

## The Condition of College & Career Readiness

This report looks at the achievement of the ACT®-tested 2017 graduating class relative to college and career readiness. A total of 60% of students in the 2017 US graduating class took the ACT® test, compared to 64% last year, 54% in 2013, and 42% in 2007. The growing percentage of the nation's graduates taking the ACT over the past decade has enhanced the breadth and depth of the data pool, providing a comprehensive picture of the current graduating class in the context of college readiness.

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

- **Holistic view of readiness.** The ACT report, *Broadening the Definition of College and Career Readiness: A Holistic Approach*, shows academic readiness is only one of multiple domains critical in determining an individual's readiness for success in college and career. Social and emotional learning skills (SEL) are also vital. Behavioral skills, cross-cutting capabilities, and navigational skills should be measured and addressed. Together, these elements provide a comprehensive picture of student readiness for success after high school.
- **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 educational 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 2017

## Indiana Key Findings

### Performance

- In the Indiana graduating class of 2017, 24,878 graduates took the ACT® test, compared to 26,227 in 2013.
- In Indiana, 35 percent of 2017 graduates took the ACT, compared to 60 percent nationally.
- Indiana graduates of 2017 had an average Composite score of 22.6, compared to the national average of 21.0.
  - ~ 2017 Indiana graduates taking four or more years of English had an English average of 22.2, compared to the average English score of 19.9 for students taking less than four years of English.
  - ~ 2017 Indiana graduates taking three or more years of math had a math average of 22.6, compared to the average math score of 17.1 for students taking less than three years of math.
- In 2017, 37 percent of Indiana graduates met all four ACT College Readiness Benchmarks. This compares to 35 and 31 percent of 2016 and 2013 graduates, respectively.
  - ~ In 2017, 74 percent of Indiana graduates met the ACT English College Readiness Benchmark. This compares to 72 and 70 percent of 2016 and 2013 graduates, respectively.
  - ~ In 2017, 55 percent of Indiana graduates met the ACT Math College Readiness Benchmark. This compares to 53 and 53 percent of 2016 and 2013 graduates, respectively.

### STEM

- In 2017, 12,830 Indiana graduates (52 percent) indicated having an interest in STEM majors and/or careers.
- Compared to a 2017 Indiana graduating class STEM average of 22.6, graduates in 2016 and 2013 had STEM averages of 22.3 and 21.9, respectively.
- Compared to 28 percent of 2017 Indiana graduates meeting the ACT STEM College Readiness Benchmark, graduates in 2016 and 2013 had STEM Benchmark percentages of 26 and 23, respectively.
- For years 2013 and 2017, Indiana graduates meeting the ACT STEM College Readiness Benchmark had average science scores of 27.9 and 28.5, respectively.
- Indiana graduates meeting the ACT STEM College Readiness Benchmark had average math scores of 28.7 and average science scores of 28.5. The national average math and science scores for students meeting the ACT STEM Benchmark were 28.7 and 28.7, respectively.

### Career Readiness

- In 2017, 8,767 Indiana graduates (35 percent) were likely to attain the Gold ACT WorkKeys® National Career Readiness Certificate® or higher, based upon ACT Composite score, compared to 538,392 (27 percent) nationally.
  - ~ The ACT Composite scores associated with a 50% chance of earning each ACT WorkKeys NCRC® level or higher are: 13 for Bronze, 17 for Silver, 25 for Gold, and 35 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 would be classified as "Needs Improvement," 13 to 16 as "Bronze," 17 to 24 as "Silver," and 25 or above as "Gold or Higher." For comparison, individual student score reports classify those who scored 12 to 13, 14 to 17, and 18 and higher as making progress toward Bronze, Silver, and Gold certificates.

## Impact

- Based on the actual test volume and ACT score distributions of 2016 ACT-tested Indiana high school graduates, ACT research estimates that an increase of 0.1 in state average ACT Composite score for the 2017 graduating class would result in:
  - ~ 47 more students enrolling in college.
  - ~ 58 more students persisting to year two.
  - ~ 40 fewer students needing remedial English.
  - ~ 72 fewer students needing remedial math.
  - ~ 68 more students persisting to year four.
  - ~ 76 more students earning a postsecondary degree within six years.

## Behaviors that Impact Access and Opportunity

- In Indiana, 2017 graduates taking the ACT two or more times had an average Composite score of 24.2, compared to 21.7 for single-time testers.
  - ~ 36 percent (8,927) of 2017 Indiana graduates took the ACT more than once, compared to 45 percent nationally.
    - Among White students who tested at least twice, 86.9% first tested in their junior year, increased their score by 1.0 point(s), and scored 1.9 point(s) higher than 11th-grade White students who tested only once.
    - Among Hispanic students who tested at least twice, 89.5% first tested in their junior year, increased their score by 0.7 point(s) and scored 2.6 point(s) higher than 11th-grade Hispanic students who tested only once.
    - Among African American students who tested at least twice, 78.9% first tested in their junior year, increased their score by 0.7 point(s) and scored 0.9 point(s) higher than 11th-grade African American students who tested only once.
  - For Indiana's 2017 ACT-tested graduates, the top five schools to which scores were sent were Indiana University Bloomington, Purdue University, Ball State University, Indiana University-Purdue University Indianapolis, and Butler University.
    - ~ For Indiana's 2017 ACT-tested graduates, the top three out-of-state schools to which scores were sent were University of Louisville, University of Kentucky, and University of Cincinnati.
- Compared to 73 percent of 2017 graduates nationally, 70 percent of Indiana graduates opted into EOS.
  - ~ Compared to 69 percent of White students nationally, 69 percent of Indiana White 2017 graduates opted into EOS.
  - ~ Compared to 83 percent of Hispanic students nationally, 85 percent of Indiana Hispanic 2017 graduates opted into EOS.
  - ~ Compared to 76 percent of Asian students nationally, 78 percent of Indiana Asian 2017 graduates opted into EOS.
  - ~ Compared to 77 percent of Pacific Islander students nationally, 95 percent of Indiana Pacific Islander 2017 graduates opted into EOS.
  - ~ The ACT "Get Your Name in the Game" initiative allows colleges and universities access to underserved students' names free of charge.

- ACT issued 8,248 ACT fee waivers to qualified Indiana students. However, 2,618 students (32 percent) did not take advantage of this opportunity to test for free. This compares to 656,061 fee waivers issued nationally, of which 181,092 (28 percent) did not take advantage. This represents a great opportunity for high schools within the state to increase the socio-economic diversity of their students tested. Note: This is the number of fee waivers issued for the state, not specific to this graduating class.

## Pipeline

- In the Indiana graduating class of 2017, 2,818 (11 percent) had parents who did not attend college.
- In the Indiana graduating class of 2017, 499 (2 percent) aspired to attain an associate's degree. They had an average Composite score of 17.2.
- In the Indiana graduating class of 2017, 11,876 (48 percent) aspired to attain a bachelor's degree. They had an average Composite score of 21.4.
- In the Indiana graduating class of 2017, 4,154 (17 percent) aspired to attain a graduate degree. They had an average Composite score of 24.9.
- In the Indiana graduating class of 2017, 5,486 (22 percent) aspired to attain a professional degree. They had an average Composite score of 24.7.
- In order of prevalence, the five most commonly indicated college majors of interest for 2017 Indiana graduates were: Undecided; Nursing, Registered (BS/RN); Medicine (Pre-Medicine); Business Administration and Management, General; and Biology, General.
  - ~ In the Indiana graduating class of 2017, 1,162 (5 percent) indicated planning on majoring in education. They had an average Composite score of 20.9.
  - ~ In the Indiana graduating class of 2017, 3,506 (14 percent) indicated being undecided about their college major. They had an average Composite score of 22.4.

## ACT Footprint

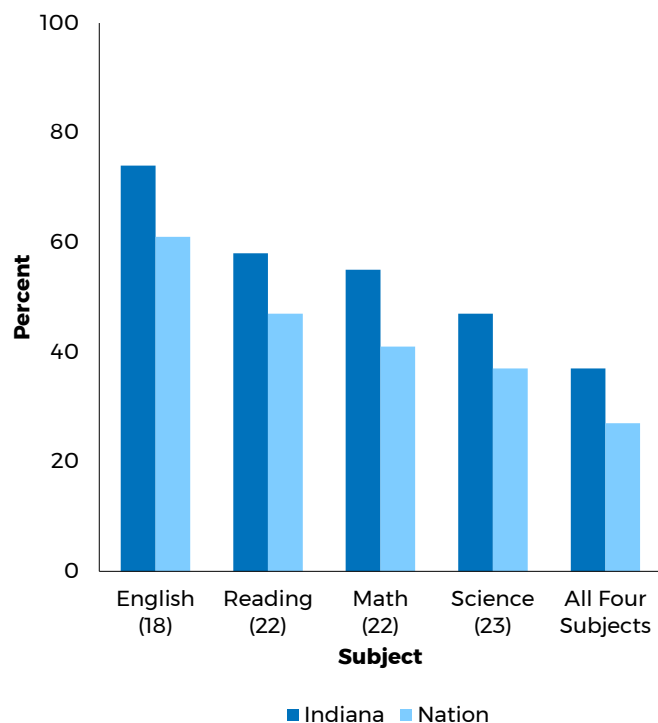
- Number of administrations:
  - ~ ACT Aspire® Summative: 41,537
  - ~ ACT Aspire Periodic: 10,008
  - ~ ACT Engage®: 815
  - ~ PreACT®: 3,849
  - ~ ACT WorkKeys: 35,992

## Additional Points

- There will be four ACT College and Career Readiness Workshops offered throughout the state in fall 2017 (Evansville, Fort Wayne, and Indianapolis). Last year, there were 150 registrants.
- Delaware, Randolph, Wayne, Fayette, and Rush counties are now certified Gold ACT Work Ready Communities.
- According to the US Department of Labor, the top five emerging professions in Indiana that require a bachelor's degree or higher include: Registered Nurse, Mechanical Engineer, General and Operational Managers, Accountants and Auditors, and Elementary and Secondary Teachers.

# Indiana College and Career Readiness Attainment, Participation, and Opportunity

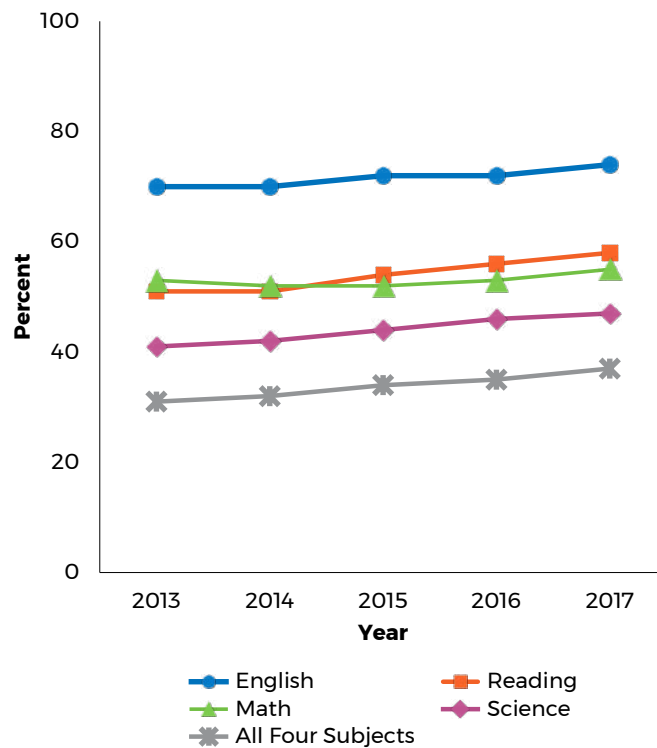
Percent of 2017 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks\* by Subject



Data from graph above:

State / Nation	English (18)	Reading (22)	Math (22)	Science (23)	All Four
Indiana	74	58	55	47	37
Nation	61	47	41	37	27

Percent of 2013–2017 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks

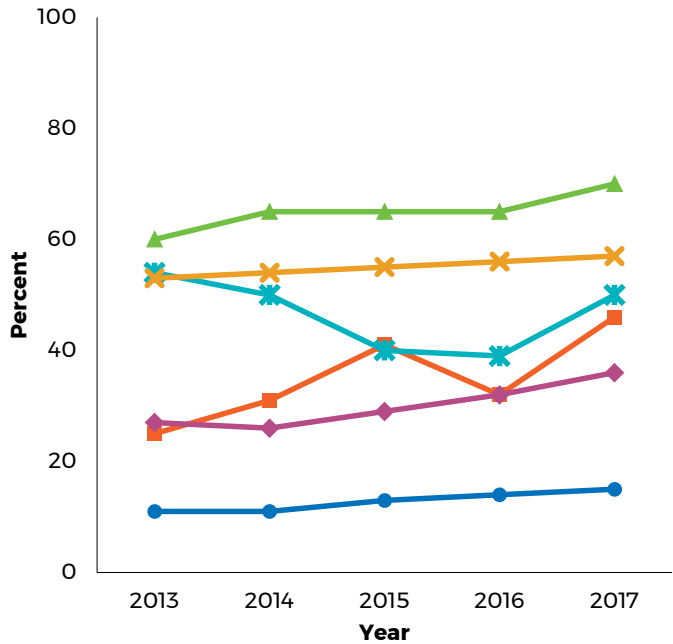


Data from graph above:

Subject	2013	2014	2015	2016	2017
English	70	70	72	72	74
Reading	51	51	54	56	58
Math	53	52	52	53	55
Science	41	42	44	46	47
All Four Subjects	31	32	34	35	37

\* The ACT College Readiness Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. Throughout this report, benchmark attainment corresponds with students meeting or exceeding score values in parentheses ( ).

**Percent of 2013-2017 ACT-Tested High School Graduates Meeting Three or More ACT College Readiness Benchmarks by Race/Ethnicity\***



● African American  
■ American Indian  
▲ Asian American  
◆ Hispanic  
✱ Pacific Islander  
✕ White

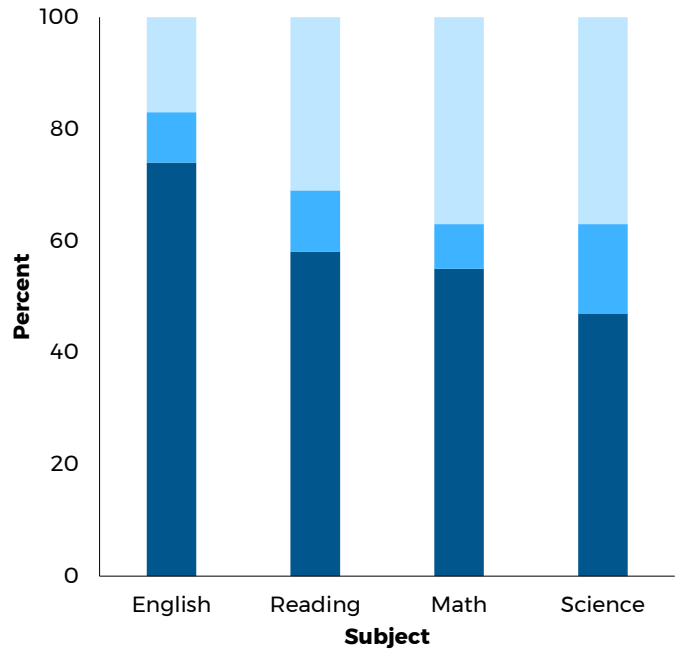
Data from graph above:

Race	2013	2014	2015	2016	2017
African American	11	11	13	14	15
American Indian	25	31	41	32	46
Asian American	60	65	65	65	70
Hispanic	27	26	29	32	36
Pacific Islander	54	50	40	39	50
White	53	54	55	56	57

\* Percentages for groups with insufficient counts will be missing.

**Percent of 2017 ACT-Tested High School Graduates by ACT College Readiness Benchmark Attainment and Subject**

Note: Percents in this graph may not sum to 100% due to rounding. Values less than 0.5% will not appear.

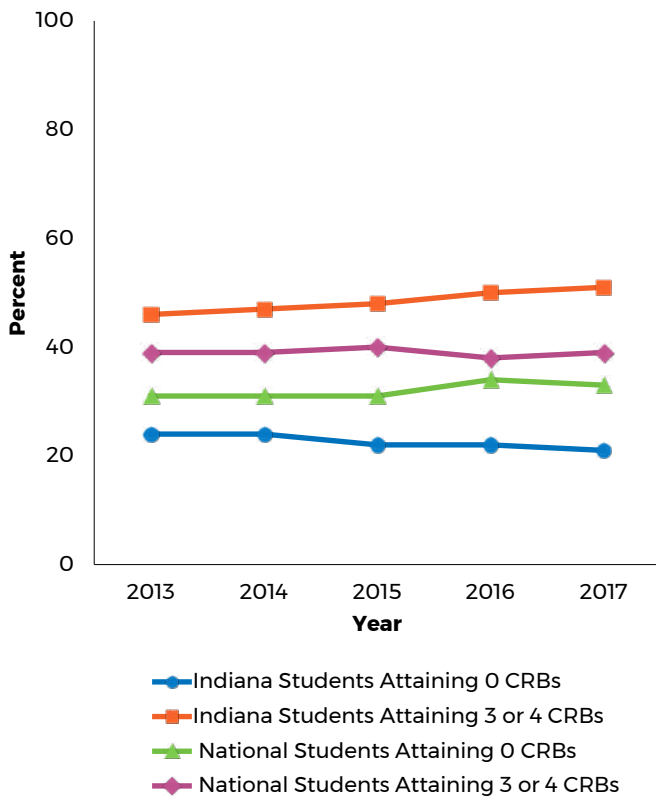


■ Met Benchmark  
■ Within 2 Points of Benchmark  
■ Below Benchmark by 3+ Points

Data from graph above:

Attainment	English	Reading	Math	Science
Met Benchmark	74	58	55	47
Within 2 Points of Benchmark	9	11	8	16
Below Benchmark by 3+ Points	17	31	37	37

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

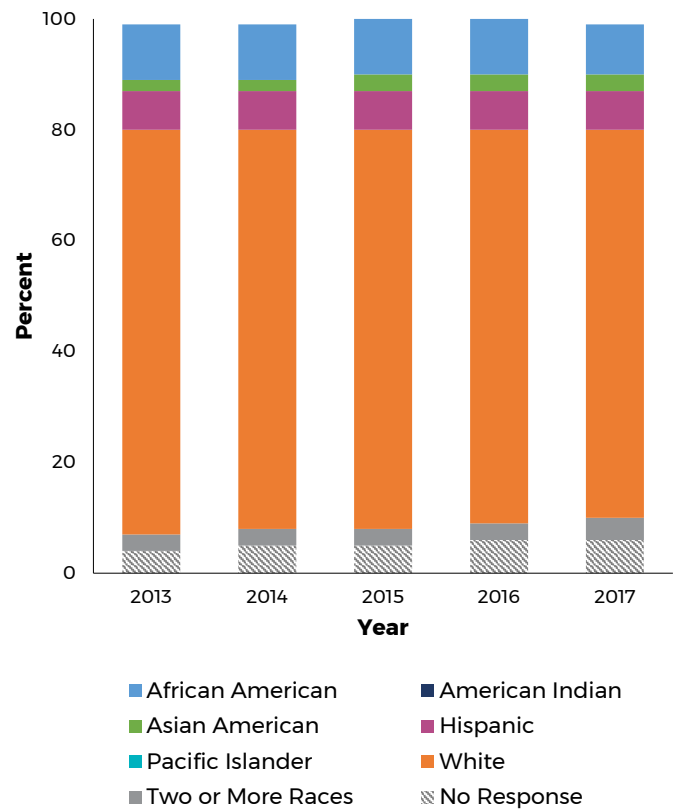


Data from graph above:

Attainment	2013	2014	2015	2016	2017
Indiana Students Attaining 0 CRBs	24	24	22	22	21
Indiana Students Attaining 3 or 4 CRBs	46	47	48	50	51
National Students Attaining 0 CRBs	31	31	31	34	33
National Students Attaining 3 or 4 CRBs	39	39	40	38	39

**Percent of 2013–2017 ACT-Tested High School Graduates by Race/Ethnicity**

Note: Percents in this graph may not sum to 100% due to rounding. Values less than 0.5% will not appear.



Data from graph above:

Race	2013	2014	2015	2016	2017
African American	10	10	10	10	9
American Indian	0	0	0	0	0
Asian American	2	2	3	3	3
Hispanic	7	7	7	7	7
Pacific Islander	0	0	0	0	0
White	73	72	72	71	70
Two or More Races	3	3	3	3	4
No Response	4	5	5	6	6

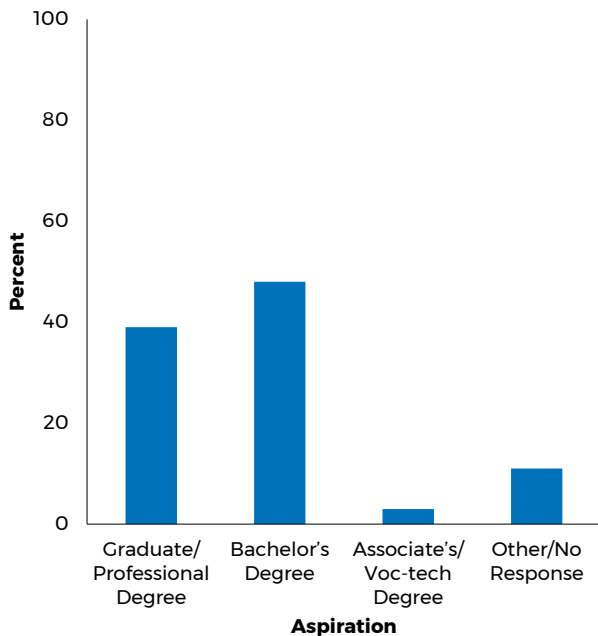
**Indiana:** Between 2013 and 2017, the number of students taking the ACT in Indiana decreased by 1,349 students (-5 percent).

**Student Data Trends: 2013-2017, State vs. Nation**

Outcome	Cohort	2013	2014	2015	2016	2017
Percent Tested	Indiana	38	40	41	41	35
	Nation	54	57	59	64	60
N Tested	Indiana	26,227	27,226	27,415	27,268	24,878
	Nation	1,799,243	1,845,787	1,924,436	2,090,342	2,030,038
Average English Score	Indiana	21.0	21.1	21.5	21.6	22.0
	Nation	20.2	20.3	20.4	20.1	20.3
Average Reading Score	Indiana	22.1	22.3	22.6	22.9	23.2
	Nation	21.1	21.3	21.4	21.3	21.4
Average Math Score	Indiana	21.9	21.9	22.0	22.1	22.4
	Nation	20.9	20.9	20.8	20.6	20.7
Average Science Score	Indiana	21.4	21.6	21.8	22.0	22.3
	Nation	20.7	20.8	20.9	20.8	21.0
Average Composite Score	Indiana	21.7	21.9	22.1	22.3	22.6
	Nation	20.9	21.0	21.0	20.8	21.0

**Percent of 2017 ACT-Tested High School Graduates by Educational Aspirations**

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



There is good news in that 89% of Indiana's 2017 ACT-tested graduates aspired to postsecondary education. Interestingly enough, 91% of Indiana's 2016 ACT-tested graduating class aspired to enroll in postsecondary education, compared to 79% who actually did enroll. If we fully closed the aspirational gap, an additional 3,185 of the 2016 ACT-tested graduates from Indiana would have enrolled in postsecondary education.

*Data from graph*

Aspiration	Percent
Graduate / Professional Degree	39
Bachelor's Degree	48
Associate's / Voc-tech Degree	3
Other / No Response	11



## Indiana State Exemplar

### 2017 ACT College and Career Readiness Campaign

#### William Ramos

Whiting High School, The School City of Whiting

*“The students were collaborative instead of competitive, and the intellectual atmosphere was overwhelming. I loved it. Everyone there wanted to learn more; they didn’t take knowledge or an education for granted as many often do.”*

William has been very involved in Science Olympiad and pre-college programs in science fields, preparing him for the rigors of college. However, as a first-generation student with immigrant parents, he struggled throughout the college application process. Despite this, his talent and drive have led him to work hard and persevere, and he has been accepted to his dream school, the University of Chicago.

William plans to double major in molecular engineering and biochemistry with a minor in statistics, then obtain a graduate degree in pursuit of his goal to become a molecular biophysicist.

## Information and products for further review

	Knowledge & Skills	Social & Emotional
<b>Assessments</b>	ACT Aspire®	ACT Tessera™
	PreACT®	ACT Engage®
	The ACT® Test	
	ACT WorkKeys®	
<b>Research</b>	Condition of College & Career Readiness	A Rosetta Stone for Noncognitive Skills
	ACT® National Curriculum Survey®	
	The Forgotten Middle	Tessera Comprehensive Theory of Action
	Rigor at Risk	
	ACT Holistic Framework™	
<b>Resources</b>	PLDs Learning Description Review	Tessera Teacher Playbook
	Curriculum Review Worksheets	
	OpenEd Learning Resources	
	Test Prep	
<b>Training</b>	Professional Learning Sessions	
	College & Career Readiness Workshops	
	Holistic Framework Webinars	

We are more than just the ACT test. ACT products and services encompass a variety of research- and assessment-based solutions.

As research leaders, we continue to innovate education and workforce solutions to help guide individuals to education and career success.

**Find out more at [www.act.org](http://www.act.org).**

## Key ACT Research

As students navigate their education and career journeys, it is critical for them to be ready for college and career success. College and career readiness is supported by the ACT Holistic Framework, a research-based, multidimensional model for understanding the essential knowledge and skills needed for success, and the solutions that can meet students' navigation needs. Visit [act.org/condition2017](http://act.org/condition2017) to access key reports listed below.

- Serving students' navigation needs from kindergarten to career requires a holistic approach:
  - ~ *Beyond Academics: A Holistic Framework for Enhancing Education and Workplace Success*
  - ~ *The Importance of Behavioral Skills and Navigation Factors for Education and Workforce Success*
- The ACT Holistic Framework is supported by prolific research:
  - ~ Core Academic Skills:
    - 2017 State and National Condition Reports
    - *Profiles of STEM Students: Persisters, Joiners, Changers, and Departers*
    - *ACT Composite Score by Parental Education Level, 2012-2016*
    - *Comparisons of Student Achievement Levels by District Performance and Poverty*
  - ~ Behavioral Skills (also called Social and Emotional Learning):
    - *The Development of Behavioral Performance Level Descriptors*
  - ~ Cross-Cutting Capabilities:
    - *ACT National Curriculum Survey 2016*
  - ~ Student journeys continue into postsecondary education and careers:
    - *Higher Education Research Digest*
    - *Predicted Attainment of ACT National Career Readiness Certificates for the 2016 ACT-tested High School Cohort*

## Recommendations

- 1. Use a holistic assessment model for school accountability that measures student readiness for college and career across multiple domains.** While it is essential to measure students' academic achievement in assessing college and career readiness, it is not enough. Social and emotional learning skills are important and measurable, and they can be impacted. Assessment models should take into account core academic skills, behavioral skills, cross-cutting capabilities, and education and career navigation skills to provide an integrated picture of college and work readiness.
- 2. Make special efforts to ensure that underrepresented students have equal access and opportunity to pursue postsecondary education.** According to ACT research, most underrepresented students want to continue their education after high school, but they face many barriers. Ensuring they have access to the same rigorous core curriculum as others is just one step. Many also lack the resources, information, and familial and peer support they need to prepare for success after high school. Special efforts must be made to level the playing field for underrepresented students so they have equal opportunity to succeed.
- 3. Increase emphasis on STEM readiness initiatives, measures, and programs.** With technology advancing rapidly, the importance of STEM readiness is only increasing. The threat of robotic and computer-assisted technologies eliminating jobs is growing while the remaining and emerging jobs will likely require higher-level skills. ACT data continue to show that many graduates are not ready. Without improvement in STEM readiness, far too many will be ill-prepared for the future workforce.
- 4. Focus on fewer, higher, and clearer learning standards in K-12 schools.** Far too many students continue to graduate from high school without all of the core skills they will need to ably succeed at the next level. Many will struggle, and many will likely fail to realize their aspirations. The push toward raising the bar on learning standards and focusing on the essential skills necessary for success must continue.
- 5. Begin assessing learning and implementing intervention strategies early.** Early assessment and intervention are critical to improving educational outcomes. If students are not on track for college and career readiness by the time they reach middle school, it may be too late. Assessing learning and implementing intervention strategies to help students get on the right path for college and career readiness must begin in elementary school.