

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

Oregon Key Findings

Performance

- In the Oregon graduating class of 2017, 14,631 graduates took the ACT® test, compared to 12,857 in 2013.
- In Oregon, 40 percent of 2017 graduates took the ACT, compared to 60 percent nationally.
 - ~ In 2017, there were 2,594 Hispanic graduates from Oregon who took the ACT (18 percent). This compares to 2,495 (17 percent) and 1,767 (14 percent) for 2016 and 2013 graduating classes, respectively.
- Compared to the 2017 Oregon graduating class Composite average of 21.8, Oregon graduates in 2016 and 2013 had Composite averages of 21.7 and 21.5, respectively.
 - ~ Though Hispanic students have accounted for consistently increasing percentages of the Oregon graduating classes since 2013, their average ACT Composite scores have increased dramatically, by 0.7 points.
- In 2017, 32 percent of Oregon graduates met all four ACT College Readiness Benchmarks. This compares to 32 and 31 percent of 2016 and 2013 graduates, respectively.
 - ~ In 2017, 46 percent of Oregon graduates met three or four ACT College Readiness Benchmarks. This compares to 45 and 45 percent of 2016 and 2013 graduates, respectively.
 - ~ In 2017, 27 percent of Oregon graduates met zero ACT College Readiness Benchmarks. This compares to 27 and 27 percent of 2016 and 2013 graduates, respectively.

STEM

- In 2017, 6,924 Oregon graduates (47 percent) indicated having an interest in STEM majors and/or careers.
- In Oregon, 53 percent of graduates taking physics met the ACT Science College Readiness Benchmark, compared to 32 for students not taking physics.
- In Oregon, 2017 graduates taking three or more years of math had an average math score of 22.2 compared to the average math score of 17.1 for students taking less than three years of math.

Career Readiness

- In 2017, 4,625 Oregon graduates (32 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 Oregon 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:
 - ~ 28 more students enrolling in college.
 - ~ 34 more students persisting to year two.
 - ~ 25 fewer students needing remedial English.
 - ~ 47 fewer students needing remedial math.
 - ~ 40 more students persisting to year four.
 - ~ 44 more students earning a postsecondary degree within six years.

Behaviors that Impact Access and Opportunity

- In Oregon, 2017 graduates taking the ACT two or more times had an average Composite score of 24.5, compared to 21.0 for single-time testers.
- Of Oregon's 2017 graduating class, there were 430 (3 percent) African American students taking the ACT. This compares to 256,756 (13 percent) nationally.
- Of Oregon's 2017 graduating class, there were 131 (1 percent) American Indian students taking the ACT. This compares to 16,135 (1 percent) nationally.
- Of Oregon's 2017 graduating class, there were 8,064 (55 percent) White students taking the ACT. This compares to 1,062,439 (52 percent) nationally.
- Of Oregon's 2017 graduating class, there were 2,594 (18 percent) Hispanic students taking the ACT. This compares to 347,906 (17 percent) nationally.
- Of Oregon's 2017 graduating class, there were 1,004 (7 percent) Asian students taking the ACT. This compares to 96,097 (5 percent) nationally.
- For Oregon's 2017 ACT-tested graduates, the top five schools to which scores were sent were Oregon State University, University of Oregon, Portland State University, Portland Community College, and University of Portland.
 - ~ For Oregon's 2017 ACT-tested graduates, the top three out-of-state schools to which scores were sent were University of Washington, Brigham Young University, and Stanford University.
- Compared to 73 percent of 2017 graduates nationally, 70 percent of Oregon graduates opted into EOS.
 - ~ Compared to 85 percent of African American students nationally, 77 percent of Oregon African American 2017 graduates opted into EOS.
 - ~ Compared to 76 percent of American Indian students nationally, 72 percent of Oregon American Indian 2017 graduates opted into EOS.
 - ~ Compared to 69 percent of White students nationally, 67 percent of Oregon White 2017 graduates opted into EOS.
 - ~ Compared to 83 percent of Hispanic students nationally, 79 percent of Oregon Hispanic 2017 graduates opted into EOS.
 - ~ Compared to 76 percent of Asian students nationally, 77 percent of Oregon Asian 2017 graduates opted into EOS.
 - ~ Compared to 77 percent of Pacific Islander students nationally, 72 percent of Oregon 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 2,706 ACT fee waivers to qualified Oregon students. However, 661 students (24 percent) did not take advantage of this opportunity to test for free. This compares to 656,061 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.
 - ~ Hispanic students were issued 40% (1,120) of all fee waivers in the state.

Pipeline

- In the Oregon graduating class of 2017, 2,223 (15 percent) had parents who did not attend college.
- In the Oregon graduating class of 2017, 2,657 (18 percent) aspired to attain a professional degree. They had an average Composite score of 24.3.
- In the Oregon graduating class of 2017, 2,618 (18 percent) aspired to attain a graduate degree. They had an average Composite score of 24.7.
- In the Oregon graduating class of 2017, 5,548 (38 percent) aspired to attain a bachelor's degree. They had an average Composite score of 21.1.
- In the Oregon graduating class of 2017, 560 (4 percent) aspired to attain an associate's degree. They had an average Composite score of 17.1.
- In order of prevalence, the five most commonly indicated college majors of interest for 2017 Oregon graduates were: Undecided; Medicine (Pre-Medicine); Nursing, Registered (BS/RN); Business Administration and Management, General; and Biology, General.
 - ~ In the Oregon graduating class of 2017, 1,689 (12 percent) indicated being undecided about their college major. They had an average Composite score of 22.4.
 - ~ In the Oregon graduating class of 2017, 536 (4 percent) indicated planning on majoring in education. They had an average Composite score of 21.0.

ACT Footprint

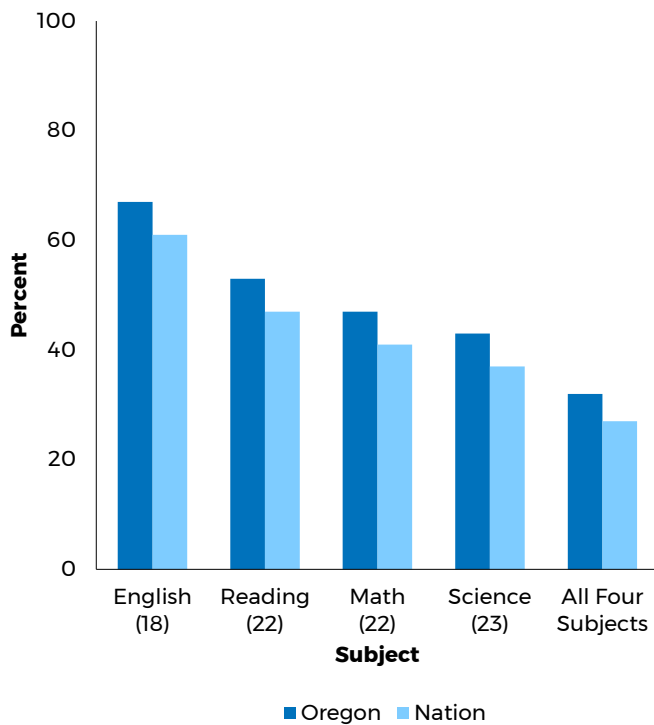
- Number of administrations:
 - ~ ACT Aspire® Summative: 27,540
 - ~ ACT Aspire Periodic: 30,030
 - ~ ACT Engage®: 193
 - ~ PreACT®: 9,549
 - ~ ACT WorkKeys: 33,311

Additional Points

- 2018 ACT College and Career Readiness Campaign Award Recipients:
 - ~ Student Readiness: Hunter Rude, Sherwood High School
 - ~ College and Career Transition (High School): Springfield High School
- ACT conducted four Oregon ACT College and Career Readiness Workshops: Portland, Eugene, Bend, and Medford
- ACT Oregon Partnerships: Oregon Higher Education Coordinating Commission (ACT WorkKeys/ACT NCRC)

Oregon College and Career Readiness Attainment, Participation, and Opportunity

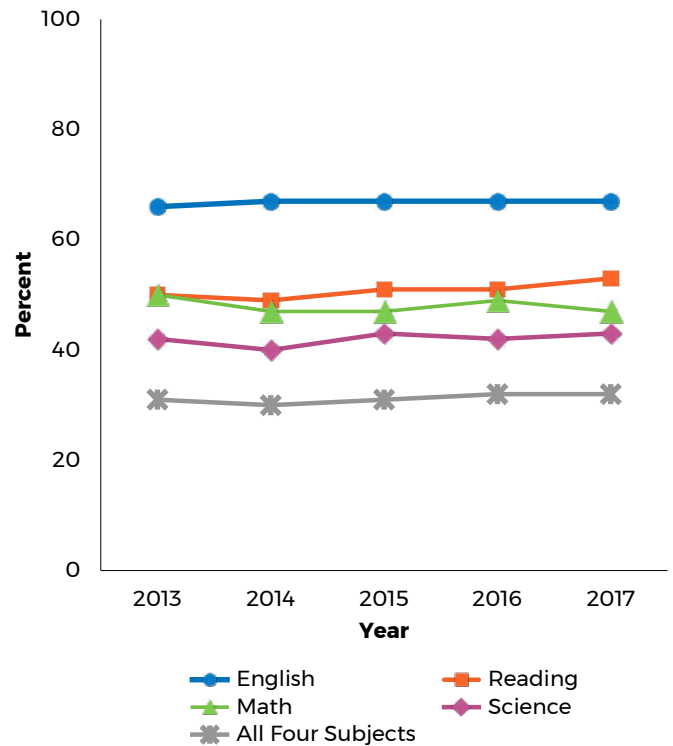
Percent of 2017 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks* by Subject



Data from graph above:

State / Nation	English (18)	Reading (22)	Math (22)	Science (23)	All Four
Oregon	67	53	47	43	32
Nation	61	47	41	37	27

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

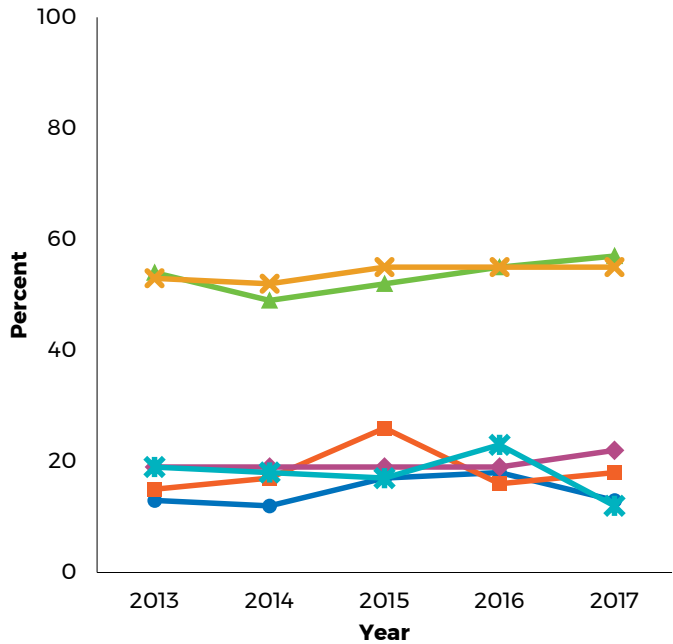


Data from graph above:

Subject	2013	2014	2015	2016	2017
English	66	67	67	67	67
Reading	50	49	51	51	53
Math	50	47	47	49	47
Science	42	40	43	42	43
All Four Subjects	31	30	31	32	32

* 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

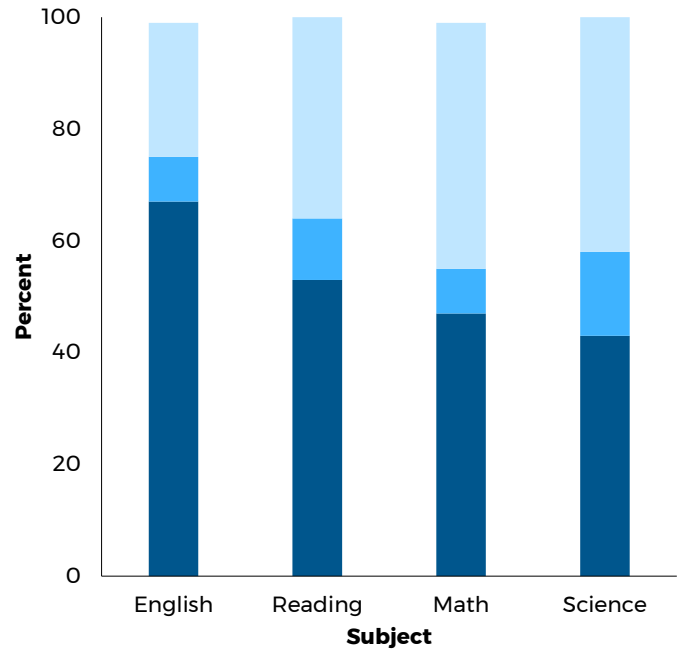
Data from graph above:

Race	2013	2014	2015	2016	2017
African American	13	12	17	18	13
American Indian	15	17	26	16	18
Asian American	54	49	52	55	57
Hispanic	19	19	19	19	22
Pacific Islander	19	18	17	23	12
White	53	52	55	55	55

* 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.

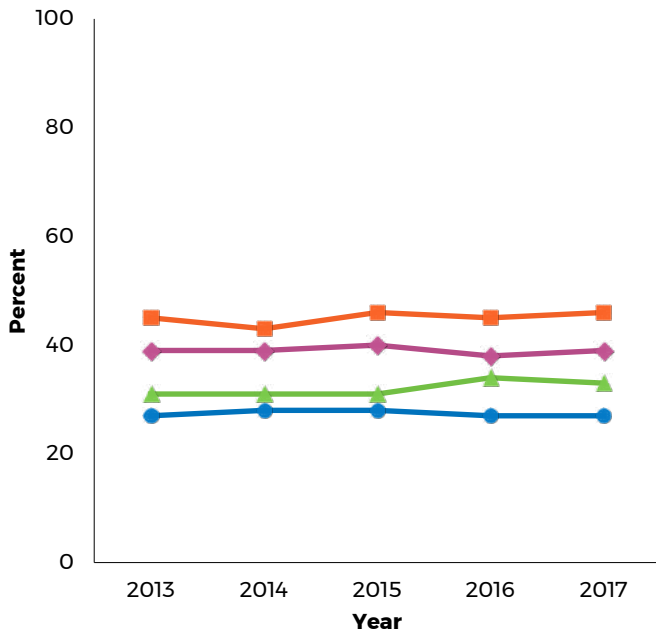


■ Met Benchmark ■ Within 2 Points of Benchmark ■ Below Benchmark by 3+ Points

Data from graph above:

Attainment	English	Reading	Math	Science
Met Benchmark	67	53	47	43
Within 2 Points of Benchmark	8	11	8	15
Below Benchmark by 3+ Points	24	36	44	42

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



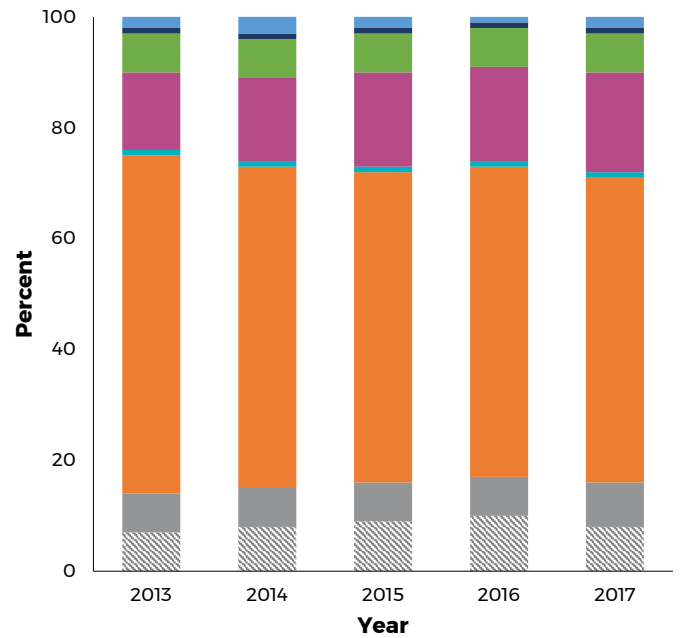
- Oregon Students Attaining 0 CRBs
- Oregon Students Attaining 3 or 4 CRBs
- National Students Attaining 0 CRBs
- National Students Attaining 3 or 4 CRBs

Data from graph above:

Attainment	2013	2014	2015	2016	2017
Oregon Students Attaining 0 CRBs	27	28	28	27	27
Oregon Students Attaining 3 or 4 CRBs	45	43	46	45	46
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.



- African American
- American Indian
- Asian American
- Hispanic
- Pacific Islander
- White
- Two or More Races
- No Response

Data from graph above:

Race	2013	2014	2015	2016	2017
African American	3	3	3	3	3
American Indian	1	1	1	1	1
Asian American	7	7	7	7	7
Hispanic	14	15	17	17	18
Pacific Islander	1	1	1	1	1
White	61	58	56	56	55
Two or More Races	7	7	7	7	8
No Response	7	8	9	10	8

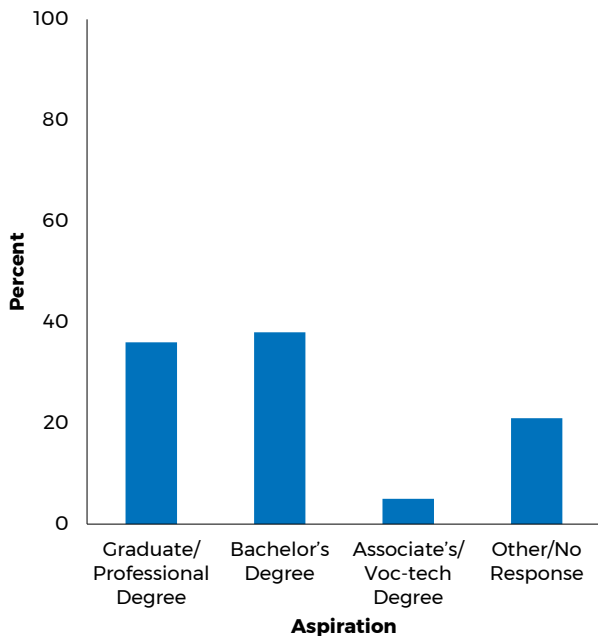
Oregon: Between 2013 and 2017, the number of students taking the ACT in Oregon increased by 1,774 students (14 percent).

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

Outcome	Cohort	2013	2014	2015	2016	2017
Percent Tested	Oregon	34	36	38	39	40
	Nation	54	57	59	64	60
N Tested	Oregon	12,857	13,568	14,198	14,724	14,631
	Nation	1,799,243	1,845,787	1,924,436	2,090,342	2,030,038
Average English Score	Oregon	20.8	20.8	20.8	21.0	21.2
	Nation	20.2	20.3	20.4	20.1	20.3
Average Reading Score	Oregon	21.9	21.9	22.1	22.3	22.4
	Nation	21.1	21.3	21.4	21.3	21.4
Average Math Score	Oregon	21.6	21.4	21.4	21.4	21.5
	Nation	20.9	20.9	20.8	20.6	20.7
Average Science Score	Oregon	21.3	21.1	21.4	21.6	21.7
	Nation	20.7	20.8	20.9	20.8	21.0
Average Composite Score	Oregon	21.5	21.4	21.5	21.7	21.8
	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 79% of Oregon's 2017 ACT-tested graduates aspired to postsecondary education. Interestingly enough, 74% of Oregon's 2016 ACT-tested graduating class aspired to enroll in postsecondary education, compared to 57% who actually did enroll. If we fully closed the aspirational gap, an additional 2,422 of the 2016 ACT-tested graduates from Oregon would have enrolled in postsecondary education.

Data from graph

Aspiration	Percent
Graduate / Professional Degree	36
Bachelor's Degree	38
Associate's / Voc-tech Degree	5
Other / No Response	21



Oregon State Exemplar 2017 ACT College and Career Readiness Campaign

Hunter Rude

Sherwood High School, Sherwood School District

“I have learned to teach myself and grade myself so that I can do the best I can. . . I believe that because of this I have developed an excellent work ethic and am ready for what college has to offer.”

Hunter, a first-generation college student, had to learn academic independence when her parents were unable to help with schoolwork, and has excelled in high school.

In college, Hunter plans to major in mechanical engineering with a minor in business, then earn her medical degree in order to fulfill her dream of becoming an orthopedic surgeon.

Information and products for further review

	Knowledge & Skills	Social & Emotional
Assessments	ACT Aspire®	ACT Tessera™
	PreACT®	ACT Engage®
	The ACT® Test	
	ACT WorkKeys®	
Research	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™	
Resources	PLDs Learning Description Review	Tessera Teacher Playbook
	Curriculum Review Worksheets	
	OpenEd Learning Resources	
	Test Prep	
Training	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.

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 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.