

<https://doi.org/10.33472/AFJBS.6.9.2024.3680-3696>



African Journal of Biological Sciences

Journal homepage: <http://www.afjbs.com>



Research Paper

Open Access

Changes and Implications according to University Restructuring Policy - Focused on the 1st, 2nd, and 3rd round evaluations of universities-

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Volume 6, Issue 9, 2024

Received: 09 March 2024

Accepted: 10 April 2024

Published: 20 May 2024

[doi:10.33472/AFJBS.6.9.2024.3680-3696](https://doi.org/10.33472/AFJBS.6.9.2024.3680-3696)

Abstract

The Korean government's university restructuring policy began in national universities in 1998 to prepare for the reduction in the school-age population and to improve university competitiveness. Since then, it has steadily been performed by the Roh Moo Hyun Government, the Lee Myung Park Government, Park Geun Hye Government, and Moon Jae In Government. This study analyzed the government's university restructuring policy that has constantly been performed so far. It focused on the 1st, 2nd, and 3rd round evaluations of universities, which were made by the government. In particular, the backgrounds, targets, results, and achievements of these three-round evaluations were comprehensively analyzed. As a result of the analysis, some problems were found, and the following conclusions were drawn. first one is the implementation of a nationally led restructuring policy. The second one is the consideration of different criteria for national and public universities and private universities. The third one is the win-win restructuring of metropolitan schools, local schools, general universities, and colleges. Fourth, it is required to avoid evaluating universities on the basis of monolithic accountability. Fifth, the objectives of the evaluations concentrated on enrollment cut too much. The government's university restructuring policy is essential in terms of timeliness. The evaluations of universities will be able to meet their goals and be justified if opinions from academic institutions and the general public are taken into account and their difficulties are addressed.

Keywords: university restructuring policy, evaluation of the structural reform of universities, basic competency evaluation of universities, university accountability

1. Introduction

1.1 Study necessity and purpose

In Korea, universities have quantitatively grown due to university establishment regulations under the Kim Young Sam Government in 1995. The university establishment regulations brought about the quantitative expansion of universities by minimizing and diversifying the standards for the establishment of universities. The number of universities increased from 235 in 1990 to 345 in 2009. Among about 300 private universities at present, 63 had been established since the university establishment regulations. Therefore, the private universities established by the influence of the regulations accounted for 20%. Prior to the rules, the university entrance limit was at 490,000 in 1995 and climbed to about 650,000 in 2002. In addition, the services of the university lecture and education courses that university graduates completed have had low quality. In this situation, the university admission quota was larger than the number of high school graduates due to the low birth-induced reduction in the school-age population. The maximum damage from the natural reduction in the university entrance quota will probably be inflicted on local universities and colleges in the situation where the number of high school graduates is on the sharp decline and universities have taken full responsibility for the reduction in the university entrance quota. This will cause local extinction and metropolitan concentration, which could bring down the entire systemic ecosystem of education.

Therefore, the government tries to make diverse efforts to respond to the low birth rate, the reduction in the school-age population, and the lack of university entrants. Accordingly, now it is highly required to make university restructuring.

In order to enhance university competitiveness and to prepare for the reduction in university entrants along with the decrease in the school-age population, Kim Dae Joong Government announced the restructuring plan for national universities in 1998. For the restructuring policy, plans for boosting university competitiveness in 2003, structural university reform in 2004, "weeding out badly managed universities," and establishing the league system of national universities in 2009 were carried out. In 2006, the restructuring performance of universities was connected with the government's financial support. The success of the university restructuring policy is a key to the qualitative growth of higher education, educational development, and competitiveness enhancement in Korea. When it comes to the university restructuring policy performed by the Ministry of Education and the cut in the entrance quota, it is necessary to understand the difference between the environment of the policy and local circumstances, and to accept many different points. Therefore, the purpose and necessity of this study are to understand the problems of the current university evaluation policy and to suggest improvement plans to solve them.

1. 2. Study issue

This researcher tries to analyze the changes in the 1st, 2nd, and 3rd round evaluations of universities in the university restructuring policy and to study the following issues are studied.

First, how have the 1st, 2nd, and 3rd round evaluations of universities in the university restructuring policy changed? Second, what are the achievements, problems, and implications of these three-round evaluations of universities in the university restructuring policy?

1. 3. Study method

For the description of this thesis, a qualitative research method shown below was applied. In particular, the content of the evaluations made by the Ministry of Education and Korean Educational Development Institute, which planned and operated the evaluation of universities, was analyzed.

First, related data were searched for on the website of the Ministry of Education, and were analyzed.

Second, related works were analyzed. Based on the searched research data, previous works were searched for.

Third, related press releases were searched for on the internet, and were analyzed.

Step 1	Design of purpose and content
□	
Step 2	Theoretical background
□	
Step 3	Analysis of press releases on the internet
□	
Step 4	Analysis of the related data of the websites of the Ministry of Education and Korean Educational Development Institute
□	
Step 5	Conclusion and discussion

Figure 1. Study procedure and flow

2. University Restructuring and Problems with University Education in Korea

2.1 University restructuring

University restructuring began far before the issue of the decreased school-age population emerged largely. The need for balanced national development and related solutions has been raised in response to the 1990s' balanced national development and globalization (Kang Chang-dong, 2015). The government has steadily restructured universities in order to increase university competitiveness. According to the study by Im Yeon-ghi (2005), restructuring is summarized in three aspects as follows:

First, the demand for changing university environment and improving university competitiveness has been expanded. Since Korean industrialization developed, its economic size has become large. Unfortunately, the growth has been stagnant since the late 20th century. Accordingly, the economic structure changed from the capital and labor-centered industry to the knowledge and information industry began to be demanded. In fact, human resources are the root of the information industry. In this background, the innovation of the university education in charge of raising human capital has been demanded.

Second, with the delayed solution to the basic problems of universities, the necessity of university restructuring policy has increased. poor conditions of university education, such as the number of students per professor lower than the mean of OECD, failed to meet social and economic demands. As many different problems including more badly managed universities and lower diversity of university education, remained unsolved (Im Yeon-ghi, 1992; Shin Hyeon-seok, 2004, etc.), the government ended up intervening in university operations through its university restructuring policy.

Third, the reduction in university entrance resources and the increase in the rate of student recruitment unfilled are considered to be the causes of the government's policy intervention in universities. As mentioned earlier, the reduction in university entrance resources becomes a big problem in terms of the finance of university operations. In the situation where the university market was expanded quantitatively, the school-age population continued to fall along with a population decrease, and the rate of student recruitment unfilled remarkably increased. Accordingly, the necessity for the government's restructuring policy came to have risen.

2.2 Problems with university education

University education in Korea has achieved a lot of development, but caused an imbalance due to policy problems and sociodemographic problems.

2.2.1 Sociodemographic problems

Along with the economic development in the country, university education has made quantitative growth. In this circumstance, university education has become essential, not optional. In the course of quantitative growth, problems have arisen in terms of unbalanced university types and education programs. First, in the evaluation of universities, their establishment objectives, visions, and roles are not assessed sufficiently. Second, students' basic competency is lowered. Lack of university specialization and diversity is related to the weakening basic competency. Third, the number of future students is on the decrease. The reduced number leads to unbalanced student demand and supply in universities. Fourth, in the labor market, the unbalanced demand and supply of manpower with a university education is attributable to poor university education and weakening university competitiveness.

2.2.2 Policy problems

The financial resources for university Change this to operations in Korea consist of three ones: a university foundation's contribution, national financial support, and tuition. In fact, most universities highly depend on tuition, which is the money paid by students for their university education. Among OECD countries, Korea has the highest tuition dependency rate. For this reason, the Ministry of Education supervising universities support national scholarship and student loan through Korea Student Aid Foundation in order to make universities Change this to operate. If such a system remains unchanged structurally, tuition continues to go up, and it is hard to overcome the chronic financial difficulties that universities face. In this circumstance, with the beginning of the Yoon Seok Ryeol Government, university autonomy in the tuition, which has been frozen to a price level so far, emerged. In Korea, the tuition level and tuition burden ratio are quite high. Therefore, it is necessary to control a tuition rise in policy and raise the university's awareness of financial investment and support.

3. Evaluation of University Restructuring Policy

There were differences in the backgrounds, objectives, plans, evaluation targets, evaluation methodologies, and applications of results and achievements when it came to the university restructuring reviews conducted by previous governments. (which performed the university restructuring policy) and the Korean Educational Development Institute (which operated the policy), and looked into the 1st, 2nd, and 3rd rounds evaluations of universities in the university restructuring policy.

2.1. The 1st round evaluation (the structural reform of universities, 2015)(MOE Blog, 2015)

2.1.1. Background and plan

The background of the evaluation are as follows:

First, the Park Geun Hye Government raised the necessity of university restructuring based on quality university education in order to increase the competitiveness of Korean universities, compared to foreign ones, and to prepare for the reduction in the university entrance quota along with the decreasing school-age population. Second, it was necessary to lay the institutional foundation for inducing universities with weak competitiveness to improve their education. Third, it was necessary to come up with a plan for structural reform in order to reduce the quantitative size of universities and reinforce the qualitative size and thereby increasing university competitiveness. The plans to do so were first to submit a restructuring plan to reduce a university's entrance quota and improve university quality according to assessment, and to lay the foundation for continuous structural reform according to the introduction of university evaluation. The second one was to reduce an entrance quota differently according to the grades of universities (except for the universities with the highest grade), and to induce a voluntary reduction in the combination with the evaluation and government support projects. The objective of reducing a total of 160,000 students-40,000 in the 1st round (2014-2016), 50,000 in the 2nd round (2017-2019), and 70,000 in the 3rd round (2020-2022)-was suggested. The third one involved creating distinct evaluation indexes based on university features and categorizing them into five grades in order to promote university specialization and quality. Indexes were divided into common indexes and special indexes. The fourth one was to make enactment to lay the ground for university evaluation, and to prepare a route to withdraw in order for the smooth structural reform of private universities.

2.1.2. Target and method of evaluation

The targets to evaluate were all types of schools, including universities, colleges, and industrial colleges in accordance with Article 2 of the Higher Education Act. But, schools related to religion, art ,and physical education, and consolidated were excluded. Based on the absolute evaluation, it was classified into five grades. All the schools but the ones with the best grade should reduce their entrance quota according to classification. The schools that were evaluated to be 'very poor' two times in a row should be weeded out.

Table 1. Overview of the 1st round evaluation

Evaluation classification		Evaluation results
an accredited university	the best	voluntary reduction of enrolment
	Excellent	a partial reduction in enrolment
	average	a reduction in the average enrolment
an university that fails the evaluation	insufficient	Reduction of the above average number of admissions + restriction on participation in government financial support projects
	very insufficient	Significant reduction in the number of admissions + restriction on participation in government financial support projects
	list out	participation in government financial support projects Two times in a row, very poor university

In terms of an evaluation method, it consisted of quantitative and qualitative evaluations. Based on two steps, it classified schools into five grades. All matters about university operation and curriculum were evaluated.

2.1.3. Application of results

The evaluation results were connected with government support projects, and accordingly the support was limited. Based on the enactment, the entrance quota cut was induced. In the five grades from A to E, schools with grades D and E faced restrictions to the financial support of the Ministry of Education. The schools with low grades had a consultation, and thereby their achievements were inspected.

Table 2. A range of financial support in the 1st round evaluation

Grade		Government financial support	National scholarship		School expenses	
			Type I	Type II	General	Strong
Grade D	80 points or more	Continuous support to existing project Support restriction to new project	-	Support restriction to new and transfer students		
	Less than 80 points	Continuous support to existing project Support restriction to new project	-	Support restriction to new and transfer students	50% restriction to new and transfer students	

Grade E	All restrictions	New and transfer students	Support restriction to new and transfer students	100% restriction to new and transfer	100% restriction to new and transfer
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2.1.4. Achievements

First, the social consensus of the university crisis arising with the decreasing school-ageing population and the social & industrial structure changes was formed. Second, it was possible to establish a specialization plan of school, to present an efficient and effective reform plan, and to perform the plan continuously. Third, it contributed to balanced development of schools by solving somewhat the problem that the reduction in the school entrance quota was mostly experienced by local universities and colleges.

2.2. The 2nd round evaluation (basic competency of universities, 2018)(KEDI, 2022)

2.1.1. Background and plan

This evaluation has the following background.

First, in the 4th industrial revolution era, the roles of universities as a source of knowledge creation were of more importance. Second, the population structure was severely changed due to the low birth rate and aging society. Accordingly, it was urgent to adjust a university size appropriately and apply structural reform to faltering and corrupted schools, and it was necessary to give policy consideration to local universities and colleges for their unfilled student recruitment. Third, it was necessary to change the paradigm of higher education policy. It was urgent to improve the quality of higher education that had concentrated on quantitative growth. In addition, it was necessary to enhance national accountability for the finance of higher education. Fourth, it was necessary to recover the reliability of higher education. Fifth, it was necessary to make autonomous development support of schools, publicity enhancement, and more accountability for university operations along with the decreasing school-age population.

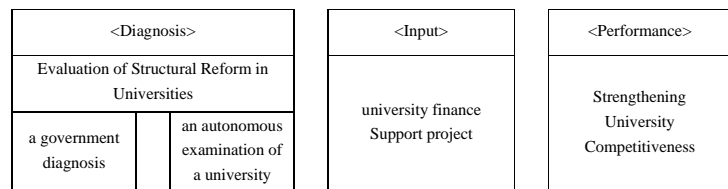
Table 3. The background and objective of the 2nd round evaluation

Background	Description
4th industrial revolution era	<ul style="list-style-type: none"> ■ More importance of the roles of schools as a source of knowledge creation

Population change due to low birth rate and aging society	<ul style="list-style-type: none"> ■ Urgent to adjust a school size appropriately and apply structural reform to faltering schools ■ Necessary to give policy consideration to local universities and colleges for their unfilled student recruitment
Change in the paradigm of higher education policy	<ul style="list-style-type: none"> ■ Improving the quality of higher education that had concentrated on quantitative growth <ul style="list-style-type: none"> - National schools: raising basic studies and enhancing publicity to induce local development - Private schools: improving educational conditions through financial support with high autonomy ■ Necessary to enhance national accountability for the finance of higher education <ul style="list-style-type: none"> - Expanding general financial support to increase basic competency, the root of school competitiveness - Necessary to solve the problems of exhaustive competition between schools and of lowering school autonomy
Recovery of higher education reliability	<ul style="list-style-type: none"> ■ Necessary to recover the public’s trust in higher education policy
Autonomous development support of schools	<ul style="list-style-type: none"> ■ Autonomous development support through the enhancement of school publicity and the strengthening of accountability for school operation

The plans to do so were to combine the evaluation results with financial support, and to induce schools to enhance their competitiveness. Special research areas in graduate schools and special education areas in undergraduate schools were selected according to school characteristics, and then were combined with school financial support projects.

Table 4. The plan for connecting with the 2nd round evaluation



2.1.2. Target and method of evaluation, and application of results

Although the targets to evaluate were the same as in the 1st round evaluation, the main school and its branch school was separated from each other. As a general rule, all schools were included. However, religious leadership schools, art, and physical education schools, and consolidated schools were

excluded. In terms of an evaluation method, it was based on quantitative evaluation and qualitative evaluation, consisting of two steps.

Table 5 . Overview of the 2nd round evaluation

Sortation	Evaluation results
universities participating in evaluation	All university participation
an accredited university	a self-improvement university
an university that fails the evaluation	a college of competence
	Restrictions on Financial Assistance
a non-diagnostic university	a non-diagnostic university

In addition, government financial support was differently provided according to school grading.

Table 6 . A range of financial support in the 2nd round evaluation

Grade	Government financial support	National scholarship		Student loan	
		Type I	Type II	General	Return after employment
Grade X (entrance quota cut only was recommended)	-	-	-	-	-
Grade Y	Restriction to participation and support	-	Support restriction to new and transfer students	50% restriction to new and transfer students	-
Grade Z (including marginal schools)		Support restriction to new and transfer students	100% restriction to new and transfer students		

2.1.3. Achievements

First, it was possible to make autonomous decisions for schools according to evaluation and to start to connect with financial support. Second, the 2nd round of evaluation led to a reduction in the entrance quota by 10,000 students. Third, by integrating various financial support projects into a general financial support project, it was possible to expand the school’s budget autonomy in order for schools to set up

their directions and make reforms on their own.

2.3. The 3rd round evaluation (basic competency of universities, 2021)(KEDI. 2022)

2.3.1. Background and plan

The background of the evaluation was that school functions and roles have been requested to be changed along with social changes like the 4th industrial revolution. Schools needed to innovate and improve the quality of educational competency on their own in order to raise the talented with problem-solving abilities, creativity, and advanced professionalism, to respond flexibly to changing societies, such as aging-society, a short cycle of changes in knowledge and technologies. In addition, it was necessary to adjust the school entrance quota and restructure the academic system in consideration of the efficiency of school operation due to the decreasing school-age population and the crisis of local universities and colleges. The plans for the evaluation were to improve the quality of school education and guarantee school autonomy, and focus on the consideration of local universities. For more consideration of local universities, five-region classification and the selection by region were applied.

Table 7. Overview of the 3rd round evaluation

Year	a participating university	Assessment result classification	Remarks
2021	Participation in all universities	General Financial Assistance College	
		an unselected university	
		university without participation	
		Financial Assistance Restricted University	

2.3.2. Target and method of evaluation, and application of results

The targets to evaluate were the same as in the 2nd round of evaluation. Nevertheless, although all schools were included in the 2nd round, only the schools, which determined to participate in the evaluation, were evaluated in the 3rd round. In addition, the main school and its branch school were separated from each other. In terms of an evaluation method, a five-region classification was applied.

Unlike the 2nd round, the 3rd round integrated the 1st and 2nd steps into a single step. In addition, the evaluation tried to be simplified in order to set an appropriate school entrance quota, improve the quality of education, make local balance, and lessen the difficulty of evaluation preparation. Financial support was provided differently depending on evaluation results.

Table 8. A range of financial support in the 3rd round evaluation

Category		General financial support schools	Special financial support schools	National scholarship & student loan	
Diagnosis in 2021	Participating schools	Selected schools (general financial support schools)	Support	Application is allowed	Support
		Schools not selected	Restriction	Application is allowed	Support
	Non-participating schools		Restriction	Some restriction **/**	Support
Diagnosis participation based qualification restriction schools (schools with financial support restriction)			Restriction	Restriction	Restriction

2.3.3. Achievements

First, through the continuous quality improvement of schools from the 1st round, schools enhanced their competitiveness and improved their quality. Second, it was possible for schools to set up and present their special direction according to the evaluation, and to establish their development direction. Third, it was possible to give a close-down and exit strategy to schools with low grades and to provide information on students' right to choose by restricting financial support.

2.4. Comprehensive results

The university restructuring policy was the government's preemptive policy to improve the quality of schools along with the reducing school-age population. Since the government-led reduction in the school entrance quota and the infringement of school autonomy emerged as problems, there have been trials to minimize the government's intervention and to expand school autonomy. There are numerous negative effects due to the complexity and difficulties of school evaluation. In the 3rd round, the re-evaluation after the evaluation, which was considered to be a sort of consolation match, brought about the problem of reliability. The 1st, 2nd, and 3rd round evaluations of schools in the university

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restructuring policy are summarized as follows:

Table 9. Comparative analysis on the 1st, 2nd, and 3rd round evaluations of schools in the restructuring policy

Category	1st round (2015)	2nd round(2018)	3rd round (2021)
Objective	<ul style="list-style-type: none"> ■ Entrance quota reduction 	<ul style="list-style-type: none"> ■ Diagnosis and consulting support 	<ul style="list-style-type: none"> ■ Diagnosis and consulting support
Target of evaluation	<ul style="list-style-type: none"> ■ All schools ■ Except for schools related to religion, and art & physical education, and consolidated schools 	<ul style="list-style-type: none"> ■ All schools/ separation between main school and branch school ■ Except for schools related to religion, and art & physical education, and consolidated schools 	<ul style="list-style-type: none"> ■ All schools/ separation between main school and branch school ■ Except for schools related to religion, and art & physical education, and consolidated schools ■ Voluntary participation of schools
Evaluation method	<ul style="list-style-type: none"> ■ Two-step evaluation ■ Five-grade classification 	<ul style="list-style-type: none"> ■ Two-step evaluation ■ Three-grade classification 	<ul style="list-style-type: none"> ■ Single step evaluation ■ Selection of single-step evaluation/separate designation of restricted schools
Application of results	<ul style="list-style-type: none"> ■ Recommendation for the entrance quota cut of all schools but the schools with grade A + Support reduction in connection with financial support projects 	<ul style="list-style-type: none"> ■ Different government support according to evaluation results and recommendation for school entrance quota cut 	<ul style="list-style-type: none"> ■ Schools's own decision to reduce their entrance quota
Achievements	<ul style="list-style-type: none"> ■ Form of the social consensus of school restructuring along with the decreasing school-age population ■ Contribution to school specialization and balanced development 	<ul style="list-style-type: none"> ■ Continuous trials to reduce school entrance quota ■ Connection between evaluation and financial support, and autonomous expansion of budget 	<ul style="list-style-type: none"> ■ Quality enhancement and improvement through continuous school evaluation ■ Offering of school information to third-year high school students through the evaluation

3. Implications

The university restructuring policy is the process of preparing for the reduced school-age population and COVID-19, as well as the fourth industrial revolution. If the policy ignores school difficulties, it can damage schools and students and can impede school development. Therefore, the problems of the university restructuring policy and its implications are described below.

① The state-led restructuring policy is performed (Lee.Y.K.& Lee.K.S,2010). University restructuring can be divided into the state-led type and the school-led type. At the end of 1990s, national university restructuring' started to be made in order to overcome the economic crisis of the country. With the

reduction in the school-age population, the 'plan for university restructuring' was established and performed in 2009. As such, such university restructuring was led by the government. Different restructuring methods were applied to national and private schools. As for national schools, the government first reduced a certain rate of entrance quota, secondly integrated national and public schools in the same region, and thirdly established a league school. As for private schools, the government did not provide national financial support for schools that fell short of a certain rate of teaching staff. That was the plan for guaranteeing students' right to learn at least. In addition, the government recommended the consolidation of schools under the same corporate body, and came up with a plan for weeding out faltering schools. In the condition of the frozen tuition for over ten years, the exclusion of national financial support gives big damage to private schools. For this reason, it was unavoidable for private schools to join the restructuring. In this aspect, the state-led restructuring went against the publicity of education and schools' autonomous philosophy. In addition, there was a criticism that the connection of the restructuring with financial support, entrance quota restriction according to the restructuring, and designation of marginal schools to weed out did not meet the principle of the market economy and public concern. Nevertheless, given that the government is responsible for the poor competitiveness of schools failing to prepare for a future society, the reduction in the school-age population, and the protection of students' right to learn along with the increased number of poorly managed schools, it is unavoidable to make the government's intervention.

② It is necessary to separate national & public schools from private ones in terms of criteria (Yoon,J.K, 2019). Unlike private schools, national and public schools under the support of the central or local government receive the government's administrative support and control. Accordingly, it is required to evaluate them differently. As for private schools, it is possible to use the management statement of their foundation and the data of their corporate body. As for national and public schools, it is necessary to develop and use different indexes due to their different school operation. In the case of national and public schools in each region, since they meet the public purpose of higher education, it is necessary to consider such a point in terms of the entrance quota cut or restructuring. In the case of private schools, it is necessary to induce their publicity and set up the indexes used to evaluate their reform level that meets such a policy.

③ It is necessary to make the win-win restructuring for metropolitan and local schools, general universities, and colleges (Lim,E.H, 2019). Until now, the restructuring mainly focused on local private schools and colleges without competitiveness. In short, it was to 'close down schools in the order of cherry blossoming.'In fact, general schools and colleges have their roles in local communities. Therefore, it is necessary to consider them. If they receive the support to grow independently and

become competitive, rather than unconditional cut-down or close-down, they can greatly influence local communities. For this reason, it is necessary to come up with a support plan and support them. The undergraduate students in major schools in Seoul number over 15,000. Given that Harvard has 6,700 students, Yale has 5,400, and MIT has 4,500, the quantity in Seoul is excessive. Therefore, it is necessary to make the win-win restructuring of schools through selection and concentration, and help them to grow as a school with an appropriate size.

④ It is required to avoid evaluating schools on the basis of monotonous accountability (Kim,Y.S, 2019). Schools are the most fundamental place of learning for students. They are not companies whose accountabilities are evaluated in a standardized way. Universities are typical institutions of education, research, and service. The performance-oriented and uniform evaluation of schools by the Ministry of Education can cause a big problem. Therefore, it is necessary to present a direction from a bigger perspective and to suggest school accountability through consultation.

⑤ The evaluation objectives focused on the reduction in the school entrance quota too much (Kim,B.J, 2020). For this reason, the restructuring is limited. The purposes of the restructuring are to guarantee students' right to learn and help schools grow with competitiveness through the sound development of schools. Unfortunately, since the main objective is to reduce the school entrance quota, schools calculate gains and losses in line with tuition and a reduced number of students. Although the objectives of the 2nd and 3rd rounds are diagnosis and consultation support, schools feel them in different ways. Therefore, without infringing on the rights of private schools, it is vital to provide consultation and support to the schools in order to make them competitive.

4. Conclusion and Suggestions

The university restructuring policy become the main policy of higher education under any government. Along with the reduction in the school-age population, schools faced many problems, such as oversupply, the demand for more competitiveness, and continuous restructuring due to inconsistency between graduate students' abilities and corporate demands. Accordingly, in order to enhance school competitiveness and reduce the school entrance quota reasonably, the government designed and performed the university restructuring policy. The main features and implications of the university restructuring are as follows:

First, the policy is a government-led restructuring policy. Such policies have the potential to undermine the essence of private schools.They have their own philosophy of establishment and try to raise the talented on their way. The government's uniform standards can damage their philosophy and school

image. Second, it is necessary to evaluate national and public schools and private schools differently. Without any evaluation, national and public schools can be restructured under the government's control. Private schools, on the other hand, specialize, making them distinct from national and public institutions. Therefore, private schools should be evaluated differently. Third, it is necessary to come up with a win-win plan for metropolitan and local schools, general universities, and colleges. Up to now, the restructuring was mainly applied to local private schools and colleges. Given the reduction in the number of metropolitan schools and the importance of balanced local development, local schools have large roles. Therefore, it is necessary to support them in order to make and operate a school of an appropriate size. Fourth, it is required to avoid evaluating and restructuring schools on the basis of monotonous accountability. Schools have their own autonomy and direction. The idea of branding schools that fall short of specific standards is a performance-oriented judgment that goes against the specialty of schools and students.

Fifth, the evaluation objectives of these rounds were to reduce the school entrance quota unconditionally. Given the purposes and aims of the restructuring, it is necessary to avoid the unconditional reduction in the school entrance quota. Aside from the reduction, the inducement of the direction to grow in a sound way should become another objective of the evaluation. In order to share the cases of excellent schools and do benchmark it is necessary to establish infrastructure. Additionally, the university restructuring policy focused on four-year schools so far. In order to meet the purposes and ambitions of role assignment and evaluation of higher education institutions, it is required to involve teachers' colleges, technical colleges, and schools excluded from the adjustment policy evaluation, and to assist them in finding their identity and direction.

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