

Understanding What Makes Good Students and Good Professionals

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What ACT Research tells Us about Readiness and Persistence

The Three Domains of College & Career Readiness

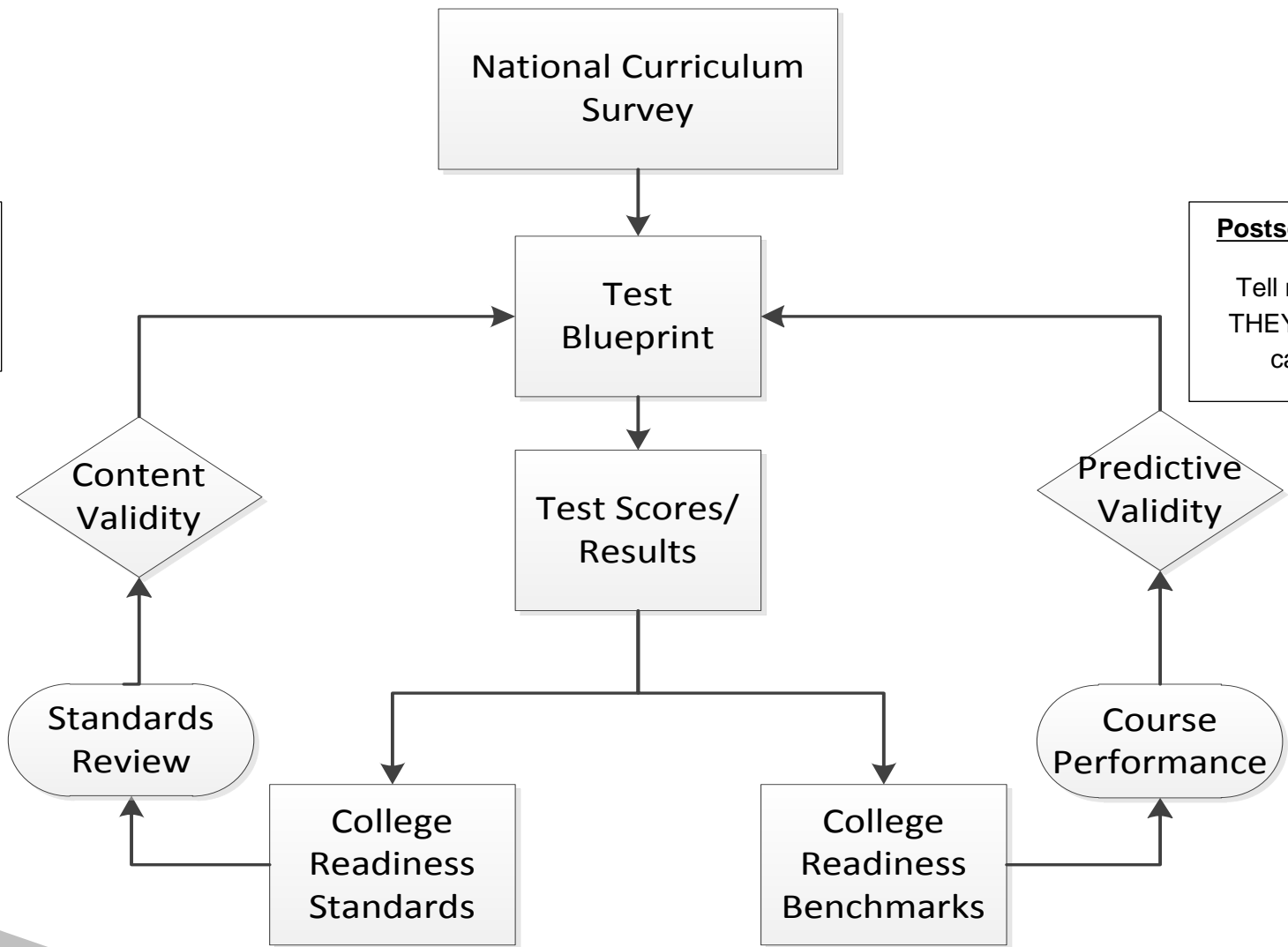
- Academic Readiness
- Academic Behavioral Readiness
- Career and Educational Planning

Academic Readiness

The Science of ACT Solutions

Students & HS
Tell me what I know & can do

Postsecondary
Tell me what THEY know & can do



The National Research Continuum



ACT College Readiness Standards

College Readiness Standards — English

	Topic Development in Terms of Purpose and Focus	Organization, Unity, and Coherence	Word Choice in Terms of Style, Tone, Clarity, and Economy
13–15		Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i> , <i>this time</i>)	Revise sentences to correct awkward and confusing arrangements of sentence elements Revise vague nouns and pronouns that create obvious logic problems
16–19	Identify the basic purpose or role of a specified phrase or sentence Delete a clause or sentence because it is obviously irrelevant to the essay	Select the most logical place to add a sentence in a paragraph	Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay
20–23	Identify the central idea or main topic of a straightforward piece of writing Determine relevancy when presented with a variety of sentence-level details	Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i> , <i>afterward</i> , <i>in response</i>) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph	Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”) Use the word or phrase most consistent with the style and tone of a fairly straightforward essay Determine the clearest and most logical conjunction to link clauses
24–27	Identify the focus of a simple essay, applying that knowledge to add a sentence	Determine the need for conjunctive adverbs or phrases to create subtle logical	Revise a phrase that is redundant in terms of the meaning and logic of the entire

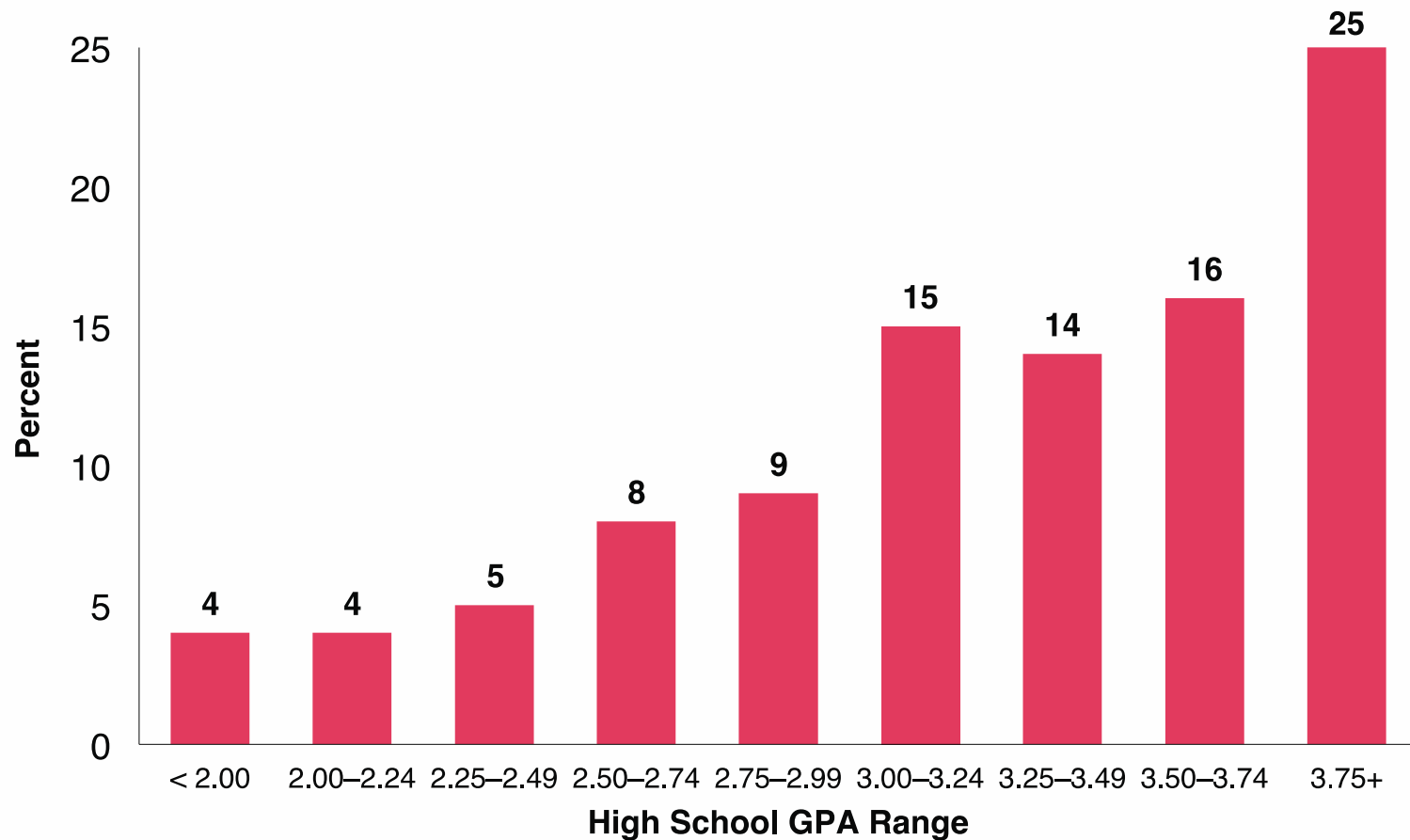
Define Knowledge and Skills

College Readiness Benchmark Scores

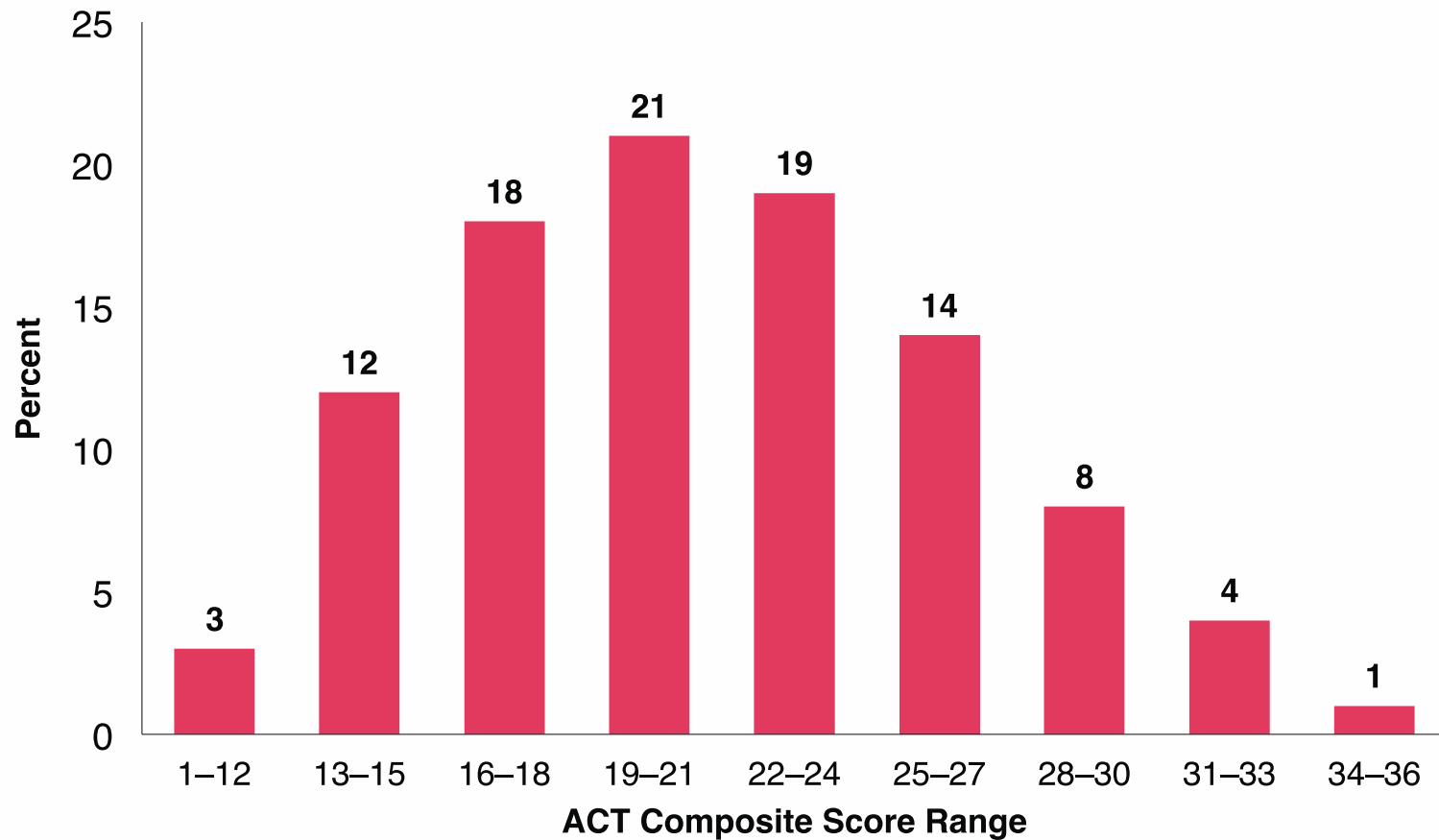
Test	College Course	8th Grade	9th Grade	PLAN	The ACT
English	English Composition	13	14	15	18
Math	Algebra	17	18	19	22
Reading	Social Sciences	15	16	17	21
Science	Biology	20	20	21	24

The ACT Benchmark Score indicated a 50% chance of obtaining a “B” or a 75% chance of obtaining a “C” in corresponding credit-bearing college courses

High School GPA Distribution Among ACT-Tested High School Graduates Who Reported Grades, 2012



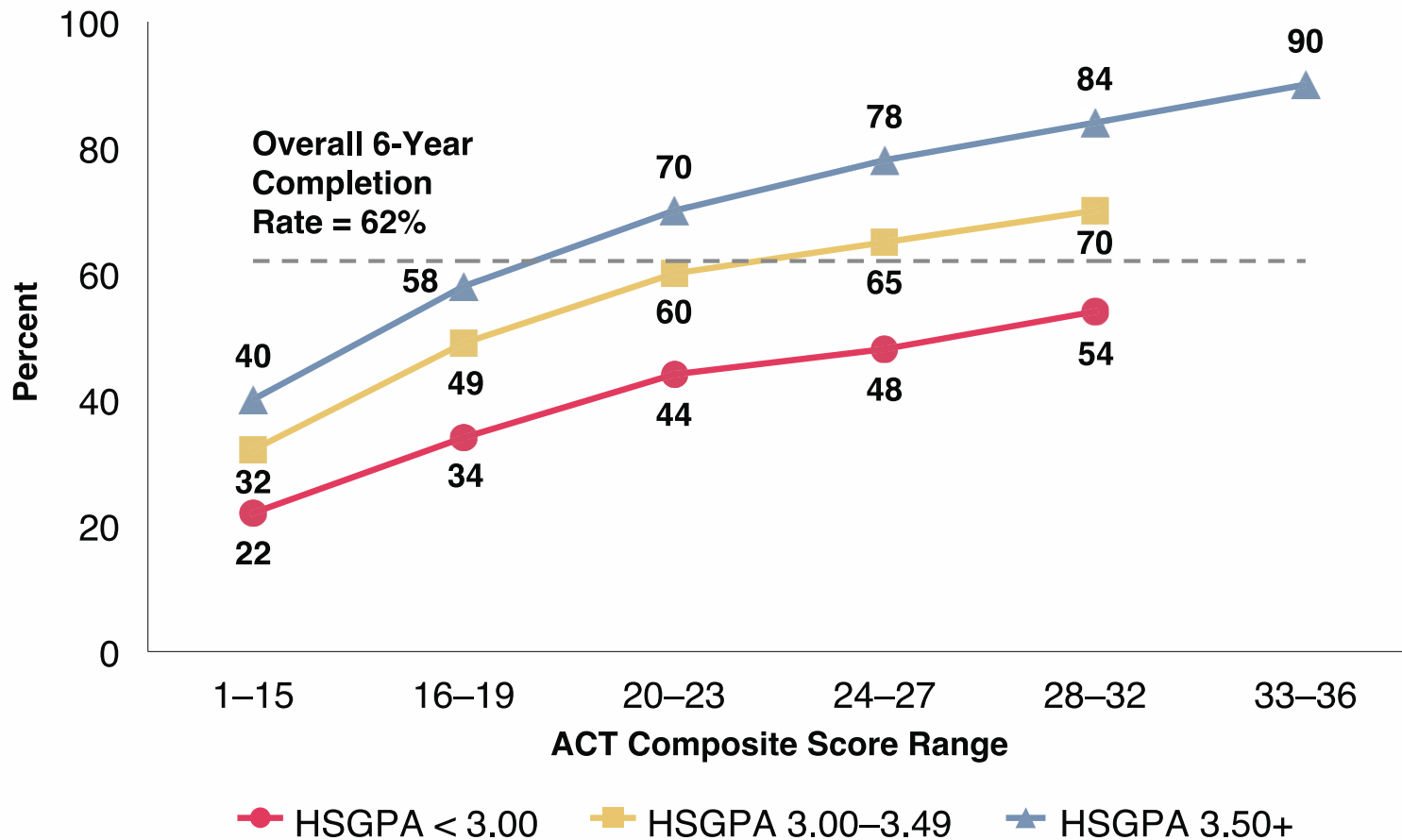
ACT Composite Score Distribution Among ACT-Tested High School Graduates Who Reported Grades, 2012



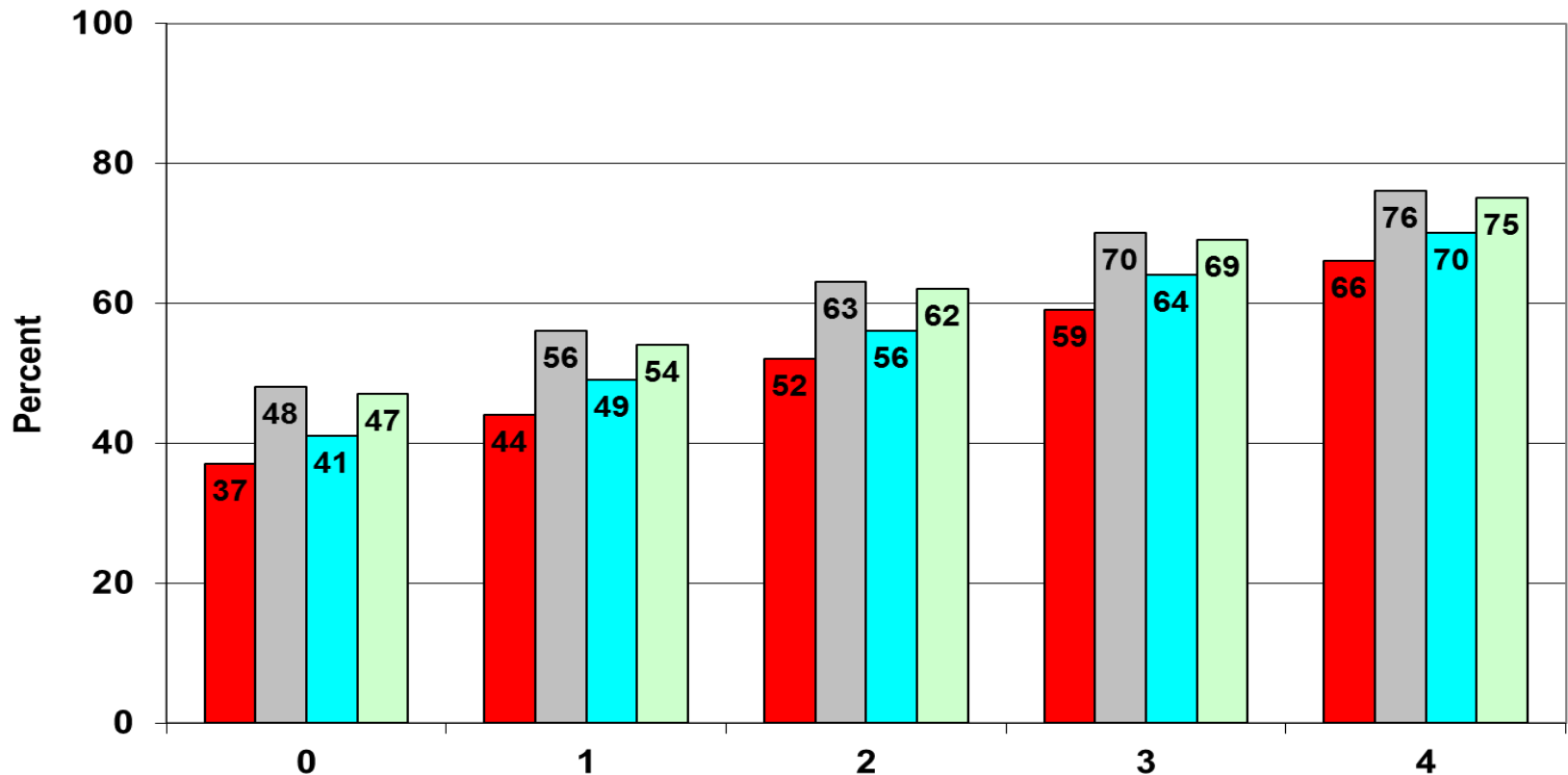
2012 Reality of College Readiness - Illinois

Fall 2010 Status	Fall 2011 Status	State %	State Comp		Eng	Read	Math	Sci	All 4
All Grads N= 146,972	Re-Enrolled in State	45	21.7		74	56	47	30	25
	Re-Enrolled Out of State	16	24.7		89	75	72	54	49
	Not Enrolled- unknown	39	18.0		42	30	20	12	9
	All	100	20.7		64	48	40	27	23

Bachelor's Degree Completion Within 6 Years by ACT Composite Score Range and High School GPA



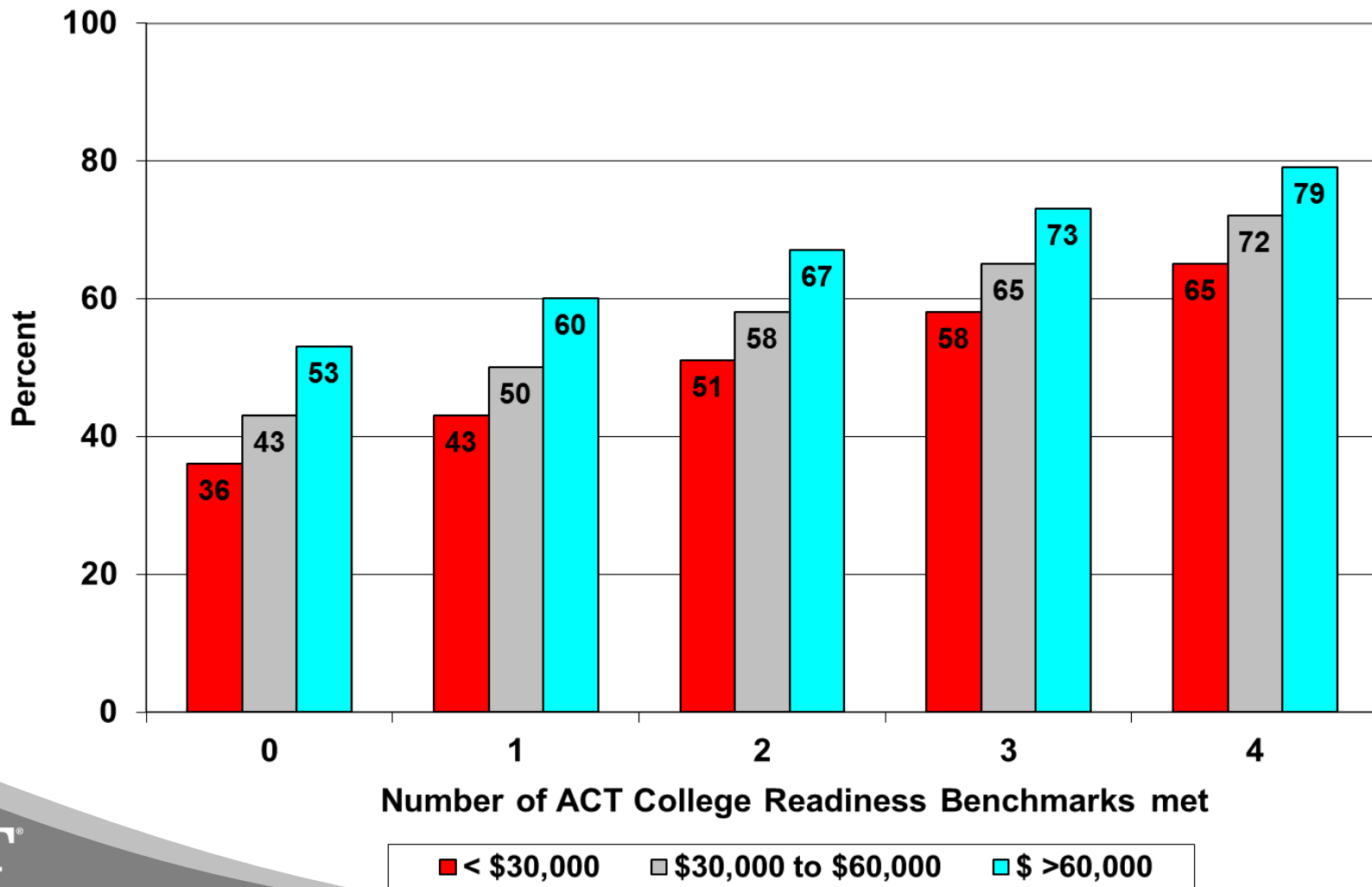
Six-year bachelor's degree completion rates by race/ethnicity and number of ACT Benchmarks met for four-year students



Number of ACT College Readiness Benchmarks met

■ African American ■ Asian ■ Hispanic ■ White

Six-year bachelor's degree completion rates by family income group and number of ACT Benchmarks met for four-year students



Career & Educational Planning

Career & Educational Planning

- 110,000,000 assessed over last 40+ years
- Expressed interest vs. measured interest
- Use with academic ability measures for advising
- World of Work Map (EXPLORE, PLAN, ACT)
- Awareness, Exploration, Planning

ACT Interest Inventory

- Six Interest Inventory scales, each based on 12 questions, were developed to parallel the six interest and occupational types proposed by John Holland (Holland, Whitney, Cole & Richards, 1969; Holland, 1997)
 - Science & Technology
 - Arts
 - Social Service
 - Administration & Sales
 - Business Operations
 - Technical

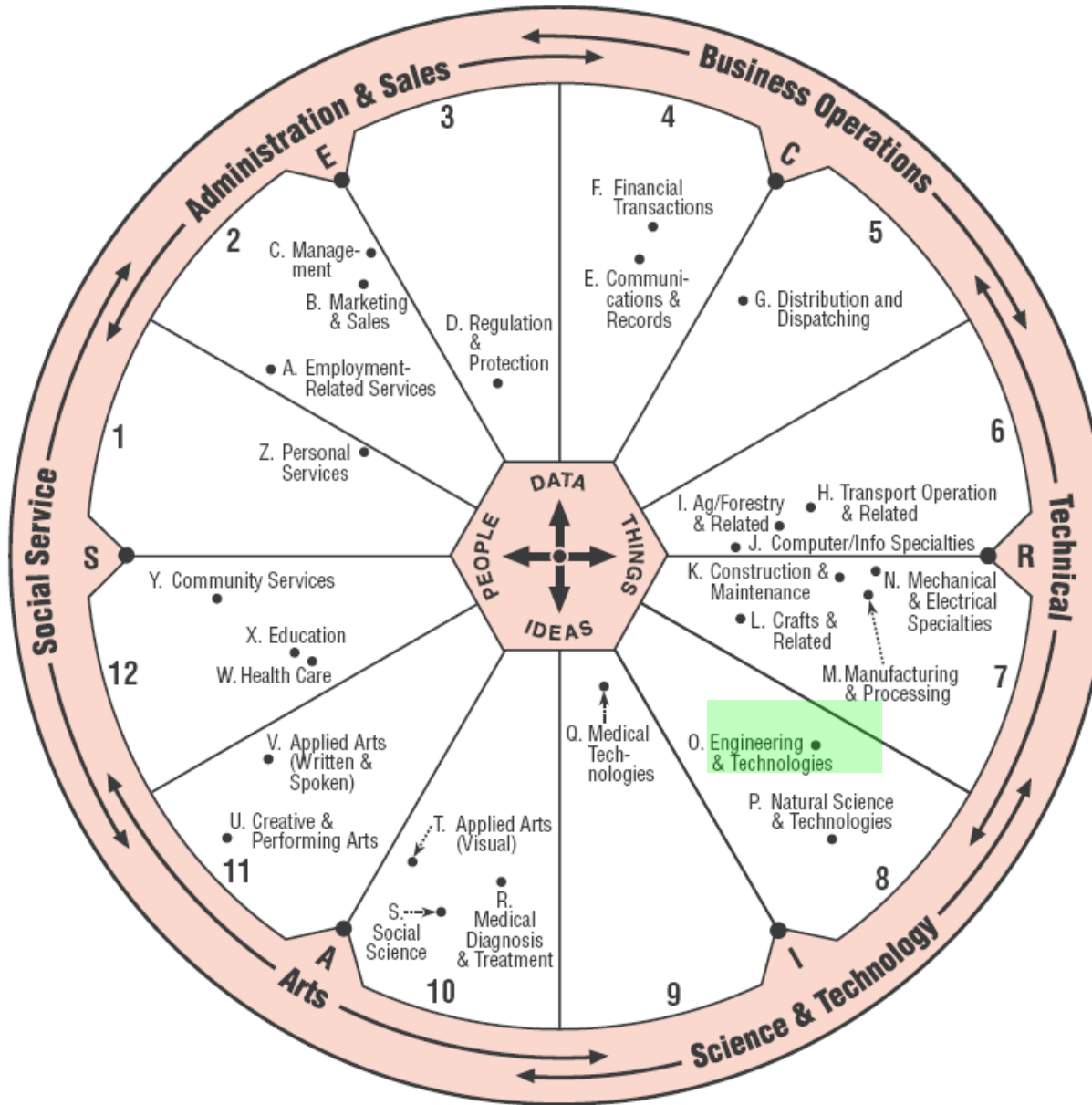
ACT Interest Inventory

Your ACT Interest Inventory results can suggest college majors and occupations worth considering. For EACH activity, choose one of the answers below and mark the letter on page 2 of your folder. Respond even if you are not sure. Try to answer *like* or *dislike* as often as possible.

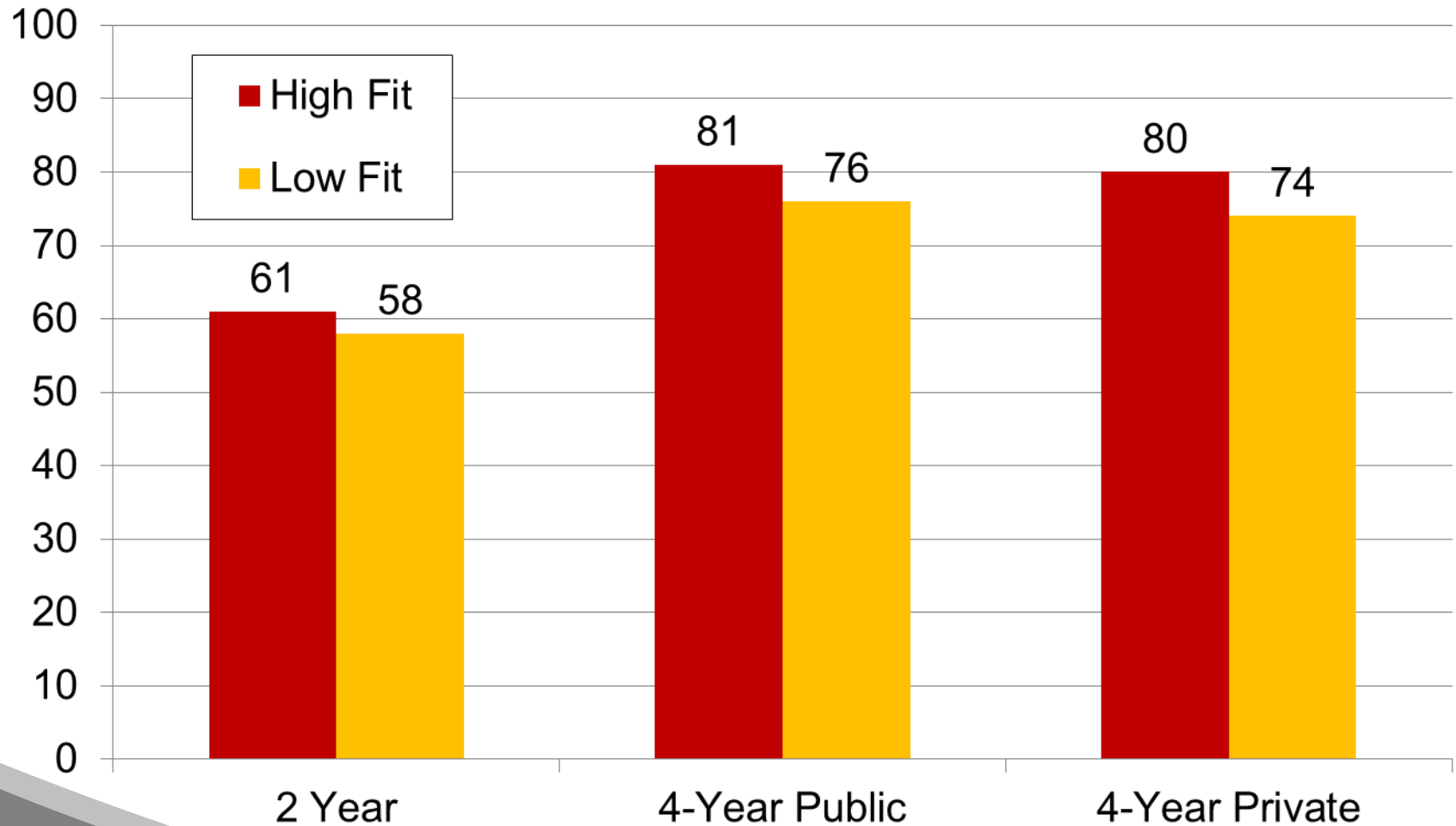
I would dislike doing this activity D
I am indifferent (don't care one way or the other) I
I would like doing this activity L

- | | | |
|--|---|--|
| 1. Explore a science museum | 24. Design a bird feeder | 49. Read about the origin of the earth, sun, and stars |
| 2. Play a musical instrument | 25. Learn how the brain works | 50. Read about the writing style of modern authors |
| 3. Help someone make an important decision | 26. Prepare drawings to illustrate a magazine story | 51. Help people during emergencies |
| 4. Conduct a meeting | 27. Give a tour of an exhibit | 52. Work in a political campaign |
| 5. Calculate the interest on a loan | 28. Develop new rules or policies | 53. Operate office machines |
| 6. Build a picture frame | 29. Prepare a budget for a club or group | 54. Repair damage to a tree after a storm |
| 7. Study biology | 30. Build furniture | 55. Study plant diseases |
| 8. Draw cartoons | 31. Read books or magazines about new scientific findings | 56. Select music to play for a local radio station |
| 9. Teach people a new hobby | 32. Write a movie script | |
| 10. Campaign for a political office | | |

The World of Work Map



Retention Rates by Institution Type of First College Choice and Interest-Major Fit: All ACT-Tested Enrolled Students

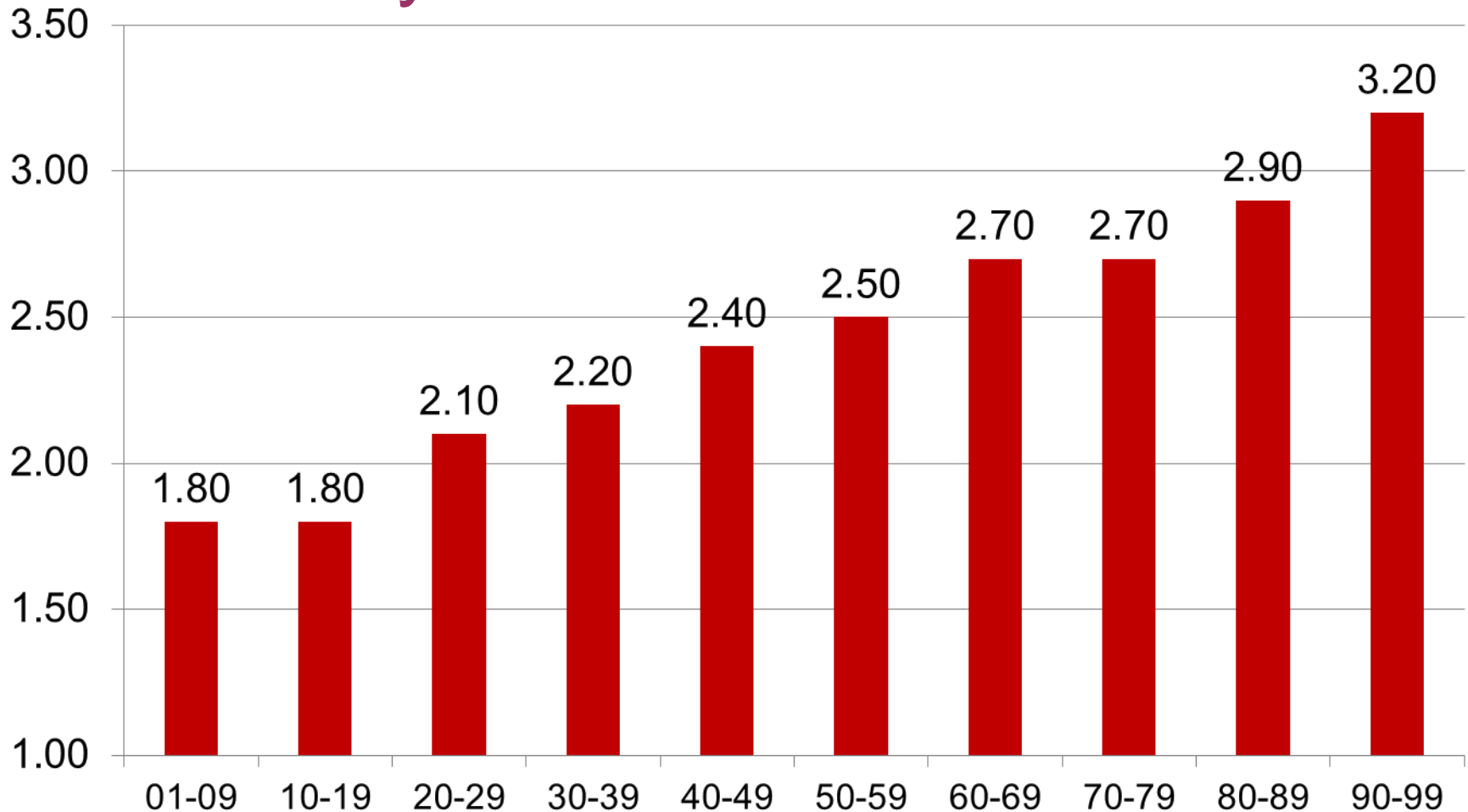


Academic Behavioral Readiness

Academic Behavior Domains

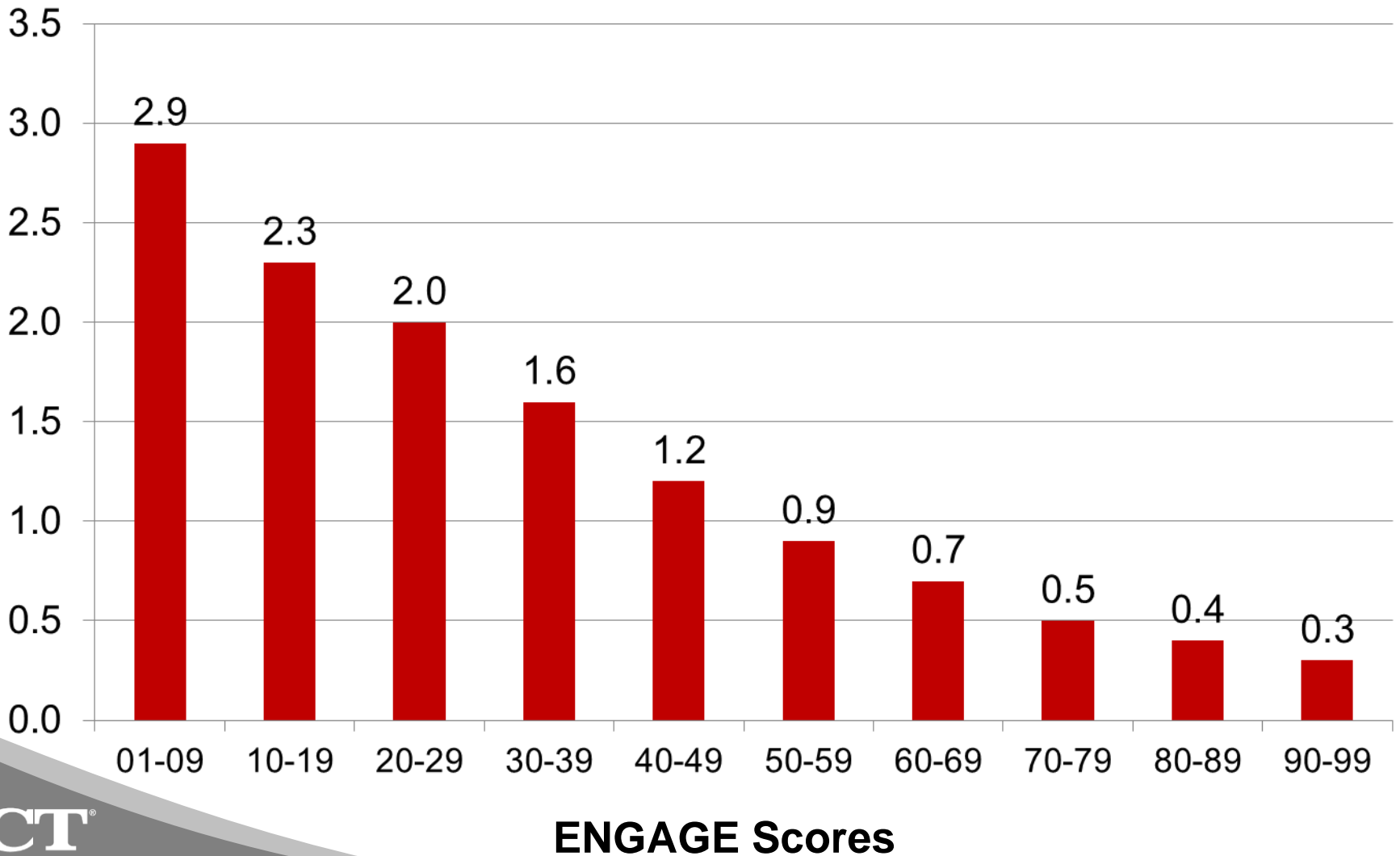
Domain	ENGAGE Grades 6-9	ENGAGE Grades 10-12 & College
Motivation (Getting work done)	<ul style="list-style-type: none"> ▪ Academic Discipline ▪ Commitment to School ▪ Optimism 	<ul style="list-style-type: none"> ▪ Academic Discipline ▪ Commitment to College ▪ Goal Striving ▪ General Determination ▪ Study Skills ▪ Communication Skills
Social Engagement (Getting along)	<ul style="list-style-type: none"> ▪ Family Attitude toward Education ▪ Family Involvement ▪ Relationships w/ School Personnel ▪ School Safety Climate 	<ul style="list-style-type: none"> ▪ Social Activity ▪ Social Connection
Self-Regulation (Keeping your cool)	<ul style="list-style-type: none"> ▪ Managing Feelings ▪ Thinking Before Acting ▪ Orderly Conduct 	<ul style="list-style-type: none"> ▪ Academic Self-Confidence ▪ Steadiness

Mean High School GPA by Motivation Scores

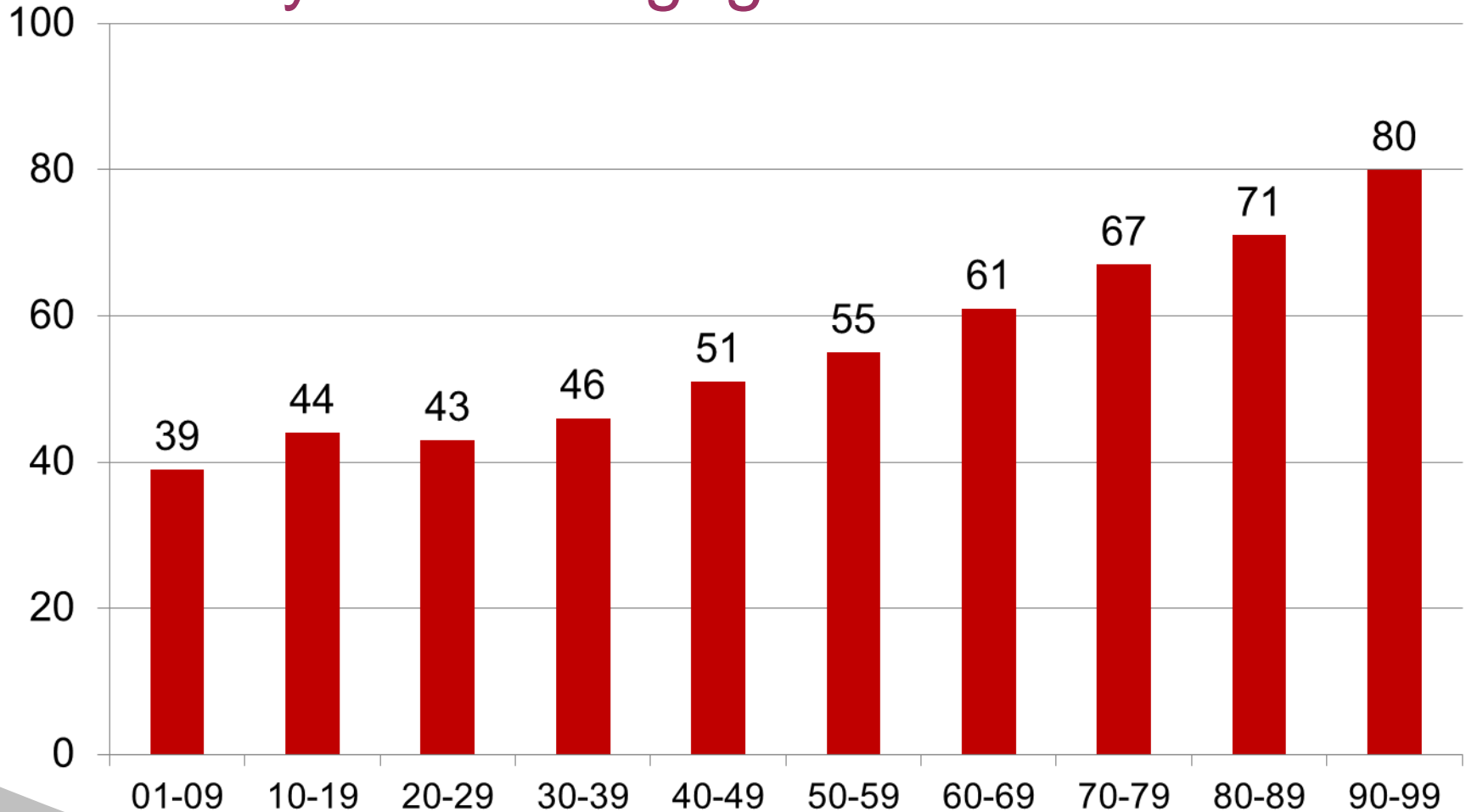


ENGAGE Scores

Average Number of Disciplinary Events by Self-Regulation Scores

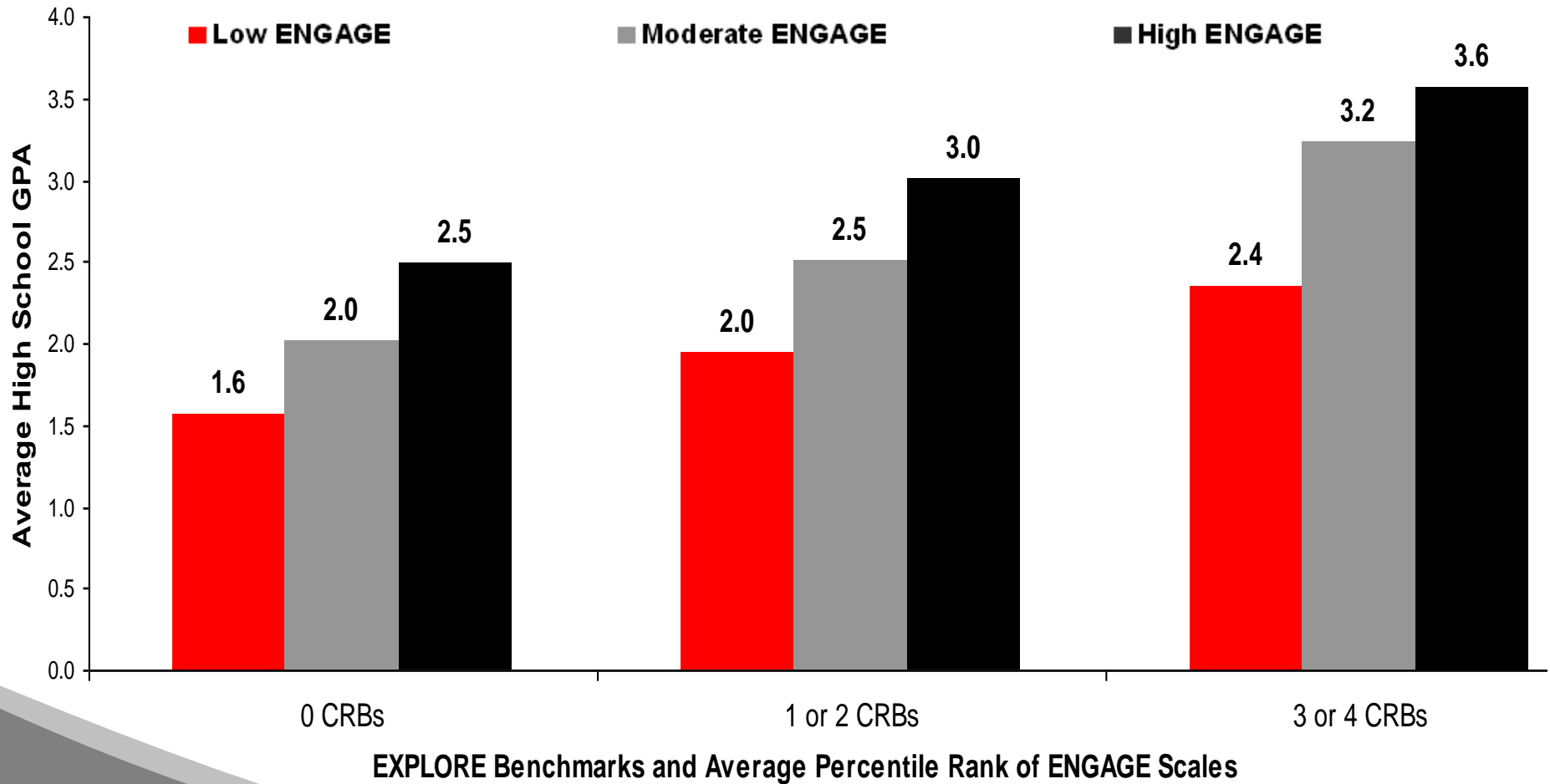


Percent of Students Reporting Two or More Extracurricular Activities during High School by Social Engagement Scores



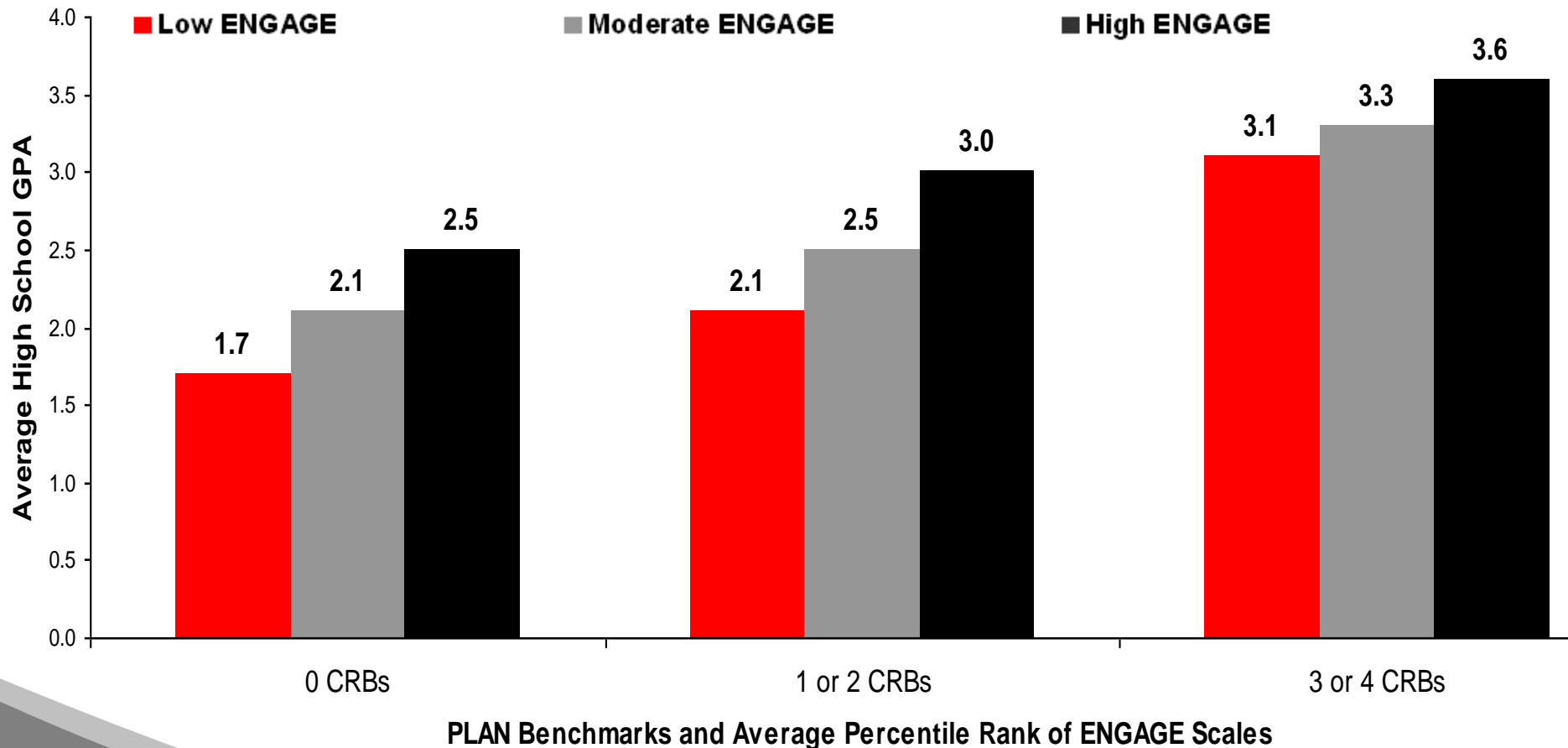
ENGAGE Scores

Average Early High School GPA by EXPLORE Benchmarks and ENGAGE Grades 6-9 Scores



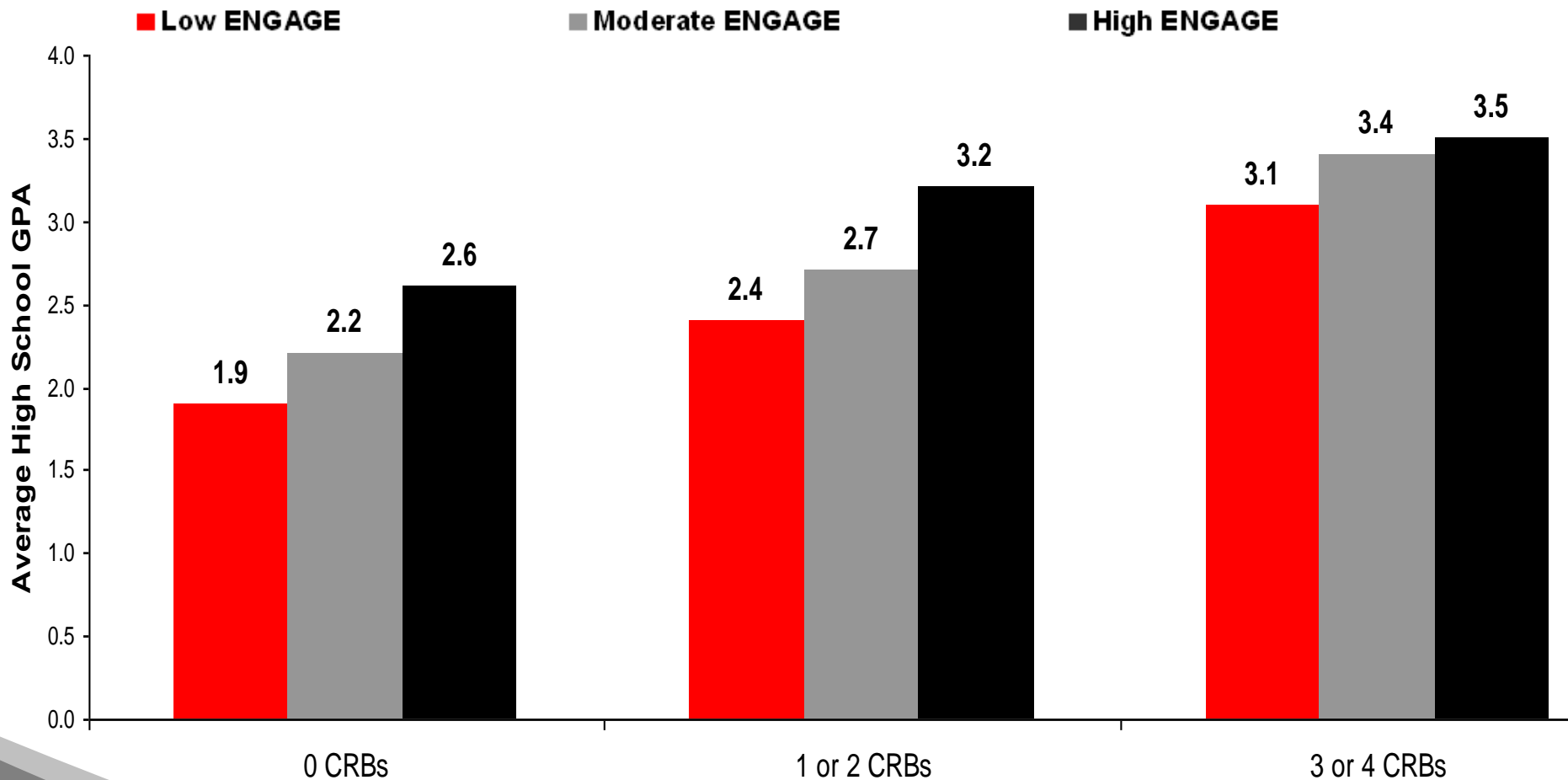
EXPLORE Benchmarks and Average Percentile Rank of ENGAGE Scales

Average High School GPA by PLAN Benchmarks and ENGAGE Grades 10-12 Scores



PLAN Benchmarks and Average Percentile Rank of ENGAGE Scales

Average High School GPA by ACT Benchmarks and ENGAGE Grades 10-12 Scores



ACT Benchmarks and Average Percentile Rank of ENGAGE Scales