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**NEWSLETTER**

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## **The Impact of New College Entrance Examination Reform on Academic Adaptation of Freshmen: Suppression or Enhancement?**

*By Bao, W. & Jin, H. H.*

*Correspondence to: Bao, W. Email: baowei@pku.edu.cn*

**T**HIS a study published in *Journal of East China Normal University (Educational Sciences)*, which used the double differential propensity score matching method (PSM-DID). The research is based on the national college teaching quality and student development survey data and interview data, using the double differential tendency score matching method (PSM-DID) to explore the effect of the new college entrance examination reform on the academic adaptation of freshmen. This paper used the national college student development survey data of year 2017 and 2018, setting the type of college entrance examination as the core independent variable. Judging by the different location, students in Zhejiang and Shanghai are considering as the treatment group, which values as 1; and students from other provinces are the control group, and the variable is 0. In order to improve the reliability of the data analysis results, this paper incorporates the individual characteristics of the students' academic foundation (grouping and standardizing the college entrance examination scores), college characteristics, discipline types, academic participation, and family socioeconomic status into the control variables. This article focuses on the following three major issues: (i) How will the new college entrance examination reform affect students' academic performance at the university level? (ii) Whether the reform will help to improve the matching degree of students' professional choices? (iii) Whether those students with relatively weak educational resources may face obstacles in academic adaptation after admission.

The research results are as follows:

- In terms of academic performance, research data shows. Before the implementation of the new college entrance examination reform, the academic performance of students in Zhejiang and Shanghai areas was significantly better than other provinces. While after the reform, the academic performance advantage of freshmen in Zhejiang and Shanghai area has shrunk. On the one hand, the increase in the number of exams squeezed students' lin-

ear learning time, speeding up and compressing the learning progress, but instead caused the weakening of the students' academic foundation before entering the university, leading to a decline in the academic performance of freshmen in Zhejiang and Shanghai. On the other hand, to help students choose professional subjects based on students' learning interests and personality development. In reality, they are also alienated into divergence and avoidance of competition strategies that are difficult to optimize scores. This bought a freshman basic subject Risk of lack of knowledge.

- About the interest of studying majors, after the implementation of the new college entrance examination reform, the academic interest of freshmen in the Shanghai area of Zhejiang Province has significantly improved. The design of the admission mechanism of the new college entrance examination has met the students' professional aspirations to the greatest extent, which helped to promote further studies. The degree of matching between the person and the major of study. Due to the system design of subject selection, high school schools are required to strengthen the career planning education of high school students to help students establish an objective understanding of various majors and their future career directions, so as to make more rational professional choices.
- The impact of the new college entrance examination reform on college students' academic adaptation has obvious heterogeneity. In the context of the new college entrance examination, due to the weak school hardware conditions, the shortage of teacher reserves and curriculum resources, the disadvantaged group of students in vulnerable high school schools may be at a disadvantage in the new progression model. It can be seen that the difference in the level of educational resources occupies the children of the disadvantaged in the new college entrance examination reform, which shows a more embarrassing situation of academic discomfort and decline after entering the university.

The research conclusion of this article can provide the following four aspects of enlightenment for the reform of the new college entrance examination:

First, the reform of the new college entrance examination requires reflection and coordination of possible conflicts between the reform measures and the teaching practice of the high school. On the basis of adhering to the value orientation of the new college entrance examination, the stability of the high school education is maintained. Second, university education also needs to adjust training programs in time for reforms, and provide targeted tutorial education for students with different subject structures and academic foundations. Third, each reform area should provide sufficient high school teachers and social resources for each high school to assist each school to establish an effective life planning education system. Fourth, the new reform should con-

sider the relatively weak schools at the grass-roots high schools, providing them with the necessary teachers and hardware conditions for the reform, so that the disadvantaged groups receive a fairer education.

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