

A Study for Analyzing the Outcome of the Accreditation System of the Extracurriculum: Focused on the Case of K University

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Abstract

Competency cannot be transformed as knowledge, so the operation of competency-based curriculum requires support from the extracurriculum that gives many opportunities practical experience. Therefore, many universities establish the own extracurricular courses by using much financial, human, and physical infrastructure. However, it is doubtful whether the extracurriculum is effective on cultivating competencies, what kinds of programs is useful to nurture right abilities, how to assess the outcome of implementing of the extracurriculum. For these reason, the accreditation sys-

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tem, that awards to student who accomplish certain programs based on the given standard, has been used as the tool to manage outcome achieved by the extracurriculum. This study aimed to investigate the outcome of the accreditation system of K university in order to verify its effectiveness for cultivating competencies through the extracurriculum. Through the analysis of prior research, it could be inferred that students who achieved the accreditation system would be able to cultivate relevant competencies, improve major abilities, and instill a positive image of related administrative departments while participating in various programs. Thus, this study collected data of those who achieved the accreditation and did not by participating at least once in extracurricular program from March 2020 to February 2021 to compare their results of the diagnosis of core competencies and student circumstances, and survey of educational satisfaction and interpreted interviews of 10 students, excellent certifier. As a result, it was verified that the more evenly participating in various programs to achieve the accreditation system, the more diverse competency was obtained, and the satisfaction with the student support department and major education was improved.

『Keywords』

The extracurriculum, The accreditation of the extracurriculum,
Core competency, Diagnosis of student circumstances,
Educational satisfaction

I. Introduction

From the late 2000s to the present, college education has been directing to nurture talents with the competencies satisfy social requirement with emphasizing core competency-based education. Accordingly, every college have been making effort to reorganize the curriculum and provide various programs, but competency is not the one, which can be cultivated by acquiring specific knowledge and skills. Competence can be fostered when learners are supported to demonstrate their practical abilities by providing opportunities to construct their own knowledge and situations of solving various problems(Lee et al., 2012; Lunnenburg, 2010). Thus, learners can discover individual abilities through various activities outside the regular courses of college, which can lead to achievement of learning outcomes(Choi et al., 2011; Yang, 2015; Yeom, Park & Oh, 2012).

For the operation of this extracurriculum, colleges set up responsible departments of extracurriculum, and they effort by investing professional researcher and investing budgets. Despite these efforts, it is difficult for students to determine which program they need to participate in to cultivate the necessary or desired competency. Also, even if they participate in the right program, it is questionable to confirm whether the competency is actually gained, or whether extracurriculum is performing to the extent that it can achieve its purpose.

In order to solve these difficulties, many colleges implement the accreditation system for extracurricular programs. The accreditation system for extracurricular, which certifies students correspondingly when they complete a certain programs ac-

cording to the given standards, aims to encourage participation by providing a guide which programs of the extracurricular match the purpose of students and a milestones to the final destination of the competency. Since extracurricular is not mandatory but rather optional based on student's voluntary participation, there is wide variation in the degree of completion and performance among students. Thus, the accreditation system plays an essential role to manage the outcome achieved by the extracurricular programs. Therefore, this study examines the accreditation system of K university in Seoul to analyze whether the system is designed and implemented in line with the actual purpose of extracurriculum, and whether it helps students to cultivate competencies and improves educational outcomes.

II. Theoretical Background

1. Studies Relating to the Cases and Outcome of the Extracurriculum

Due to emphasis of capacity-building, extracurricular courses are becoming important, because the regular curriculum is not enough to make learners foster various abilities. Hence, this study would like to review the previous researches that indicate what has been shows as the result of developing and practicing the extracurricular. In the research of Kim(2016) es-

tablished an operating system for each competency and a milage system by analyzing the linkage between core competencies proposed by the college and ones expected to nourish by participating in each extracurricular program. This revealed that abilities such as creative problem-solving thinking and self-directed attitude were improved by experiencing the extracurricular activities based on this system. Park and Jung (2017) verified effect on core competencies of college students joining extracurricular programs, and indicated that experience-oriented activities are the best type of program for developing core competencies.

Park, S. H.(2018) compared school-centered extracurricular programs and student-centered ones. His study suggested to propel student-centered programs more since when students lead the program voluntarily by choosing the topics, building up teams, setting up goals and plans and managing a project by themselves, it directs high satisfaction, improvement of participation rate, and promotion of quality performance.

Park, M. H.(2018) mentioned effectiveness of various programs of extracurriculum to enhance communication ability, like writing clinics, book review contests, reading seminars, and presentation contests. Since those programs were operated not by the indirect way of delivering know-how in lecture, but by the direct and realistic way of practicing in actual situation, students could nurture abilities relating interaction and communication needed in real life. The result of this study suggested expanding opportunities to show own competency,

providing continuous and step-by-step programs, and managing individual student ability by developing systematically the extracurricular system. Choi and Kim(2019) aimed to identify educational outcome of extracurricular from about 180 programs in D university by analyzing competency validity, and satisfaction of each program

In the study of Lee & Park(2019), the productiveness of the cooperative learning program was verified by pre and post test about learning immersion, motivation, and problem-solving, and self-directed learning ability. As the result, significant effectiveness of self-directed learning ability was proved, and immersion in learning was cited a lot in the reflective journal of excellent teams. Jung, Yoon & Kong(2019) designed and implemented customized extracurricular program based on the K-CESA competency. They suggested that circumstances and characters of students need to be examined precisely to design a certain program, which can meet the needs of students, give an opportunity to solve problems, and be possible to foster competency while performing it. Yoon, Park, Kim, and Lee(2020) indicated that students can not only acquire major knowledge, but also nourish collaboration, communication, and self-directed learning capabilities and they adjust to college life well.

To sum up, when competency-based extracurriculum is planned and implemented, and meets the needs of learners, it was confirmed that not only the capabilities that each program aims, but also the general core competencies such as creative

convergence, collaboration, communication, and self-directed learning can be cultivated. In addition, students were able to increase their adaptability and satisfaction with college life by participating in the extracurricular program, and in particular, in the case of programs related to regular subjects, had a positive effect on attaining high learning outcomes.

2. Studies Relating to Systems of the Extracurriculum

Followings are prior studies related to the system of the extracurriculum. Yang(2015) researched how to implement the extracurriculum with building up strategies by step and designing and developing an computing system and integrated administrative system by analyzing the needs of 15 domestic colleges. Similarly, Kim, E. J. and Kim, K. S.(2020) proposed a desirable system for running extracurriculum and managing its performance based on investigating various extracurricular systems of different colleges in Korea, which were all equipped for computing systems of the extracurriculum and provided a guide to use it. Oh and Kim(2021) proved positive changes in participation, satisfaction, and awareness of the extracurricular programs that went through the college's self accreditation system. In the study of Kim(2018), members of the college including students and faculty recognized the importance of running and promoting the extracurriculum, which have a good impact on future capabilities and they thought that the experience booth and portal-type system were useful to recruit participants. Lee and Yoon(2021) analyzed the perceptions of professors about the extracurricular activities. The professors understood that the extracurricular programs can be used in

various disciplines and majors. And they consider designing them based on the needs and characteristics of learners and linked to the regular courses.

To sum up what are discussed in those previous studies, the extracurriculum has been advanced in the direction of organizing the its own courses and systems. This confirms that the extracurriculum structured and implemented systematically is becoming more and more important, and even well-structured one must be assessed and fed back consistently in order to manage its quality and improve the performance.

3. Current Status of Operating the Extracurriculum

The research that Lee(2021) conducted targeting 195 universities, presents the current implementing status of the extracurriculum at domestic universities by collecting data and analyzing program name, goal, method, participants, and department in charge of the extracurricular programs run from 2019 to 2020. This study summarize what are found in that research. There were a total of 7,980 extracurricular activities run at 4-year universities across the country, with an average of 40.9 programs for each university. These can be categorized into 11 types as followings: ①programs for supporting employment and start-up, the most common type with 27.6% of the all programs, ②general learning programs such as special lectures on learning methods and study groups, accounting for 13.6%, ③communication type(11.6%), ④hobby(8.1%), ⑤learning

language(7.9%). ⑥college life and adaptation(7.7%), ⑦cultivation of character(5.6%), ⑧global(5.4%), ⑨promoting and spreading out of university(4.9%), ⑩IT related type(3.8%), and ⑪the regular course related type(3.4%)

In addition, Kim, E. J. and Kim, K. S.(2020) explains present status and system of the extracurriculum of 9 domestic universities including how to implement, mileage system(A), linking with credit of the regular course(B), operating computing system(C), providing use guide(D), and they can be summarized in Table 1.

<Table 1> System operation status of the extracurriculum of domestic universities

| Division | Name | the method of operating | A | B | C | D |
|--------------|-----------------------|--|---|----------|---|---|
| Gachon | WIND | operating computing system for the extracurricular programs and student history management | N | N | Y | Y |
| Dan kook | Story of Hero | ·awarding scholarship with mileage ·recommending programs based on student competency | Y | N | Y | Y |
| Donggu k | DREAM PATH+ | a system for competency and career management through professional counseling, competency diagnosis, and history DB management | Y | Y | Y | Y |
| Soongsil | FUN | ·Learning competency diagnosis-capability development →reinforcement→utilization ·implementation of competency ·specific certification and comprehensive certification system | Y | N | Y | Y |
| Ewha Woman s | E3 | presenting the three-dimensional extracurricular activity experience of me (individual), us (society), and Nuri (world) | Y | N | Y | Y |
| Inha | learning more program | implementing into 4 stages, recognition → development → promotion → maintenance | Y | N | Y | Y |
| Chung- Ang | RAINBOW | consisting of Da Vinci core competencies, job competencies, and start-up competencies, enabling management by grade from admission to graduation. | N | pa ly | Y | Y |
| Korean Bible | A.I.Navi | comprehensive student support and management system with recommending program for each diagnosed competency, opening and implementing program, and integrated counseling | Y | N | Y | Y |
| Hanshin | Re:SPECT | managing the extracurricular system, analyzing data and developing competency | Y | N | Y | Y |

Kim, E. J. & Kim, K. S. (2020). Operational System and Performance Management of extra-curricular Programs to Support the curriculum. *The Journal of the Convergence*

| | | | | | | |
|----------|------|--|---|---|---|---|
| Division | Name | the method of operating <i>on Culture Technology, 6(4), pp.96-97.</i> | A | B | C | D |
|----------|------|--|---|---|---|---|

As a result of examining the current status of the extracurriculum of several universities, many of them are running it by linking with competency, and provide complex and multi-dimensional management and systematical system with customized support for students. In addition, mileage, guide provision, and publicity are all being implemented to lead learners to participate, and the extracurriculum is further advanced in terms of performance management.

III. Outline of Study

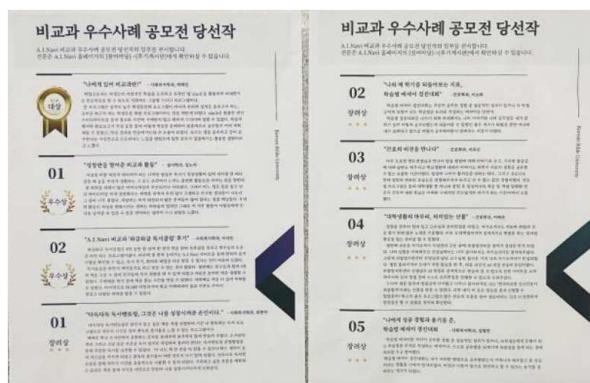
I. The Extracurricular Course and the Accreditation System of K University

This study analyzed the extracurriculum of K university, which has been revised and improved by assessing and developing since 2019. In 2020, total of 60 programs were implemented and operation status of them were what Table 2 shows.

〈Table 2〉 Current status of operating the extracurriculum of K university in 2020

| Division | Examples of programs | Number of programs | Number of participants (Ratio of enrolled students) | Departments in charge |
|-------------------------|---|--------------------|--|---|
| Student Support Program | Comfort Community, Interpersonal Program, Learning Community, Learning Method Workshop, Employment Startup Mentoring , AI | 28 | 1,709 | The Office of a School Chaplain, Center of Counseling Student Life, Center of Teaching and Learning, Center of Employment and |
| | | 45.8% | 162.91% | |

| | Virtual Interview, etc. | | | Start-up | |
|-------------------------------------|---|-------|---------|---|--|
| Core Competency Improvement Program | BB TanTan, Yegrina Volunteer Corps, Presentation Contest, Wagle Wagle Reading Club, etc. | 11 | 431 | Faith training department, General Education department, Milal Community Service, Library | |
| | | 16.9% | 41.09% | | |
| Major Ability Enhancement Program | Golden Mouth Contest, Sewoom Mentoring, Teaching Materials and Tools Contest, IT Expert Mentoring, Nursing Conference | 21 | 900 | Department of Biblical Studies, Department of Social Welfare, Department of Infant Care, Department of Nursing, Department of Computer Software | |
| | | 35.6% | 85.80% | | |
| Total amount | | 60 | 3,040 | | |
| | | 100% | 286.80% | | |



〈Figure 1〉 Outstanding participants and best practices in the extracurricular course

The criteria for achieving the certificate system for the extracurriculum, run in 2020 as above, was developed through research by the administrative department. This system was set to be accomplished when more than 300 credits based on the criteria are as shown in Table 3, are secured per year.

〈Table 3〉 Credit Scoring Criteria

| Type of Program | Detailed Standards | | Credit |
|--|---|---|--------|
| Education, Service, Study, Mentoring, Coaching | Based on 1 hour(up tp 100 credits only) | | 10 |
| Diagnosis-Counsel | personality and aptitude test | Based on 1 time per inspection type | 20 |
| | counsel | Based on 1 hour or 1 session (up tp 100 credits only) | 10 |
| Simulated Job Interview | Simulated Job Interview | | 50 |
| Contest | Participating as a viewer | | 10 |
| | Participating as an assistance of the program | | 30 |
| | Participating as a contestant | | 70 |
| Presentation | Participating as a viewer | | 10 |
| | Participating as an assistance of the program | | 30 |
| | Participating as a presenter | | 70 |
| The Others | Based on 1 hour(up tp 100 credits only) | | 10 |

2. The Subject of Study

In 2020, a total of 832 students removing duplicates participated in the extracurricular program of K university at least once. Among them, for the purpose of analyzing the outcome of the accreditation system, the research was conducted on those who achieved it and performed the core competency test, diagnosis of student's circumstances or participated in the survey for educational satisfaction.

〈Table 4.〉 The subject of Study

| Division | Participants in the extracurriculum | Achievement of the accreditation system | | Participants in the test core competency | Participants in the diagnosis of student's circumstances | Participants in the educational satisfaction |
|------------------|-------------------------------------|---|-----|--|--|--|
| Number of people | 832 | achieved | 494 | 263 | 259 | 431 |
| | | not achieved | 338 | 204 | 191 | 189 |

3. The Method of Study

A mixed study was conducted for comprehensive and in-depth research to confirm the performance of the extracurriculum system. The data for quantitative research was investigated by analyzing the results of the core competency test, diagnosis of student circumstances, and educational satisfaction of those who achieved the accreditation system and the qualitative one was done through interviews with the achievers(Creswell, Plano Clark, Gutmann, & Hanson, 2003).

4. The Tools of Study

The tools, used to investigate the outcome of the accreditation system, were followings; ①the core competency test of K university, ②diagnosis of student's circumstances for learning, and ③educational satisfaction. The K University's core competency test consists of 65 questions about 6 competencies, such as the biblical worldview, transformational leadership, consilient thinking, practical expertise, sacrificial service, and community integration, and 18 sub factors(10-point scale, 30 points for each competency)(Lee, Nam & Lee, 2020). The tool for diagnosis of student's circumstances has 41 items under 4 domains and 8 sub-factors(10-point scale)(Lee & Kwon, 2020), and K University's educational satisfaction tool has 55-item

(5-point scale) related to college curriculum, educational environment, administrative and educational support service satisfaction, and so on.

IV. The Result of Study

In order to confirm the outcome of the accreditation system of the extracurriculum in K University, an analysis model was established through previous studies. The analysis model judged that the performance of the accreditation system could be examined by improvement of core competencies through joining the extracurricular program(Im, Seo, 2020; Jung, Yoon, & Gong, 2019; Kim, 2016; Lee & Park, 2019; Park & Jung, 2017; Sung & Cha, 2020; Yoon, Park, Kim, & Lee, 2020). Therefore, the results of the student circumstances diagnosis that can improve the learning situation and high satisfaction with individual programs or college education can be viewed as the outcome of the extracurriculum(An & Lee, 2021; Choi & Kim, 2019; Lee & Yoon, 2021; Oh & Kim, 2021; Yang, 2015). Thus, this study was intended to investigate the performance of the certification system through the results of the core competency test, diagnosis of student circumstances, and educational satisfaction of those who certified.

1. Effect of the Accreditation of the Extracurriculum on the Result of Core Competency

Among students who participated in the extracurricular program at least once from March 2020 to February 2021, those who conducted the test for core competency of K university in

April 2021, are 467 students and 263 of them achieved the accreditation system but the least didn't do. As the result of comparing what is drawn between them from the core competency test, it was confirmed that the average of certified students was higher than that of those who didn't in transformational leadership, consilient thinking, practical expertise, sacrificial service, and community integration. In particular, there were many differences in consilient thinking and community integration capacity.

This indicates that if students want to achieve the accreditation system, they should participate in a lot of various extracurricular programs evenly, which means that there are more opportunities to nurture core competencies compared to those who did not achieve and the value of the core competency test of certified students are higher. Therefore, trying to be certified the accreditation system when participating the extracurricular programs is helpful for students to cultivate core competencies, which is an educational outcome of the system.

〈Table 5〉 Comparison of Core Competencies in 2021 between those who have certified and not certified in 2020

| Competency | Sub-factor | The certified | | The not certified | | Mean difference |
|-----------------------------|---------------------------------------|---------------|------|-------------------|------|-----------------|
| | | Average | SD | Average | SD | |
| Biblical Worldview | Knowledge of the Bible | 7.70 | 2.18 | 7.60 | 2.36 | -0.10 |
| | Practical actions by biblical beliefs | 7.27 | 2.07 | 7.06 | 2.18 | -0.21 |
| | Biblical thinking | 7.47 | 2.10 | 7.11 | 2.28 | -0.36 |
| | Biblical worldview | 22.44 | 6.18 | 21.77 | 6.52 | -0.67 |
| Transformational Leadership | Charisma | 7.10 | 1.69 | 7.17 | 1.69 | 0.07 |
| | Motivation | 7.03 | 1.69 | 7.05 | 1.69 | 0.02 |
| | Commitment | 7.40 | 1.64 | 7.44 | 1.61 | 0.04 |
| | Transformational leadership | 21.52 | 4.76 | 21.67 | 4.76 | 0.15 |
| Consilient | Convergence thinking | 6.91 | 1.73 | 7.14 | 1.70 | 0.23 |

| | | | | | | |
|-----------------------|--|-------|------|-------|------|-------|
| Thinking | Flexibility of thinking | 7.21 | 1.52 | 7.46 | 1.52 | 0.25 |
| | Creating convergent value | 6.87 | 1.57 | 7.06 | 1.64 | 0.19 |
| | Consilient thinking | 20.98 | 4.57 | 21.66 | 4.55 | 0.68 |
| Practical Expertise | Ability to empathize with colleagues | 7.75 | 1.63 | 7.85 | 1.59 | 0.10 |
| | Ability to analyze and solve public problems | 7.18 | 1.65 | 7.20 | 1.60 | 0.02 |
| | Procedural knowledge of problem solving | 7.18 | 1.59 | 7.31 | 1.60 | 0.13 |
| Sacrificial Service | Practical expertise | 22.12 | 4.43 | 22.36 | 4.27 | 0.24 |
| | Spirit of sacrifice | 7.03 | 2.03 | 7.00 | 2.13 | -0.03 |
| | self-determination | 7.09 | 1.72 | 7.22 | 1.82 | 0.13 |
| | Service performance | 7.04 | 1.66 | 7.32 | 1.79 | 0.28 |
| Community Integration | Sacrificial Service | 21.16 | 4.87 | 21.53 | 5.22 | 0.37 |
| | Awareness of community purpose | 7.43 | 1.72 | 7.61 | 1.61 | 0.18 |
| | Social interaction skills | 7.37 | 1.65 | 7.71 | 1.54 | 0.34 |
| | Ability to perceive others | 7.48 | 1.68 | 7.80 | 1.61 | 0.32 |
| | Community integration | 22.28 | 4.76 | 23.12 | 4.42 | 0.84 |

The differences in the social interaction and allopsychic ability in community integration were even more pronounced than other factors. Since most extracurricular programs is conducted by team-based activities, achieving the accreditation system helps directly students to nurture core competencies connected social relationship. Also, these results was proved from interviews of those certified. The interview was conducted with 10 students who participated in average of 10.2 in average, and Table 6 summarized some of the interviews delivering that the extracurriculum helped cultivate core competencies.

⟨Table 6⟩ An Excerpt from an interview to present nurturing of core competencies of students who have achieved the accreditation system

| Competency | Excerpts from the interview |
|---------------------|---|
| Consilient Thinking | The good thing to join this activity was that I could have a chance to read books in the various kinds of fields besides Christianity, which I used to read mostly. Also, I got to know there are diverse fields in Christianity. Reading those various books made my perspective broadened. (student B who participated in Wagle Wagle Reading Club) |

| | |
|-----------------------|---|
| | I could concentrate more on reading the book to think about what to be discussed. Also, I could learn from what I had not thought of while listening what friends talked about. (student C who participated in Wagle Wagle Reading Club) |
| | Design Thinking allowed me to think how to solve the problems around me with peers. My team started the project with the idea of helping children who reject to wear masks. As if I owned a mask company, I considered the price and the way to sell a large amount of masks. (student G who participated in Design Thinking) |
| Sacrificial Service | We established a club, SAT that stands for Safe Animals Together, in order to donate a some portion of the proceeds to KARA, an animal rights organization. We created a character modeled after an endangered animal, embroidered it on the shirts, and sold it people. Through experiencing the start-up club, I was able to express my abilities and give a good influence to society. (student F who participated in Start-up Club) |
| | She(a mentor) advised me to spend meaningful time by joining various extracurricular activities and voluntary service. This made me work as a volunteer in the Health and Medical Integration Volunteer Association and prepare to obtain a BLS(Basic Life Support) certificate. (student D who participated in Meeting Vision of Nursing) |
| | It was also attractive that I was able to study with friends that was difficult for me to do on my own. I felt reassured by sharing what I didn't know and studying together. It was a great experience to grow for all team members. This experience is not just learning activity to prepare exam, but it is a valuable opportunity to recognize the importance of community when going out to society. (student A who participated in Learning Community) |
| Community Integration | Listening to other's opinions or delivering my thought to others are interactions that are repeated over and over again in life. This program allowed me to practice how to interact with others, and to belong to society by training and preparing. As aiming to become a social worker in the future, the virtue of community is very important. The extracurricular program gives me understanding of it, and it will be my specifications and career. (student E who participated in KBU Acadmy) |
| | I realized that there are still many unsolved problems in the world. Listening to the opinions of minorities, I came to know that there are many things that I didn't think, would cause much inconvenience in life. It is difficult to change the world by just participating in the program, but it is rewarding this small action could bring small change. (student B who participated in Design Thinking) |

2. Effect of the Accreditation of the Extracurriculum on the Diagnosis of Student Circumstances

Those who conducted the test for student circumstances in April 2021, among those who participated in the extracurriculum program at least once from March 2020 to February 2021, are total of 450. This part compared what has revealed from the diagnosis between 259 students who ach-

ieved accreditation system and 191 ones who did not.

〈Table 7〉 Comparison of the result of the diagnosis for student circumstances in 2021 between those who have certified and not certified in 2020

| Competency | Sub-factor | The certified | | The not certified | | Mean difference |
|--------------------|--------------------------------|---------------|------|-------------------|------|-----------------|
| | | Average | SD | Average | SD | |
| Religious area | Faith maturity | 6.61 | 2.17 | 6.37 | 2.28 | -0.24 |
| Psychological area | Positive thinking | 7.25 | 1.79 | 7.55 | 1.75 | 0.30 |
| | Self-esteem | 7.35 | 1.87 | 7.76 | 1.69 | 0.41 |
| | Total of area | 7.3 | 1.78 | 7.65 | 1.66 | 0.35 |
| Career area | Career search | 7.38 | 1.75 | 7.66 | 1.58 | 0.28 |
| | Disorder of career searching | 3.62 | 1.82 | 3.52 | 2.09 | -0.10 |
| | Total of area | 5.50 | .825 | 5.59 | .90 | 0.09 |
| Learning area | Self-directed learning ability | 7.12 | 1.85 | 7.39 | 1.80 | 0.27 |
| | Learning motivation | 7.16 | 1.80 | 7.58 | 1.64 | 0.42 |
| | Learning strategy | 7.18 | 1.69 | 7.73 | 1.62 | 0.55 |
| | Total of area | 7.15 | 1.63 | 7.56 | 1.56 | 0.41 |

The extracurriculum programs in religious area were not run due to Covid-19, so that it was not possible to find connectivity with the accreditation system. However, the result of those who certified is more positive than those who don't in psychological, career, and learning areas. Thus, the extracurriculum activities provided in those three areas made the diagnosis results improve in line with the purpose. The departments of students support are in charge of the extracurricular programs, more than 45% of whole extracurriculum, in psychological, career, and learning area. As many students could have opportunities to experience programs evenly in those 3 areas in order to get certificate, joining the extracurriculum programs had good impact on positive thinking and self-esteem, motivation for learning, and learning strategies.

Some parts of interviews with participants who got certified

confirmed that trying to accomplish the accreditation system directed positive outcome of learning circumstances as shown in Table 8.

〈Table 8〉 An Excerpt from an interview to present circumstances of those who have achieved the accreditation system

| Competency | Excerpts from the interview |
|--------------------|--|
| Psychological area | After watching a movie, people who joined the Movie-Healing program could find comfort by sharing the message of the movie and what we had been hidden in hearts. (Student J who participated in Movie-Healing) |
| Career area | In the pandemic time of Covid-19, I was going through burnout while studying and practicing. However, as I participated in the group counseling program, I was able to be healed by sharing my feelings and singing together with other people. (Student K who participated in Music therapy) |
| Learning area | I had a simulated job interview with the interviewer, the professor and the person in charge of the nursing department. Although it was not a real one, I was able to prepare realistically for employment by writing a self-introduction letter and answering expected questions. (Student I who participated in Cheer Up Interview) |
| | Every Saturday, I met with the mentor to hear about the clinical scene, and also explained about the attitude towards patients and the changed system of the hospital due to the Covid-19. Additionally, I was able to get advice on clinical adaption and competency after graduation, and I got an opportunity to explore a specific career path for a professional nursing job. (Student D who participated in Meeting vision of nursing) |
| | When I first participated in the program last year, I realized that it was not a competitive one for high-achieving students, but rather a program for students who want to study and improve their grades. In particular, planning a study schedule and writing completion report were a great help in practicing study effectively. (Student A who participated in Learning community) |
| | Even though I wanted to read books, I never finished reading with the excuse that I didn't have time. However, as I joined this program, I could use my spare time effectively to read for 30 minutes every day and keep a reading journal. I became more confident that I can read an whole volume of a book. (Student H who participated in Dadok reading mentoring) |

3. Effect of the Accreditation System of the Extracurriculum in Educational Satisfaction

From March 2020 to February 2021, students who got certificate and answered educational satisfaction survey are total of 431, and those who did survey but weren't certified are 189.

Comparison how much difference there is between 2 groups is shown in Table 9.

〈Table 9〉 Comparison of the result of educational satisfaction between who have certified and not certified

| Area | All participants in survey | | The certified | | The not certified |
|-------------------------|----------------------------|------|---------------|------|-------------------|
| | Average | SD | Average | SD | |
| Whole area | 3.78 | 0.68 | 3.74 | 0.62 | -0.04 |
| Ilip Education | 3.71 | 0.91 | 3.44 | 0.92 | -0.27 |
| General Education | 3.83 | 0.73 | 3.76 | 0.73 | -0.07 |
| Major Education | 4.11 | 0.72 | 4.21 | 0.65 | 0.10 |
| Educational Environment | 3.67 | 0.75 | 3.62 | 0.74 | -0.05 |
| Administration | 3.76 | 0.74 | 3.80 | 0.67 | 0.04 |

In the case of educational satisfaction, the average of those who achieved the accreditation system overall, such as core competency or student circumstances diagnosis, was not higher than the average of those who did not. However, the extracurriculum programs for supporting students(45.8%) and improving major skills(35.6%) are the largest portion of the extracurriculum with a total of 2,609 students(248.7%) including duplicates, so it could be inferred that as a large number of students participated, it would have had an effect on their satisfaction with college life and education. In fact, the group who achieved the certificate system is satisfied more with major education and the administrative departments running the extracurricular programs for supporting students than the group who didn't achieve. As many previous researches identify the educational performance of colleges as educational satisfaction, it can be seen that the high satisfaction about education of those who were certified is the outcome of the extracurricular accreditation system. This inference is verified from the interview shown in Table 10.

〈Table 10〉 An Excerpt from an interview to present educational satisfaction of those who have achieved the accreditation system

| Area | Excerpts from the interview |
|-----------------|---|
| Major Education | Every student might have experienced to forget what memorized after midterm or final test. <u>The extracurriculum program allowed me to make what I have learned my own.</u> (Student L, who is the excellent certifier) |
| | The core of the extracurriculum is 'major class +', because I could do project activities that were burdensome to do alone with my friends without worrying grades. <u>I was able to fill in something that I couldn't fill in my major classes through extracurricular activities.</u> (Student M, who is the excellent certifier) |
| Administration | <u>I was able to nurture my competency as prospective social worker by receiving supervision from the professor in charge when difficult things occur.</u> (Student N, who is the excellent certifier) |
| | When participating in the extracurricular program, communication with the one in charge is important. Whenever I had questions or difficulties, I contacted the administrative staffs in charge of the program. <u>They always listened to the questions or problems, and explained and gave me advice in detail, so I didn't give up on the way.</u> (Student O, who is the excellent certifier) |
| I | After my study habits and attitudes were closely examined in relation to my personality, the consultant set the study direction based on the results. <u>As a freshman, she taught me in detail from the basic principles of university learning to learning methods that were just right for me, so I got a lot of tips.</u> (Student M, who is the excellent certifier) |
| | I had to rush to the consultant to ask for advice. Thankfully, she who understood my situation corrected self-introduction letter during off-hour. <u>Due to her help to teach me to include only necessary content, I was able to complete the letter and apply on time.</u> (Student I, who is the excellent certifier) |

V. Conclusion

This study aimed to analyze whether the accreditation system of the extracurriculum revealed positive educational outcome in K university. To this end, we looked at previous studies related implementing of the extracurriculum, performance, strategies, system, and current status of extracurriculum in order to set direction to inspect the outcome of the extracurricular accreditation system. Students who joined the extra-

curricular program at least once from March 2020 to February 2021 were divided into two groups, one for those who achieved accreditation system and the other for those who did not. Then, this study compared the results of the core competency test, student diagnosis test, and educational satisfaction survey between 2 groups.

First, in terms of the test of core competency, given by K university, those who got certified showed higher level in transformational leadership, consilient thinking, practical expertise, sacrificed voluntary service, and integrated community, than those who didn't do. According to what was shown, it can be concluded that participation in various programs through the accreditation system is helpful to cultivate competency because the extracurriculum programs enable team-based, problem-solving, and self-directed learning.

Second, when investigating the result of student circumstances in religious, psychological, career, and learning area, it was confirmed that the group, which got credit showed more positive result than the other group, which didn't do. In the extracurriculum, as the portion of programs, implemented by the departments for student support, is large with many participants, if the accreditation system is effectively used in accordance with the purpose of the program, superior outcome would be obtained. Finally, regarding educational satisfaction, the group that achieved the accreditation system were content more with major education and support of the administrative departments. The programs that those departments related to satisfaction provide are more than 81% of all the extracurriculum programs. Thus, it indicates that as many students participate in the various extracurriculum and accomplish the accreditation system, they become to be familiar col-

lege life and to nurture skills needed in real life and this is connected to high satisfaction with education.

In consequence of this study, the positive outcome of the accreditation of the extracurriculum were verified in nurturing core competency, presenting circumstances for learning, and satisfying with whole educational environment. However, for the cause of effective implementation and advancement of the extracurriculum we would like to make a following suggestion.

Above all, in order to clearly analyze the performance of detailed extracurriculum, it is necessary to prepare specific standards of accreditation for each curriculum rather than the current total-point-oriented certificate system. The subdivided accreditation system can be systematically operated in consideration of various aspects such as step-bey-step, by competency, by year, comprehensive, and graduation accreditation in connection with programs by competency, course, and student status. Moreover, this will make it possible to fulfill the goal of not only running programs but also individual student.

The accreditation system can increase performance and motivation to participate for the extracurricular programs, but it does not directly improve or reorganize the quality of them. If the accreditation is applied to restructure programs or curriculum with poor outcome as revealed in this study, it is expected to develop and implement the extracurriculum of higher and superior-quality.

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국문 요약

**비교과 인증제 성과 분석 연구:
K 대학의 사례를 중심으로**

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역량은 지식으로 전달되는 것이 아니기에 역량기반교육과정의 운영을 위해서는 실제적인 경험의 기회를 많이 제공하는 비교과 교육지원이 필요하다. 이에, 많은 대학들이 경제적, 인적, 물적 지원을 들여 비교과 교육과정을 운영하고 있지만, 설정된 목표와 같이 비교과 교육과정이 역량함양에 효과적인지, 어떤 프로그램을 통해서 어떤 역량이 함양될 수 있는지, 그리고 그 성과를 어떻게 확인할 수 있는가에 대해 의문이 제기된다. 이러한 이유로 제시된 기준에 따라 어떤 프로그램에 참여하여 그 목표를 달성하였을 때 그에 상응하는 크레딧을 부여하는 비교과 인증제를 시행함으로써 비교과의 성과를 관리하는 도구로 활용해오고 있다. 본 연구에서는 K 대학교의 비교과 인증에 사례를 분석함으로써 비교과 과정을 통한 역량 함양의 실효성을 확인하고자 하였다. 선행연구 분석을 통해 비교과 인증제를 달성한 학생들은 다양한 프로그램에 참여하면서 관련된 역량과 긍정적인 태도 함양, 전공 능력 향상, 관련 행정 부서에 대한 긍정적인 이미지 고취가 가능할 것이라는 유추할 수 있었다. 이를 확인하기 위하여 2020년 3월부터 2021년 2월까지 비교과 인증제를 달성한 학생들과 달성하지 못한 학생들의 핵심역량 검사, 학생상황진단, 교육만족도 결과를 비교하였으며, 우수 인증자 10명을 대상으로 인터뷰를 시행하여 분석하였다. 그 결과 다양한

프로그램에 고르게 참여하여 인증제를 달성한 경우 다양한 역량 함양과 지원 부서 및 전공 교육에 대한 만족감 향상이 확인된 것을 확인하였다. 이에 비교과 인증제를 운영하는 것이 교육 성과에 긍정적 영향을 미쳤다고 할 수 있다.

『 주제어 』

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