

## The Condition of College and Career Readiness

This report looks at the progress of the 2016 ACT®-tested graduating class relative to college and career readiness.

This year's report shows that **64%** of students in the 2016 US graduating class took the ACT test, up from 59% in 2015 and 49% in 2011. The increased number of test takers over the past several years enhances the breadth and depth of the data pool, providing a comprehensive picture of the current graduating class in the context of college readiness, as well as offering a glimpse at the emerging educational pipeline.

As a research-based nonprofit organization, ACT is committed to providing information and solutions to support the following:

- **Holistic view of readiness.** The 2014 ACT report, *Broadening the Definition of College and Career Readiness: A Holistic Approach*, shows academic readiness is only one of four critical domains in determining an individual's readiness for success in college and career. Cross-cutting capabilities, behavioral skills, and the ability to navigate future pathways are also important factors to measure and address. Together, these elements define a clear picture of student readiness for postsecondary education.
- **Providing meaningful data for better decisions.** ACT is focused on providing better data to students, parents, schools, districts, and states so that all can make more informed decisions to improve outcomes. We accomplish this goal by taking a holistic view and using consistent and reliable historical information so that individuals and institutions have a better context to make critical decisions about the journey they have undertaken.

# The Condition of College & Career Readiness 2016

## Minnesota Key Findings

### Performance

- These reports include all the juniors who took the ACT as part of the statewide testing program. As expected, this caused a drop in scores from 22.7 to 21.1 (-1.6), which is very much in line with states that provide census testing. The national average ACT Composite score is 20.8.
- This is the new normal, and there are many bright spots in the data:
  - ~ 64,145 students took the ACT, which is approximately 100% of the 2016 graduating class. That is 27% more than last year (46,862).
  - ~ Minnesota added 17,283 students to the testing program.
  - ~ 4,451 more students met the English Benchmark.
  - ~ 2,327 more met the mathematics Benchmark.
  - ~ 2,154 more met the reading Benchmark.
  - ~ 821 more met the science Benchmark.
  - ~ All minority student groups increased, with the highest increase in Hispanic students (1,709).
  - ~ The number of White students increased by 8,699; however, their percentage of the tested population dropped to 66%.
  - ~ The number of American Indian students in the testing pool has increased from 220 to 520, but their ACT Composite score decreased the greatest amount, from 19.3 to 16.6.
  - ~ The average Composite score of African American graduates decreased from 17.6 to 16.5 as their numbers increased by 1,068.

### STEM

- Minnesota graduates who took advanced science and math courses show higher levels of achievement:
  - ~ 32,524 students (51%) who took physics earned significantly higher average ACT science scores and were more likely to meet or surpass the ACT College Readiness Benchmark in science than those who did not.
  - ~ Students who took a fourth year of math in high school (67%), regardless of course, significantly outperformed those students who did not, in both ACT mathematics scores and in Benchmark attainment.
  - ~ 23% of students met the STEM Benchmark of 26, which is above the national rate of 20%.

### Career Readiness

- This year, for the first time, ACT has provided an indicator of career readiness based on ACT composite scores. Table 3.4 in the state ACT Profile Report details how ACT-tested Minnesota graduates are progressing toward the ACT National Career Readiness Certificate™ (ACT NCRC®).
- Progress toward career readiness is based on research linking ACT Composite scores to ACT NCRC levels. The ACT Composite cut score for each ACT NCRC level corresponds to a 50% chance of obtaining that level. If a student's ACT Composite score surpassed the cut score for an ACT NCRC level, they are categorized as making progress towards the next higher ACT NCRC level. Attainment of ACT NCRC levels indicates workplace employability skills that are critical to job success.
- In Minnesota, 70% of ACT tested graduates are considered making progress towards at least a gold ACT NCRC level. This compares to 68% nationally.



## Behaviors that Impact Access and Opportunity

- Testing patterns
  - ~ Timing matters. Students who test for the first time in 11th grade are more likely to begin thinking about college earlier, have a chance to remediate weaknesses, receive college and career counseling, choose appropriate coursework, and be recruited by colleges.
  - ~ Comparatively, Minnesota students are getting a head start thinking about and preparing for college.

	% Tested Once	% Tested More than Once	% Tested Senior Year Only
African American	60.5	39.5	6.6
American Indian/Alaskan Native	85.0	15.0	4.4
White	53.6	46.4	2.0
Hispanic	68.6	31.4	5.3
Asian	42.7	57.3	4.1

- The number of scores sent dramatically increased from 90,048 to 156,700, getting more Minnesota students in the college pipeline.
- The vast majority of students who take the ACT in Minnesota opt in to ACT's Educational Opportunity Service (EOS), which allows colleges and scholarship agencies to purchase students' names for recruitment and scholarship opportunities. High school educators should encourage students to do this so more doors can open for them: They can begin thinking about college early, and a college-going culture can be established as the expectation in schools. In Minnesota, 84% opted in to EOS. The national EOS opt-in rate is 73.1%.
- In 2015, ACT launched the "Get Your Name in the Game" campaign, which allows colleges to access the names of underrepresented students through EOS at no charge. This is part of ACT's commitment to help get more minority and first-generation students into the college pipeline. In 2016, 50,638 Minnesota students' names were accessed through this program by 18 Minnesota public and private colleges.
- Fee Waiver Usage
  - ~ In Minnesota, there were 5,137 fee waivers issued and 3,982 of those were used. This equates to a 77.5% usage rate. The national rate was 74.5%.
  - ~ 38.5%, or 445, of unused waivers were issued to African American students.
  - ~ ACT provides students fee waivers to provide more access and opportunity for students.

## Pipeline

- Aspirations matter. Minnesota students who aspire to a higher level of postsecondary education achieve higher ACT Composite scores. The majority of tested students want a bachelor's degree or higher.

## ACT Footprint

ACT Aspire® Summative	ACT Aspire® Periodic	ACT Engage®	ACT QualityCore®	PreACT™	ACT WorkKeys®
11,820	3,930	1,928	–	5,569*	6,951

\* PreACT refers to preorders for FY17.

*These are the number of each of these assessments delivered in the state and not reflective of the 2016 ACT-tested graduating class.*

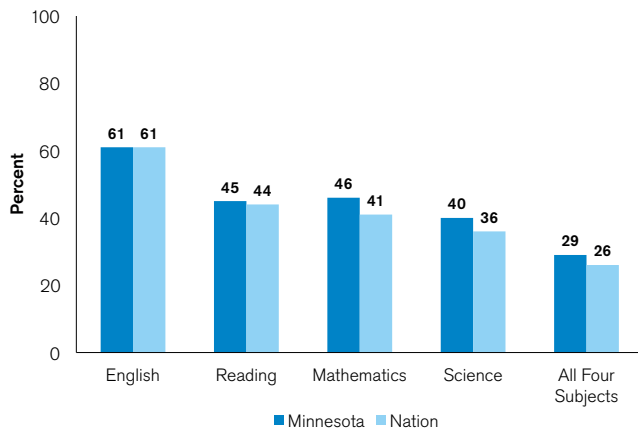
## Special State Talking Points

- In 2016, ACT honored exemplars in 41 states as part of our College & Career Readiness Campaign. In Minnesota, these honorees include:
  - ~ Student—Amber Eckstein, Monticello High School
  - ~ High School—Southwest High School. This school was also profiled in our 2011 report, *A First Look at Common Core in Minnesota*, as an exemplary school demonstrating that higher standards and increased expectations for all students can be accomplished.
- With the PreACT™, more schools will have the opportunity to help their students practice for the ACT in 10th grade.

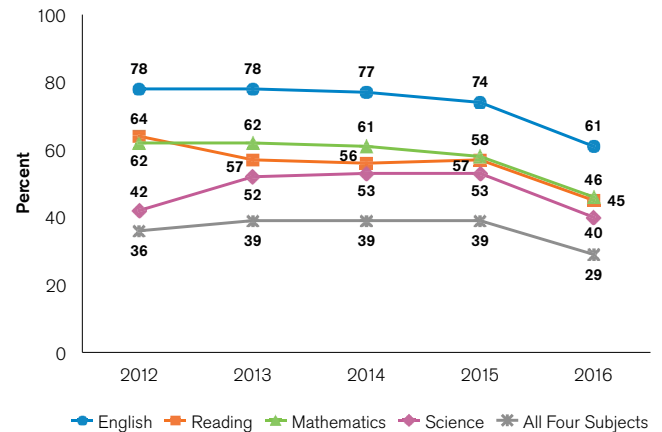
# Your State College and Career Readiness Attainment, Participation, and Opportunity

## Minnesota

Percent of 2016 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Subject



Percent of 2012–2016 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks\*



Note: Percents in this report may not sum to 100% due to rounding.

\* ACT College Readiness Benchmarks in reading and science were revised in 2013.

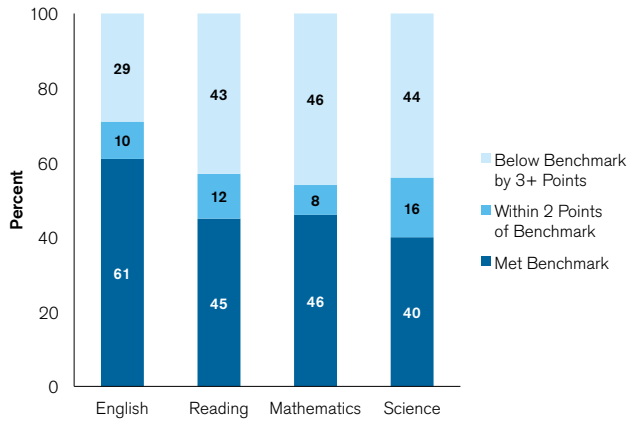
## Student Data Trends

- Between 2012 and 2016, the number of students taking the ACT in Minnesota increased by 42.6%.

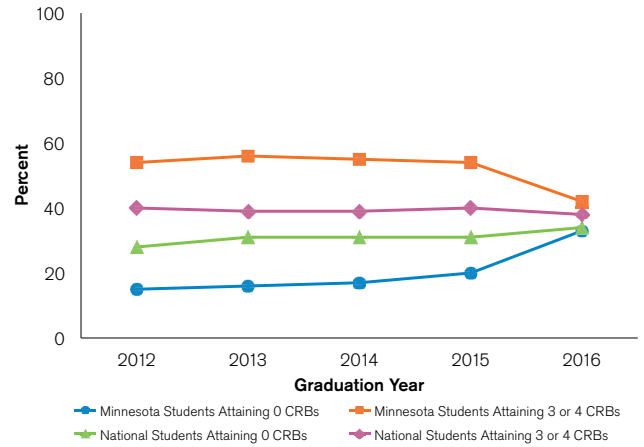
Student Condition Data Interest Trends: 2012–2016, State vs. Nation

Outcome	Cohort	2012	2013	2014	2015	2016
Percent Tested	Minnesota	74%	74%	76%	78%	100%
	Nation	52%	54%	57%	59%	64%
N Tested	Minnesota	44,977	44,676	45,305	46,862	64,145
	Nation	1,666,017	1,799,243	1,845,787	1,924,436	2,090,342
Average English Score	Minnesota	22.1	22.2	22.1	21.8	20
	Nation	20.5	20.2	20.3	20.4	20.1
Average Reading Score	Minnesota	22.9	23.1	23.1	23	21.3
	Nation	21.3	21.1	21.3	21.4	21.3
Average Mathematics Score	Minnesota	23	23.1	23	22.8	21.2
	Nation	21.1	20.9	20.9	20.8	20.6
Average Science Score	Minnesota	22.7	22.9	22.9	22.7	21.3
	Nation	20.9	20.7	20.8	20.9	20.8
Average Composite Score	Minnesota	22.8	23	22.9	22.7	21.1
	Nation	21.1	20.9	21	21	20.8

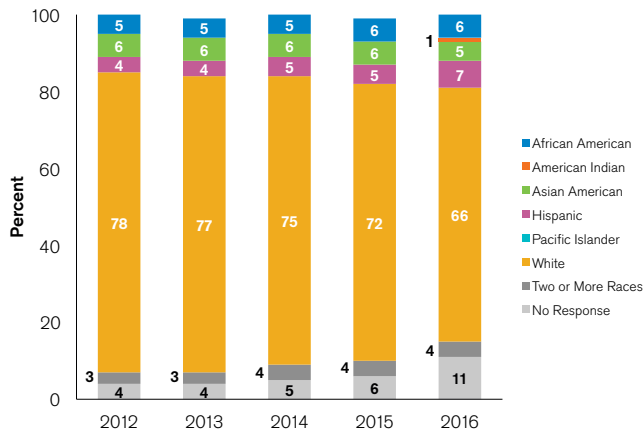
**Percent of 2016 ACT-Tested High School Graduates by ACT College Readiness Benchmark Attainment and Subject**



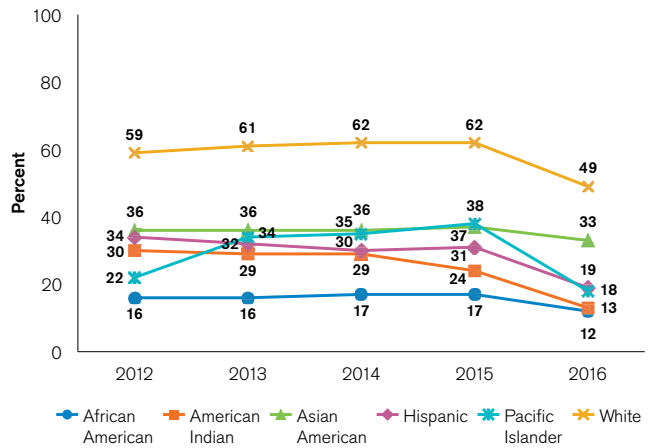
**Trends in Percent of ACT-Tested High School Graduates by Number of ACT College Readiness Benchmarks (CRBs) Attained**



**Percent of 2012–2016 ACT-Tested High School Graduates by Race/Ethnicity**

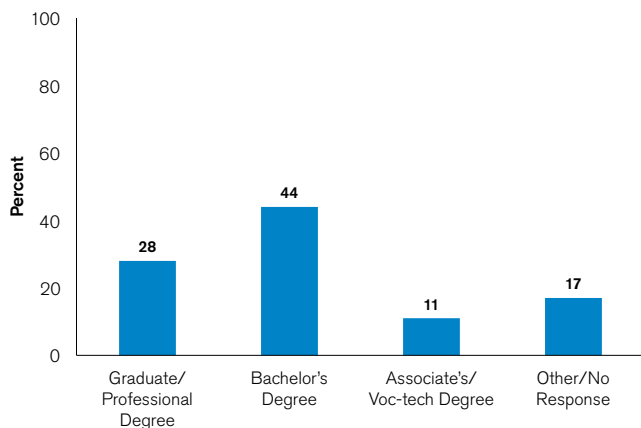


**Percent of 2012–2016 ACT-Tested High School Graduates Meeting Three or More Benchmarks by Race/Ethnicity**



Note: Values less than 0.5% will not appear.

**Percent of 2016 ACT-Tested High School Graduates by Educational Aspirations**



There is good news in that 83% of Minnesota's 2016 ACT-tested graduates aspired to postsecondary education. Interestingly enough, 89% of Minnesota's 2015 ACT-tested graduating class aspired to enroll in postsecondary education, compared to 66% who actually did enroll. If we fully closed the aspirational gap, an additional 10,786 of the 2015 ACT-tested graduates from Minnesota would have enrolled in postsecondary education.

## What You Need to Know

At ACT, we are inspired every day to make a positive difference. Here are a few ways we are making an impact each day in the lives of students, teachers, education, policy makers, and workforce leaders.

### The ACT<sup>®</sup>

- Enhancements to ACT Score Reports starting in September 2016
- Introduction of ACT Kaplan Online Prep Live in September 2016
- New Score Reports

### Pre-ACT<sup>™</sup>

- Affordable cost—\$12 per student tested for schools, districts, and states
- Flexible administration—Schools, districts, and/or states may administer on any date between September 1, 2016 and June 1, 2017
- Structured test environment—Similar to what the student will experience when taking the ACT test

### Online Prep Live

#### ACT<sup>®</sup> KAPLAN

- A virtual classroom experience that delivers all the benefits of ACT Online Prep, plus an interactive teaching experience
- Live learning experiences available at no cost to students who register for the ACT using a fee waiver
- Recorded sessions available on demand to provide maximum flexibility to students

### ACT<sup>®</sup> Aspire<sup>®</sup>

- New Performance Level Descriptors coming in August 2016
- More than 5 million ACT Aspire online assessments administered to US students since January 2016, a major milestone for the program and up by more than 130% compared to the previous year
- New Score Reports

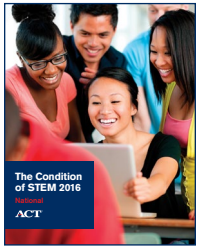
### ACT<sup>®</sup> Engage<sup>®</sup>

- Helps schools face the challenge of preparing students for success after high school. Read the latest white paper, *Identifying Skills to Succeed in School, at Work, and in the "Real World."*
- New Score Reports

### ACT<sup>®</sup> WorkKeys<sup>®</sup>

- Updated versions of the ACT National Career Readiness Certificate (ACT NCRC) assessments and credential coming in summer 2017
- Fully updated ACT WorkKeys curriculum and test prep available in summer 2017 to support the updated ACT NCRC assessments
- Will include a new test delivery platform that will introduce features and functionality important to ACT WorkKeys customers

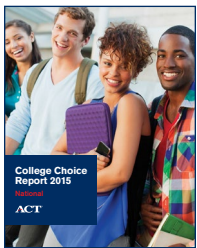
## Key ACT Research



### **The Condition of STEM 2016— Releasing November 2016**

This report provides national and state data about the 2016 graduating class in

the context of STEM-related fields (Science, Technology, Engineering, Mathematics) to determine student interest levels in specific STEM fields and, more importantly, readiness in math and science of those interested in STEM careers.



### **College Choice Report 2015**

This report follows the ACT-tested high school graduating class of 2015, focusing on specific testing behaviors that

may expand college opportunities available to students. This is an important topic for enrollment managers and admissions officers to consider, as students' participation in these testing behaviors have implications for colleges' chances to recruit, advise, and place these prospective students.

## Recommendations

### **1. Create an assessment model that measures a variety of skill domains and competencies required for college and career success.**

Historically, college and career readiness assessments have focused only on academic skills. ACT research has clearly established areas of competency important for college and career readiness success. While our research shows that ACT solutions independently measure key components of college AND career readiness, we and others have begun to realize that no single solution can measure the full breadth of this readiness, nor should it. Simply put, the ACT alone is not enough to measure the full breadth of career readiness. A more holistic assessment model, incorporating multiple domains and specific skills associated with career clusters or occupations, will typically be most appropriate for describing and evaluating student readiness for college and career.

### **2. Optimize opportunities to influence awareness and engagement of underserved learners.**

Initiatives designed to aid underserved learners are only as effective as they are visible. We must inform advocates and ALL underserved learners about the available and effective programs designed for this purpose. For example, in the 2015–2016 academic year, approximately 730,000 students registered to take the ACT using fee waivers valued at more than \$36 million. Yet, not all eligible students took advantage of this offer. Similarly, institutions must use data to inform intervention strategies if they are going to help underserved students be prepared for postsecondary success.

### **3. Take the guesswork out of STEM.**

It is critically important to align STEM initiatives to capitalize on performance, measured interest, and expressed interest. Essential to this effort is expanding and nurturing interest in STEM, which will impact the emerging pipeline of STEM majors, teachers, and workers. This requires capturing a wider range of students and employing concrete measures to inform intervention and programming. To do so, states and districts must look for partnering opportunities from K–12 to postsecondary education to the workplace.

### **4. Focus on the implementation of fewer, higher, clearer, standards in K–12 classrooms to raise the bar for all students.**

No matter the adopted standards, proper implementation must focus on the most critical component for increasing readiness—effective, high-quality teaching. This requires investment in postsecondary teaching programs, professional development, and state-level collaboration among K–12 and higher education.

### **5. Don't over test students.**

When states, schools, and districts build an assessment strategy that recognizes the limits and promise of test scores, they will reduce the likelihood of over testing. Used ethically and appropriately, assessments can inform decisions at individual and institutional levels. Misunderstood, misused, or abused, assessments cause confusion, can be perceived as punitive, or result in ill-conceived strategies. To quote ACT founder E.F. Lindquist, "Assessment is valuable to the extent it bridges teaching and learning."