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 curriculum
			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
			Students oriented 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 teaching & learning (10 pts.)	Correlation of interaction b/w 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
			Adequacy of activity of informing about learning
		Management of evaluation (10 pts.)	Fairness of managing evaluation
			Variety of evaluation forms
		Types of contents (10 pts.)	Level of providing off-line contents
			Level of providing on-line contents
			Diversity of learning methods
		Development of teaching & welfare (40 pts.)	Actual results on operating program of development of teaching
			Training program for new professors
			Participating in domestic & international training programs
			Operation of sabbatical year
		Activities in teaching & learning support (15 pts.)	Adequacy of supporting teaching activities
			Adequacy of supporting learning activities
			Networks of professors
		Duty of professors & welfare (15 pts.)	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 & 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)
			Originality of contents planning
		Management of teaching planning (8 pts.)	Rationality on managing teaching planning
			Specialists & their expertise to teaching planning
	Development of contents (25 pts.)	Model & process of contents development (7 pts.)	Adequacy of model of contents development
			Substantiality on process of contents development
		Quality of contents (10 pts.)	Goodness on quality of contents
			Adequacy of quantity of learning
		Management of contents development (8 pts.)	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
			Adequacy on function of software
	System of supporting research (50 pts.)	Supporting system for presentation of research results (20 pts.)	Number of supporting publishing & presentation of research results in last 3 years
			Budget of supporting publishing & presentation of research results in last 3 years
			Support for putting research results to practical use in last 3 years
		Securing & operating research facilities (15 pts.)	Securing research facilities
			Using research facilities
			Managing research facilities
			Preparation for securing & replacing expensive facilities
		Supporting organization of research & its	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 system of information process (10 pts.)	Building & using information process
			Budget for IT in last 3 years
		Securing & using books & data (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
	Supporting system for equipments related to computers (50 pts.)	Managing system of school affairs (10 pts.)	Adequacy of capacity of managing system of school affairs
			Connection b/w managing & guiding school affairs
			Efficiency on activities of managing school affairs
			Adequacy of function of saving data
			Stability & security of managing system of school affairs
		Equipments related to computers (10 pts.)	Number of employee related to computers
			Budget for equipments related to computers
		Inducing students to participate in learning (10 pts.)	How easy & convenient to use system
			Compatibility of system
			How easy to update system
		Individual service (10 pts.)	Maintaining & repairing plan
			Speed of system
			Security of system
		System of learning management (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
			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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