

Comparative Analysis of Academic Achievement of University Students Admitted under the Admissions Officer System and Students Admitted under other University Admissions Processes

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Abstract. This paper conducts a meta-analysis of the current research on academic achievement of students selected through admissions under the admissions officer system in South Korea. Upon examination of the effect admissions under the admissions officer system has on students, students admitted under the admissions officer system exhibit lower academic achievement than students admitted through other admissions processes. Therefore, there needs to be further research and debate on how to improve the validity of future admissions under the admissions officer system.

Keywords: College Admissions, The admissions officer system, University Academic Achievement, Meta-analysis

1 Research Objective

Due to the heavy emphasis on education within Korean society, South Korean middle and high school students consistently achieve highly in international academic achievement rankings. Such academic performance is analyzed as the source of the rapid economic growth known as 'the miracle on the Han River'. This education fervor, especially the aspiration to enter a prestigious university, is the result of the desire for social status, social mobility and maintaining social status being applied to education. As a result, the teaching and learning goals of middle and secondary school are focused on university entrance, and this unfit approach to education been recognized as a social problem for many years [1], [2].

The government continues to reform university admissions procedures to address the education practices geared towards entering prestigious universities. An example of government efforts is the government-led introduction of the admissions officer system as used within the U.S. By introducing the admissions officer system, the government is trying to change the current university selection process from being based wholly on the College Scholastic Ability Test and high school academic achievement, to be a more comprehensive selection process and consider extra

curricular activities as well the character and psychology of the student. There is much anticipation that this change in college admissions selection will transform test-preparation and university entrance orientated teaching and learning towards the original goals of education [3].

To confirm the soundness of the introduction of the admissions officer system, studies were conducted of the academic achievement (GPA) of students admitted through this process. Analysis of the academic achievement and academic performance of students admitted under the admissions officer system with students admitted under other college admissions processes is underway in a quasi-experimental analysis model. Studies are being conducted with the assumption that academic achievement and performance of students admitted under the admissions officer system should be similar or superior to their peers that were admitted under other admissions processes to claim the admissions procedure is sound and reliable [1], [2]. However, the results of these studies are limited by the size of the sampling, the method of data collection and analysis to be able to generalize the results.

Accordingly, this study is a meta-analysis of existing research on the academic achievement of students admitted under the admissions officer system and students admitted under other admissions processes to determine the feasibility of the introduced admissions process.

2 Research Target Audience and Methodology

Previous studies were researched to conduct a meta-analysis. As information of academic achievement and performance of students admitted under the admissions officer system is undisclosed, related research and studies are handled as undisclosed data. Therefore, this study uses admissions-related research from the Korean Council for University Education (KCUE), a government funded organization providing admissions support through research. Since 2013, there are a total of 20 case studies registered in the database regarding academic achievement of students admitted under the admissions officer system, and there are 7 studies examining the average academic achievement of students according to how they were admitted; under the admissions officer system or other admissions processes. The analysis of key characteristics from the studies is presented in Table 1.

CMA 2.0 was utilized to conduct the meta-analysis. Hedge's g , which measures the effect sizes based on differences between means, was applied to analyze the effect size. Effect analysis considers the context, sampling, comparison target and other factors by applying the random effect model to case studies and research used in the meta-analysis. To verify the heterogeneity of the effect size, I^2 , T^2 values were selected for analysis. The final results of the meta-analysis are presented in a forest plot, and publication bias was checked using the forest plot [4].

Table 1. Key characteristics of target studies of meta-analysis

Research Name	The Admissions Officer System			Other Admissions Processes		
	GPA	Standard Deviatio	Sample Size	GPA	Standard Deviatio	Sample Size

		n			n	
nlg1	2.99	0.76	1,115	3.06	0.83	12,962
nlg2	2.91	0.7	234	3.21	0.71	1,393
ncg1	3.12	0.54	63	2.81	0.94	282
plg1	3.09	0.73	538	3.18	0.83	784
plg2	3.33	0.62	73	3.65	0.56	452
nle1	3.07	0.45	217	3.16	0.49	865
pcg1	3.31	0.22	879	3.33	0.04	27,144

3 Analysis Results

The analysis results are presented in Fig.1 below. The results show Hedge's g value is -0.208, I^2 is 91.61(p value 0.00), T^2 is 0.183(p value 0.028). In Fig. 1, the small sample sized study ncg1 presents a different result. It can be seen the possibility of the small-study effect being present in research with small samples.

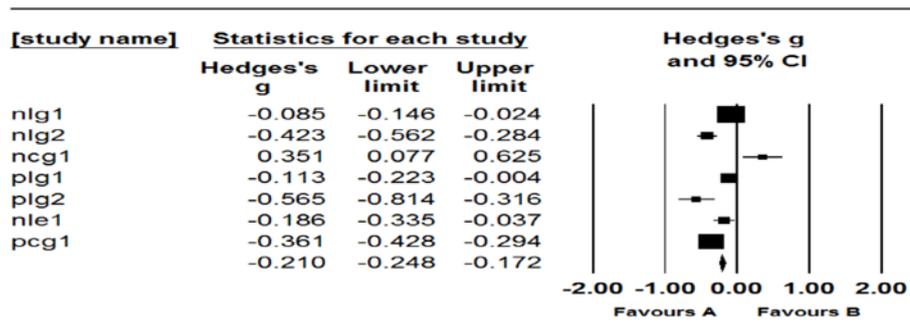


Fig. 1. Forest plot of meta-analysis results

4 Conclusion and Suggestions

The results show the academic achievement of students admitted under the admissions officer system is lower than that of students admitted through other admissions processes. Thus based on the analysis results of academic achievement, the reliability of the selection process of admission under the admissions officer system is difficult to determine.

With the results of the meta-analysis, the claim can be made that the current effectiveness and reliability of the current admission under the admissions officer system screening is inadequate. As academic achievement may reflect the study ability of freshman students according to each university and characteristics of the

individual may be reflected, the reliability of the current criteria of academic achievement may be questioned. Therefore, future research needs to focus on developing a research model to regulate characteristics pertaining to each university and characteristics of freshman students.

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