

ABSTRACT

A Study on the College Admission focusing on the
Articulation between Upper-secondary and Higher
Education : KEDI 8 Years Project(VIII)

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The purpose of the study is to devise a comprehensive measure for the articulation between upper secondary and higher education, so as to smooth the transition from high school to the college level by overcoming the present barriers originated from the college admission system that has caused the disconnection between the two levels. We have conducted an eight-year research on the status of the college admission system, by collecting a wide range of opinions through a number of conferences, policy forum and colloquium, and have proposed a comprehensive measure focusing on the articulation between the high-school and college education.

The following features are among the important findings of this research: ① we have come to the point that the changes in the college admission policies alone cannot sufficiently solve the problems related to the admissions system ②

the college admission system must take into account the articulation between upper secondary education and higher education ③ the government policy on college admission should be geared towards enhancing the accountability and promoting the principles of public education by organizing a stable and consistent environment related to college admissions ④ we have proposed an improvement scheme which suggests that the high-school curricula, national testing, college admissions system, and the governance should all be closely connected.

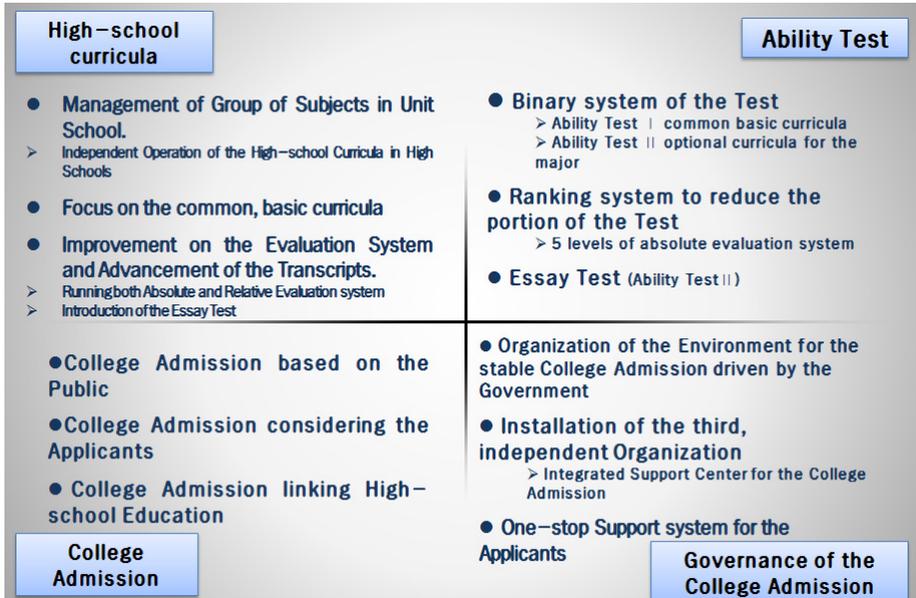
First, in the organization, operation, and evaluation of the high-school curricula, we have suggested that the currently practiced dual tracks between the humanities & social sciences and the natural sciences should be changed and divided more in detail to meet the future career goals of the students, supposed to be pursued at the college level. To systemize the students' career exploration and development, we have proposed 12 different curricular models based on the wide range of electives with regard to the respective majors in high-school curricula, which may correspond to those at the college level. The evaluation plans which combine both the criteria-referenced assessment and the norm-referenced assessment are also proposed as part of the models.

The National College Scholastic Ability Test is proposed to be operated in a sequential binary system, i.e., the Ability Test I and the Ability Test II, where students are evaluated by a criteria-referenced assessment measure and ranked into 5 levels, based on the articulation scheme to connect high-school and college education. The Ability Test I is a multiple choice exam focusing on the common core curricula, and the Ability Test II is an essay test based on the electives to enhance the critical-thinking skills indispensable for developing creative talents in the students. The evaluation system based on 5 levels of ranking was devised to optimize the influence of the National College Scholastic Ability Test as the criteria for selecting new students, and to prevent the

subordination of the school-level tests to the standardized tests at the national level.

While the college admission policy is to be determined autonomously by the higher education institutes, we have proposed certain dimensions that should be collaboratively worked out and shared in common to make higher education more relevant to the public interest. We have presented some model cases that articulate the high-school and college education in such forms as utilizing the transcript of school records for the colleges to refer. A mid/long-term plan to integrate the early admission and the regular admission has also been proposed.

In the improvement of the governance, the focus is placed on the establishment of a system which considers the applicants, the organization of the environment for the college admission driven by the government, and the participation of all the parties which are related to the college admission. The tasks for improvement include: the government's organization of the better environment for college admission; the installation and operation of an independent third-party agency, i.e., the 'Integrated Support Center for the College Admission' which would allow all the relevant parties to participate; the introduction of an 'Evaluation System on the Impact of the Secondary Education on College Admission' to facilitate secondary schools to perform independently in their education while the higher education institutes exert more autonomy in their college admissions policy; the development and operation of the 'One-Stop Application System' aimed at simplifying the complicated application processes for admission.



The major contents of the proposed measure can be summarized as in Figure 1.

Keywords : articulation between upper secondary and higher education, Ability Test, School based curriculum, Governance of the College Admission, Integrated Support Center for the College Admission