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

National Curriculum Survey

Test Blueprint

Test Scores/Results

Standards Review

Content Validity

College Readiness Standards

Predictive Validity

College Readiness Benchmarks

Course Performance

Postsecondary
Tell me what THEY know & can do

Students & HS
Tell me what I know & can do
The National Research Continuum

2012 Grad Class Report (The Condition)

2012 Grad Class Update (Enrollment Management Trends Report 2013)

2012 Grad Class Progression Report (Reality of Readiness 2014)
# ACT College Readiness Standards

## English

<table>
<thead>
<tr>
<th>College Readiness Standards</th>
<th>Topic Development in Terms of Purpose and Focus</th>
<th>Organization, Unity, and Coherence</th>
<th>Word Choice in Terms of Style, Tone, Clarity, and Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>13–15</td>
<td>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <em>then, this time</em>)</td>
<td>Revise sentences to correct awkward and confusing arrangements of sentence elements</td>
<td>Revise vague nouns and pronouns that create obvious logic problems</td>
</tr>
<tr>
<td>16–19</td>
<td>Identify the basic purpose or role of a specified phrase or sentence</td>
<td>Select the most logical place to add a sentence in a paragraph</td>
<td>Delete obviously synonymous and wordy material in a sentence</td>
</tr>
<tr>
<td>20–23</td>
<td>Identify the central idea or main topic of a straightforward piece of writing</td>
<td>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <em>first, afterward, in response</em>)</td>
<td>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</td>
</tr>
<tr>
<td>24–27</td>
<td>Identify the focus of a simple essay, applying that knowledge to add a sentence</td>
<td>Determine the need for conjunctive adverbs or phrases to create subtle logical relationships</td>
<td>Revise a phrase that is redundant in terms of the meaning and logic of the entire essay</td>
</tr>
</tbody>
</table>
Define Knowledge and Skills
College Readiness Benchmark Scores

<table>
<thead>
<tr>
<th>Test</th>
<th>College Course</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>PLAN</th>
<th>The ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English Composition</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>Reading</td>
<td>Social Sciences</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>20</td>
<td>20</td>
<td>21</td>
<td>24</td>
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</tbody>
</table>

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

- 1-12: 3
- 13-15: 12
- 16-18: 18
- 19-21: 21
- 22-24: 19
- 25-27: 14
- 28-30: 8
- 31-33: 4
- 34-36: 1

ACT Composite Score Range
### 2012 Reality of College Readiness - Illinois

<table>
<thead>
<tr>
<th>Fall 2010 Status</th>
<th>Fall 2011 Status</th>
<th>State %</th>
<th>State Comp</th>
<th>Eng</th>
<th>Read</th>
<th>Math</th>
<th>Sci</th>
<th>All 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Grads N=146,972</td>
<td>Re-Enrolled in State</td>
<td>45</td>
<td>21.7</td>
<td>74</td>
<td>56</td>
<td>47</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>Re-Enrolled Out of State</td>
<td>16</td>
<td>24.7</td>
<td></td>
<td>89</td>
<td>75</td>
<td>72</td>
<td>54</td>
<td>49</td>
</tr>
<tr>
<td>Not Enrolled-unknown</td>
<td>39</td>
<td>18.0</td>
<td></td>
<td>42</td>
<td>30</td>
<td>20</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>All</td>
<td>100</td>
<td>20.7</td>
<td></td>
<td>64</td>
<td>48</td>
<td>40</td>
<td>27</td>
<td>23</td>
</tr>
</tbody>
</table>
Bachelor’s Degree Completion Within 6 Years by ACT Composite Score Range and High School GPA

Overall 6-Year Completion Rate = 62%

ACT Composite Score Range

- HSGPA < 3.00
- HSGPA 3.00–3.49
- HSGPA 3.50+

Percent

1-15  16-19  20-23  24-27  28-32  33-36

22  34  44  48  54  70  78  84  90
Six-year bachelor’s degree completion rates by race/ethnicity and number of ACT Benchmarks met for four-year students
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.

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

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
The World of Work Map

- Social Service:
  - Y. Community Services
  - X. Education
  - W. Health Care

- Arts:
  - U. Creative & Performing Arts
  - T. Applied Arts (Visual)
  - S. Social Science

- Science & Technology:
  - Q. Medical Technologies
  - R. Medical Diagnosis & Treatment
  - O. Engineering & Technologies
  - P. Natural Science & Technologies

- Business Operations:
  - E. Communications & Records
  - C. Management & Sales
  - B. Marketing & Sales
  - A. Employment-Related Services
  - D. Regulation & Protection
  - F. Financial Transactions
  - G. Distribution and Dispatching

- Technical:
  - J. Computer/Info Specialties
  - K. Construction & Maintenance
  - L. Crafts & Related
  - H. Transport Operation & Related
  - I. Ag/Forestry & Related

- Administration & Sales:
  - N. Mechanical & Electrical Specialties

- Engineering & Technologies:
  - M. Manufacturing & Processing
Retention Rates by Institution Type of First College Choice and Interest-Major Fit: All ACT-Tested Enrolled Students
Academic Behavioral Readiness
# Academic Behavior Domains

<table>
<thead>
<tr>
<th>Domain</th>
<th>ENGAGE Grades 6-9</th>
<th>ENGAGE Grades 10-12 &amp; College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation (Getting work done)</td>
<td>• Academic Discipline</td>
<td>• Academic Discipline</td>
</tr>
<tr>
<td></td>
<td>• Commitment to School</td>
<td>• Commitment to College</td>
</tr>
<tr>
<td></td>
<td>• Optimism</td>
<td>• Goal Striving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• General Determination</td>
</tr>
<tr>
<td>Social Engagement (Getting along)</td>
<td>• Family Attitude toward Education</td>
<td>• Study Skills</td>
</tr>
<tr>
<td></td>
<td>• Family Involvement</td>
<td>• Communication Skills</td>
</tr>
<tr>
<td></td>
<td>• Relationships w/ School Personnel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• School Safety Climate</td>
<td>• Social Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Social Connection</td>
</tr>
<tr>
<td>Self-Regulation (Keeping your cool)</td>
<td>• Managing Feelings</td>
<td>• Academic Self-Confidence</td>
</tr>
<tr>
<td></td>
<td>• Thinking Before Acting</td>
<td>• Steadiness</td>
</tr>
<tr>
<td></td>
<td>• Orderly Conduct</td>
<td></td>
</tr>
</tbody>
</table>
Mean High School GPA by Motivation Scores

ENGAGE Scores

1.80 1.80 2.10 2.20 2.40 2.50 2.70 2.70 2.90 3.20

Average Number of Disciplinary Events by Self-Regulation Scores

ENGAGE Scores

- 01-09: 2.9
- 10-19: 2.3
- 20-29: 2.0
- 30-39: 1.6
- 40-49: 1.2
- 50-59: 0.9
- 60-69: 0.7
- 70-79: 0.5
- 80-89: 0.4
- 90-99: 0.3
Percent of Students Reporting Two or More Extracurricular Activities during High School by Social Engagement Scores

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39</td>
<td>44</td>
<td>43</td>
<td>46</td>
<td>51</td>
<td>55</td>
<td>61</td>
<td>67</td>
<td>71</td>
<td>80</td>
</tr>
</tbody>
</table>
Average Early High School GPA by EXPLORE Benchmarks and ENGAGE Grades 6-9 Scores

EXPLORE Benchmarks and Average Percentile Rank of ENGAGE Scales

Low ENGAGE  Moderate ENGAGE  High ENGAGE

0 CRBs  1 or 2 CRBs  3 or 4 CRBs

Average High School GPA

Bottom 25%  Middle 50%  Top 25%

1.6  2.5  3.6

2.0  2.0  3.2

3.0  2.5  3.0

4.0
Average High School GPA by PLAN Benchmarks and ENGAGE Grades 10-12 Scores

PLAN Benchmarks and Average Percentile Rank of ENGAGE Scales

<table>
<thead>
<tr>
<th>CRBs</th>
<th>0 CRBs</th>
<th>1 or 2 CRBs</th>
<th>3 or 4 CRBs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low ENGAGE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderate ENGAGE</td>
<td>1.7</td>
<td>2.1</td>
<td>3.1</td>
</tr>
<tr>
<td>High ENGAGE</td>
<td>2.5</td>
<td>2.1</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Average High School GPA
Bottom 25% | Middle 50% | Top 25%

0.0 | 0.5 | 1.0
1.5 | 2.0 | 2.5
2.0 | 2.5 | 3.0
2.5 | 3.0 | 3.5
3.0 | 3.5 | 4.0

0 CRBs | 1 or 2 CRBs | 3 or 4 CRBs
Average High School GPA by ACT Benchmarks and ENGAGE Grades 10-12 Scores

- Low ENGAGE
- Moderate ENGAGE
- High ENGAGE

ACT Benchmarks and Average Percentile Rank of ENGAGE Scales:

<table>
<thead>
<tr>
<th>ACT Benchmarks</th>
<th>Low ENGAGE</th>
<th>Moderate ENGAGE</th>
<th>High ENGAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 CRBs</td>
<td>1.9</td>
<td>2.2</td>
<td>2.6</td>
</tr>
<tr>
<td>1 or 2 CRBs</td>
<td>2.4</td>
<td>2.7</td>
<td>3.2</td>
</tr>
<tr>
<td>3 or 4 CRBs</td>
<td>3.1</td>
<td>3.4</td>
<td>3.5</td>
</tr>
</tbody>
</table>