equipments related to computers	
			How easy & convenient to use system	
	System of learning management (10 pts.)	Inducing students to participate in learning (10 pts.)	Compatibility of system	
			How easy to update system	
			Maintaining & repairing plan	
Speed of system				
Security of system				
System of learning management (10 pts.)	Individual service (10 pts.)	Adequacy of capacity of system of learning management		
		Goodness on supporting activities of learning		
		Goodness on supporting activities of teaching		
		Goodness on supporting operator of system of learning management		
		Adequacy of data saving & management		
System of learning management (10 pts.)	System of learning management (10 pts.)	Stability & security of system of learning management		
		Stability & security of system of learning management		

## CONCLUSION

In this study we provides whole list of appropriate evaluation standard for open universities. Since this study is providing practical and empirical data, the result of this study is very useful not only for KNOU but also for other Asian open universities. Such items as 'target of lifelong education', 'average rate of graduation', 'role of lifelong education', 'registration rate of new and transferred students', 'operation of students groups', 'regional accessibility', 'operation of tutoring and mentoring system', 'management of evaluation', 'lecturing facilities prepared with multimedia', 'supporting organization of research & its operation' and 'equipments related to computers' reflect especially uniqueness of KNOU. And 229 indexes which listed in this study are dealing very wide range of evaluating KNOU. Therefore they need to be modified or altered or reduced for applying properly to other open universities.



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