KOREAN UNIVERSITY STUDENTS' PERCEPTIONS OF ACCOUNTABLITY IN HIGHER EDUCATION

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Accountability in higher education has been a significant issue throughout the world over the past few decades. The Korean government over the last few years has enacted various education policies and ambitious projects in response to calls for accountability in higher education. No matter how important and necessary education policies made by policy makers and led by a few administrators of each HEI, policies would not be effective or successful without students' active participation or understanding of those issues. This study explored the similarities and differences of university students' perceptions on major issues related to accountability according to school types and majors.

Findings from this study demonstrated that students' perspectives provided some noticeable comments on accountability issues in Korea. Due to the lack of literature regarding college students' perceptions on higher education, administrators and policy makers may not know to what extend on how college students perceive accountability issues in higher education. This study revealed that most students think curricular and faculty capabilities related to their major specialties are both significant factors influencing higher education quality. Students are well aware of education quality, but previous studies do not relate to the matter focused on

students' perspectives but rather, most of them dealt with education issues based on administrators' standpoints.

The majority of the respondents agreed with that their opinions on accountability issues should be considered in some ways. The results in the study indicated that most students answered to questions seriously more than the researcher thought. That means that they should be considered as one of the significant discussants so that they express their opinions on accountability in higher education.

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ACKNOWLEDGEMENTS

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1.0 INTRODUCTION

Accountability in higher education has been a significant issue throughout the world over the past few decades. Today, as the demand for higher education has rapidly increased, individual stakeholders and governments have become more interested in accountability. As a global knowledge-based society has evolved, our society asks higher education to play a more significant role by developing potential human resources. As tuition has increased, stakeholders such as parents and governments have started to question HEI educational quality because there are many doubts or concerns regarding whether HEIs contribute to social and economic development and whether they can produce productive and capable citizens.

There is little doubt that if HEIs do not function well, they may hinder economic growth and national development since higher education plays a leading role throughout the world. HEIs cannot be regarded as separated or disjoined entities; rather, they are intertwined with society. As the demand for accountability in higher education has increased, policymakers have expected universities to achieve more goals and to demonstrate their capabilities and outcomes. For this reason, many higher education policies deal with accountability issues related to quality assurance, a responsibility of universities all over the world.

The Korean government over the last few years has enacted various education policies and ambitious projects in response to calls for accountability in higher education. Most education policies are closely related to quality assurance and evaluation of HEIs. The primary purpose of

new education policy is to strengthen global competitiveness based on improved quality of HEIs in Korea. 'Brain Korea 21' and 'New University Project for Regional Innovation' are two of the representative governmental projects for enhancing accountability in higher education; however, there are still controversial issues regarding quality of HEIs and their global competitiveness.

1.1 STATEMENT OF THE PROBLEM

No matter how important and necessary education policies made by policy makers and led by a few administrators of each HEI, policies would not be effective or successful without students' active participation or understanding of those issues. This study will explore the similarities and differences of students' perceptions on major issues related to accountability according to school types and majors. This study will begin to explore the general images of accountability issues in higher education through students' viewpoints.

In general, Korean students have not been regarded as a major stakeholder group in terms of their right to speak or know about education policies; rather, they have been passive receivers. The research goal is to determine what university students think about accountability issues and policies in higher education in order to obtain insight and seek to understand the need for attention to their perceptions concerning rapidly rising higher education accountability issues in Korea.

Quality assurance and university evaluation are not only significant but they are complex issues in Korea due to controversial arguments about various evaluation criteria and the use of evaluation results. There are some major issues related to HEIs' accountability in Korea. These

include 1. Accreditation, 2. University ranking, 3. Self-evaluation reporting, and 4. Education policy regarding university evaluation and its resulting applications by the Korean government.

To increase accountability in higher education, the Korean government passed the Higher Education Act of 2008, which mentions "accreditation" of HEIs. Before 2008, Korean higher education had very weak legislative requirements with regard to accreditation. Since 2011, the Korean Council for University Education (KCUE) has begun to conduct accreditation of HEIs through an affiliated agency, the Korean University Accreditation Institute.

Apart from the accreditation done by an external agency, the Korean government has also started to evaluate HEIs by using somewhat different evaluation criteria in order to examine whether HEIs meet minimum requirements and to assess their operational system since 2012. The main purpose of this evaluation is for the Korean government to structure reforms so as to meet the needs of accountability in higher education. The Korean government has revised plans for evaluation criteria, evaluation periods, and evaluation items.

Another rising issue involves university ranking, which refers to various types of statistical data. The newspaper *JoongAng-Ilbo* is one of the three biggest newspapers in Korea, and its writers have evaluated Korean four-year universities and announced evaluation results every year since 1994. The newspaper has ranked each university according to evaluation scores, which are determined by a variety of criteria. Ranking reports of the *JoongAng-Ilbo* have provided some significant information regarding four-year universities to the public, including high school students who want to go to college.

Self-evaluation reporting is one way to evaluate internal accountability, which is done by each university independently. Self-evaluation reports have been widely used in many countries for a long time; however, Korean universities have just started to use them since 2009 at the

request of the Korean government. The Korean government has provided specific evaluation criteria that should be included in self-evaluation reports so each university can assess its accountability based on their needs and differentiated situations.

Lastly, new higher education policy for accountability in higher education has significantly influenced Korean universities. In 2012, the Korean government announced new education policy designed to reform universities and two-year colleges. The main purpose of this policy is to strengthen competitiveness of HEIs. The government decided to use evaluation results when they provide HEIs with federal funds for state and/or national level projects. Evaluation criteria used by the Korean government is not exactly the same as that of accreditation, which is done by KCUE. Consequently, there have been controversies in university evaluation results and its uses.

Recently, these four major issues, which are tightly related to higher education accountability, and have led to highly controversial problems in Korea. There are a few studies, including surveys, on administrators' perceptions of education policy and/or relevant issues regarding accountability in higher education in Korea. Also, the Korean government has held conferences so that those who are interested in education policy know about newly issued education policies and agendas. However, unfortunately there have been no official studies or conferences designed to provide information regarding accountability issues to students who are current or future primary stakeholders in higher education.

As stated above, education policies, accreditation systems, university rankings, and self-evaluation reports are most significant topics, and all of them aim at strengthening accountability in higher education. Although students do not directly participate in the process of making education policies and regulation, there is no question that the Korean government and university

administrators need to know how students perceive accountability issues and what students think about criteria regarding university evaluation.

There is no question that students are not only primary consumers but also will be potential indicators in identifying accountability in higher education across the country. In spite of this fact, researchers have not focused much on students yet. Students' perceptions of accountability issues need to be considered as a crucial factor.

1.2 PURPOSE OF THE STUDY

The main purpose of this study was to examine university students' perceptions of quality assurance and university evaluation with regard to accountability in Korea. This study investigated students' perceptions of higher education accountability policies and issues. While most previous studies aim to describe the perspectives of administrator groups with regard to education policies or major issues, this study focused on students' thoughts and understandings on this topic.

1.3 RESEARCH QUESTIONS

This study examined on quality assurance and university evaluation issues, topics that relate to higher education accountability in Korea, based on Korean university students' perceptions on those issues. The research addressed the following questions:

How do university students perceive the issue of higher education accountability?

To what extent do university students know about education policies and issues regarding quality assurance and university evaluation?

What are the important factors affecting accountability in HEIs in Korea?

How do answers to the first two research questions differ among types of institutions (national, public, and private) and by majors?

1.4 SIGNIFICANCE OF THE STUDY

Traditionally, Korean education policies are entirely oriented to providers, such as the government and administrators. In spite of the fact that students are the primary stakeholders who will play a main role in society after graduating, their opinions have not been reflected in education at any level. Students had a lack of opportunity to speak their thoughts on major issues; rather they were asked to follow predetermined regulations or policies enacted by providers.

Today, more than ever, higher education is one of the most important indicators related to national competitiveness. One of the main reasons is that higher education is considered a global product, similar to electronic goods and automobiles. As the number of student studying abroad has rapidly increased across the world, the quality of higher education institutions (HEIs) has become one of the major issues in many countries. Many countries have tried to assure HEI quality in response to the call for greater accountability.

Many can access higher education quite easily compared to the past; consequently higher education is no longer the exclusive property of privileged people. As more people decide to go to universities, more of them express concerns about higher education quality in Korea. The Korean government has tried to make new education policies and government-led projects to strengthen HEIs quality rather than quantity over the last few years. However, there are still many controversial arguments in terms of HEI quality.

As mentioned earlier, university students' perceptions of quality of higher education is important as they will directly experience education through HEIs and will demonstrate quality of higher education as critical evidence in the future. This study will contribute to what should be considered as fundamental factors so as to improve quality of higher education through the lens of students. There is little doubt that any providers should consider consumers as a top priority. In other words, they need to know what concerns consumers have about their products and how consumers recognize and/or evaluate products. In this sense, one of the key contributions of this study is to demonstrate how students perceive quality of higher education and how their perceptions differ from the ideal goals and purposes for accountability provided by the Korean government.

Another contribution of this study is that it helps stakeholders to understand university evaluation-related issues by virtue of different perspectives among types of institutions and by departments or academic majors. There are several conferences and seminars regarding quality issues of higher education in Korea, but they are mainly designed for administrators and policy makers rather than students. To put it another way, due to lack of study of university students, it is difficult to know what the most serious or important issues are among Korean university students and how to address chronic problems related to higher education.

The results of this study may have policy implications in terms of quality assurance issues and evaluation of HEIs in Korea. The perceptions of university students at three different types of institutions will provide insight on what issues need to be reconsidered based on more effective plans for improved accountability in higher education. In reality, students cannot participate in the process of making education policy; however, it is necessary to listen to students' opinions because they are significant stakeholders and are the group who will make a great contribution towards the development of the country.

2.0 LITERATURE REVIEW

This section presents a review of the literature on quality assurance and accreditation issues with regard to accountability in higher education within a global context. The following literature review begins with a brief overview of accountability based on relevant theories, and current issues within higher education settings around the globe. Next, at the national level, newly initiated education policies regarding accreditation and self-evaluation in Korea will be discussed based on the Korean government documents and some official websites. In addition, the issue of university rankings, which have been conducted by *Joong-Ang Ilbo*, one of the three biggest newspapers in Korea, will also be explored.

2.1 QUALITY ASSURANCE

Education quality has always been a concern in education; however, quality assurance is regarded as one of the representative instruments of ensuring accountability in higher education. Dill (2007) explains, “The term quality assurance in higher education is increasingly used to denote the practices whereby academic standards, i.e., the level of academic achievement attained by higher education graduates, are maintained and improved” (p. 1).

Wilger (1997) defines quality as follows:

> Quality assurance focuses on process; it seeks to convince both internal and external constituents that an institution has processes that produce high quality outcomes. Quality assurance makes explicit accountability for quality at various points within an institution. Quality is the responsibility of everyone in the organization. Quality assurance is a continuous, active, and responsive process, which includes strong evaluation and feedback loops (p. 3).

The OECD (2009) quotes definitions of quality assurance from Campbell and Rozsnyai (2002)'s works: "Quality assurance is an all-embracing term covering all the policies, processes, and actions through which the quality of higher education is maintained and developed" (Campbell and Rozsnyai, 2002, OECD, 2002, p. 324). Simply, quality assurance refers to monitoring, evaluation, or examination of higher education institutions so as to make sure HEIs work properly to meet minimum requirements.

2.1.1 The purpose of quality assurance

According to the OECD (2008), "Quality assurance can be considered as one of the most prominent reform issues in higher education worldwide. Since the beginning of the 1990s, countries and international non-governmental organizations have discovered the potential of quality control as a means of generating accountability in increasingly deregulated higher education systems" (p. 2). As discussed above, the increased call for greater accountability in higher education is one the most significant factors regarding quality assurance.

Hénard and Mitterle (2010) explain, "Accountability is an increasingly important element in the governance of tertiary education systems. It reflects the recognition that there is a public interest in tertiary education which needs to be reconciled with the benefits that institutional

autonomy can bring" (p. 19). In response to calling for increasing accountability, quality assurance has become a rising issue in higher education. Hénard and Mitterle also note that Quality assurance posits, "accountability can be assured and examined by various methods including quality assurance frameworks, performance-related funding, market mechanisms" (p. 19).

In addition, they assert that "protecting consumers and need for productivity & wise management" as rationales related to the purpose of quality assurance. As most agree that stakeholders have a right to know about service quality offered by HEIs, many OECD countries have tried to find ways to provide core stakeholders with more accurate and reliable information with regard to quality of higher education and its costs (Hénard &Mitterle, 2010, p.21). Furthermore, the dramatic increase of international student mobility over the world facilitates the need for quality assurance in higher education. The trend of cross-border higher education requires HEIs to prove their quality through approved quality assurance process and agencies.

In terms of the need for productivity and wise management, the OECD explains that "Since the 1980s, many OECD governments have experienced structural shifts in their concept of public service provision and have embraced the NPM approach inspired by the private sector" (p. 20). In this respect, quality assurance has been used for governments and policymakers to prove whether or not public funding has been used appropriately and effectively. HEIs in OECD countries have become more accountable for public funds and thereby have been required to demonstrate their value for the money (OECD, 2012, p. 21).

2.1.2 Why quality assurance is necessary for HEIs

UNESCO (2007) identities the needs for external quality assurance in higher education:

a. Social demand & Expansion of systems

UNESCO posits that "social demand for higher education has been on the increase over the past decades and it has resulted in increased enrolments" (p.23). To meet growing social demands, higher education systems have become more developed and diversified (UNESCO, 2007).

b. Privatization

UNESCO argues that insufficient funds for higher education are a cause of major development of private higher education. According to UNESCO, "Privatization of higher education is supported by a growing common understanding that the benefits of higher education largely accrue to the individual" (p. 23). Privatization in higher education is a significant global trend in the world. Privatization of higher education refers to some characteristics that are similar to private enterprises. From this sense, students are regarded as primary customers, and provided services are products. Privatization generally pursue greater autonomy from the federal government and/or state governments and values efficiency and effectiveness compared to public higher education. Privatization may allow HEIs to have more choices regarding curricular and flexible financial management.

Many countries cut funding or allocate insufficient funds to higher education sectors compared to other sectors in their countries. As the amount of funding to higher education decreases continuously, public education tuition and fees have sharply increased; consequently many are concerned about this matter more than ever. It is true that privatization of the higher education sector has some side effects, such as educational inequality. Nevertheless, privatization

in higher education may be an inevitable current trend owing to its benefits.

c. New Public Management (NPM)

NPM enables governments in many countries to redefine their main roles "under the new public management." UNESCO asserts "deregulation has become part of a broader reform of public organizations where the decentralization of decision-making … output control and a funding system based on output measures are the predominant tools" (p. 24). NPM enables governments to expect HEIs to be more accountable to the public as well as to their students.

Numerous studies assert that NPM focuses on efficiency and market competition, which would have positive impacts on the quality of public services. The primary principle of NPM is to make public services more accountable and effective by virtue of market coordination and competition. NPM asserts that management skills or techniques can be adopted from private sectors; therefore public sectors will be more useful in terms of its effectiveness and accountability (NPM will be discussed more later in this chapter).

d. Globalization and International trade agreements

UNESCO contends that there is "Growing potential for the international movement of goods, capital and persons facilitated by advances in regional integration processes and trade agreements as well as information and communication technology" (p.25). Globalization facilitates international student mobility and has intensified according to international trade agreements. Globalization forces HEIs to be more sensitive to their competitiveness since the demand of the global marketplace has sharply increased. This external force asks HEIs to consider quality in all aspects, particularly accountability. Globalization makes it easier for many students to study abroad with a variety of opportunities and consequently HEIs in many countries cannot but make efforts to improve and develop their overall quality.

Globalization and international trade agreements require HEIs to meet the minimum requirements regarding quality of education. It is vital for HEIs to be accredited by quality assurance agencies and/or relevant procedures to verify their quality to the general public.

Figure 1. The Needs for External Quality Assurance

As an example, UNESCO introduced the "Bologna Process" in European countries: "The Bologna process aims at establishing by 2010 a common qualification structure in the so-called European Higher Education Area, a credit transfer system, and a national accreditation mechanism" (p. 25). Governments in many countries are under pressure because globalization requires them to compare their educational standards with those of other countries.

e. The General Agreement on Trade in Services (GATS) and borderless markets for higher education

UNESCO maintains, "A direct manifestation of higher education globalization is the continuous expansion of transnational higher education. Transnational education is conducted with a commercial aim that is rapidly changing" (p. 26). One of the representative examples is

GATS of the World Trade Organization (WTO); this manifesto enables higher education to focus more on the global marketplace more than before.

f. International markets for quality assurance services

Globalization calls for quality assurance and accreditation services. A number of accreditation agencies have played an important role in assuring higher education quality. The OECD explains, “The United States Council for Higher Education Accreditation (CHEA) has released an updated database of all institutions/programmes accredited by its members” (p. 26). In sum, there have been several requests for quality assurance of higher education internationally, and this global trend requires quality assurance agencies for accreditation.

2.1.3 Quality Assurance Agencies

According to the OECD, “Quality assurance agencies often have the formal or effective power to confer or deny the authority that is necessary for an academic programme to be offered or to be successful” (2010, p. 3). There are several quality assurance agencies throughout the world and they have different histories, purposes and goals.

2.1.3.1 INQAAHE

Among these agencies, the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) is one of the representative quality assurance agencies with more than 250 institutional members, full members, associate members, and affiliates. INQAAHE describes its history: “Established in 1991, INQAAHE is a global network of higher education quality assurance agencies. In mid-2007, there were some 136 organizations from 74 countries in full membership of INQAAHE (INQAAHE ,2013, Strategic Plan 2008 – 2012. Retrieved from:

http://www.inqaahe.org/main/about-inqaahe/strategic-plan).

As a global network of higher education quality assurance agencies, INQAAHE aims at achieving the following key purposes, quoted below:

1. Enable quality assurance agencies to share information and experiences
2. Lead the theoretical and practical foundations of the profession
3. Develop and promote standards of professional practice in QA
4. Encourage and assist continuous improvement in member agencies, including professional development and capacity-building for the benefit of HE institutions, their students and their societies

Khawas (2007) describes the INQAAHE as "a coordination network designed to help members carry out these new responsibilities" (p. 32). As mentioned above, there are many quality assurance agencies with somewhat different purposes and goals. One of the strengths of INQAAHE is that they provide "*guidelines of good practice for higher education quality assurance agencies.*" INQAAHE describes their guidelines as containing good practices collected from 65 countries through national quality assurance agencies. The main purpose of these guidelines is to provide quality assurance agencies with standards external quality assurance agencies.

Specifically, the main contents of the guidelines include the Governance of the External Quality Assurance Agencies (EQAA), the Relationship between the EQAA and Higher Education Institutions, the EQAA Requirements for Institutional/Program Performance, and EQAA Requirements Institutional Self-Evaluation (INQAAHE, 2007). In my view, it is not easy for each country to adapt these guidelines exactly the way INQAAHE provided; however, these guidelines may be a good resource for many countries to examine factors related to the external

quality assurance agencies' main roles.

2.1.3.2 ENQA

The European Association for Quality Assurance in Higher Education (ENQA) was founded in 2000 with the purpose of promoting European quality assurance. Originally, ENQA was established as the "European network of quality assurance agencies but they had changed to the current name in 2004. According to the ENQA, the mission of the ENQA is to promote the maintenance as well as improvement of the quality of European higher education and to play a significant role as one of the main facilitators for the development of quality assurance in all the Bologna signatory countries (ENQA, n.d.).

ENQA explains that "As the association of the European quality assurance agencies, ENQA contributes to this goal especially by promoting European co-operation in the field of quality assurance (QA) in higher education in order to develop and share good practice in QA and to foster the European dimension of QA" (ENQA, n.d.). Membership countries include Austria, Denmark, Finland, Germany, France, The Netherlands, and the UK.

ENQA (2005) explains that ENQA gives standards, and procedures and guidelines for quality assurance. Moreover, the members of the ENQA are given ways of ensuring peer review systems for quality assurance as well as accreditation. According to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2005), the primary function of the ENQA's guidelines is to provide information with regard to exemplars that relate to policy and procedures for quality assurance. The ENQA guidelines present three sets of standards for quality assurance, and these sets enable member countries to discuss and compare one another with regard to the external and internal quality assurance within higher education institutions (ENQA, 2005).

2.1.4 Quality assurance in global context

2.1.4.1 Quality assurance in Australia

The issue of quality assurance in higher education is a concern all over the world. As discussed earlier, changed global trends such as market-driven higher education, rising tuition costs, massification, and New Public Management (NPM) result in a concern of accountability of higher education. Consequently, many countries have started to use standards and procedures, provided by some quality assurance agencies to meet the society's needs for higher education. As a result, the role of quality assurance agencies has been increased and enhanced continuously.

Shah, Nair, and Wilson (2011) explain, "State/Territory governments retain the power to accredit individual higher education courses developed and delivered by other providers. Accreditation arrangements and approaches, however, vary among the States/Territories" (p. 476). HEIs in Australia have enjoyed relatively high autonomy compared with Asian countries such as Japan and South Korea. However, as the demand for accountability in higher education has increased dramatically, the Australian government has started to focus more on institutional accountability.

Baird (2011) maintains, "One of the most significant developments for higher education was the establishment in the year 2000 of National Protocols for Higher Education Approval Processes" (p. 33). By that time, one of the representative quality assurance agencies in Australia, the Australian Universities Quality Assurance (AUQA), had been established. AUQA has played a significant role regarding "collegial, peer review nature of audits, which used the perceived credibility of its processes to build relations of trust with the universities" (p.35). As Baird stresses, the major role of the AUQA was to improve the quality of universities based on trust, and it was regarded as successful.

In 2011, AUQA transitioned into the Tertiary Education Quality and Standards Agency (TEQSA). TEQSA was established with the same or at least similar purposes of AUQA. According to TEQSA (2012), their role is to ensure the quality of Australian higher education providers through quality assurance and consistent regulation. TEQSA plays an important by performing several tasks. For example, they take charge of accrediting courses of study in HEIs, regulate higher education awards, and provide quality assurance practices and quality improvements as well as the higher education standards framework.

In sum, TEQSA aims at answering to stakeholders with regard to enhancing and maintaining quality, diversity, and innovation in the Australian higher education sector (TEQSA, 2012). Baird contends that "the 'to whom' elements of Australian higher education accountability are very obvious: to the Federal Government and to the public and market, both indirectly and through the government and directly" (p. 45). Public attention towards quality assurance of HEIs has been increased so as to ensure educational standards and protect Australia's HEIs' international reputation (Gallagher, 2000, p.50). In this respect, the role of the TEQSA will be more enhanced in that it provides a national quality assurance framework, which has been strengthened and monitored by agreement of the Australian State, Territory and Commonwealth governments.

2.1.4.2 Quality assurance in England

England is one of the four European countries where quality assurance processes started relatively early, compared to other countries in Europe. As discussed above, the representative quality assurance agency in Europe is ENQA, which was established in 2004; however, England has its own quality assurance agency, the Quality Assurance Agency for Higher Education (QAA). QAA is responsible for institutional audits, supports standards, and promotes quality

enhancement of HEIs, and participates in discussions and/or consultations with a wide range of interested parties related to quality assurance in higher education (QAA ,n.d., Strategy 2011-2014. Retrieved from: http://www.qaa.ac.uk/AboutUs/Pages/default.aspx).

According to QAA's strategy for 2011-2014, their major goals are to

1. Meet students' needs and be valued by them

2. Safeguard standards in an increasingly diverse UK and international context

3. Drive improvements in UK higher education

4. Improve public understanding of higher education standards and quality

Sursock (2011) explains: "With the degree of autonomy that English universities enjoy and with the subjects benchmarked by the academics themselves, it was expected that quality standards and curricula would be set by each institution" (p. 119). Although HEIs in the UK were given relatively strong autonomy, internal and external pressures for more comprehensive quality assurance for higher education requires HEIs to be more accountable. To ensure quality of HEIs in the UK, QAA plays a leading role in safeguarding quality and standards in the UK's higher education sector.

Hoecht (2006) explains "Government education policy-makers and the QAA control the discourse on quality and directly and indirectly decide on the funding of universities. The quality discourse emphasizes commitment, self-improvement and reflexivity" (p. 546). As many quality assurance agencies focus on quality improvement by providing guideline and standards for assessment of HEIs, QAA also has concentrated on assuring standards and quality. One interesting point is that QAA pays more attention to enterprise and entrepreneurship higher education by providing rationales based on the social demand for enterprise education.

As mentioned earlier, the demand for higher education to function as one of the effective

and efficient driving factors in each country's economy has dramatically increased. In my view, quality assurance agencies in any countries need to develop greater understanding about market forces such as massification and NPM in order to fulfill their economic roles in society.

2.1.4.3 Quality assurance in the U.S.

Private and public quality assurance agencies are responsible for quality assurance and accountability in many countries. As mentioned earlier, some quality assurance agencies have slightly different goals according to their main purpose and background. According to El-Khawas (2007), "More than 80 agencies in over 50 countries have developed formal ties as members of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE), a coordination network designed to help members carry out these new responsibilities" (p. 23).

Accreditation is one of the most important responsibilities of quality assurance agencies, and it requires multiple and complicated processes. Zemsky (2011) stresses that a multilayered system of accreditation in the U.S. allows higher education to assess and accredit itself (p. 160). El-Khawas (2007) defines Accreditation as a "multi-step process that gives public recognition for an academic institution that meets certain standards, based on a self-assessment and some form of external review" (p. 24). Accreditation has a long history in the U.S. Over the last few decades, accreditation has played a significant role in many states in the U.S. by providing HEI quality information based on external standards. Accreditation has been used to describe the federal government's approval or licensing of HEIs (El-Khawas, p.25).

The Council for Higher Education Accreditation (CHEA) is a representative accreditation agency in the U.S. CHEA was established in 1996 as a nongovernmental institutional membership organization to provide national coordination of accreditation. CHEA (2010)

explains: "Presidents of American universities and colleges established CHEA to strengthen higher education through strengthened accreditation of higher education institutions. CHEA carries forward a long tradition that recognition of accrediting organizations should be a key strategy to assure quality, accountability, and improvement in higher education" (CHEA, 2010, p. 1).

CHEA has three fundamental purposes for development or improvement of higher education: 1. advance academic quality, 2. demonstrate accountability, and 3. encourage HEIs to plan for change or develop for needed improvement (CHEA, 2010). Eaton (2011) explains that the accreditation standards of CHEA emphasize academic quality assurance and improvement for an institution or program. CHEA has played an important role in assuring quality of HEIs through accreditation systems. They stress that "Accreditation in higher education is a collegial process of self-review and peer review for improvement of academic quality and public accountability of institutions and programs" (2012, p. 2).

The Middle States Commission on Higher Education (MSCHE) is the organization where that oversee accreditation of HEIs in several states in the U.S. MSCHE addresses the following:

> The Commission on Higher Education is recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation (candidacy status) activities for institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands, including distance education and correspondence education programs offered at those institutions. The Commission is a voluntary, non-governmental, membership association that defines, maintains, and promotes educational excellence across institutions with diverse missions, student populations, and resources. It examines each institution as a whole, rather than

specific programs within institutions. (MSCHE, 2014, para. 2 and 4)

One of the most informative publications of MSCHE is Standards for Accreditation and Requirements of Affiliation, which includes detailed standards for accreditation. MSCHE values students learning outcomes and continuous institutional improvement based on effectiveness and societal and institutional needs. The Accreditation process is an elaborate process of verifying if HEIs provide educational quality so that various stakeholders can trust the provided education. In this respect, the important thing to consider is that accreditation agencies should stress standards of accreditation. MSCHE presents fourteen standards of accreditation clearly and concretely. Among these standards, Standard 7: Institutional Assessment, Standard 12: General Education, and Standard 14: Assessment of Student Learning may need to be considered in respect to accountability and quality assurance issues since the three of them emphasizes fundamental responsibilities and ideal roles of HEIs.

MSCHE explains its role in quality assurance: “The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards” (2006, p. 25). The point is that HEIs need to focus on their effectiveness based on their own missions and goals. Each higher education institution has somewhat different mission and goals based on their primary purpose; however, there is no doubt that they should make efforts to improve and to develop their roles continuously.

MSCHE explains the assessment process with four steps that emphasizes institutional strategic planning to enable institutions to achieve their overall goals. Standard 7, institutional assessment focuses on useful, cost-effective, accurate, planned, systematized, and sustained assessment. Standard 7 states that overall effectiveness in institutions is critical in that it relates

improving student success. There are some arguments that HEIs should focus on effectiveness just like general companies do. In my opinion, HEIs in Korea may need to show more concerns about their effectiveness based on outcomes and the growing needs of the times. Because tuition and fees have increased in recent years, more people have started to have doubts with regards to HEIs' roles and functions in society.

According to MSCHE, Standard 12 focuses on general education, which is closely related to curricula in HEIs:

> The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency. (MSCHE, 2006, p. 47).

Curricular have a significant effect on students' success regarding demonstration of knowledge. Some argue that demonstration skills maybe obtained in junior or high school rather than undergraduate years. However, I believe that demonstration skills can be more developed and refined in HEIs, if HEIs could provide students with well-designed curricula. Standard 12 accentuate the importance of curricula that would be helpful for students to improve their critical thinking abilities. I think that this point is especially worth of notice for Korean HEIs, since I wonder how many HEIs in Korea have considered this matter when they make curricular regardless of departments.

MSCHE states the following about the role of general education:

> Institutions should identify and provide a recognizable core of general education that: expresses the educational philosophy of the institution for each undergraduate degree program or cluster of degree programs; incorporates essential knowledge, cognitive

> abilities, and an understanding of values and ethics; enhances students' intellectual growth; and draws students into new areas of intellectual experience, expanding their cultural and global awareness and sensitivity, and preparing them to make enlightened judgments outside as well as within their academic specialty. (2006, p. 47).

Standard 12 addresses the necessity of general education, which includes programs that would allow students to learn integrated skills focused on cognitive power development. There is no question that each program within general education has different main goals based on their own characteristics so they may provide various types of courses to students; however, HEIs need to pay attention to what standard 12 strongly emphasizes is.

Lastly, Standard 14: Assessment of Student Learning relates to student leaning evaluation in HEIs. Personally, I believe that assessment may be one of the most significant issues regarding outcomes as well as effectiveness of higher education regardless of school types and majors. MSCHE addresses assessment in the following statement:

> Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals (p. 63).

The purpose of assessment of student learning is related to overall competencies obtained through higher education. Procedures for student learning may be more careful and serious one in that it would have impact on tangible outcomes, which can represent efficiency or effectiveness of HEIs. MSCHE provides detailed information with regard to the evaluation process. MSCHE (2006) argues that "student learning is at the heart of the mission of most institutions of higher education, the assessment of student learning is an essential component of the assessment of institutional effectiveness" (p.63). There are many arguments about what the

primary purpose attending college. Regardless of the reasons obtain a college degree, there is no question that students learning outcomes should be represented and explained clearly in various ways.

MSCHE contends that assessment of student learning should be evaluated and monitored continuously through ongoing institutional efforts to help the students learning process. In general, student learning outcomes may not be revealed and or measured in the same way; rather they should be represented in various ways due to somewhat different characteristics of majors as well as diverse purpose of student learning in HEIs. For this reason, assessment of student learning requires HEIs to demonstrate expected student learning outcomes and strategic planning based on their own missions and goals.

MSCHE emphasizes that "whatever the approach, effective assessment processes are useful, cost-effective, reasonably accurate and truthful, carefully planned, and organized, systematic, and sustained" (p. 64). Needless to say, HEIs have different missions, goals, diverse programs, and resources so they cannot evaluate their effectiveness in the same way; thus, assessment strategies should vary. Nonetheless, HEIs need to assess their institutional effectiveness based on some of the key points mentioned above.

In summary, MSCHE provide detailed information regarding standards for accreditation focused on institutional context, which includes diverse mission, goals, and resources. What MSCHE emphasizes is that institutions should pay attention to integration rather than each component. To put it another way, institutions need to consider providing students with integrated general education so that students their new knowledge and skills effectively and flexibly.

The researcher argues that cognitive power should be developed and elaborated in

colleges through well-designed programs and activities offered regardless of major programs. In this sense, the researcher believes MSCHE' s guidelines for curricular is "food for thought" for HEIs since it values the necessity of integrated knowledge regardless of programs to be included in general education.

Finally, as discussed earlier, the matter of effectiveness is one of the most issues nowadays for HEIs and there may be a variety of ways to determine their effectiveness. Most importantly, HEIs should be focus more on student learning processes and expected outcomes in order to make sure stakeholders can trust them with regard to their functions in society. Again, Accreditation is one of the most important issues in higher education in that it is closely related to HEI quality and may affect public trust in higher education.

As discussed above briefly, accreditation requires complicated processes and standards. For this reason, agreement on standards for accreditation among key stakeholders, as well as transparent procedures and processes, must proceed.

2.2 ACCOUNTABILITY

2.2.1 Definition

It is not easy to define accountability in a single word because there are a variety of meanings attached to this concept. Burke (2005) argues, "Accountability is the most advocated and least analyzed word in higher education" (p. 1). Accountability may be interpreted in particular ways according to different types of stakeholders in society. Moreover, accountability is tightly related to other key concepts in higher education such as autonomy, governance, and quality. Although

the meaning of accountability is usually understood in complicated and different ways, there are some general definitions of accountability in the literature.

Kai (2009) explains: “Accountability means the justification of an activity; it means proving, in the most efficient manner, responsibility for the performance of certain results” (p. 40). Also, Burke (2005) argues that accountability in higher education means that HEIs need to demonstrate their responsibilities to whom if they have used resources appropriately and prove their performance based on their mission and goals (Burke, 2005, p.2). In other words, accountability represents efficiency, which is a standard of organizational performance. In this sense, it is closely related to strategies, effective delivery, and education quality.

Accountability in many literature reviews describes it as a term that refers to efficiency and effectiveness; therefore, HEIs may need to prove that they provide education quality. Hubbell (2007) explains, “Accountability is tied to stewardship with responsibility for creation and use of resources and a public reckoning of how they are used” (p. 6). All in all, accountability is one concept that is tightly related to answerability, effectiveness, and efficiency for performance.

In this sense, HEIs need to demonstrate how their resources have been used and explain how their goals have been achieved through various types of performance indicators in order to meet the call for increasing accountability in higher education.

2.2.2 Relevant theories for accountability in higher education

2.2.2.1 The Accountability Triangle

Burke (2005) describes the Accountability Triangle, which indicates 1. academic concerns, 2. market forces, and 3. state priorities. This model shows the need for balance among three key concepts. It provides a framework for examining accountability in higher education in the U.S. The triangle posits three concepts as the most decisive factors affecting higher education in the U.S. Academic concerns reflect professional issues in higher education related to professors and administrators, and market forces include the matter of various stakeholders' demands and needs. Students, parents, businesses, and other types of consumers are included. Lastly, state priorities cover the public needs or public purposes as well as desires for higher education (Burke, 2009, p. 22).

Burke argues that "state priorities represent political accountability, academic concerns reflect professional accountability, and market forces push market accountability" (p. 22). He also contends that each indicator has both positive and negative aspects and includes general needs and specific interests. Specifically, state priorities reflect and advocate the citizens' needs for higher education. Academic concerns involve professional issues related to scholarship in HEIs. And market forces are related to economic issues such as the real needs of citizens in society.

Burke points out that the three corners of the Accountability Triangle have conflicting demands and needs due to different priorities and interests. There is little question that each one has different goals; therefore, by and large, they have contradicted one another. According to his argument, higher education and HEIs are accountable to those three corners regardless of the

type of institutions. He maintains that higher education should balance the conflicting interests of accountability without submitting to any of the three corners.

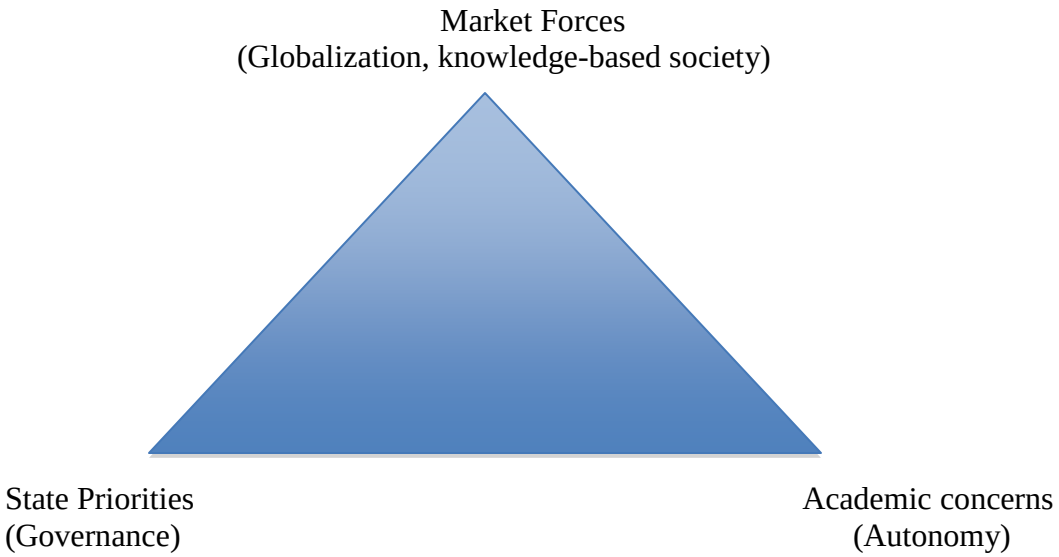

Figure 2. The Accountability Triangle

Source: Adapted from Burke (2005). The Accountability Triangle. *Achieving Accountability in Higher Education*, p. 23.

The main point of the Accountability Triangle is that higher education and HEIs try to balance the three corners of accountability. Burke contends that, "Being accountable to each of the three corners of the Accountability Triangle means balancing the response to ensure service without subservience to public priorities, academic concerns, and market forces" (p. 23). In addition, he insists that balance among the three is key so that accountability in higher education can be effective to meet the needs of society.

Again, the Accountability Triangle implies that the three corners should be balanced for effective accountability in higher education; however, Burke also indicates that the biggest threat to higher education is not state (political) priorities but market forces. There is little question that

market forces are the strongest threat to higher education, largely due to the lack of agreement on whether HEIs are a public good or not.

As shown in Figure 2, the corner of market forces reflects any pressures to serve the needs of globalization and a knowledge-based society. In the era of globalization and knowledge-based society, university rankings are regarded as one of the main issues in higher education. As HEIs have played a significant role in international business markets, university rankings have become an attractive phenomenon in higher education. HEIs have started to consider their rankings so that they can successfully attract international students.

Federkeil (2008) states, "Generally, rankings are an external assessment of the performance of the higher education institutions; they enable transparency about systems of higher education" (p. 219). Globalization and knowledge-based societies require global competitiveness, and our current society expects higher education to play a key role in many countries. In other words, the market forces corner reinforces HEIs' need to be focused more on market-driven performances. According to Altbach (2012), "Colleges and universities in the U.S. have long used rankings to benchmark their performance against that of other institutions; they then analyze the reasons for their success or poor performance" (p. 27).

The academic concerns corner of the triangle captures institutional autonomy, which is closely related to HEIs' decision-making processes. Burke insists that it reflects staff hiring issues and recruiting students. Accountability in higher education is closely related to institutional autonomy and governance. Lastly, state priorities capture public. This corner is designed to support a government's position rather than the HEI's. From this point, state government and/or the federal government pay attention to public interests; thereby, government demands HEIs serve public priorities.

The question becomes how higher education policy balances university autonomy and governance for strengthening accountability in higher education. There is a conflict between autonomy and governance related to accountability in higher education. This heated controversy varies by countries and their respective socioeconomic situations. Leveille (2005) maintains that HEIs are asked to demonstrate diversity and engage in more affirmative action to accept required responsibility in response to the demand for increased accountability.

2.2.2.2 New Public Management (NPM)

According to Kai (2009), "NPM, a new theory of administration against the backdrop of globalization and neoliberalism, is both a theory and a kind of practice. NPM came into existence in the last years of the 1970s" (p. 43). Neoliberalism is one of the major theoretical concepts in globalization and education today. This theoretical basis posits that governments need to change their governance types and methods so that they can increase competitiveness. This theory reflects accountability as one of the most important measures in that it focuses on driving market and performance (Kai, 2009, p.43).

Kai also argues that one of the most important goals of this theory is related to performance as well as output measures. In other words, NPM emphasizes governments' efficiency and responsibility regarding performance measurements. The OECD (2006) explains that economy, efficiency, and effectiveness are the major shifts in many countries and are significant measures and barometers for best management practice as well as governance. The OECD mentions "The focus of the concept basically lies on "market orientation" by observing market rules and the improvement of effectiveness and efficiency through management. These dimensions are linked to the development and implementation of adequate instruments" (p. 14).

NPM's key aspects derive from public administration and are adapted to the HEI sector. NPM provides HEIs with information regarding policy formulation and policy implementation based on input and formal rules for the improvement of performance. Although this model originates from economic theories, it relates to private sector management. Fatemi & Behmanesh (2012) explain, "The most important particulars of this model are decreasing government size, the decentralization of management authority, the emphasis on efficiency, effectiveness and economy" (p. 42). NPM captures the managerial aspects, input, output, and outcomes with regard to shifting patterns of public accountability. In sum, the NPM model is about public policy and governance with focus on effectiveness and efficiency.

Byun (2008) maintains, "The most common account for the retardation in the implementation of the NPM-based reforms may be explained by the general problems associated with the 'top down' approach adopted by the Korean government. As is often the case in many other OECD countries, including Korea, the central government was the prime mover to introduce the NPM-driven policy initiatives" (p. 198). As mentioned earlier, accountability and autonomy are tightly linked. Traditionally, some countries, such as Korea, have highly centralized management in higher education; on the other hand, others, including Australia and the U.S., have decentralized higher education policy. Although the majority of HEIs in Korea are private and have autonomy with regard to management, including staffing and curriculum design, the Korean government controls all HEIs. From the view of businesses, education reform based on key concepts for improvement of accountability in higher education may provide significant policy initiatives.

According to Fusarelli and Johnson (2004), proponents of NPM tend to argue that governments have to focus on effectiveness and efficiency just like the business sector. On the

other hand, advocates of NPM may insist that techniques from the private sector and practical practices can be applicable to the public sector (p. 119). They also argue "merit pay and performance bonuses, practices that school districts across the nation are increasingly adopting, reflect the NPM in education" (p. 119).

Sporn (2003) describe five key points that represent NPM techniques used in higher education among some European countries. She explains, "Five keys used by higher education to meet challenges posted by demands to restructure the public sector: institutional autonomy, expansion and diversification, harmonization, marketization, and the quality movement" (p. 50).

Sporn describes institutional autonomy as reflecting changing patterns of leadership between universities and states in European countries. She points out that the main role of states has changed to a supervisory role; on the other hand, universities have achieved more leadership and governance power by virtue of given decision-making power. When it comes to expansion and diversification, European states realize that higher education plays a significant role by producing educated persons, which results in improved economies. Sporn explains: "New types of higher education institutions have been implemented, including specialized colleges and private universities. Expansion and diversification have greatly increased the competitive environment for universities" (p. 50).

Harmonization is closely related to internationalization in European higher education. As postgraduate and life-long education has been regarded as one of the important issues in education, HEIs have tried to meet the needs of job market placement for lifelong learning. Sporn asserts that marketization is the most attractive issue in European higher education. According to her, "Many researchers have noted the move of colleges and universities toward more entrepreneurial, adaptive, and market-oriented behavior. Marketization means privatization

in the sense of pushing universities into adopting more private-industry mechanisms" (p. 50).

Lastly, quality is one of the most significant higher education reform issues in Europe. Sporn mentions that European countries are concerned about increased calls for assessing performance. Sporn argues, "The quality issue entails accountability measures and accreditation procedures. HEIs are becoming more accountable for their activities" (p.50). She also mentions that accreditation is more strongly connected to issues of quality in higher education in Europe.

Fatemi and Behmanesh (2010) assert, "Successive OECD studies show that NPM approach is globally convergent. Key reforms include more focus on results and added value for money, the reform delegate options and increased flexibility, strengthened accountability and control, service oriented and customer oriented and changed relationships with various levels of government" (p. 45). The OECD (2006) argues, "The HEI is no longer a monolithic institution but rather is divided into competing divisions.

Figure 3. Key Trends in Higher Education

Source: Sporn (2003). Convergence or divergence in international higher education policy. *Lesson from Europe*. Retrieved from: http://www.educause.edu/library/resources/convergence-divergence-international-higher-education-policy-lessons-europe.

There are organizational units (or disciplines) with a market demand financing their knowledge that are successful in generating resources and directed more towards applied research and consulting" (p. 16). Regardless of the type of institutions, HEIs are tightly related to society, and this situation requires HEIs to be focused more on market demands than before. Davies and Thomas (2002) argue that, "In Higher Education, the introduction of NPM has struck at the heart of the notion of academic professionalism, increasing management power and reducing professional autonomy" (p. 182). In sum, NPM is one of the practical approaches in public sector management with regard to strategies focused on effectiveness and efficiency. NPM's management methods may be used with foci on evaluation and performance measurement. Current literature indicates that private higher education sectors have not proven to be effective and accountable to the public. As argued earlier, privatization, market-driven higher education, and decentralized governance are inevitable global phenomena in higher education. Although NPM is originally designed for public administration, it also includes private-sector methods and emphasizes effectiveness and efficiency. In this sense, core concepts of NPM would be helpful for policymakers to develop or modify higher education policy with an emphasis on education quality and accountability.

2.2.2.3 Managerialism

Aleman (2011) argues that managerialism is considered a product of NPM in the UK's HEIs. According to Alemán, "American sociologist Martin Trow identified managerialism in the British University as an "ideology" and as the dominant force that characterized the unique history of British universities since the 1980s" (p. 92). Trow (2010) contends that managerialism reflects a new relationship between the governance and UK's HEIs. He argues that "managerialism as understood by central government in Britain is a substitute for a relationship

of trust between government and universities, trust in the ability of the institutions of higher education to broadly govern themselves" (p. 272).

As discussed above, NPM enables HEIs to concentrate on the improvement of their performance. To put it another way, NPM is closely related to some pressures to cut costs and to improve the quality of services being offered. This pressure calls for greater accountability, and higher education is no exception to increased pressures related to accountability.

Since HEIs in the UK are not the part of the public sector, they enjoyed strategic and operational autonomy; however, the UK's HEIs have started to rethink and reimagine their organizational autonomy over the last few decades. Because HEIs in the UK have become more important sectors in society, they are required to be accountable in terms of performance and intellectual and social innovation (Deem, Hillyard & Reed, 2007, pp.1-2).

According to Deem, Hillyard and Reed (2007), HEIs in the UK are no longer considered as separate entities from society; rather, they are required to respond to greater accountability just like other public sectors. HEIs have come to realize that society has become more attentive to their role in the UK because they are considered as the main organizations that produce knowledge.

Deem, Hillyard and Reed (2007) maintain, "Cost reduction, service rationalization, and organizational standardization are as important drivers for state-initiated reforms and universities are by no means isolated from these underlying structural pressures and the ideological momentum that they generate" (p. 18). Trow (2010) argues that managerialism can be classified into two types, soft and hard. The soft concept reflects "managerial effectiveness as an important element the provision of higher education of high quality at lowest cost"; on the other hand, the hard concept sees higher education as organizations that focus on steady improvement and must

be reformed by management systems (Trow, p. 272).

Trow contends that advocates of the soft concept see "higher education as an autonomous activity, governed by its own norms and traditions with a more effective management"; on the other hand, those who hold the hard concept of managerialism do not trust HEIs in terms of assessment of the outcomes of their activities and some mechanisms of accountability. Trow maintains that "business models are central to the hard conception of managerialism and the hard concept of managerialism is currently the dominant force reshaping British higher education" (p. 273).

Alemán (2011) argues that managerialism in the British university are certainly many and their implications for our understanding of managerialism's impact on the American university, and in particular teaching accountability, are numerous" (p. 95). As Alemán notes, HEIs in many countries are regarded just like "business organizations" rather than isolated entities in society. In this context, efficiency and managerial mechanisms have become more significant in higher education. Alemán points out that "efficiency models in higher education created the idea of education as a commodity to be bought and sold competitively, and not as a public service nor as a lever of equity" (p. 95).

Managerialism in higher education emphasizes effectiveness, efficiency, and accountability by attracting government funding to external evaluation or assessment. As mentioned earlier, HEIs cannot escape increased pressures for greater accountability.

There have been many controversial issues and dramatic changes with regard to increased emphasis on improving accountability in higher education over the world. In other words, HEIs are asked to prove quality of services that would have impacts on economic growth as well as national development.

Alemán (2011) insists that " the measure of value of the university, its faculty and functions is the extent to which it can contribute to economic growth or other private benefits and not the extent to which these serve the social welfare" (p. 96). There are some negative aspects of managerialism in higher education. Since key decisive factors representing managerialism, such as efficiency and continuing improvement, are adapted from business, it may result in decreased faculty autonomy and increased faculty workloads (Alemán, p.96). Again, increased greater accountability for higher education is an inevitable challenge; therefore, HEIs should take it into account by focusing on improving their education quality and productivity.

2.2.3 Autonomy and Governance in Accountability

As the demand for accountability in higher education has increased, policymakers have expected universities to achieve more goals and to demonstrate their capabilities and outcomes. For this reason, many higher education policies deal with accountability issues related to quality assurance, a responsibility of universities all over the world.

There is little doubt that universities should play a significant role in ensuring accountability in society and that it is not an option but a duty. However, the question becomes how higher education policy balances between university autonomy and governance for strengthening accountability in higher education. Generally speaking, university autonomy may be a necessity for higher education institutions (HEIs) to achieving their goals based on their own specific and detailed purpose and plans. Over the last few decades, many scholars have discussed academic autonomy, or freedom in higher education.

Academic freedom, or autonomy, commonly refers to faculty freedom to teach and research and is closely related to tenure issues in HEIs; on the other hand, university autonomy, or institutional autonomy, is a broader and sensitive matter with regard to accountability in higher education. University autonomy, of course, contains academic autonomy; however, it represents overall autonomy regarding operation issues in general.

Raza (2009) explains institutional autonomy by categorizing two types, substantive and procedural. Table 1 shows that two types of institutional autonomy, in particular, procedural autonomy, includes budgeting and financial management. I think that there are more types of institutional autonomy; however, there is little doubt that financial and staffing issues are the main concerns for HEIs in determining institutional autonomy. Policymakers must consider accountability by trying to consider university autonomy and governance at the same time. Too much autonomy may result in negative effects on accountability in that it may allow HEIs too many decisions; on the other hand, overly strict governance also brings about side-effects due to restricted resources as well as uniformed standards with no flexible choices.

Table 1. Different Types of Institutional Autonomy

Substantive (academic and research)	**Procedural (non-academic areas)**
Curriculum design	Budgeting
Research policy	Financing management
Entrance standards	Non-academic staff appointments
Academic staff appointments	Purchasing
Awarding degree	Entering into contracts

Source: Raza (2009). Examining Autonomy and Accountability in Public and Private Tertiary Institutions, p.6. The World Bank.

2.2.4 The Issue of Measurement

Accountability in higher education includes many concerns about measurement. How accountability can be measured? What indicators should be considered in determining accountability of HEIs? One of the most important factors related to accountability in HEIs is performance measurement, which is closely related to governance and autonomy issues. Richardson and Smalling (2005) argue that one of the main issues regarding accountability is a matter of relationship between governance and institutional decision-making (p. 55).

The main argument between governance and institutional autonomy originates from the different point of view about HEI accountability for meeting the needs of key stakeholders such as parents, students, and taxpayers. What causes this conflict is a general societal perception toward HEIs. In other words, many believe that HEIs are public goods that should explain their operational systems and decision-making procedures. Zumeta (2000) explains: "The states traditionally depended on the good judgment of citizen trustees and higher education boards to monitor institutional actions in the public interest" (p. 61).

Policymakers have focused on performance of HEIs, which may impact funding regardless of type and sources. Policymakers may prefer quantitative indicators for measuring accountability of HEIs because such indicators make it quite easy for them to judge HEI performance. Burke (2005) classifies performance indicators according to funding indicators by value. If efficiency is the only indicator, which accounts for a great part of accountability, it may bring about negative effects. To put it another way, the more strong governance required means university autonomy would be more restricted. Policymakers, administrators, and scholars in higher education probably agree that autonomy is closely related to financial issues, which is why many have become concerned about autonomy governance simultaneously.

As seen in Figure 4, the performance-funding indicator relies too much on the efficiency indicator compared to other indicators. Burke (1998) claims, “Criticism of performance indicators, for reporting and even more for funding, inevitably centers on their inability to capture fully the essential but elusive character of quality in higher education” (p. 57). There are many kinds of indicators that may assess accountability in higher education; therefore, it is not hard to say which one would be the best indicator in measuring accountability.

However, if policymakers and administrators in higher education try to consider the ultimate goals of accountability, they need to have flexible thinking when making policy regarding higher education accountability.

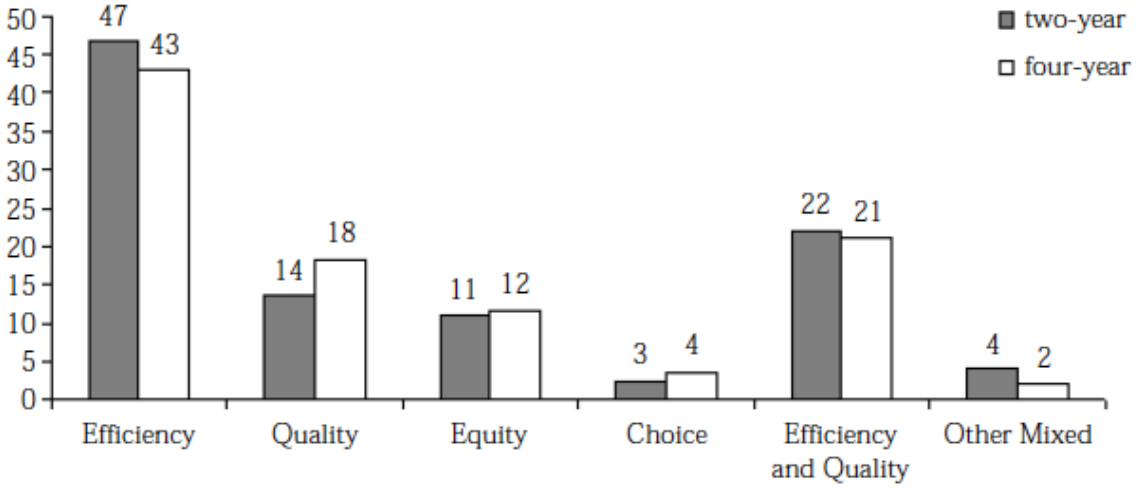

Figure 4. Performance funding indicators: concerns, values, and models.

Source: Adapted from Burke (1998), “Performance funding indicators: concerns, values, and models”, *The Journal of New Directions for Institutional Research*, p.57.

As mentioned above, institutional autonomy means that HEI’s have the right to determine budgeting and financial management. Aside from those rights, of course, there are more rights related to HEI autonomy. Nevertheless, there is no question that finance is the most significant one for HEIs in many countries.

There is a conflict between autonomy and governance related to accountability in higher education. This heated controversy varies by countries and their respective socioeconomic situations. Leveille (2005) maintains that HEIs are asked to demonstrate diversity and do more affirmative action to accept required responsibility in response to the demand for increased accountability. Particularly, public universities have faced great pressure from governments in that they are regarded as public goods. In other words, private institutions have been relatively free in terms of accountability, in part because of flexible funding resources.

However, private universities are no longer free to manage their institutions since the number of private universities has tremendously increased in many countries; therefore policymakers and governments have started to recognize the importance of private sectors more than ever before. Burke (2005) argues that there are some differences between public and private universities with regard to accountability. The big difference between private and public universities involves funding sources. Flexible and relatively sufficient funding has allowed private universities the freedom to run their organizations; however, private institutions have started to face similar pressures.

Traditionally, some countries, such as Korea, have highly centralized management in higher education; on the other hand, others, including Australia and the U.S., have used decentralized higher education policy. Although the majority of HEIs in Korea are private and have autonomy with regard to management, including staffing and curriculum design, the Korean government controls all HEIs. Private institutions in Korea are under government supervision; therefore, the governance of private institutions is much less autonomous compared to that of the U.S. On the other hand, HEIs in Australia have had a great deal of autonomy over the past few decades. Moses (2007) claims, “Australian universities have enjoyed large-scale

autonomy" (p. 261). But Moses also mentions that HEIs in Australia have started to revise and reform their education policy towards accountability rather than autonomy.

Interestingly, many countries have tried to reform or revise education policy regarding autonomy and governance in order to meet the demand for increased accountability in higher education. To put it another way, policymakers must take a serious look at changing trends to balance autonomy and governance. Zumeta (2000) maintains that "highly centralized management is ineffective and inefficient in rapidly changing environments, especially in the knowledge industries," including higher education (p. 65). I agree that overly strict governance hinders HEIs from growth and development, as knowledge-based society requires HEIs to be more adaptable and flexible.

2.3 NATIONAL LEVEL HIGHER EDUCATION SECTOR IN KOREA

Over the last few years, one of the most significant concerns involves quality of higher education in Korea. The Korean government has started to take notice of the necessity of investment and reform for higher education development since higher education is an influential significant factor that contributes to a knowledge-based economy. In response to globalization and high industrial demand for education, the Korean government has tried to accelerate higher education development by revising education policies and creating national-level projects.

With the rapid growth of competition between countries in a knowledge-based economy, the Korean government has tried to find ways to improve the quality of HEIs. For example, 'The Brain Korea 21' (BK21) is a representative example of reform related to higher education, and it

was significant in that it aimed at improving HEIs' quality and competitiveness through a long-term plan funded by the government. 'BK21' was a national-level higher education reform project launched by the Korean government to foster world-class scholars in research and development and to facilitate advanced knowledge and creativity for the 21st century (The Korean Ministry of Education, 2000).

The Korean government has tried to focus more on the quality of higher education, and they made some important achievements through the government-led projects; however, there are still several controversial issues regarding quality assurance and university evaluation. As roles of higher education have rapidly increased over the world, more people have become interested in higher education; therefore, several issues related to higher education have brought about quality of higher education in Korea. The burden of high tuition, along with concern about securing national competitiveness, have been the main causes of calls for accountability in the higher education sector in Korea.

2.3.1 Historical Background on Higher Education Accountability in Korea

Over the last few decades, Korea higher education accountability reform has been a primary concern of the Korean government. Higher education institutions (HEIs) have grown enormously and have experienced significant changes and improvements within a relatively short time. However, improvements in higher education quality have not been achieved (The Korean Ministry of Education, 2005).

Moon and Kim (2001) explain that "the low level of academic competence of Korea universities assessed by international standards drew intense attention from the government. The

amount of international journal publications by Korean universities registered in the Scientific Index in 1998 were equivalent to only 3.9 percent of those by American universities" (p. 96).

Korea has experienced problems related to low output of research and development in higher education institutions. In the early 1960s, Korea focused on low-value added and labor-intensive industrial sectors, such as apparel, textile, and assembly work. In the mid-1980s and 1990s, South Korea stated to invest in the technology industry, such as semiconductors. Korea has been investing in Research & Development, which led to growth in knowledge-based industries. There is no doubt that economic growth enables Korea to invest in higher education, which can affect high quality human resources for continuous economic growth (Lee, 2002).

In the late 1990s and the 2000s, Korean education policy began to focus on knowledge production and national competitiveness in high-technology areas such as semiconductors, LCD (liquid crystal display), and IT (Information Technology). Korea's GDP (Gross Domestic Product) per capita increased more than twelve-fold to more than $13,000 by 2005. Further, GDP per capita increased from $67 in 1953 to $20,050 in 2007 (OECD, 2008). Korea became an OECD member in 1996. Korea then faced a serious economic disaster in 1997, so the Korean government asked the IMF (International Monetary Fund) for financial assistance. In spite of this aid, Korea experienced economic hardship, including high unemployment rates for a long time.

The Korean Ministry of Education enacted a long-term plan for educational reform and development in 1999 to prepare for a knowledge-based economy and society. In response to globalization and industrial demands for higher education, the Korean government began to accelerate higher education development by revising education policy and developing national-level projects. The Korean government tried to develop government-led education reform projects to improve quality of HEIs; however, concerns about accountability and high education

quality rapidly increased due to calls for increased national competitiveness in an era of rapid globalization.

As shown in Figure 5, Korea is the leading country in tertiary education, as nearly 70 percent of 20-29-year-olds have attained tertiary education. The fact that more people have decided to attend HEIs in spite of continuously rising tuition brings about both serious concerns about HEI quality and calls for greater accountability.

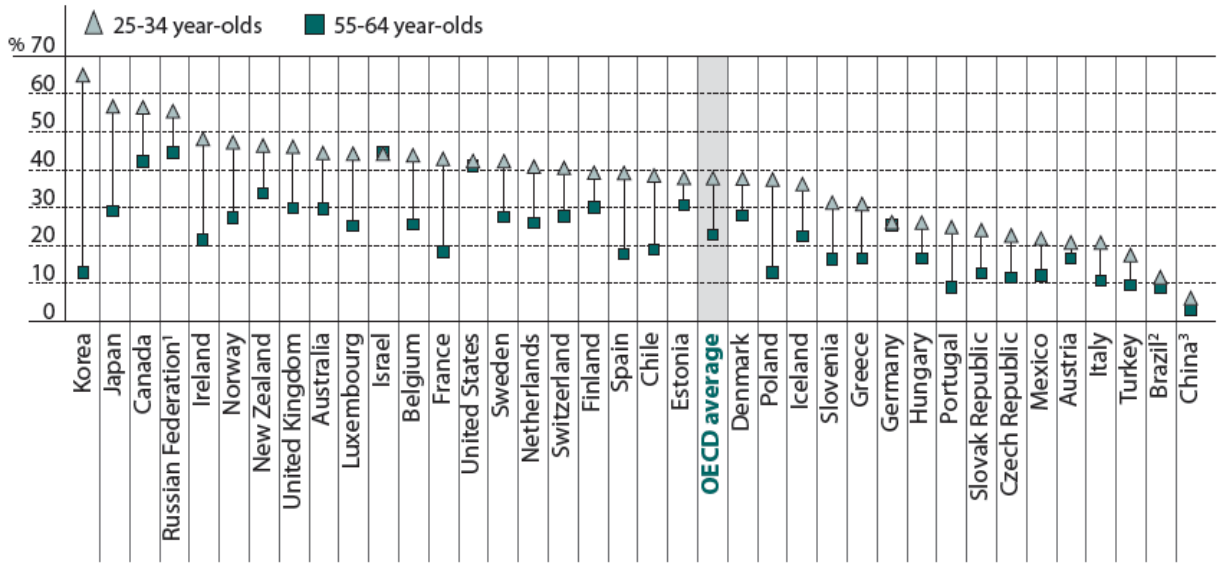

Figure 5. Population that has attained Tertiary Education Percentage, 2010.

Source: OECD 2012, "Higher Education", in Education Today 2013: The OECD Perspectives, p. 59. Retrieved from: http://www.oecd-ilibrary.org/education/education-today-2013/higher-education_edu_today-2013-8-en.

As demands for HEIs have sharply increased, the Korean government and public have focused more on higher education quality and accountability. Figure 5. shows the population that has attained higher education in 2010 in OECD countries, including Korea.

The OECD (2012) states the following: Many more young adults are now in education, mostly tertiary education, compared with 15 years ago, accounting for a more than a

quarter of 20-29 year-olds. In 2010 on average, 27% of young adults aged 20-29 in OECD countries were enrolled in education. (p. 58)

As discussed in Chapter 1, accreditation, self-evaluation reporting by each university, and university evaluation by one of the three biggest newspapers are significant regarding accountability in Korean higher education. Those three factors have played a role in supporting demands for accountability. However, there are many controversial issues remaining in terms of actual effectiveness and reliability.

First of all, accreditation has been conducted by the Korean Council for University Education (KCUE) since 2011 by virtue of the Higher Education Act of 2008. Since 2011, many HEIs have been accredited through this process. According to guidelines provided by the KCUE, accredited HEIs are ensured with regard to their quality. However, it is not that difficult for HEIs to be accredited and the public, students, and parents cannot access detailed information except for accreditation results.

Self-evaluation reporting is also carried out by the KCUE and, as mentioned in Chapter 2, the Korean government provides specific standards for HEI self-evaluation reporting, which all HEIs are asked to do at least once every two years since 2009. Self-evaluation reports should be posted online (on each university' website). However, it is not easy for students and parents to understand the process and key elements of self-evaluation reporting due to a lack of basic information. Lastly, university evaluation has been performed by the newspaper *JoogAng-Ilbo*, which has evaluated Korean HEIs since 1994.

HEIs in Korea have been ranked according to various criteria, and university rankings have been regarded as one influence on new student recruitment as well as students' HEI selection processes. In spite of the fact that university evaluation has played a significant role in

supporting HEI accountability in some ways, there are some arguments related to criteria and effects.

2.3.2 Institutional Accreditation

Accreditation in Korea began with the Korean Council for University Education (KCUE). KCUE is a nongovernment agency established in 1982 based on an agreement of ninety-seven presidents of four-year universities in Korea. The primary purpose was to facilitate cooperation among universities to improve the quality of education. The organization has played an important role in higher education in that KCUE is the oldest assessment organization for four-year universities in Korea.

Unlike other countries, the Korean government has control over all HEIs regardless of the type of institutions. South Korean education has been based on centralized governance over the past few decades; until the 1970s, accreditation of HEIs was controlled by the Korean government, whose main goal was to make sure HEIs performed their roles without corruption. In other words, assessment for HEIs in Korea was not designed to see if HEIs perform roles to serve the development of society; rather, assessment was mainly done with a focus on bureaucratic traits (Kang and Paek, 2005, p. 3).

Since the 1990s, the Korean government has changed the assessment system in order to foster the development of higher education through accreditation, thereby changing KCUE's role regarding assessment of HEIs from institutional and programmatic assessment to accreditation (Kang and Paek, 2005, p.4). Since the late 1990s, the HEI evaluation system has started to change toward the purpose of financial support by the Korean government. In other words, until the late 2000s, the Korean government paid little attention to the importance of accreditation

compared with other countries. However, as the demand for greater accountability and the importance of the role of HEIs has tremendously increased, the Korean government has started to focus more on HEI quality and global competitiveness.

The passage of the Higher Education Act of 2008 mentions “accreditation” of HEIs. Before 2008, Korean higher education had very weak legislative requirements with regard to accreditation. Although KCUE had conducted assessment of HEIs, the KCUE was not a recognized accreditation organization. In 2010, KCUE was accredited by the Korean government as an independent accreditation agency that would play a role in accrediting HEIs. In 2011, consequently, KCUE started to conduct accreditation of HEIs through an affiliated agency, the Korean University Accreditation Institute.

2.3.2.1 Accreditation agency

The Korean University Accreditation Institute (KUAI) was established in 2010 and began to conduct accreditation of HEIs in 2011. KUAI explains that “our primary goal is to promote national competiveness through transparent and rigorous accreditation for Korean universities, which enhances university autonomy and strengthens accountability” (KUAI, n.d.) Accreditation is not mandatory; rather it is based on voluntary participation in South Korea.

2.3.2.2 The purpose of accreditation

The primary purpose of accreditation is to provide HEIs with guidelines, including minimum requirements and accreditation standards, so as to strengthen the quality of higher education. Consequently, accreditation plays a significant role in ensuring quality of HEIs in Korea, which will thereby positively affect competitiveness of HEIs (KUAI, n.d.).

According to KUAI, the main roles of accreditation are to 1. assure quality of higher

education through the external agency; 2. consider accountability based on expanded institutional autonomy; 3. meet the requests of public interest regarding quality of higher education; and 4. secure international mobility of higher education (KUAI, n.d.).

The basic directions and goals of accreditation

Figure 6 shows the basic directions and goals of accreditation, which includes four fundamental directions for accreditation. When it comes to basic directions and goals of accreditation in South Korea, KUAI (n.d.) offers the following:

a. Consider students' learning outcomes as an educational result of HEIs, including international student mobility; educational environmental improvement based on education quality.

b. Facilitate each institution's development based on its own characteristics and autonomy: Try to apply characterized or specialized standardized criteria rather than unified criteria; develop exemplary cases according to the Korean universities' characteristics.

c. Assure and enhance quality of HEIs: see if HEIs meet the minimum quality requirements; foster autonomous self-evaluation systems, which would be useful for HEIs' ongoing development

d. Establish public confidence with minimum HEI quality requirements.

Figure 6. The Basic Direction of Accreditation

2.3.2.3 The process of accreditation

Figure 7 indicates the process of accreditation briefly. Universities can apply for accreditation voluntarily. Once KUAI reviews applications, a university will be notified regarding next steps. The university will be asked to submit a written self-evaluation report. KUAI reviews self-evaluation reports based on several types of criteria, and then they can ask a university to submit additional materials, depending upon results of self-evaluation reports. An accreditation agency conducts site visit evaluations. Based on self-evaluation reports and site visits, the accreditation agency makes a decision regarding conferring accreditation. Once the accrediting agency makes a final decision, the university is notified of the result.

In brief, as stated above, the history of accreditation in South Korea is very short and, unlike many other countries, particularly the U.S., the UK and Australia, HEIs have been controlled by the central government and have had no autonomy. The Korean government has

controlled all kinds of HEIs, which could have been one of the decisive factors affecting the rapid development of higher education over the last few decades. However, the knowledge-based economy, globalization, and cross-border education require Korean higher education to be more accountable and effective.

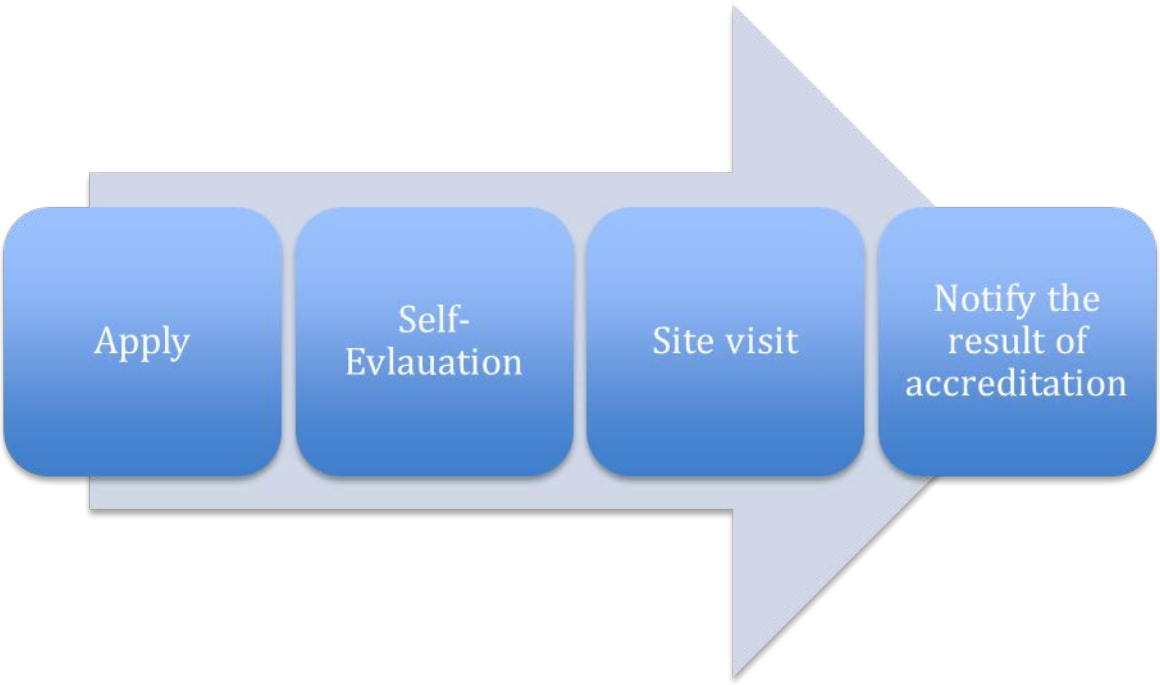

Figure 7. The Procedure of Accreditation

2.3.2.4 Standards for accreditation

KUAI (n.d.) provides information regarding the accreditation process according to the contents of assessment. Institutional Accreditation literally means assurance of quality of higher education institutions to see if HEIs meet the minimum requirements to ensure quality of education. Accreditation in Korea just started about three years ago but should be taken into account more seriously focused on its criteria and effectiveness so that HEIs will play a central role in promoting national competitiveness and facilitating economic development.

It is true that Korea has the highest graduation and completion rates of all OECD

countries. Unfortunately, that does not necessarily mean that the quality of higher education in South Korea is good enough. There is some argument that university rankings should be considered as one of the important HEI quality indicators. In my opinion, university rankings are a significant barometer in that they involve various criteria. Although university rankings do not explain all aspects of HEIs, at least they show where an institution has merits. In this sense, few HEIs in South Korea are highly ranked according to some global evaluation agencies.

Institutional Accreditation literally means assurance of quality of higher education institutions to see if HEIs meet the minimum requirements to ensure quality of education. Accreditation in Korea just started about three years ago but should be taken into account more seriously, based on its criteria and effectiveness so that HEIs will play a central role in promoting national competitiveness and facilitating economic development.

2.3.3 Self-Evaluation Report

Self-evaluation reports, or self- study reports, have been a requirement for the accreditation process in other countries, including the U.S., UK and Australia. Self-evaluation reports involve each institution evaluating their programs and services according to guidelines provided by governments and/or accreditation agencies. Self- evaluation is an internal quality assurance tool that enables institutions to review their effectiveness and educational quality. In 2009, the Korean government announced that all higher education institutions should provide self-evaluation reports to the public. Before 2009, self -evaluation reports were not mandatory and there was no regulation regarding self-evaluation in HEIs. Even though HEIs examined their financial evaluation, institutional outcomes based on their own goals, mission to review their effectiveness and efficiency, the evaluation reports were not open to the public. As stakeholder

concerns about higher education quality have increased, the Korean government has asked HEIs to prepare and publish self-evaluation reports.

Figure 8. Assessment Area and Contents

2.3.3.1 The purpose of self-study reports

According to the Middle States Commission on Higher Education, which plays a central role in U.S. HEI quality assurance through accreditation and peer evaluation, the purpose of self-study reports include the following:

> The primary purpose of the self-study report is to advance institutional self-understanding and self-improvement. The self-study report, therefore, is most useful when it is analytical and forward-looking rather than descriptive or defensive, when it is used both to identify problems and to develop solutions to them, and when it identifies opportunities for growth and development. The second purpose of the self-study is to demonstrate to external audiences, such as the Middle States Commission on Higher

> Education, government regulatory agencies, and the public, that the institution meets the Commission's standards for accreditation. (Middle States Commission on Higher Education, 2007, p. 3)

The Korean Ministry of Education announced that all HEIs in Korea should conduct self-evaluations beginning in 2008. As concerns about higher education quality have increased rapidly, self-evaluation is required for HEIs to examine their institutions. According to the Korean government (2008), the primary purpose of the self-evaluation is to examine overall educational conditions, including facilities, in order to improve educational quality and to map out plans for development based on self-evaluation results. The Korean government argues that a self-evaluation system enables HEIs to reconsider their current situations based on detailed evaluation components suggested by the Korean government (Korean Ministry of Education, 2008).

Figure 9 illustrates the needs for self-evaluation: 1. demand for greater accountability; 2. call for quality assurance in Korean HEIs; 3. reduction in the number of students; 4. global competitiveness. The self-evaluation has been taken into consideration in order to improve Korean HEI accountability since 2009.

2.3.3.2 Purpose of the self-evaluation

The primary purpose of the self-evaluation is not much different from that of institutional accreditation in Korea: institutional accreditation and self-evaluation both aim at improving HEI accountability. As discussed earlier, Korean higher education institutions have been asked to improve their quality rather than increase numbers over the last years.

To meet the needs for quality assurance in higher education, the Korean government adopted a new evaluation system for higher education. The Korean government expects that self-

evaluation enables HEIs to construct quality assurance systems autonomously, based on their individual institutional characteristics (Korean Ministry of Education, 2010).

Self-evaluation is considered critical not only for institutional accreditation but also to allow each university to determine strengths, weaknesses, opportunities and threats (SWOT) through the self-evaluation process. Ultimately, the self-evaluation can play a significant role in examining HEIs' basic contexts, such as their mission and goals and educational effectiveness, based on various standards provided by the Korean government.

Figure 9. Needs for the Self-Evaluation

The Korean Council for University Education (2010) provided guidelines that HEIs can refer to for preparing the self-evaluation report. Table 2 shows the major elements regarding the self-evaluation report.

The major components of self-evaluation guidelines include mission, goals, and resources, including human resources. HEIs may need to review their missions and goals to see if they identify the main purpose of their institution and spell out their core goals. Reviewing missions

and goals of HEIs has to proceed within HEIs' before they are evaluated by outside experts.

Table 2. Evaluation Territory and Standards

Evaluation territory	Evaluation standards
Mission and Goals	Mission, Goals, and Integrity Development plan
Members of the university	Faculty (rate of the full-time faculty, research outcomes, research funding, hiring process) Students (student admissions & retention) Administrators (size, personnel management)
General education and related-educational activities	Curricula, Lecture evaluation, Learning outcomes Education management system, Student surveys, Graduates' employment rates.
Facilities	Student housing, Support services, Athletic spaces, Libraries, and other facilities relevant to student recruitment and retention
University finance and management	Budget and Finance
Community service	Relevant regulations and policies Programs and activities for community service

Source: Korean Council for the University Evaluation (2010).

2.3.4 University rankings by the *JoongAng-Ilbo*

The Korean university ranking evaluation was initiated by *JoongAng-Ilbo*, which has been one of the three biggest major newspapers since 1994. To provide information regarding HEIs, *JoongAng-Ilbo* has conducted university evaluations based on several indicators since 1994. *JoongAng-Ilbo* has evaluated four-year HEIs in Korea regardless of institutional types, except for education universities. The primary purpose of university evaluation by *JoongAng-Ilbo* is to provide students and their parents with reliable information regarding HEIs based on quality assessment results. Also, university evaluation aims at strengthening competitiveness of Korean

HEIs by inciting competition in good faith among HEIs.

The principles of university evaluation by *JoongAng-Ilbo* include fairness and transparency, and the ultimate goal of university evaluation is to improve Korean HEI quality by introducing some HEIs that try to develop research competence as well as improve the overall quality of education (*JoongAng-Ilbo*, n.d.). Every year, *JoongAng-Ilbo* chooses about one hundred universities and evaluates them based on evaluation criteria. They then publicize the results, including specific scores of evaluation categories.

Ranking criteria and weights for university rankings

Academic Ranking of World Universities (ARWU), the Times Higher Education World University Rankings (THES), and *U.S News & World Report* have used various criteria, *JoongAng-Ilbo* also has used specific criteria to evaluate HEIs in Korea. One of the main criteria for university evaluation is that faculty accounts for the evaluation criteria; indicators include the number of published academic article journals for each institution. Interestingly, criteria for university evaluation do not contain overall educational quality characteristics, such as teaching quality and curricula. Table 3 shows the essential criteria and main indicators of university evaluation concisely.

There is little doubt that *JoongAng-Ilbo* has played an important role in providing Korean HEI rankings with various evaluation criteria since1994. However, there is controversy about whether their university evaluation reports are reliable or not. The most significant issues regarding their evaluation system involves criteria used for university evaluation. Although *JoongAng-Ilbo* has tried to develop criteria and indicators continuously, still, many doubt that the ranking results provided by *JoongAng-Ilbo* would be helpful for HEIs to reconsider their educational education.

Table 3. Critical Criteria, Key Indicators and their Weight for Overall Condition of Education by *JoongAng-Ilbo*

Criteria	Indicator	Weight
Condition of education	Faculty/student ratio Percentage of scholarships Percentage of full-time faculty Enrollment rate Dropout rate Percentage of online classes	90 points
Globalization	Foreign faculty ratio Int'l students ratio Percentage of diversity of int'l students Exchange students ratio Percentage of English lecture	50 points
Research by faculty	Research funds The number of papers published in the academic journals The number of papers cited in the academic journals The amount of registered intellectual property* Income from a technology transfer* (*Last two are only applicable to scientific and technical majors)	100 points
Reputation	Survey results from new employees and human resources managers in companies. (Focused on applicability, practicability of majors, and employment rate).	60 points

Source: JoongAng-Ilbo, 2013, retrieved from: http://univ.joongang.co.kr/new/university/index_view.asp?pg=1&ps=10&pb=10&sf=0&sw=&tf=&sm=&cf=0&sc=&ix=13&ht=.

University rankings are controversial due to their criteria for evaluation and reliability. Some argues that university rankings are not useful because they do not consider differences among degree programs and each institution's own characteristics. On the other hand, others advocate university rankings because they believe that rankings demonstrate HEI quality to a certain point. Whether university rankings are useful or not, there is no question that the issue of university rankings has become more widespread across the world.

2.4 THEORETICAL AND CONCEPTUAL FRAMWORK

2.4.1 Total Quality Management

Total Quality Management (TQM) theory explains organizations' effectiveness and quality based on customers' expectations and/or needs. TQM is a comprehensive model for organizational management that aims at continuous improvement of product quality based on key factors related to customer satisfaction as well as organizational performance.

Asif, Awan, Khan, and Ahmad (2013) explain:

> TQM principles have been applied in the manufacturing sector for a long time; however, but its application in services, and higher education (HE) in particular, is relatively new. TQM implementation in HE institutes (HEIs) is driven by increasing competition among institutes and intense expectations of the job market (p. 1884).

Over the last few decades, several factors have contributed to raising public concerns about HEI quality, effectiveness, management and improvement globally. This rapidly raising concern has led to accreditation, performance-based funding, and several programs regarding quality management in higher education sector. TQM originated from industry rather than education; however, it is a useful model for today's higher education sector in that it focuses on effectiveness and quality improvement based on stakeholder perspectives and needs.

Sallis (2002) argues that, "Total quality management incorporates quality assurance. TQM is about creating a quality culture where the aim of every member of staff is to delight their customers, and where the structure of their organization allows them to do so" (p. 17). TQM is a comprehensive model regarding quality management that emphasizes customer satisfaction.

TQM in Higher Education

Total Quality Management (TQM) is a crucial model related to comprehensive quality improvement of HEIs to fulfill stakeholders' needs. Zabadi (2013) argues that TQM contributes to understanding strategic planning for quality of organizations so as to meet the needs of stakeholders. It may not be easy for HEIs to identify their primary customers because it would vary depending on their primary goals regarding service provision. However, there is little doubt that students should be their primary stakeholders as students are key players who produce and represent learning outcomes:

> Learners learn best in a style suited to their needs and inclinations. An educational institution that takes the total quality route must take seriously the issue of learning styles and needs to have strategies for individualization and differentiation in learning. The learner is the primary customer, and unless learning styles meet individual needs it will not be possible for that institution to claim that it has achieved total quality. (Sallis, 2002, p. 30)

Higher education in Korea has not been focused on students' satisfaction and/or needs for education quality; rather higher education has been mostly led by the government and administrators. There is no question that students should be considered as critical stakeholders, as well as necessary for the survival of HEIs in many countries. Stakeholder focus is one of the significant essential elements of TQM and therefore is useful for this study's focus on students in higher education. In Korea, student participation and/or their feedback is not that common with regard to quality assurance in higher education.

All in all, TQM supporters argue that TQM would be helpful for any organizations to improve continuously because of its emphasis on effectiveness and efficiency based on customer satisfaction.

2.4.2 Conceptual Framework

The primary purpose of this study is to explore university students' perceptions of accountability in Korean higher education. The underlying conceptual framework for this study will be based on "customer satisfaction," which is one of the core concepts of TQM. Specifically, this study adapts Kanji's (1998) "Business excellence model" to focus on students' perceptions as a significant influencing factor on quality of higher education. Kanji's (1998) model contains four core principles: delighting the customer, management by fact, people-based management, and continuous improvement. Kanji (1999) explains these principles as follows:

> **Delight the customer**: Delight means being best at what matters most to customers, which changes over time. Being in touch with these changes and delighting the customer now and in the future is an integral part of TQM.
>
> **People-based management**: Knowing what to do, how to do it, and getting feedback on performance is one way of encouraging employees to take responsibility for the quality of their work. Involvement and commitment to customer satisfaction are ways to generate this concept.
>
> **Continuous improvement**: Continuous improvement or incremental change, not major breakthrough, is the aim of all who wish to move towards total quality.
>
> **Management by fact**: Knowing the current performance levels of the products or services in the customers' hands and of all employees is the first stage of being able to improve. Management must have the facts necessary to manage business at all levels. Giving that information to people so that decisions are based upon facts rather than "gut feeling" is essential to continuous improvement. (Kanji, 1999, p.152)

Figure 10. Principles of TQM

Source: Kanji (1999). Principles of TQM

Throughout the country, there has been some controversy regarding whether students should be seen as primary stakeholders in higher education. Many believe that Korean HEIs have played a significant role in facilitating economic growth over the last few decades, and there is little doubt that the Korean government has played a leading role in the development of HEIs. Unlike most other countries, the Korean government has control over the all HEIs.

As demands for greater accountability in higher education have increased, the Korean government has tried to focus more on higher education quality through various strategies, such as higher education reform project that aim at improving quality of higher education and a new accreditation system under the Act of Higher Education. However, the importance of students' perceptions on educational issues has been overlooked.

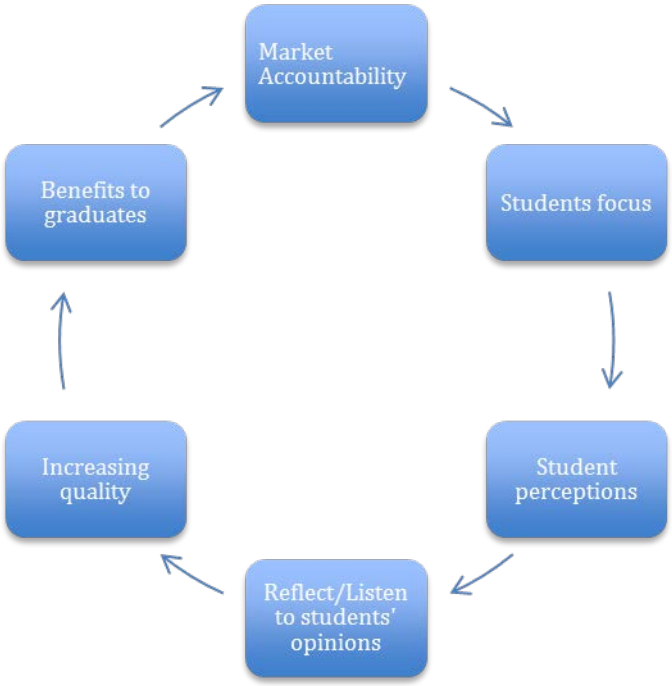

Figure 11. Students-Centered Management for Accountability in Higher Education

To achieve the objectives of the proposed study and relevance to the literature, the following conceptual framework is proposed. Figure 11 shows a continuous improvement process, focused on student customers. This figure shows that accountability need to start with a student focus and end with benefits to students.

3.0 RESEARCH METHODOLOGY

This study investigates the perceptions of Korean university students on accountability in higher education, based on quality and university evaluation. This chapter outlines the survey instrument, sampling selection, and data collection procedure. Moreover, Chapter Three explains how the sample was selected and the rationales behind selecting sample and respondents.

Quantitative research typically involves collecting numerical data by using instruments such as surveys. According to Harwell (2011), "Quantitative methods attempt to maximize objectivity, generalization of findings, and are typically interested in prediction. Integral to this approach is the expectation that a researcher will set aside his or her experiences, perceptions" (p. 149). The main method of this study is mainly quantitative, based on survey instruments; however, one open-ended question is added to obtain opinions and thoughts from the university students in Korea.

3.1 SURVEY INSTRUMENT

Questions for a survey were developed based on the research questions, various relevant literature review, and current status in Korea. In order to carry out the proposed study, a questionnaire for the proposed study was carefully designed for Korean university students. Also,

it was designed to be restricted to a four-level Likert scale: 1) Level of Agreement (from 1 “strongly disagree” to 4 “strongly agree”) and 2) Level of Awareness (from 1 “not at all aware” to 4 “extremely aware”). The researcher discussed the questionnaire with some higher education administrators in Korea to see whether the questionnaire would be appropriate for a survey with Korean university students. The contents were based primarily on a literature review and the study’s research questions.

The survey instrument was divided into two distinct parts: the first part was designed to address general questions about the role of higher education, influencing factors on higher education, and major issues for accountability in higher education; the second part is directly related to more specific questions related to three major issues regarding accountability in Korea. In addition, one open-ended question is added to ask about higher education issues that have not been covered by survey questions. One open-ended question is a supplementary question for the study. The researcher included open-ended question in order to examine Korean university students’ general opinions about the critical issues of higher education.

Table 4. Research Questions and Survey Questions

Research questions	Category	Survey questions
Research Question 1: How do university students perceive the issue of higher education accountability?	The role of higher education	Questions 1,2,3,4
	Influencing factors quality of higher education	Questions 5,6,7,8
	Major issues for accountability in higher education	Questions 9,10,11,12,13
Research Question 2: To what extent do university students know about the issues of quality assurance and university evaluation?	General perception of quality assurance	Questions 14,15,16
Question 3: What are the important factors affecting accountability in HEIs in Korea?	Accreditation	Questions 17,18,19,20
	Self-evaluation report	Questions 21,22,23
	University evaluation	Questions 24,25,26,27,28
Research Question 4: How do answers to the three research questions above differ among types of institutions (National, Public, and Private) and by major?	All mentioned above	All questions

3.2 PILOT STUDY

The pilot study was conducted to examine validity related to purpose of the study and research questions. The main purpose of the pilot study was to see if survey questions are easy to understand and appropriate to the research questions. To carry out the pilot study, 60 students were selected from three universities in Seoul, Korea. Table 7 represents the demographics of participating students in the pilot study. As shown in Table 5, a total of 60 students were asked to participate in the pilot study. After the pilot study, survey questionnaires were slightly revised for the main study. Participants in pilot study were excluded from the main study.

Table 5. Descriptions of Selected Students for Pilot Study

Gender		Type of Institution		Major	
male	30	Private	20	Engineering	20
female	30	Public	20	Social Science	20
		National	20	Business	20

3.3 POPULATION AND SAMPLING

As of 2013, there are 188 universities in Korea except for the “University of Education” and “Industrial University.” Table 6 presents that total number of schools in Korea as well as the number of all universities in Seoul, except for the “University of Education” and “Industrial University”.

Table 6. The Total Number of 4 year Universities by Establishment in Seoul, Korea

Classification	Total	National	Public	Private
Total	188	32	1	155
Seoul	38	3	1	34

Source: Korean Educational Statistics Service, 2013, adapted from http://kess.kedi.re.kr/eng/stats/school?menuCd=0102&cd=1873&survSeq=2013&itemCode=01&menuId=m_010204_02_01020501&uppCd1=01020402&uppCd2=01020501&flag=A. Copyright 2013 by Korean Educational Statistical Service.

As shown in Figure 12. the majority of universities are private; only a few are public, regardless of the city and province. Since two types of universities mentioned above are established for the special purpose, this study did not include these types of universities.

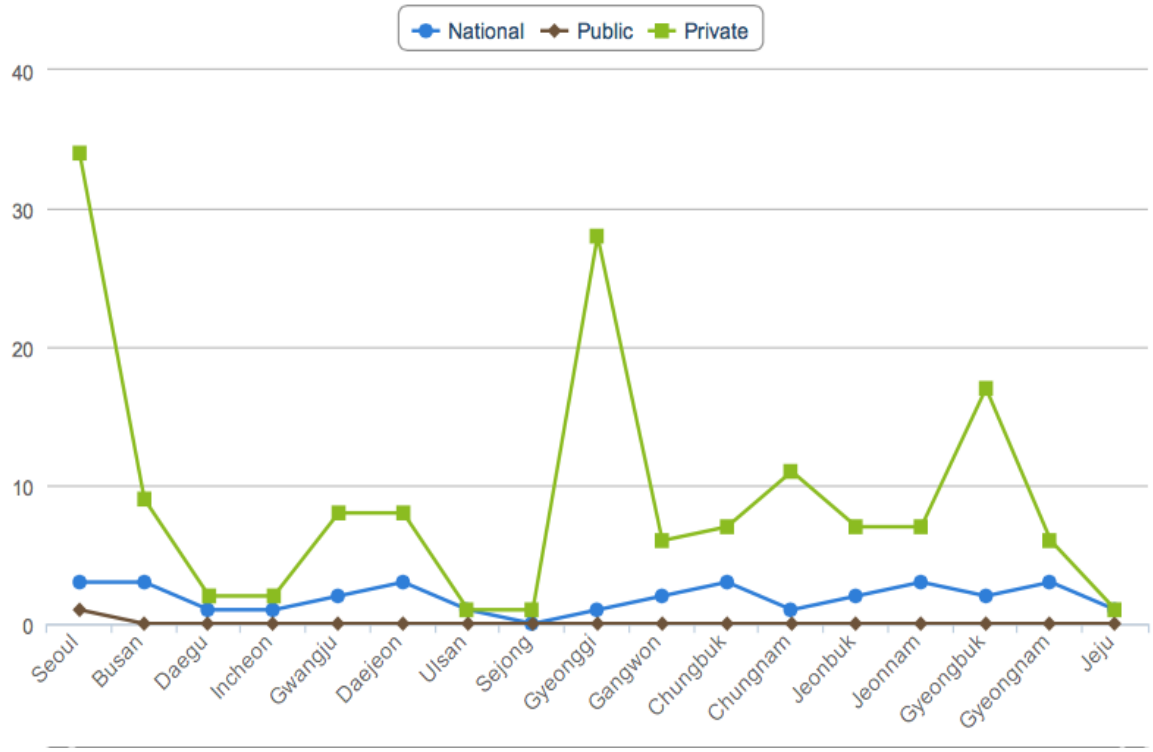

Figure 12. Number of Schools by City/ Province and by Establishment

Source: Korean Educational Statistics Service, 2013. Copyright 2013 by Korean Educational Statistical Service.

This study selected one public university, one national university, and one private university in Seoul, Korea to collect data from students. Specifically, the total number of

participating students was 185 who were selected from three universities respectively. Stratified sampling was used for the study purposefully. The researcher first selected three different types of universities in Seoul and then selected three majors from each school to obtain a stratified sample of students. Then the researcher selected sample students by college class and majors.

3.3.1 Rationale for selection of sample and respondents

The first rationale behind for this study is that respondents should be selected from universities that are highly ranked by *JoongAng-Ilbo*. Since this study was to ask respondents about rankings, this criterion was also considered. Also, respondents should be selected from coeducational universities. Although gender difference was not a variable for research questions, the researcher considered coeducational universities to avoid potentially conflicting points of view between students at women's universities and students at coeducational universities.

Aside from the rationales explained above, the researcher presumed that student perceptions on some questions related to the roles of higher education and autonomy issues vary according to the type of school; thus three different types of universities were selected.

The last criterion for selection sample was that universities should be participants in national level projects that relate to improving higher education quality. Since the purpose of this study was to survey selected students from some qualified universities based on the researcher's criteria, this study did not provide detailed information regarding three universities in Korea.

The researcher selected respondents from three different majors: engineering, business administration, and social sciences. The researcher selected those three majors as variables for several reasons. First of all, engineering and business administration are both majors that have been regarded as practical and useful majors in Korea. Although students have different reasons

to choose their majors in colleges, generally, many students choose these majors owing to practicability and effectiveness compared to other majors. To put it another way, many students tend to choose the above two majors because they believe that they will be helpful and useful for finding jobs after graduation.

The researcher chose those two majors because they have a significant impact on both the quality of higher education and accountability in Korea. Although criteria for evaluating of HEIs vary and somewhat differ by evaluation agencies, tangible outcomes, such as the number of academic journal publications, are among the most significant. Both majors have played an important role by the virtue of their own characteristics. Based on some reasons mentioned above, the researcher supposed that students whose majors are business administration and engineering are more interested in both quality of education and accountability in higher education.

When it comes to social sciences, the researcher presumed that social sciences have more varied students than business administration and engineering. In other words, social sciences are categorized into more various disciplines. Social sciences include economics, psychology, sociology, social welfare, and politics, among others. Compared to the other two majors discussed above, social sciences majors are not regarded as practical majors in Korea. Another reason that the researcher selected this major is that social sciences is a field of study that addresses different perspectives related to various issues in society. For this reason, the researcher assumed that students whose major is social sciences have somewhat different points of view regarding accountability in higher education.

All in all, the researcher considered institutional reputation based on information including rankings, physical condition of universities, and general perceptions regarding business

administration and engineering. In addition, the researcher took the intrinsic value of social sciences into account to obtain more reasonable results from diverse students in Korea.

3.4 DATA COLLECTION

This study utilized a paper-based questionnaire as the main data collection tool. Upon receiving permission from the University of Pittsburgh Institutional Review Board, the researchers conducted a pilot study and based on the results, the final version of survey questionnaires was made for the main study.

The researcher conducted a survey of 185 college students in Seoul, Korea. For the survey, the researcher selected three different types of universities in Seoul based on research questions, and then organized respondent groups. The researchers distributed survey questionnaires, including cover letters, to students and then collected survey questionnaires after students filled them out. Each student was asked to answer the questions and was allowed enough time to complete it. Each participant was asked to return the questionnaires to the researcher directly. The research plan for the survey consisted of ten weeks for the pilot study, the main survey, and collection of data from all respondents.

3.5 DATA ANALYSIS

For all statistical analysis for the study, SPSS version 18.0 was employed. Data analysis in this study has two parts: descriptive statistics and inferential statistics to determine research questions for the study. Descriptive statistics include mean, media, standard deviation, and frequencies and were used to describe features of the data in the study. Descriptive statistics summarized data in a meaningful way and helped the researcher to reach conclusions regarding research questions.

Inferential statistics including *t*-test and *F*-statistics were used to determine if the groups had significantly different means. Also, *p*-values were used to determine statistical significance. In addition, post-hoc analysis was used to provide specific information on which means are significantly different. Moreover, correlation analysis was also used to determine the strength of the relationship among variables.

Lastly, multi regression analysis was conducted to investigate relationships between variables. Multi regression analysis enabled the researcher to know the casual relationship between independent and dependent variables. Multi regression analysis was conducted based on one hypothesis, which relates to the roles of higher education, general perception of quality assurance and accountability in higher education. The researcher hypothesized that the level of awareness of college students and the degree of interest regarding roles of higher education and perception of quality assurance influence responses related to accountability issues. More specifically, independent variables are perceptions of the roles of higher education and the degree of interest with regard to perception of quality assurance. A dependent variable (accountability) is divided into two categories: accountability related to finding jobs and accountability regarding reform of higher education.

4.0 RESULTS

The goal of this chapter is to provide the result of the statistical data related to the research questions. The first section of this chapter describes the demographic characteristics of the respondents. This section reports results with frequencies and percentages by classification. The second section explains mean difference analysis according to class year, type of school, and major. Data results are reported with their characteristics (*M, SD, N, t*-test, *F*- statistics, and *p* value). Also, post-hoc analysis is also included to examine mean differences more with regard to few question items. Last section presents the results of correlation analysis and multi regression analysis based on hypothesis, which relates to the relationship between independent variables and dependent variables as mentioned above.

4.1 DEMOGRAPHICS OF RESPONDENTS

The following results present a description of the general characteristics of the respondents. Of 185 college students who participated in the survey, 112 were male and, 73 were female students. Since this study did not consider gender difference with regard to the research questions, respondents were not selected in the same proportion. Except for gender, almost equal proportions of respondents were selected based on institution type, and majors. Also, the

researcher tried to select participants with a similar proportion in terms of their class year as much as possible. Since the pilot study did not show any difference among each class year regarding the research questions the researcher regarded freshmen and sophomores as one group and juniors and seniors as another group. However, the researcher tried to balance the number of participants between those two groups to obtain less biased results.

As shown in Table 7, the total number of respondents was 185: 38 freshmen, 50 sophomores, 33 juniors, and 64 seniors. As mentioned above, respondents were very closely divided between the two primary categories, major and institution type.

Table 7. Distribution of Surveyed Students by Gender, Class year, Major, and Institution Type

Classification		Frequency	Percent
Gender	Male	112	60.5%
	Female	73	39.5%
Class Year	Freshman	38	20.5%
	Sophomore	50	27.0%
	Junior	33	17.8%
	Senior	64	34.6%
Major	Engineering	60	32.4%
	Business Administration	63	34.1%
	Social Science	62	33.5%
Institution Type	National	61	33.0%
	Public	62	33.5%
	Private	62	33.5%
Total		185	100.0%

4.2 DESCRIPTIVE STATISTICS

In this section, percentages of respondents' level of agreement for each survey question and averages for each survey question were analyzed. The level of agreement on each survey question was reported on a four-point ordered scale. Likert four-point scale was used on a data set of 1-[Low] to 4-[High] by the percentages and mean scores.

4.2.1 Response Analysis for each survey question

Table 8. Response Analysis of Question 1,2,3,4

The role of higher education	Strongly Disagree	Disagree	Agree	Strongly Agree	Average
Higher education contributes to the economic growth of Korea	0.5%	10.4%	67.8%	21.3%	3.10
Higher education produces the human capital required for social development.	1.1%	8.2%	57.7%	33.0%	3.23
Higher education institutions are important places for producing new knowledge and disseminating it to the society.		9.4%	55.2%	35.4%	3.26
Higher education is essential for getting a job.	9.9%	48.9%	28.6%	12.6%	2.44

Note. Mean is computed based on 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree.

The data presented in Table 8 indicate response rates and averages regarding the question related to the role of higher education. The results showed that 88.8 % respondents agree that higher education contributes to the economic growth of Korea; the mean score for this response

was 3.10. With regard to the second question, 90.7 % responded that they think higher education produces the human capital required for social development. The mean score for this response was 3.23.

Also, 90.6 % of respondents agreed or strongly agreed that higher education institutions are important places for producing and disseminating new knowledge. The mean score for this response was 3.26. In addition, 41.2 % respondents agreed that higher education is essential for getting a job; the mean score of this response was 2.44.

Table 9. Response Analysis of Question 5,6,7,8

Influencing factors on quality of higher education	Strongly Disagree	Disagree	Agree	Strongly Agree	Average
Curricula have an impact on quality of higher education quality.	0.5%	7.7%	43.2%	48.6%	3.40
Faculty' capability regarding major area has an impact on higher education quality.		3.8%	37.2%	59.0%	3.55
University financial status has an impact on higher education quality.	0.6%	6.7%	55.6%	37.2%	3.29
University's reputation has an impact on higher education quality.	2.2%	23.3%	47.2%	27.2%	2.99

Note. Mean is computed based on 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree.

The data in Table 9 show response results regarding question number five, six, seven and eight in this study. 91.8 % of respondents agreed that curricula affect the quality of higher education quality. Also, 96. 2 % of respondents responded that they agree with faculty' capability regarding major area has an impact on higher education quality. In terms of question seven, 92.8 % of respondents showed that they agree with this question. On the other hand, only

74.4 % of respondents responded that they agree or strongly agree that a university's reputation has an impact on higher education quality. The highest mean score was 3.55 that for question six.

Table 10 exhibits analysis of responses regarding accountability issues in higher education. The majority of respondents responded that they agree that quality of higher education in Korea should be improved. The mean score on a four scale was 3.67. Contrary to this response, only 53.3 % of respondents answered that they agree or strongly agree that universities should guarantee students' employment as long as the students graduate successfully.

Table 10. Response Analysis of Question 9,10,11,12,13

Major issues for accountability in higher education	Strongly Disagree	Disagree	Agree	Strongly Agree	Average
Quality of higher education in Korea should be improved.		1.7%	30.0%	68.3%	3.67
The Korean government's regulations regarding quality of higher education should be strengthened.	1.7%	21.1%	44.4%	32.8%	3.08
Universities should be given more autonomy.		20.6%	51.7%	27.8%	3.07
Universities should focus more on the labor market situation, just like general companies.	15.0%	38.9%	34.4%	11.7%	2.43
Universities should guarantee students' employment as long as they graduate successfully.	10.4%	36.3%	38.5%	14.8%	2.58

Note. Mean is computed based on 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree.

Table 11 exhibits responses regarding question relates to quality assurance. 19.9 % of respondents indicated that they are slightly aware or extremely aware of accreditation. With regard to university rankings provided by *Jung-Ang-Ilbo*, 66.6 % of respondents answered that

they know about self-evaluations to some degree, whereas only 12.6 % of respondents answered that they know about self-evaluation.

Table 11. Response Analysis of Question 14,15,16

Quality Assurance	Not at all aware	Slightly aware	Moderately aware	Extremely aware	Average
To what extent do you know about accreditation?	33.3%	47.0%	18.6%	1.1%	1.87
To what extent do you know about university rankings provided by *Jung-Ang-Ilbo*?	11.5%	21.9%	56.8%	9.8%	2.65
To what extent do you know about self-evaluation?	33.9%	52.5%	12.6%	1.1%	1.81

Note. Mean is computed based on 1= Not at all aware, 2= Slightly aware, 3= Moderately aware, 4= Extremely aware

Table 12. Response Analysis of Question 17,18,19,20

Accreditation	Strongly Disagree	Disagree	Agree	Strongly Agree	Average
Accreditation is an important factor affecting accountability in HEIs.	3.3%	17.2%	71.1%	8.3%	2.84
HEIs should be accredited by somewhat strict standards.	0.6%	6.7%	60.6%	32.2%	3.24
The detailed process regarding accreditation should be revealed to the students and parents.	1.7%	3.3%	47.8%	47.2%	3.41
Surveys of graduates should be included in the process of accreditation.	1.1%	14.4%	52.8%	31.7%	3.15

Note. Mean is computed based on 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree.

The data displayed in Table 12 illustrate responses regarding accreditation. In terms of accreditation, 79.4 % of respondents agreed that accreditation might be important for accountability in higher education. In terms of question 18, the majority of respondents agreed with this statement. Furthermore, 95 % of respondents also agreed that the detailed process of accreditation should be revealed to students and parents.

Table 13 represents responses related to self-evaluation. This table shows that 77.6 % of respondents agree that self-evaluation may be an important factor. The data showed that most respondents think that students' opinion surveys should be reflected in self-evaluation results.

Table 13. Response Analysis of Question 21,22,23

Self-Evaluation	Strongly Disagree	Disagree	Agree	Strongly Agree	Average
Self-evaluation is an important factor affecting accountability in higher education	1.6%	20.8%	71.6%	6.0%	2.82
Students' surveys should be reflected in self-evaluation results.	1.1%	8.7%	61.2%	29.0%	3.18
Detailed information, including evaluation processes, should be explained to students.		1.6%	55.2%	43.2%	3.42

Note. Mean is computed based on 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree.

The data presented in Table 14 show response rates with regard to university evaluation (rankings). 71 % of the respondents said that they think university ranking is an important factor, but only 58.4 % respondents agreed that graduates' employment rates should be reflected in university results. Additionally, 93.9 % of respondents indicated that universities should be evaluated according to academic major characteristics.

Table 14. Response Analysis of Question 24,25,26,27,28

University Evaluation	Strongly Disagree	Disagree	Agree	Strongly Agree	Average
University ranking is an important factor affecting accountability in HEIs.	3.8%	25.1%	59.0%	12.0%	2.79
University ranking has an impact on students' choice of school.		7.7%	43.2%	49.2%	3.42
Graduates' employment rates should be reflected in the results of university evaluation results.	9.3%	32.2%	42.6%	15.8%	2.65
Universities should be evaluated respectively according to majors' characteristics.	0.5%	5.5%	39.3%	54.6%	3.48
Current students and graduates' survey results should be reflected in the results of university evaluation results.	3.8%	13.1%	55.2%	27.9%	3.07

Note. Mean is computed based on 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree.

4.3 INFERENTIAL ANALYSIS BASED ON MEAN DIFFERENCE BETWEEN GROUPS

This section presents the results of mean difference based on classification. As outlined previously, *t*-test, *F* statistics, and *post-hoc* test were conducted to determine the mean difference among different groups.

4.3.1 Mean Difference Analysis regarding the Role of Higher Education

Table 15 presents the mean difference among four-class year; freshman, sophomore, junior, and senior. As mentioned earlier, the researcher classified class year into two groups, one group consisting of freshmen and sophomores and the other one including juniors and seniors.

Data in Table 16 show no significant differences between the two groups except for the last question related to getting a job. *t*-test results revealed a statistically significant difference between the two groups with $t = 2.371$, $p < .05$. This result showed that freshmen and sophomores tend to think that higher education is more helpful for getting jobs than juniors and seniors believe.

Table 15. Mean Comparison by Class Year

Question Items (1,2,3,4)	Class Year	*n*	*M*	*SD*	*t*	*p*
Higher education contributes to the economic growth of Korea.	1st, 2nd	87	3.10	.51	.114	.910
	3rd, 4th	96	3.09	.63		
Higher education produces the human capital required for social development.	1st, 2nd	86	3.20	.63	-.551	.582
	3rd, 4th	96	3.25	.65		
Higher education institutions are important places for producing new knowledge and disseminating it to the society.	1st, 2nd	85	3.27	.59	.223	.824
	3rd, 4th	96	3.25	.65		
Higher education is essential for getting a job.	1st, 2nd	86	2.59	.77	2.371*	.019
	3rd, 4th	96	2.30	.87		

Note. *p<.05, **p<.01, ***p<.001

Table 16 illustrates mean comparisons among three different types of universities. As shown in Table 16, the majority of respondents answered that they agree that higher education produces the human capital required for social development. Moreover, most respondents agreed with question 3 regardless of institution type. However, in terms of question 4, respondents showed a somewhat lower level of agreement compared to the other three questions above.

Table 16. Mean Comparison by Institution

Question Items (#1,2,3,4)	Institution Type	*n*	*M*	*SD*	*F*	*p*	*post hoc*
Higher education contributes to the economic growth of Korea.	National	60	3.28	.49	5.911**	.003	A>BC
	Public	62	3.08	.58			
	Private	61	2.93	.60			
Higher education produces the human capital required for social development.	National	60	3.43	.65	5.508**	.005	A>BC
	Public	61	3.18	.59			
	Private	61	3.07	.63			
Higher education institutions are important places for producing new knowledge and disseminating it to the society.	National	60	3.38	.64	2.188	.115	-
	Public	61	3.25	.62			
	Private	60	3.15	.58			
Higher education is essential for getting a job.	National	60	2.57	.79	2.083	.128	-
	Public	62	2.48	.88			
	Private	60	2.27	.82			

Notes. *p<.05, **p<.01, ***p<.001
post-hoc : A=National, B=Public, C=Private

F statistics in Table 16 indicates statistically significant differences (*F*= 5.911, p<.01) among the three different types of universities with regard to Question 1. Also, *post-hoc* tests revealed that students in the national university agreed more (*M*= 3.28) with Question 1 than those in public (*M*= 3.08) and private universities. (*M*= 2.93). Furthermore, with regard to Question 2, results indicated that there were significant differences among three types of groups (*F*= 5.508, *p*<.01). Post-hoc tests showed that the mean score of students attending the national university is higher than that of students attending public and private universities. Data results showed that students at the national university think that higher education not only contributes to the economic growth of Korea but also produces useful human capital more than the public and private universities.

Table 17 represents mean comparisons among three majors regarding questions about the

role of higher education. *F* statistics shows that there were no statistically significant differences among the three majors. In terms of the mean scores, regardless of major, the majority of respondents said that they agree with the four questions related to the role of higher education.

Table 17. Mean Comparison by Major

Question Items (1,2,3,4)	Major	*n*	*M*	*SD*	*F*	*p*	*post hoc*
Higher education contributes to the economic growth of Korea.	Engineering	60	3.08	.59	1.002	.369	-
	Business Administration	62	3.18	.56			
	Social Science	61	3.03	.58			
Higher education produces the human capital required for social development.	Engineering	60	3.22	.64	1.353	.261	-
	Business Administration	62	3.32	.50			
	Social Science	60	3.13	.75			
Higher education institutions are important places for producing new knowledge and disseminating it to the society.	Engineering	60	3.25	.65	.121	.886	-
	Business Administration	62	3.29	.61			
	Social Science	59	3.24	.60			
Higher education is essential for getting a job.	Engineering	60	2.33	.88	2.888	.058	-
	Business Administration	62	2.34	.81			
	Social Science	60	2.65	.80			

Notes. *p<.05, **p<.01, ***p<.001
post-hoc : A=National, B=Public, C=Private

4.3.2 Mean Difference Analysis Regarding Quality of Higher Education

The data presented in Table 18 show mean comparison among class year with regard to questions about factors influencing quality of higher education. Data indicate that all class years of respondents believe that curricular have an impact on higher education quality(freshmen and sophomores [(*M*= 3.41, *SD*= .67]) and, juniors and seniors [(*M*= 3.39, *SD*= .64]). Similarly, the mean scores of all class year of the respondents were represented with a high level of agreement regarding Question 6 and 7 as well. However, there was a slight difference between the two groups for Question 8, freshmen and sophomores (*M*= 2.93, SD= .84) and juniors and seniors (*M*= 3.05, SD= .71). *t*-test results show no statistically significant difference between the two groups with regard to this question.

Table 18. Mean Comparison by Class Year

Question Items (5,6,7,8)	Class Year	*n*	*M*	*SD*	*t*	*p*
Curricula have an impact on quality of higher education quality.	1st, 2nd	87	3.41	.67	.292	.770
	3rd, 4th	96	3.39	.64		
Faculty' capability regarding major area has an impact on higher education quality.	1st, 2nd	87	3.57	.54	.514	.608
	3rd, 4th	96	3.53	.60		
University financial status has an impact on higher education quality.	1st, 2nd	85	3.31	.66	.236	.814
	3rd, 4th	95	3.28	.58		
University's reputation has an impact on higher education quality.	1st, 2nd	85	2.93	.84	-1.057	.292
	3rd, 4th	95	3.05	.71		

Table 19 illustrates mean comparison among students of different institution types with regard to questions about influencing factors on higher education quality. Similar to the results for different class years, the mean of respondents' scores showed a high level of agreement on all questions. More importantly, respondents answered that they believe that faculty's capability

regarding major areas affects higher education quality (National, *M*= 3.72, Public, *M*= 3.52, Private, *M*= 3,43).

F statistics show statistically significant differences (*F*= 5.591, p<.01) by institution types. Students in the national university tend to think that curricula have an impact on higher education quality more than those who attend public and private universities. *F* statistics revealed a significant difference (*F*= 4.249) with regard to Question 6 as well. This result shows that more students in the national university agreed that faculty capability regarding major area has an impact on higher education quality than students the public and private universities indicate. *F* statistics showed that students who attend the national university tend to agree that influences of curricular and faculty's capability on quality of higher education more than those of the public and private university.

Table 19. Mean Comparison by Institution Type

Question Item (5,6,7,8)	Institution Type	*n*	*M*	*SD*	*F*	*p*	*post hoc*
Curricula have an impact on quality of higher education quality.	National	60	3.62	.49	5.591**	.004	A>BC
	Public	62	3.24	.69			
	Private	61	3.34	.70			
Faculty' capability regarding major area has an impact on higher education quality.	National	60	3.72	.45	4.249*	.016	A>BC
	Public	62	3.52	.57			
	Private	61	3.43	.64			
University financial status has an impact on higher education quality.	National	59	3.41	.62	1.994	.139	-
	Public	61	3.30	.59			
	Private	60	3.18	.62			
University's reputation has an impact on higher education quality.	National	59	2.98	.82	.009	.991	-
	Public	61	3.00	.71			
	Private	60	3.00	.80			

Notes. *p<.05, **p<.01, ***p<.001
post-hoc : A=National, B=Public, C=Private

The results described in Table 20 show that *F* statistics reveal no statistically significant

differences among three different majors with regard to questions about factors influencing higher education quality. Data analysis shows that the majority of the respondents, regardless of major, responded that they agree that curricular, faculty capability and university financial status affect higher education quality.

Table 20. Mean Comparison by Major

Question Item (5,6,7,8)	Major	*n*	*M*	*SD*	*F*	*p*	*post hoc*
Curricula have an impact on quality of higher education quality.	Engineering	60	3.43	.67	.396	.673	-
	Business Administration	62	3.34	.68			
	Social Science	61	3.43	.62			
Faculty' capability regarding major area has an impact on higher education quality.	Engineering	60	3.60	.59	1.699	.186	-
	Business Administration	62	3.61	.55			
	Social Science	61	3.44	.56			
University financial status has an impact on higher education quality.	Engineering	59	3.31	.68	.255	.775	-
	Business Administration	61	3.33	.54			
	Social Science	60	3.25	.63			
University's reputation has an impact on higher education quality.	Engineering	59	3.05	.78	.232	.794	-
	Business Administration	61	2.97	.82			
	Social Science	60	2.97	.74			

Notes. *p<.05, **p<.01, ***p<.001
post-hoc : A=National, B=Public, C=Private

When it comes to the last question, 8, there was a slight mean difference among the three different majors (engineering, *M*= 3.05, business administration, *M*= 2.97, social science, *M*=

2.97).

4.3.3 Mean Difference Analysis regarding Accountability

Table 21 shows mean comparison by class year; data present that there were no statistically significant differences by class year with regard to issues of accountability in higher education. However, data show noticeably that the overall majority of respondents indicated that the quality of higher education in Korea should be improved (freshmen and sophomores, *M*= 3.67; juniors, seniors, *M*= 3.66). As shown in Table 22, this result shows that most respondents showed a high level of agreement with this statement.

Table 21. Mean Comparison by Class Year

Question Item (9,10,11,12,13)	Class Year	*n*	*M*	*SD*	*t*	*p*
Quality of higher education in Korea should be improved.	1st, 2nd	85	3.67	.50	.098	.922
	3rd, 4th	95	3.66	.52		
The Korean government's regulations regarding quality of higher education should be strengthened.	1st, 2nd	85	3.06	.75	-.400	.690
	3rd, 4th	95	3.11	.81		
Universities should be given more autonomy.	1st, 2nd	85	3.11	.66	.615	.539
	3rd, 4th	95	3.04	.73		
Universities should focus more on the labor market situation, just like general companies.	1st, 2nd	85	2.52	.88	1.292	.198
	3rd, 4th	95	2.35	.88		
Universities should guarantee students' employment as long as they graduate successfully.	1st, 2nd	87	2.60	.90	.308	.758
	3rd, 4th	95	2.56	.85		

Table 22 exhibits the results of mean comparisons by institution type regarding the same

questions discussed above. Similar to the previous comparison results by class year, data in Table 22 show that most respondents responded agree that the quality of higher education in Korea should be improved regardless of institution type.

Table 22. Mean Comparison by Institution Type

Question Item (9,10,11,12,13)	Institution Type	*n*	*M*	*SD*	*F*	*p*	*post hoc*
Quality of higher education in Korea should be improved.	National	59	3.63	.55	.266	.766	-
	Public	61	3.69	.47			
	Private	60	3.68	.50			
The Korean government's regulations regarding quality of higher education should be strengthened.	National	59	2.92	.70	2.208	.113	-
	Public	61	3.13	.76			
	Private	60	3.20	.84			
Universities should be given more autonomy.	National	59	3.08	.65	5.168**	.007	B>C
	Public	61	3.26	.68			
	Private	60	2.87	.70			
Universities should focus more on the labor market situation, just like general companies.	National	59	2.58	.99	1.478	.231	-
	Public	61	2.41	.84			
	Private	60	2.30	.81			
Universities should guarantee students' employment as long as they graduate successfully.	National	60	2.58	.94	.426	.654	-
	Public	62	2.65	.81			
	Private	60	2.50	.85			

Notes. *p<.05, **p<.01, ***p<.001
post-hoc : A=National, B=Public, C=Private

On the other hand, with regard to questions 11 and 12, respondents showed somewhat negative attitudes toward those questions Namely, a comparatively small number of students responded that they agree with those last two questions compared to the first three questions. *F* statistics show a statistically significant difference (*F*= 5.168, p< .01) by institution type regarding Question 11 related autonomy of HEIs in Korea. This result indicates that respondents in public university tend more to agree that universities have more autonomy than respondents of

private university. The data presented in Table 23 describe mean difference analysis by major with regard to the same questions above. *F* statistics show that there was no significant difference among the three different majors on those questions.

Table 23. Mean Comparison by Major

Question Item (9,10,11,12)	Major	*n*	*M*	*SD*	*F*	*p.*	*post hoc*
Quality of higher education in Korea should be improved.	Engineering	59	3.59	.59	1.221	.297	-
	Business Administration	61	3.74	.44			
	Social Science	60	3.67	.48			
The Korean government's regulations regarding quality of higher education should be strengthened.	Engineering	59	3.03	.91	.242	.785	-
	Business Administration	61	3.08	.71			
	Social Science	60	3.13	.70			
Universities should be given more autonomy.	Engineering	59	3.08	.73	1.696	.186	-
	Business Administration	61	3.18	.67			
	Social Science	60	2.95	.67			
Universities should focus more on the labor market situation, just like general companies.	Engineering	59	2.49	.88	.294	.746	-
	Business Administration	61	2.43	.85			
	Social Science	60	2.37	.94			
Universities should guarantee students' employment as long as they graduate successfully.	Engineering	60	2.55	.83	.085	.918	-
	Business Administration	62	2.61	.95			
	Social Science	60	2.57	.83			

Notes.*p<.05, **p<.01, ***p<.001 *post-hoc* : A=National, B=Public, C=Private

4.3.4 Mean Difference Analysis regarding Quality Assurance

However, in terms of the mean scores related to the first question, there were remarkable results compared to those of the rest of the questions. The majority of the respondents in all types of universities responded that they agree with the first question (national, M= 3.63, public, M= 3.69, private, M= 3.68).

As Table 24 shows, there were no statistically significant differences by class year. However, there were noticeable results that, overall, students do not know about accreditation and self-evaluation. In terms of university ranking by *Jung-Ang-Ilbo*, relatively more respondents said that they know about those rankings compared to responses for the other two questions. Nevertheless, the mean scores (freshmen and sophomores, *M*= 2.60; juniors and seniors, *M*= 2.70) of this question did not indicate a high level of awareness.

Table 24. Mean Comparison by Class Year

Question Item (14,15,16)	Class Year	*n*	*M*	*SD*	*t*	*p*
To what extent do you know about accreditation?	1st, 2nd	87	1.80	.73	-1.212	.227
	3rd, 4th	96	1.94	.75		
To what extent do you know about university rankings provided by *Jung-Ang-Ilbo*?	1st, 2nd	87	2.60	.81	-.834	.405
	3rd, 4th	96	2.70	.81		
To what extent do you know about self-evaluation?	1st, 2nd	87	1.74	.66	-1.371	.172
	3rd, 4th	96	1.88	.71		

Table 25 exhibit mean differences by institution type regarding the same question discussed above. *F* statistics shows no statistically significant differences among institution type. As results show in Table 25, low mean scores of respondent represented with Questions 14 and 16 in Table 26. Similar to the mean scores regarding Question 15 in Table 25, data in Table 26

show that more students knew about university rankings by *Jung-Ang-Ilbo* compared to the mean scores for the other two questions.

Table 25. Mean Comparison by Institution Type

Question Item (#14,15,16)	Institution Type	*n*	*M*	*SD*	*F*	*p.*	*post hoc*
To what extent do you know about accreditation?	National	60	1.75	.68	1.258	.287	-
	Public	62	1.94	.77			
	Private	61	1.93	.77			
To what extent do you know about university rankings provided by *Jung-Ang-Ilbo*?	National	60	2.65	.71	.003	.997	-
	Public	62	2.65	.85			
	Private	61	2.66	.87			
To what extent do you know about self-evaluation?	National	60	1.73	.66	.734	.481	-
	Public	62	1.81	.74			
	Private	61	1.89	.66			

Notes. *p<.05, **p<.01, ***p<.001
post-hoc : A=National, B=Public, C=Private

The data displayed in Table 26 show mean scores related to the same question discussed above by major. Not surprisingly, there were no statistically significant differences by major; low mean scores were produced with all questions. As data showed in Table 24 and 25, data in Table 26 also shows relatively high mean scores regarding Question 15 compared to other two questions. Still, mean scores showed low level of awareness with all questions.

Table 26. Mean Comparison by Major

Question Item (14,15,16)	Major	*n*	*M*	*SD*	*F*	*p*	*post hoc*
To what extent do you know about accreditation?	Engineering	60	1.93	.73	1.205	.302	-
	Business Administration	62	1.94	.72			
	Social Science	61	1.75	.77			
To what extent do you know about university rankings provided by *Jung-Ang-Ilbo*?	Engineering	60	2.57	.81	.719	.489	-
	Business Administration	62	2.74	.77			
	Social Science	61	2.64	.86			
To what extent do you know about self-evaluation?	Engineering	60	1.77	.59	.251	.778	-
	Business Administration	62	1.85	.65			
	Social Science	61	1.80	.81			

Notes. *p<.05, **p<.01, ***p<.001
post-hoc : A=National, B=Public, C=Private

4.4 CORRELATION ANALYSIS

As outlined earlier, correlation analysis was conducted to determine the strength of the correlation between variables. As shown in Table 27, Pearson correlation coefficient, *r* was used for correlation analysis. Data presented in Table 27 shows no statistically significant differences between variables. As discussed previously, the purpose of the correlation analysis was to determine the relationship between two independent variables: perceptions of the role of higher education, the degree of interest with regard to perception of quality assurance and two

dependent variables: attitude towards accountability regarding finding jobs and attitude towards accountability regarding reform of the higher education are linear.

First of all, in terms of the relationship between dependent variable (attitude towards accountability regarding finding jobs) and independent variable (perceptions of the role of higher education), correlation analysis revealed a positive relationship but no statistically significance between the two variables ($r= .89$, $p<.05$). Similarly, there was a positive relationship between dependent variable (attitude towards accountability regarding finding jobs)and independent variable (the degree of interest regarding perception of quality assurance) but there was also no statistically significant difference between the two variables ($r= .14$, $p<.05$). When it comes to the relationship between dependent variable (attitude towards accountability regarding reform of the higher education) and independent variable (perceptions of the role of higher education), there was a negative relationship but no statistically significant difference ($r= -.26$, p, $<.05$). Lastly, data also shows a negative relationship between dependent variable (attitude towards accountability regarding reform of the higher education) and independent variable (the degree of interest with regard to perception of quality assurance) but no statistically significant difference between them ($r= .118$, $p<.05$).

Table 27. Correlation Analysis

Variable	Perceptions of the role of higher education	The degree of interest with regard to perception of quality assurance	Attitude towards accountability regarding finding jobs	Attitude towards accountability regarding reform of the higher education.
Perceptions of the role of higher education	1			
The degree of interest with regard to perception of quality assurance	.041 .579	1		
Attitude towards accountability regarding finding jobs	.089 .230	.014 .853	1	
Attitude towards accountability regarding reform of the higher education	-.026 .730	-.118 .114	.027 .716	1

Note. *p<.05, **p<.01, ***p<.001

4.5 MULTIPLE REGRESSION ANALYSIS

Regression analysis was conducted to determine the combined relationships among independent variables and dependent variables. Namely, regression analysis was used to evaluate how well independent variables predict dependent variables. Table 28 describes the relationship between independent variables and the dependent variable (attitude towards accountability regarding finding jobs). Regression analysis revealed that independent variable a is not a significant (β=

.89, B= .109, p>.5) predictor of dependent variable. Likewise, independent variable b was also presented as not a highly significant (β= .10, B= .011, p>.5) predictor of the dependent variable.

Table 28. Influence on Attitudes towards Accountability related to Finding Jobs

Model	Unstandardized Coefficient		Standardized Coefficient	t	S□g
		Std.□Error	Beta		
(Constant□)	2□114	.331		6.379	.000
Perceptions of the role of higher education	.109	.09	.089	1.193	.□34
The degree of interest regarding perception of quality assurance	.011	.077	.010	.137	.891

Notes. *p<.05, **p<.01, ***p<.001
Constant= predictor,
Dependent variable: Attitude towards accountability regarding finding jobs

Table 29 shows that the relationship between independents variables and the dependent variable Attitude towards accountability regarding reform of the higher education. Multi regression analysis indicate that both independent variable a (β=. 21, B=.21, p>.5) and independent variable b (β= .117, B= .101, p>.5) were not highly significant predictor of dependent variable Attitude towards accountability regarding reform of the higher education. In summary, regression analysis results revealed that two independent variables were not significant predictors for two dependent variables, so there was no causal relationship between the independent variables and the dependent variables.

Table 29. Influence on Attitudes towards Accountability regarding Reform of the Higher Education

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.656	.276		13.248	.000
Perceptions of the role of higher education	-.021	.076	-.021	-.278	.782
The degree of interest regarding perception of quality assurance	-.101	.064	-.117	-1.572	.118

*Notes.**p<.05, **p<.01, ***p<.001
Constant: predictor,
Dependent variable: Attitudes towards Accountability regarding Reform of the Higher Education

5.0 DISCUSSIONS AND CONCLUSIONS

This chapter summarizes the study results based on the quantitative data and discusses the findings from an open-ended question. The purpose of the study was to examine university students' perceptions of quality assurance and university evaluation with regard to accountability in Korea. The purpose of the study did not aim to generalize the findings so study results may not represent all university students in Korea. However, the researcher believes that findings in the study not only will be helpful for the future study related to accountability issues of higher education in Korea but also will provide researchers and policy makers with food for thought.

5.1 SUMMARIZE FINDINGS OF STATISTICAL DATA

In this section, findings will be discussed based on significant statistical data related to research questions.

5.1.1 Summary for Research Question One

Research Question One: How do university students perceive the issue of higher education accountability?

The data in Table 8 showed responses regarding questions related to the role of higher education in Korea. Except responses towards the last question, the majority of respondents responded that they agree or strongly agree with the role of the higher education represented in the survey. Specifically, most students believed that higher education play a significant role in producing human capital for social development as well as contributing to the economic growth in Korea. On the other hand, data in Table 8 indicated that less than half of respondents' answer they agree that higher education is essential for getting jobs. It can be interpreted that university students believe that higher education is not mandatory to find jobs, however, it is helpful for developing society.

The data presented in Table 10 showed 98.3 % of respondents think that they agree or strongly agree that higher education quality should be improved. This data has a significant meaning because almost all respondents believe that HEIs in Korea need to be improved. As discussed earlier, comparatively a large proportion of people in Korea have decided to go to college. In this regard, this matter should be taken into account.

Table 12, Table 13, and 14 illustrated respondents' answers regarding three fundamental issues of accountability in higher education. First of all, the data in Table 12 revealed the majority of respondents think that more rigorous regulations are needed. These responses allowed the researcher to presume that many students think current regulations or relevant laws related to higher education controlled by the Korean government are neither effective nor efficient for accountability. More importantly, 95 % of respondents answered that accreditation procedure should be opened to the students and parents. This result can be inferred that the majority of students recognize the need for knowing about accreditation process in detail.

Table 13 indicated responses to questions regarding self-evaluation in higher education institutions. Data showed 90.2 % of respondents agree that their opinions regarding quality of education should be included in self-evaluation results. It allowed the researcher to think that the majority of the respondents do not think that their thoughts or opinions on higher education quality issues have not been reflected seriously thus far. Another noticeable result in Table 13 exhibited 98.4 % of respondents answered that detailed information of self-evaluation needs to be revealed to students as well. This result can be interpreted that most students not only do not know that self-evaluations are only done by some administrators in higher education, but recognize the importance of their opinions or thoughts on that issues.

Table 14 showed responses related to university rankings. The results revealed 71 % of respondents agree that university rankings are important factor affecting accountability in HEIs. Compared with other responses regarding accreditation and self-evaluations, the degree of the agreement with this statement was not that high. Also, the majority of respondents (92.4 %) answered university ranking has an impact on students' school choice. In light of this, most students consider university ranking when choosing schools. Also, 93.9 % of respondents agreed that universities should be evaluated according to each major's characteristics. This result showed that students argue that the criteria for university rankings should be more diverse than it is now.

5.1.2 Summary for Research Question Two

To what extent do university students know about education policies and issues regarding quality assurance and university evaluation?

Table 11 showed the results of responses regarding quality assurance of HEIs in Korea. Before conducting a survey, the researcher presumed that only few students know about those issues, particularly accreditation and self-evaluation. As a result, a small number of respondents answered that they know about these three major factors related to quality assurance. There is no question that the primary purpose of quality assurance is to provide students with a better educational environment. Nevertheless, both accreditation and self- evaluation are unknown information to most university students in Korea.

5.1.3 Summary for Research Question Three

What are the important factors affecting accountability in HEIs in Korea? The data in Table 9 described that the majority of respondents (91.8 percent) believe curricula are one of the most important influencing factors on higher education quality. Furthermore, 96.2 percent of respondents responded that the faculty's capability is also significant with regard to the quality of education. Also, 92.8 percent of respondents stated they agree or strongly agree that HEIs' financial status is another influencing factor on higher education quality. These results revealed that almost all students think that provided the curricular and faculty's capability regarding their specialty would have an impact on the quality of higher education institutions.

Additionally, when it comes to the influence of accreditation, self-evaluation, and university ranking, 79.4 %, 77.6 %, and 71 % of respondents stated that these three things may have an impact on accountability, respectively. Interestingly, the proportion of response rates for each question were not that different, rather very similar, consequently the results can be interpreted that the majority of respondents tend to think there is a great difference among three types of factors related to accountability in higher education in Korea.

5.1.4 Summary for Research Question Four

How do answers to the first two research questions differ among types of institutions (national, public, and private) and by majors?

In terms of comparison among different groups, the data revealed some mean differences with regard to some questions in the study. First, Table 15 showed that t-test indicates freshmen and sophomores think that higher education is essential for getting jobs more than juniors and seniors. The degree of agreement of this question was not high, but it revealed freshmen and sophomores tend to believe that higher education is helpful for getting jobs compared with juniors and seniors. It allowed the researcher to interpret that the upper classmen changed their thoughts on the purpose of the higher education as they have some experiences at school.

Second, Table 16 described statistically significant differences among the groups. Students in the national university have the tendency to agree more with these two statements: higher education contributes to the economic growth in Korea and higher education produces the human capital required for social development. The researcher presumed the fact that their university is the national university that operated under the supervision of the Korean government and funding enabled them to agree with these statements more compared with students in public and private universities.

Third, the data in Table 19 showed statistically significant differences among the different groups regarding question about influencing factors on higher education quality. Specifically, more respondents in the national university stated that they agree or strongly agree with influences of curricular and faculty' capability on quality of higher education than respondents in public and private universities. This result could be considered respondent in the national university get to know these two things are significant in regard to the quality of higher

education from their own experiences. The data enabled the researcher to surmise their first considerations were curricular and the faculty' capability when they chose which colleges to attend.

Lastly, as shown in Table 22, statistical results indicate that significant differences exist in respondents' perceptions regarding major issues for accountability in higher education. The data in Table 22 showed respondents in the public university (*M*= 3.26) tend more to agree that universities should be given more autonomy compared with respondents of the private university (*M*= 2.87). This result can be interpreted that most respondents in public universities are more likely to think that private universities have more autonomy than public or national universities.

5.2 DISCUSS RESPONSES OF THE OPEN ENDED QUESTION

In this section, the findings from the open-ended question will be addressed as meaningful supplementary information to support quantitative data results mentioned earlier. All respondents were asked to write their any opinions or thoughts on higher education in Korea. However, unlike other questions based on a Likert response scale, only some students have opinions or thoughts on higher education in Korea. As a result, several students provided their own opinions through the survey in this study.

Respondents thought that higher education should be improved and there are some serious problems regarding current higher education in Korea. Opinions obtained through the open-ended question can be addressed respectively because each student expressed somewhat different thoughts on higher education in Korea.

Student one: I think that there are several problems related to higher education in Korea. But I think one of the most serious problems is that most students need to spend lots of time and money to find jobs. That means that higher education may need to focus more on practical learning. Most of my friends have spent lots of time and money to get some certificate, which would be helpful for them to get jobs. If possible, universities need to provide students with more practical curricular so that students do not need to worry about finding jobs too much.

Student one is concerned about a lack of practicability of curricular in higher education institutions. Student one stated that the problem of employment, which is one of the serious matters in Korea. Many statistical results have revealed that numerous people in Korea hold a bachelor degree but the fact that holding a bachelor degree does not always mean that would be helpful for getting jobs after graduate.

Student two: In my opinion, I hate to say that the primary role of higher education is to help students find jobs; however, in reality, the majority of high school students decide to go to college to find better jobs. Although a bachelor degree does not always ensure their employment, it is true that most universities tend to publicize graduates employment rate.

Student two points out that a real problem exists in society. Some argue that the primary purpose of higher education is to promote quest for learning as pure purpose but the others insist that higher education should also play a practical role in society.

Student three: I know little about accreditation done by some relevant agency now but I saw some articles that talk about university rankings. In my opinion, the Korea tends to follow what U.S did in many ways with regard to education. Of course, the U.S has advanced higher educational systems as well as world - class universities. But the Korea government and people

who work at educational agencies need to think about our own situation seriously before taking some regulations or policies from the U.S.

Student three believes that the Korea government needs to consider educational matter autonomously. Student may think that many criteria for evaluation and solutions came from the U.S.

Student four: I heard that the Korean government implement education budget cut so many universities are trying to reduce the size of some unpopular majors in their universities. Personally, I doubt that this new policy would be useful for universities in the future.

Student four talks about somewhat a complicated issue regarding budget cuts. Definitely, it is food for thought in that this issue has a huge impact on higher education in many ways.

Student five: A lot of students apply to graduate schools to earn a masters or a doctoral degree. Some students want to learn more about their major so they decide to go to graduate school. But other students apply to graduate school since they believe that advanced degree would be helpful for them to get better jobs. I think this situation results in over-educated people who do not know what they really want to do in society with advanced degrees.

Student five indicates that too many students decided to go to graduate school and it can be interpreted that student five think that increased number of the masters and doctoral students may bring about another types of social problem.

Student six: While I was participating in this survey, I got to know about the issue of quality assurance in higher education. And I guess self-evaluation and accreditation may have impact on quality of higher education. Nonetheless, the problem is that only few students probably heard of it.

Student seven: Too many students in high school decided to go to college regardless of their goal, dream. As a result, after graduating lots of student will face another problem such as unemployment.

Student eight: I am not sure how many universities are there in Korea but I think that too many universities exist in Korea. After graduate, some students have a hard time finding jobs due to lack of competiveness.

Student nine: I hope universities provide more useful elective classes, which enable students to think about some social issues or society and help students discuss a variety of field regardless of their majors with other students.

Student ten: I do not understand why almost universities increase tuition fee continuously.

Student eleven: I learned many things regarding accreditation in higher education by participating this survey. I have been thinking about the role of college students. I wonder how many administrators are willing to listen to students to know about students' thoughts on some issues.

Student twelve: I hope universities need to listen to their students and let them know about some policies with regard to quality of education. I am pretty sure only a small number of students know about accreditation or self-evaluation.

Student thirteen: Personally, I believe that students are important customer because universities could not exist without students. Therefore, universities need to listen to their students including graduates so that they solve or relieve some chronic problems.

Student fourteen: I have never heard about accreditation and self-evaluation. After completing this survey, I recognized that students' opinions should be included in self-evaluation

results seriously. If only a small part of students were participated in some survey, that is also need to be revised.

Student fifteen: I would like to say that the primary purpose of higher education need to be related to developing cognitive skills based on majors. I know that many students are worried about findings jobs. Nonetheless, I still believe that higher education needs to play a role in disseminating new knowledge.

Student sixteen: There are similar problems in almost all of the universities in Korea such as tuition increase, graduates' employment rate, and the lack of budget and so on. I hope higher education in Korea will be improved in many ways but I think it will take longer than we thought.

The last five students provide meaningful opinions regarding higher education in Korea. They expressed their own thoughts based on their experience and most of their opinions are valuable in that they refer to substantive issues in higher education in Korea.

All in all, I think that all respondents in an open-ended question provided noticeable opinions related to problems of higher education in Korea. All respondents expressed current issues clearly and strongly based on their own experiences and thoughts. I think many Korean strongly agree that higher education should be changed and improved to solve some chronic problems that have been existed for years. First of all, higher education in Korea no longer guarantees that students who hold a bachelor degree can have better chance to find jobs. In other words, there is no advantage in earning a college degree because approximately 90 % of Korean high school graduates go to college. Compared to the number of potential college students (current high school students), the number of HEIs in Korea has been sharply increased over the last few decades.

This brought about serious unemployment in Korea. Since most high school students go to colleges, a college degree have regarded as just like a high school diploma in Korea. Consequently, many students have considered an advanced degree such as a master's degree.

Another serious problem is about higher education quality in Korea. In my opinion, an increase in the number of HEIs has brought about deterioration in higher education quality. Although there is little evidence that support this argument, there is no question that HEIs in Korea have focused on quantitative expansion than qualitative improvement to meet the needs of society. However, it is inevitable for HEIs in Korea to make a great effort in order to improve higher education quality. I think that respondents enabled me to make sure that they have also valuable messages regarding problems of higher education in Korea. Again, I believe that college students' opinions would be helpful for administrators and policy makers who want to reform and change higher education policies so as to improve HEIs in Korea.

5.3 IMPLICATIONS

On January 28, 2014 the Korean government has announced that they will reconstruct higher education in order to improve the quality of higher education. As the number of school - age population has decreased over the last few years, the Korean government has developed a long - term plan for higher education reforms. Needless to say, the primary purpose of this national project is to improve quality by reconstructing HEIs. In recent years, the Korean government has initiated several projects that are aimed at improving higher education quality. Although these projects had different detailed plans, the primary purpose of all projects was to improve and

develop higher education in Korea. But there were no projects that had included students' perceptions on higher education issues.

5.3.1 Implications for Policy

As previously discussed in Chapter 1, college students in Korea have not been regarded as primary customers, rather they have been considered passive customers in HEIs. Compared to the U.S., Korean students have few opportunities to express their opinions regarding education issues in HEIs. Traditionally, Korean students are not accustomed to giving their own opinions in class and presumably, it may have affected their attitudes towards educational issues. But the results of this study revealed that students have some meaningful opinions and thoughts on educational issues and they agreed that students' opinions should be reflected in survey results.

Education policies in Korea have been focused on improving the educational system and programs that are related to the quality of higher education. Each higher education institution has their own Student Affairs, which help students adjust to school, as well as support them by providing various services. One of the most significant roles of Student Affairs is to focus on a students learning and outcomes. In order to evaluate a students' achievement, many HEIs have tried to make effective programs that would allow students to be more knowledgeable about their schools. However, it is that HEIs have tried to consider students' perceptions on current issues regarding accountability.

Education polices for higher education are also needed to reflect college students' opinions in order for education policies to have practical effects without several side effects. In this respect, education policies in Korea tend to be changed so frequently and it brings about confusions to students. Education policies need to be made more carefully, because it would

have huge impacts on students in many ways. There is no doubt that education policies aim at improving and developing education quality. However, it is thought that most education policies have been made to produce tangible outcomes such as an increased number regarding evaluation criteria. But arguably, education policies need to consider hidden impacts related to students' future plans and sustainable development of Korean higher education.

The study results showed that students' perceptions on accountability issues in higher education and their opinions on this matter enabled the researcher to make sure of the importance of students' participation in higher education. In summary, Korean HEIs need to listen to their students by providing them with chances to share their opinions on educational issues. Also, policy makers need to think about issues of student involvement while trying educational policies in the future. Students should be considered not as just passive consumers, but as active consumers who will be strongly influenced by educational policies.

5.3.2 Implications for Practice

Findings from this study demonstrated that students' perspectives provided some noticeable comments on accountability issues in Korea. Due to the lack of literature regarding college students' perceptions on higher education, administrators and policy makers may not know to what extend on how college students perceive accountability issues in higher education. Before conducting the survey for this study, the researcher presumed that most students do not know about some of the key factors influencing accountability in Korea. Accreditation, self-evaluation, and university rankings turned out to be unfamiliar issues to most students in this study.

This study also revealed that most students think curricular and faculty capabilities related to their major specialties are both significant factors influencing higher education quality.

Students are well aware of education quality, but previous studies do not relate to the matter focused on students' perspectives but rather, most of them dealt with education issues based on administrators' standpoints. The researcher thinks that HEIs need to develop some research centers that are focused on students' participation through a variety of ways. Only a few HEIs in Korea have their research centers conduct surveys on higher education issues. They also do not deal with students' participation in terms of their satisfactions or concerns about higher education quality.

It is recommended that more HEIs in Korea listen to their current and even previous students' opinions regarding the quality of higher education through various ways. Furthermore, policy makers should take some time to reflect about what education policies could be effective and helpful for students in the long run. This study also revealed that most students think that the quality of higher education in Korea should be improved. There is no question that these results contain multiple meanings. It can be assumed that students do not think that current higher education quality in Korea is not that high compared to other countries. Also, students probably want higher education policies and relevant regulations to be changed and revised. From the researcher's view, it may be useless to make new policies or programs to improve the accountability in higher education, if students cannot recognize any of the benefits from these policies.

All in all, this study found that college students provide food for thought, in that they expressed thoughtful opinions on issues of accountability. Moreover, findings from this study indicated that future studies are needed in order to determine what educational policies should be developed to enhance the quality of higher education, as well as, what HEIs need to do to improve their competitiveness. Without feedback from students, accountability in higher

education would not be improved effectively. Administrators and policy makers should take students' perceptions on education issues into account because each student could be a main indicator that helps to identify accountability in higher education.

5.4 CONCLUSION

The primary purpose of the study was to determine university students' perceptions of accountability in higher education in Korea. The statistical data results revealed several meaningful findings in the study. The researcher presumed that only a few students are aware of accreditation, university rankings provided *Jung-Ang-Ilbo* and self-evaluation and data results supported the researcher's assumption clearly. There were some noticeable findings regarding students' perspectives on questions about the importance of students' involvement. The majority of the respondents agreed with that their opinions on accountability issues should be considered in some ways. As discussed earlier, students are the most significant stakeholders in HEIs. Nevertheless, policy makers and administrators have overlooked students' perceptions on higher education issues.

The results in the study indicated that most students answered to questions seriously than the researcher thought. That means that they should be considered as one of the significant discussant so that they express their opinions on accountability in higher education. Another interesting result is about mean difference among different groups. Students of the national university tend to strongly believe that higher education contributes to the social development as well as the economic growth in Korea. The result indicate that the majority of the respondents,

regardless of major and institution type, think both curricular and faculty' capability are important things in improving quality of higher education. It may allow HEIs to consider two things as the bottom line of improvement of quality of higher education.

This study intended to examine the college students' perspectives on accountability in higher education in Korea. As mentioned earlier, due to lack of studies regarding perceptions of college students in Korea, we do not know how college students think about accountability in higher education. In spite of the fact that students are the primary customers in HEIs, the importance of their opinions on education issues have been disregarded compared with that of administrators and policy makers. All in all, students' opinions need to be taken into account in order to find more effective solutions for enhanced accountability in higher education.

5.4.1 Recommendations for Future Study

The purpose of this study was not to generalize the findings, rather provide information with regard to college students' perceptions on typical examples related to accountability in order to make it would be the groundwork for future study. Although few previous researchers have dealt with students' perspectives on some educational issues, that was not closely related to accountability in higher education. This study conducted a survey with selected students based on some classification. Three different types of majors, three different types of schools, and class year were administered for the survey. I would like to recommend that future study choose other types of majors that were not selected in this study so as to obtain more diverse results through the survey.

It is also recommended that future studies mainly focus on qualitative data based on open-ended question or close-ended questions. I think an additional qualitative study probably

enables the future researcher to gain more details in terms of problems of higher education in Korea. Lastly, the future study may need to use more detailed questions for the survey because survey questions in this study are designed simply to obtain fundamental information related to perceptions of college students in Korea.

5.4.2 Great Example of College Students' Survey

HEIs in Korea have no research center that conduct surveys with college students across the country. Of course, Korea has some helpful centers that conduct research on educational issues, but they do not conduct surveys with students to examine their perceptions of educational issues. Some educational research centers, such as Korean Educational Development Institute (KEDI) and Korean Educational Statistics Service (KESS), have played important roles in providing useful research information on education and statistical data with regard to all levels of education (from K-12 education to higher education). However, there is no research center that acts as informants to provide researchers and educators with students' perceptions on educational issues in Korea.

Here is a great example of a research center that has played an important role by conducting surveys with freshmen across the country in U.S. Higher Education Research Institute (HERI) at the University of California, Los Angeles has been regarded as one of the most important research centers on HEIs in the U.S. HERI provides a lot of research information related to higher education issues and its impact on students. HERI conducts various types of surveys with regard to higher education. HERI has the cooperative institutional researcher program (CIRP), which is a major program related to college student surveys. According to the HERI (2014), "CIRP is a national longitudinal study of the American higher education system. It

is regarded as the most comprehensive source of information on college students" (HERI, 2014, para. 1).

Among CIRP's surveys, the CIRP Freshman Survey is a great example of one of the representative college student surveys in U.S. HERI (2014) explains that:

> Each year, hundreds of two-year colleges, four-year colleges and universities administer the CIRP Freshman Survey to hundreds of thousands of entering students during orientation or registration. The survey covers a wide range of student characteristics: parental income and education, ethnicity, and other demographic items; financial aid; secondary school achievement and activities; educational and career plans; and values, attitudes, beliefs, and self-concept. (HERI, 2014, para. 1-2)

It is important that CIRP focuses on freshmen student surveys in order to examine college students' opinions and thoughts within higher education context. This survey enables policy makers and administrators in higher education to know more about perspectives of freshmen based on key points. Aside from this survey, HERI also has a college senior survey (CSS) that is designed for graduating seniors.

HERI describes the CSS as follows: The CSS focuses on a broad range of college outcomes and post-college goals and plans including:

- Academic achievement and engagement
- Student-faculty interaction
- Cognitive and affective development
- Student goals and values
- Satisfaction with the college experience
- Degree aspirations and career plans and Post-college plans. (HERI, 2014, para. 2)

As previously mentioned, higher education in Korea has not focused on the perceptions of students on educational issues. Rather, students are regarded as the passive customer, whose opinions and thoughts are not considered in any way. The serious problem is that college students in Korea do not even know how to express their opinions regarding higher education. This is because they have a lack of experiences on survey participation related to higher education. HERI' college student survey is great example of students participation since it provides a lot of information on college students focus on satisfaction, goals, values, and plans.

As discussed earlier, educators and policy makers in Korea should treat college students as active customers rather than passive customers who just use products without any feedbacks on their products. In my opinion, problems could not be solved without understanding causes that are closely related to the crux of problems. In other words, administrators and policy makers in Korea need to try to understand college students' opinions towards higher education in order to seek solutions for the problems Korea higher education face now.

5.4.3 Closing Thoughts

Over the last few years, I have been thinking about higher education in Korea more than ever. Since I came to the U.S., I have learned about higher education policies, relevant issues through lectures and literature. As an international doctoral student whose major is higher education administration in the U.S., I had opportunities to look at some basic but fundamental issues in higher education by comparing the Korea with some countries. Personally, I strongly believe that higher education in Korea has been a significant role in facilitating economic development of Korea for the last decades. Lack of material resources forced the Korean to be more focused on education more than any other countries. Economic growth requires a variety of knowledge and

technologies in many fields and I believe many of required knowledge and technology had obtained through higher education.

However, it is time to be concerned about accountability in higher education more seriously. Over the last years, many have discussed the purpose or role of higher education all over the world. On one hand, higher education exists to produce new knowledge and disseminate it to society through teaching and learning in HEIs. Those who advocate this argument tend to stress on contributions of higher education to the society. For this reason, they tend to focus on employment issues.

One the contrary, some people argue that HEIs need to emphasize a learning process, which may enables students to develop abilities to think logically and foster values towards various issues in the world. I think both aspects have reasonable reasons so it is not hard to say that which side is more important than the other one. Nonetheless, there is one thing we all need to make sure is that today is a knowledge-based society and it requires advanced knowledge and global competitiveness so HEIs need to focus more on these current societal needs. The Korean government has announced a plan for reconstructing of HEIs in Korea. Undoubtedly, one of the primary purposes of the accountability is to improve quality of higher education. As most other types of reconstructions, this plan is also intended to reduce the number of students therefore this plan will evaluate effectiveness of HEIs based on various criteria. But I hope that HEIs and the Korean government take some time to think a basic question, “For whom is the educational policies intended?”

APPENDIX A

QUESTIONNAIRE

ENG

Survey Instrument

Demographic Information

1) Type of Institution: a) National b) Public c) Private

2) Class year: a) Freshman b) Sophomore c) Junior d) Senior

3) Major:

4) Gender: a) Male b) Female

General questions

Directions: Questions in this section ask about how you think about the role of higher education. Please rate how strongly you agree or disagree with each of the following statements.

	The role of higher education	Strongly Agree	Agree	Disagree	Strongly Disagree
Q1.	Higher education contributes to the economic growth of Korea				
Q2.	Higher education produces the human capital required for social development.				
Q3	Higher education institutions are important places for producing new knowledge and disseminating it to the society.				
Q4.	Higher education is essential for getting a job.				

Directions: Questions in this section ask what how you think about influencing factors on quality of higher education. Please rate how strongly you agree or disagree with each of the following statements.

	Influencing factors on quality of higher education	Strongly agree	Agree	Disagree	Strongly disagree
Q5.	Curricula have an impact on quality of higher education quality.				
Q6.	Faculty' capability regarding major area has an impact on higher education quality.				
Q7.	University financial status has an impact on higher education quality.				
Q8.	University's reputation has an impact on higher education quality.				

Directions: Questions in this section ask about how you think about major issues for accountability in higher education. Please rate how strongly you agree or disagree with each of the following statements.

	Major issues for accountability in higher education	Strongly agree	Agree	Disagree	Strongly Disagree
Q9.	Quality of higher education in Korea should be improved.				
Q10.	The Korean government's regulations regarding quality of higher education should be strengthened.				
Q11.	Universities should be given more autonomy.				
Q12.	Universities should focus more on the labor market situation, just like general companies.				
Q13.	Universities should guarantee students' employment as long as they graduate successfully.				

Directions: Questions in this section ask about your about general perceptions of quality assurance. Please rate the extent to which you know about each of the following statement.

	General perception of quality assurance	Not at all aware	Slightly aware	Moderately aware	Extremely aware
Q14.	To what extent do you know about accreditation?				
Q.15	To what extent do you know about university rankings provided by *Jung-Ang-Ilbo*?				
Q.16.	To what extent do you know about self-evaluation?				

Directions: Questions in this section ask about how you think about accreditation. Please rate how strongly you agree or disagree with each of the following statements.

	Accreditation	Strongly agree	Agree	Disagree	Strongly disagree
Q17.	Accreditation is an important factor affecting accountability in HEIs.				
Q18.	HEIs should be accredited by somewhat strict standards.				
Q19.	The detailed process regarding accreditation should be revealed to the students and parents.				
Q20.	Surveys of graduates should be included in the process of accreditation.				

Directions: Questions in this section ask about how you think about HEIs' self-evaluation. Please rate how strongly you agree or disagree with each of the following statements.

	Self-evaluation	Strongly agree	Agree	Disagree	Strongly disagree
Q21.	Self-evaluation is an important factor affecting accountability in higher education				
Q22	Students' surveys should be reflected in self-evaluation results.				
Q23.	Detailed information, including evaluation processes, should be explained to students.				

Directions: Questions in this section ask about how you think about university evaluation. Please rate how strongly you agree or disagree with each of the following statements.

	University evaluation	Strongly agree	Agree	Disagree	Strongly disagree
Q24.	University ranking is an important factor affecting accountability in HEIs.				
Q25.	University ranking has an impact on students' choice of school.				
Q26.	Graduates' employment rates should be reflected in the results of university evaluation results.				
Q27.	Universities should be evaluated respectively according to majors' characteristics.				
Q28.	Current students and graduates' survey results should be reflected in the results of university evaluation results.				

*** Open-ended question: What else would you like to add that has not been covered on survey questions above?**

설문지

Korean ver.

연구의 목적
본 연구의 목적은 한국 대학교의 책무성 (대학교가 그들의 역할과 그들이 소비자에게 미치는 영향 등에 대해 책임감을 갖는 것) **과 관련하여 대학의 질에 영향을 미치는 주요 요소에 대한 한국 대학생들의 인식을 알아보기 위한 것입니다.** 지난 수 년 동안 대학교육의 책무성과 관련한 대학의 질에 대한 중요성은 대학교육과 관련된 매우 중요한 문제로써 한국을 포함한 세계 많은 나라에서 중요한 문제로 인식되어왔습니다. 그러나 그동안 대학교육의 중요한 소비자인 대학생들이 대학교육의 질이나 그 역할에 대해 어떻게 생각하는지에 대한 연구는 거의 없었습니다.
대학교의 책무성에 대한 연구를 위한 중요한 자료로써 대학생 여러분 한 분 한 분의 의견은 매우 소중한 자료로 이용될 것입니다.

본 연구에 이용되는 설문지의 결과는 본인의 개인 연구 이외에 어떠한 목적으로도 사용되거나 공개되지 않을 것임을 밝힙니다.

소중한 시간을 내어 설문에 응해주셔서 대단히 고맙습니다.

피츠버그 대학교
교육대학
고등교육행정학과
오예진 올림

설문응답자 기본 정보

1) 재학 중인 학교 종류: a) 국립 b) 공립 c) 사립

2) 재학 중인 학년: a) 1 학년 b) 2 학년 c) 3 학년 d) 4 학년

3) 전공:

4) 성별: a) 남자 b) 여자

질문설명: 1 번부터 4 번까지의 질문들은 귀하가 대학교육의 역할(기능)에 대하여 어떻게 생각하는지 묻는것입니다. 각각의 질문에 대해 귀하가 어느 정도 동의 또는 반대하는지 체크해주세요.

	대학교육의 역할(기능)	매우 동의한다	동의한다	동의하지 않는다	전혀 동의하지 않는다
Q1.	대학교육은 경제발전에 기여한다.				
Q2.	대학 교육은 사회발전을 위한 인적자원을 생산한다.				
Q3	대학교는 새로운 지식을 생산하고 그것을 사회에 전달하는 중요한 곳이다.				
Q4.	대학 교육은 직업을 찾는데 필수적이다.				

질문설명: 5 번부터 8 번까지의 질문들은 귀하가 대학교육의 "질" 에 영향을 미치는 요소에 대하여 어떻게 생각하는지 묻는것입니다. 응답 요령은 앞의 질문들과 같습니다.

	대학의 질에 영향을 미치는 요소	매우동의한다	동의한다	동의하지 않는다	전혀 동의하지 않는다
Q5.	대학에서 제공되는 교육과정은 대학의 질에 영향을 미친다.				
Q6.	교수진의 전공과 관련한 역량(능력)은 대학 교육의 질에 영향을 미친다.				
Q7.	대학의 재정 상태는 대학 교육의 질에 영향을 미친다.				
Q8.	대학의 명성은 대학 교육의 질에 영향을 미친다.				

질문설명: 9 번부터 13 번까지의 질문들은 귀하가 대학 교육의 책무성과 관련된 이슈에 대해 어떻게 생각하는지 묻는 것입니다. 응답 요령은 앞의 질문들과 같습니다.

	대학 교육의 책무성과 관련된 이슈	매우 동의한다	동의한다	동의하지 않는다	전혀 동의하지 않는다
Q9.	한국 대학 교육의 질은 향상 되어야 한다.				
Q10.	한국 정부는 대학 교육의 질과 관련된 규제들을 강화해야한다.				
Q11.	대학들에게 보다 많은 자율성이 주어져야한다.				
Q12.	대학들은 일반 회사들과 마찬가지로 노동시장(졸업후 일하게 될 상황)에 보다 집중해야 한다.				
Q13.	학생들이 성공적으로 졸업을 한다면, 대학은 학생들의 취업을 보장해주어야 한다.				

질문설명: 14 번부터 16 번까지의 질문들은 귀하가 대학의 "질"과 관련된 주요 이슈에 대해 어떻게 생각하는지 묻는것입니다. 응답 요령은 앞의 질문들과 같습니다.

- **대학기관평가인증제**: 대학교가 고등교육기관으로써 기본 조건들을 만족하고 있는지를 평가하여 그 결과를 사회에 알림으로써 궁극적으로는 대학교육의 질을 높이기 위한 제도이다.

- **대학 자체 평가 보고서**: 대학교가 고등교육법에 따라 학교 운영 전반(연구, 시설 등)에 걸친 주요 사항을 ' 대학 스스로 평가'하는 보고서로써 학교 홈페이지등에 공시하게 되어있는 보고서이다.

	대학의 질과 관련된 이슈	전혀 모른다	거의 모른다	조금 알고있다	잘 알고 있다
Q14.	대학 기관인증제에 대해 어느 정도 알고 계십니까?				
Q.15	중앙일보사가 제공하는 대학 랭킹에 대해 어느 정도 알고 계십니까?				
Q.16.	대학의 "자체 진단평가 보고서"에 대해 어느 정도 알고 계십니까?				

질문설명: 17 번부터 20 번까지의 질문들은 귀하가 대학기관인증제에 대해 어떻게 생각하는지 묻는것입니다. 응답 요령은 앞의 질문들과 같습니다.

	대학기관인증제	매우 동의한다	동의한다	동의하지 않는다	전혀 동의하지 않는다
Q17.	대학기관인증제는 대학교들의 책무성에 중요한 영향을 미치는 요소일 것이다.				
Q18.	대학교들은 다소 엄격한 기준으로 평가되어야 한다.				
Q19.	대학 기관 인증제에 관한 자세한 과정은 학생들과 학부모들에게 공개되어야한다.				
Q20.	졸업생들을 대상으로 하는 설문조사 결과를 인증제 과정에 포함시켜야 한다.				

질문설명: 21 번부터 23 번까지의 질문들은 귀하가 대학교들의 "자기진단평가"에 대해 어떻게 생각하는지 묻는것입니다. 응답 요령은 앞의 질문들과 같습니다.

	대학자기진단평가	매우 동의한다	동의한다	동의하지 않는다	전혀 동의하지 않는다
Q21.	자기 진단평가는 대학의 책무성에 중요한 영향을 미치는 요소일 것이다.				
Q22	학생들을 대상으로 하는 설문조사 결과는 대학들의 자기 진단평가에 반영되어야 한다.				
Q23.	평가과정을 포함한 자세한 정보들은 학생들에게 설명되어야 한다.				

질문설명: 24 번부터 28 번까지의 질문들은 귀하가 대학랭킹과 관련한 대학 평가에 대해 어떻게 생각하는지 묻는 것입니다. 응답 요령은 앞의 질문들과 같습니다.

	대학평가 (랭킹)	매우 동의한다	동의한다	동의하지 않는다	전혀 동의하지 않는다
Q24.	대학 랭킹은 대학교들의 책무성에 중요한 영향을 미치는 요소이다.				
Q25.	대학 랭킹은 학생들의 대학 선택에 영향을 미친다.				
Q26.	졸업생들의 취업률은 대학 평가(랭킹)에 반영되어야 한다.				
Q27.	대학들은 각 전공에 따른 특성에 맞추어 다른 방식으로 평가되어야 한다.				
Q28.	현재 재학중인 학생들과 졸업생들을 대상으로 한 설문조사 결과는 대학평가 (랭킹)에 포함되어야 한다.				

****** 한국 대학 교육에 대해 기타 의견이 있으시면 말씀해주세요.**

APPENDIX B

IRB EXEMPT APPROVAL LETTER

3500 Fifth Avenue
Pittsburgh, PA 15213
(412) 383-1480
(412) 383-1508 (fax)
http://www.irb.pitt.edu

University of Pittsburgh
Institutional Review Board

Memorandum

To: Yejin Oh
From: Christopher Ryan PhD, Vice Chair
Date: 5/1/2014
IRB#: PRO14030716
Subject: Korean University Students' Perceptions of Accountability in Higher Education: Focused on Quality Assurance

The above-referenced project has been reviewed by the Institutional Review Board. Based on the information provided, this project meets all the necessary criteria for an exemption, and is hereby designated as "exempt" under section
45 CFR 46.101(b)(2)

Figure 13. IRB Exempt Approval Letter

APPENDIX C

CONCENT SCRIPT

Dear. Students:

You are invited to take part in a research study of how university students perceive accountability in higher education in Korea. Please read this form carefully and ask any questions you may have before agreeing to take part in the study.

Purpose of the Study

This research study is designed to collect data for a doctoral dissertation. The purpose of this study is to examine university students' perceptions of current issues regarding quality assurance and university evaluation in Korea in order to investigate how do students perceive the issue of higher education accountability.

If you are willing to participate, I will conduct a survey with you. This survey will take about 10-15minutes to complete. This survey will include questions about your background (e.g., gender, class year, major), as well as about your perception on the quality of higher education, university evaluation regarding accountability.

Confidentiality

There will be no identifiable information obtained in connection with this study. Your name, address and other identifiable information will not be collected. All of your responses, including demographic information, will be kept in a locked file. Taking part in this study is completely voluntary, and there is no any compensation for your participation.

NOTE: The purpose of this study is to seek a response to the following research question: How do university students perceive the issue of higher education accountability? This survey questionnaire is designed to ask you to answer general questions regarding accountability in higher education based on your own opinion rather than it seeking your opinion about the university where you are currently attending.

Investigator Contact information

The researcher conducting this study is Yejin Oh, who is a doctoral student at the University of Pittsburgh. If you have any questions, please feel free to contact me via email at Yejinoh21@gamil.com

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