



College Choice Report 2015

National

ACT®

ACT is an independent, nonprofit organization that provides assessment, research, information, and program management services in the broad areas of education and workforce development. Each year, we serve millions of people in high schools, colleges, professional associations, businesses, and government agencies, nationally and internationally. Though designed to meet a wide array of needs, all ACT programs and services have one guiding purpose—helping people achieve education and workplace success.

A copy of this report can be found at
www.act.org/collegechoice2015



The *College Choice Report* is an annual report that follows an ACT®-tested high school graduating class from high school to the first year of college. It focuses on student characteristics, preferences, and college search behaviors to assist enrollment managers, admissions personnel, and other college administrators with student recruitment, enrollment, and persistence.

This *College Choice Report* is part of a report cycle that focuses on a particular ACT-tested high school graduating class. The other report in this cycle is *The Condition of College & Career Readiness*, which highlights the academic readiness of high school graduates to enter college or career training.

College Choice Report

ACT-Tested Class of 2015

College Choices of 2015 Graduates

The *College Choice Report* reflects college preference and fall 2015 enrollment patterns of 2015 US graduates who took the ACT® test. This group of students represents 59% of the 2015 national graduating class, which is up from 49% of the graduating class of 2011. The expansion of depth and breadth in the data pool across the past five years accentuates the importance of understanding student college preference and enrollment from a variety of perspectives. This *College Choice Report*, and its accompanying interactive online charts, permits investigation of many of these perspectives.

Using This Report

National data is included in the *College Choice Report*. Within this report, we investigate several key questions:

- How do student interests translate into college enrollment?
- Do enrollment patterns and achievement vary by race, gender, and highest parental education level?
- Do enrollment patterns vary as a result of major in which interest is expressed?
- What are some defining characteristics of students enrolled in public 4-year, private 4-year, and 2-year institutions?
- What are some defining characteristics of students who did not enroll in fall of 2015?

In addition to the national report, the associated interactive online charts permit users to further drill down into national data and to investigate points of interest at different geographic levels (www.act.org/collegechoice2015). They provide insights into prospective students that will inform discussion regarding desired characteristics, strategies for recruitment, and other relevant topics. Similarly, colleges that participate in the Educational Opportunity Service (EOS) will find this information helpful when establishing or refining selection criteria, thereby improving the efficiency of student searches. The wide range of information presented in the online system reflects recognition that US colleges are diverse in many ways, thereby giving rise to often unique needs and enrollment questions.

Data Sources

Student information provided in this report—such as students' background characteristics, ACT scores, planned major, and participation in EOS—is collected when students register for and take the ACT. Scores and associated ACT College Readiness Benchmark attainment statuses are earned as part of the ACT testing experience. College enrollment for fall 2015 is determined by matching test records from the 2015 ACT graduating class to enrollment records that colleges provide to the National Student Clearinghouse®. Data from the National Student Clearinghouse account for over 96% of enrollments at Title IV degree-granting institutions in the nation.

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. The ACT College Readiness Benchmarks are:

College Course	Subject Area Test	ACT College Readiness Benchmark
English Composition	English	18
Social Sciences	Reading	22
College Algebra	Mathematics	22
Biology	Science	23

Key Findings and Recommendations

Percent of ACT-Tested Graduates Enrolling in Higher Education

	Graduating Class					Percent Change
	2011	2012	2013	2014	2015	
Students Enrolled	1,145,029	1,172,650	1,244,641	1,275,485	1,283,009	12.10%
Percent	71%	70%	69%	69%	67%	
Students Not Enrolled	478,083	493,367	554,602	570,302	641,427	34.20%
Percent	29%	30%	31%	31%	33%	
Graduating Class N Count	1,623,112	1,666,017	1,799,243	1,845,787	1,924,436	18.60%

The number of ACT-tested high school graduates continues to grow steadily each year and has grown over 18% in the last five years. During the same period, the percentage of ACT test takers enrolling in postsecondary education has decreased, even as the number of students has actually increased. This change is in part a function of the larger pool of test takers exposed to the ACT through state and district testing opportunities. Expansion in state and district testing allows more students to take the ACT who otherwise may not have done so.

These numbers should lead higher education professionals to focus on data-driven interventions and outreach that help students understand all the available options so they can make informed decisions about their future. At ACT, our goal is to provide individuals and institutions with information, empowering each to make better decisions.

Below are the key national findings derived from this annual report. Please note that your state or region may have slightly different results and findings. We encourage you to go to www.act.org/collegechoice to look at the results for your state or region.

1. ACT College Readiness Benchmark attainment data helps explain student enrollment behavior.

Understanding the enrollment tendencies of high school students is immensely challenging for today's enrollment manager, even as the necessity of doing so becomes much greater in an increasingly competitive higher education marketplace. ACT's College Readiness Benchmarks, when understood

and utilized, can enhance insight and help today's enrollment management leaders achieve institution-specific enrollment goals.

We strongly encourage institutions to complete internal research so that they will understand the impact of these subject-specific benchmarks on student success, paying attention not only to whether students met the benchmarks, but also how well they did in the subject-specific college coursework they took. Each institution likely has different ACT subject score levels that point to first-year success in the corresponding college courses. This information should also serve as a guide for institutions in course placement decisions. Much can be gleaned from thinking differently about the extensive information received in an ACT score report beyond simply an admissions decision based on a single composite score.

The *College Choice Report* reveals the following insights around the ACT College Readiness Benchmarks at the national level:

- As the number of ACT College Readiness Benchmarks attained by a student increases, so does the likelihood that the student will enroll at a 4-year school (public or private). Conversely, the fewer the number of Benchmarks attained, the more likely the student is to enroll at a 2-year school or not enroll at all.
- This report shows that 23% of the students who have met none of the ACT College Readiness Benchmarks enroll at 4-year schools. While these data do not consider the college success or

retention of such students, they are known to be at academic risk. Institutional policies and interventions must be put into place to identify and provide support for these students to maximize their chances of success. If students have key deficiencies in these areas, simply throwing catch-up academic work at them or providing tutoring might not work. Addressing all types of academic issues and doing so as a whole gives students a better opportunity to succeed.

ACT strongly encourages the use of supplemental noncognitive or academic behavioral assessments to help identify noncognitive impediments to success. These assessments look at key academic behaviors, such as:

~ Motivation and Skills

- Commitment to College
- Goal Striving
- Academic Discipline
- General Determination
- Study Skills
- Communication Skills

~ Social Engagement

- Social Activity
- Social Connection

~ Self-Regulation

- Academic Self-Confidence
- Steadiness

- The likelihood that a student will enroll out of state at a 4-year college increases as the number of ACT College Readiness Benchmarks attained increases. Higher-achieving students are more mobile and more willing to travel across state lines for their higher education experiences. This mobility is represented in the ACT Mobility index. This index is searchable on ACT's EOS service and is reported on the ACT college score report.
- Regardless of academic preparation, 4-year college enrollment for females was markedly higher than that for males. Conversely, the percentage of males *not* enrolling was noticeably higher than that of females across all levels of preparation.

2. Understanding when a student takes the ACT helps explain individual student activity.

The road to academic success includes many potential pitfalls that can impede a student's ability to achieve his or her full potential. The findings suggest that the time of first testing has an impact on a student's ability to steer clear of some of these impediments and realize his or her enrollment goals. This is due in large part to having more time to understand and navigate the process. This is especially true for underserved students, who have traditionally taken the test late in high school.

As part of your conversations with underserved students, encourage them to take their college entrance exam in spring of their junior year. In addition, consider the following:

- Parental education level correlates to test-taking timelines. The higher the parental educational level, the more likely a student is to take the ACT for the first time prior to 12th grade. The availability of ACT results for students testing prior to 12th grade enables them to receive more timely counseling regarding both college choice and college course selection.
- Academic preparedness is higher for students who take the ACT for the first time before 12th grade. It also gives students an opportunity to improve their scores by taking more challenging coursework as seniors.
- Higher concentrations of underserved students are found among students who take the ACT for the first time in 12th grade. Colleges and universities must keep this in mind as they develop their student search strategies. It is one of the key reasons ACT instituted the "Get Your Name in the Game" initiative, which allows colleges and universities to access the names of all underserved students for free once they become seniors and throughout the remainder of the year. The goal is to get colleges and universities to reach out to these students, especially those they may have missed in the past.

- The “Get Your Name in the Game” initiative has improved the percentage of underserved students whose names have been accessed. It has likewise increased the number of times each underserved student’s name has been accessed, thereby improving both access and opportunity for this cohort of students.

3. Declared preferences and noncognitive information learned at the time of test taking align closely with actual enrollment tendencies.

Enrollment professionals with access to more detailed information about a student throughout the entire recruitment cycle are more able to serve students well in the recruitment process. Gathering and compiling information about interests, preferences, and desires is becoming increasingly difficult. Fortunately, the declared interests and other noncognitive insights that can be gleaned from ACT test takers offer robust insight that supports recruitment efforts.

- Close to half of the students who reported they preferred to attend a 4-year public enrolled at this college type, while 41% who planned on a 4-year private school enrolled at this college type. The differences seen in plans versus reality tend to correspond to academic performance at both ends of the spectrum.
- Students who enroll at 4-year colleges and universities tend to enroll at a school in their initial choice set or where they have sent a supplemental score report. This number increases as performance on the ACT increases. In fact, 83% of students who met all four Benchmarks and who enrolled at a 4-year public school enrolled at one of the schools in their initial choice set or where they sent an additional score report.
- For most intended college majors, chances of enrolling in college increase when measured and self-selected interests are a good fit. ACT measures “Interest-Major Fit” and reports this field on the ACT score report. ACT encourages colleges to utilize this index to assist with student success initiatives.

4. Focus on student success, not simply new student enrollment.

While the intent of this report is to understand how students in the 2015 graduating class transitioned into higher education, it also reveals compelling information that can be put into practice on campuses to help recruit, retain, and expand the opportunities for student success. ACT suggests that more consideration be given to student data during the recruitment process to ensure that the long-term best interests of students and the college are congruent. When *all* available data are considered in the prospecting, recruitment, and admission process, the opportunity for student and institutional success is enhanced. We need to understand that simply getting in is not enough. Just because a student arrives on a campus doesn’t guarantee that he or she will persist and graduate. Ideally, the student starts out at the right place and in the right major for success; however, the data continue to show that this is not always the case.

Most schools have great support structures in place for students. The reality remains that far too many students do not take advantage of these services. The goal we need to aim for is to use *all* the data provided by students to get them started on the right path. Thinking of the ACT data solely as an admission decision point based on a cumulative score does the student and the institution a disservice and makes it more difficult for the student to succeed. ACT strongly encourages practitioners to understand and utilize the power of the data a student provides when sending his or her ACT score report. Doing so will help optimize efforts to meet enrollment objectives—through proper placement and other integral decisions—and maximize the efforts to ensure student success.

State College Choice Reports

Interactive online charts are available where you can review these findings for individual states. In addition, you can further drill down into the national data at www.act.org/collegechoice2015.

Preferred and Enrolled College Types

Overview

Figure 1. First-Year Enrollment by College-Type Preference

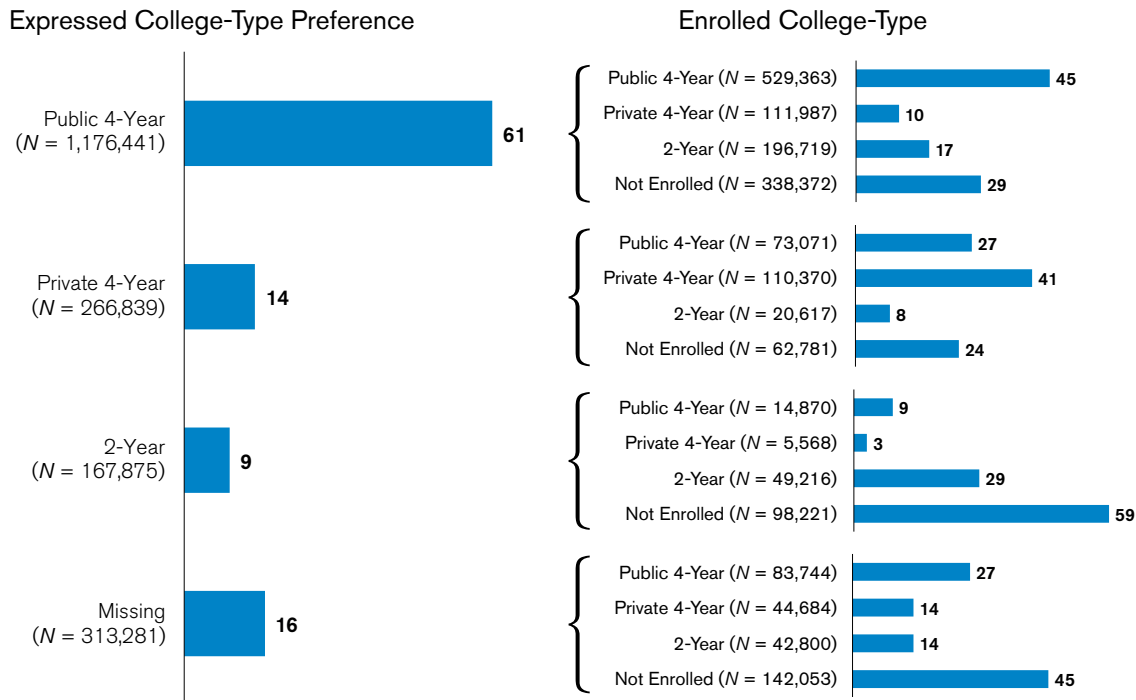
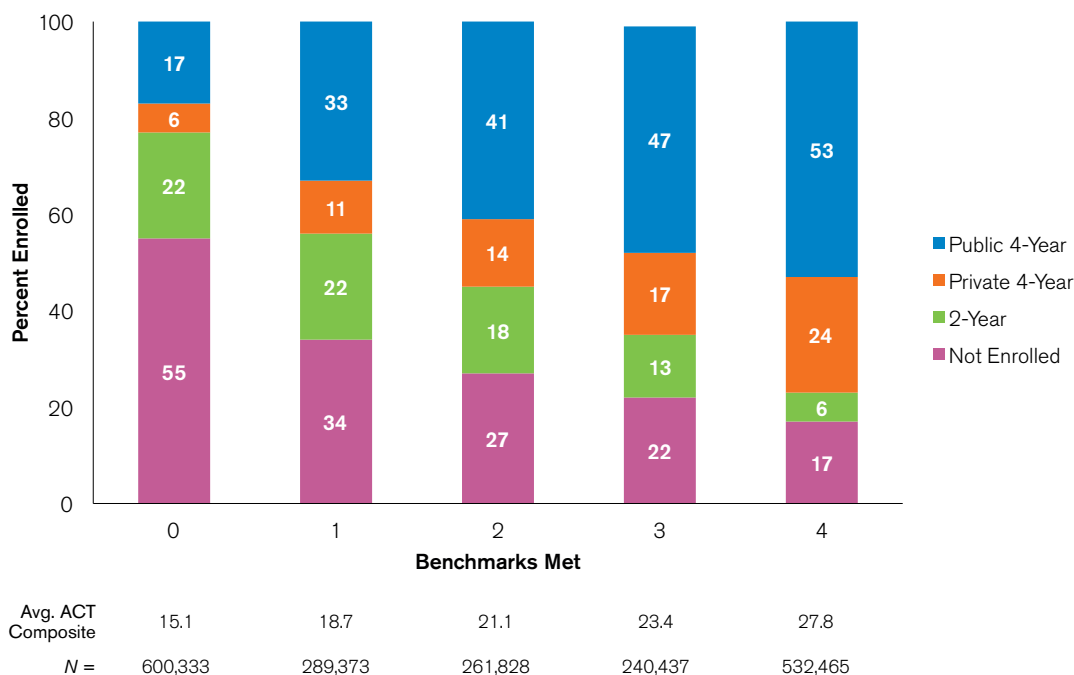


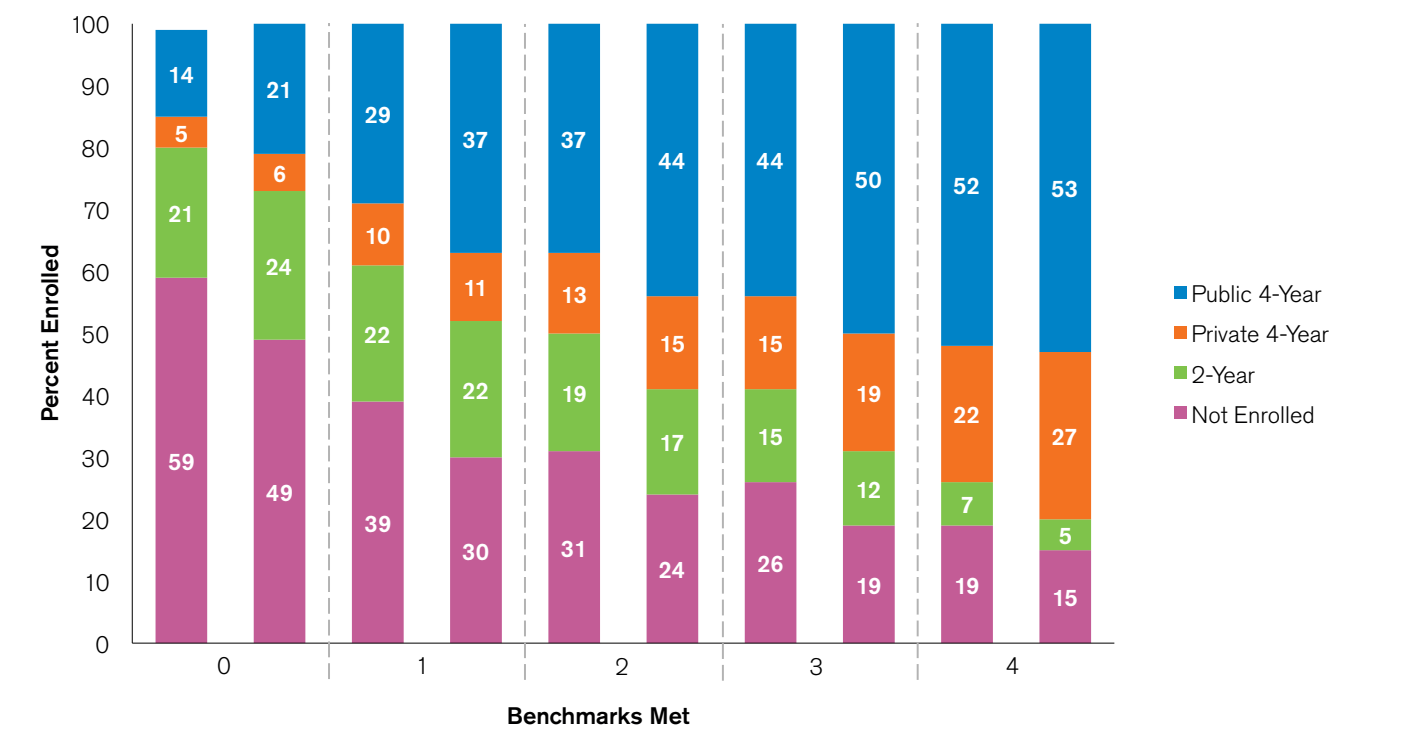
Figure 2. College-Type Enrollment by Number of ACT Benchmarks Met



Preferred and Enrolled College Types

Overview

Figure 3. College-Type Enrollment by Number of ACT Benchmarks Met and Gender



	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Avg. ACT Composite	15.0	15.2	18.7	18.7	21.0	21.2	23.2	23.5	27.9	27.7
N =	289,301	301,814	120,345	166,840	107,321	152,973	109,083	130,342	269,725	261,243

	Overall	Overall	Overall	Overall	Overall
Avg. ACT Composite	15.1	18.7	21.1	23.4	27.8
N =	600,333	289,373	261,828	240,437	532,465

Preferred and Enrolled College Types

Race/Ethnicity

Figure 4. College-Type Enrollment by Number of ACT Benchmarks Met—African American Students

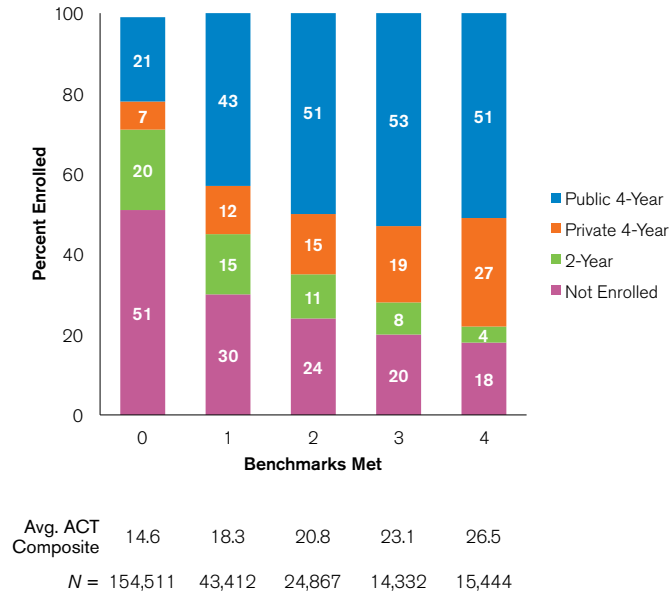


Figure 5. College-Type Enrollment by Number of ACT Benchmarks Met—American Indian Students



Figure 6. College-Type Enrollment by Number of ACT Benchmarks Met—Asian Students

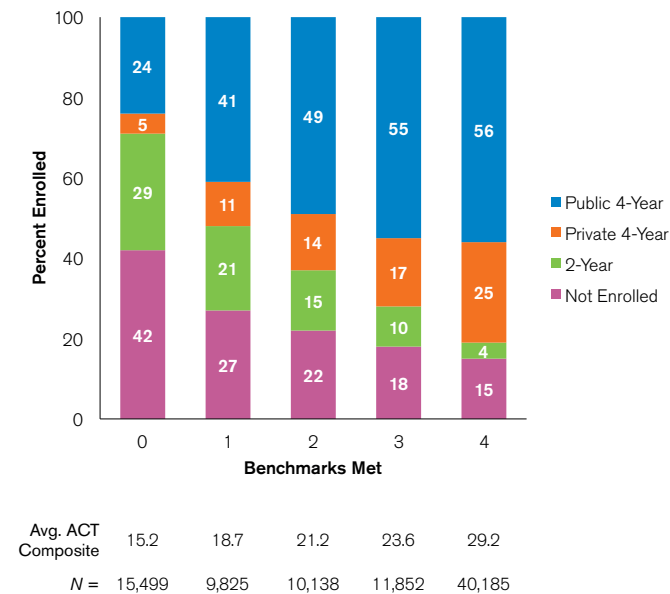
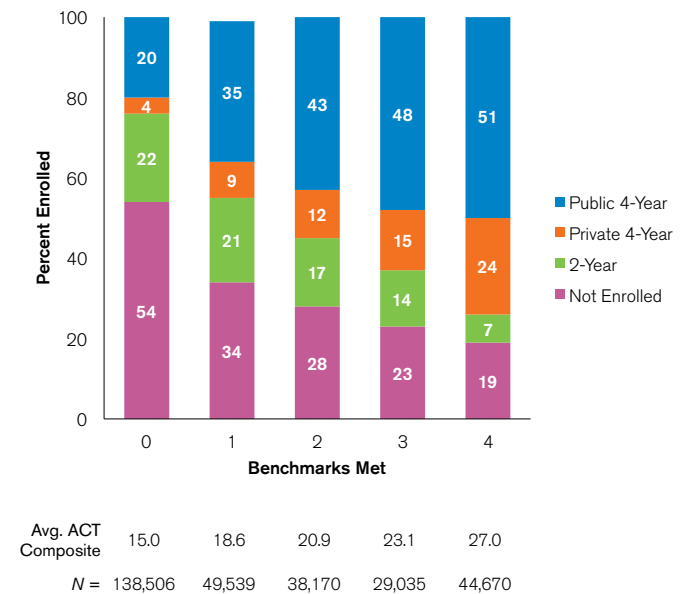


Figure 7. College-Type Enrollment by Number of ACT Benchmarks Met—Hispanic Students



Preferred and Enrolled College Types

Race/Ethnicity

Figure 8. College-Type Enrollment by Number of ACT Benchmarks Met—Pacific Islander Students

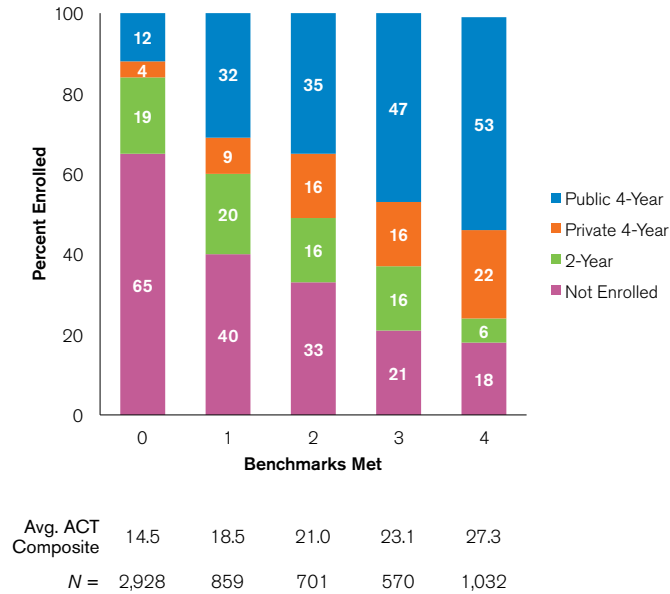


Figure 9. College-Type Enrollment by Number of ACT Benchmarks Met—White Students

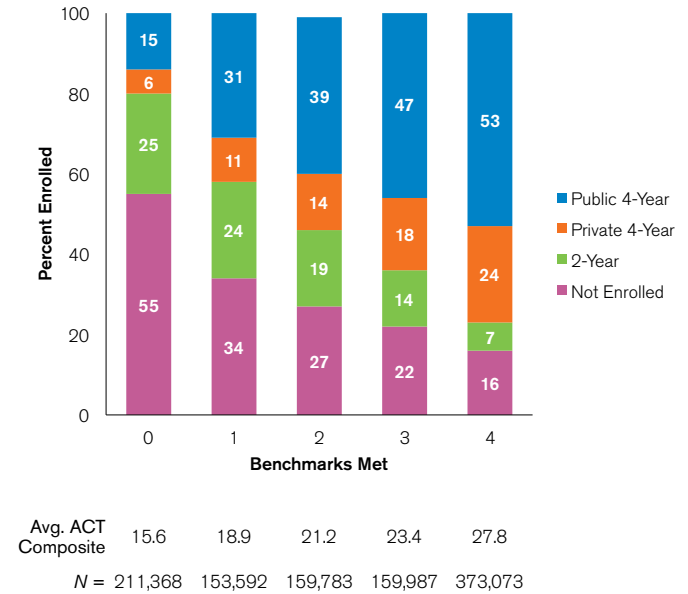
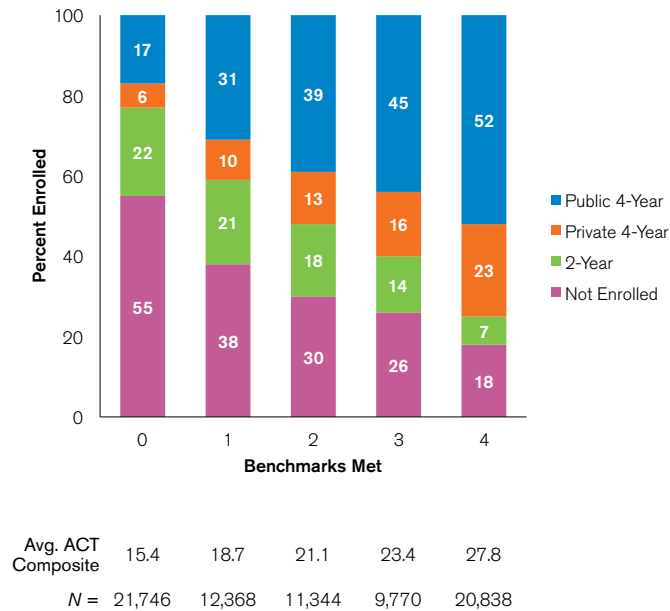


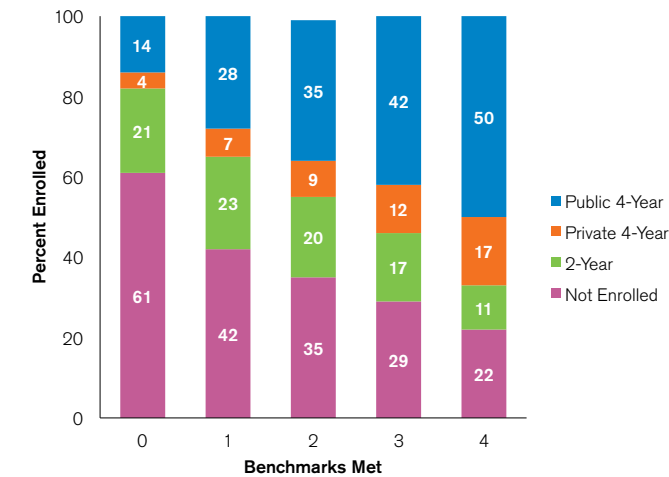
Figure 10. College-Type Enrollment by Number of ACT Benchmarks Met—Students Indicating Two or More Races



Preferred and Enrolled College Types

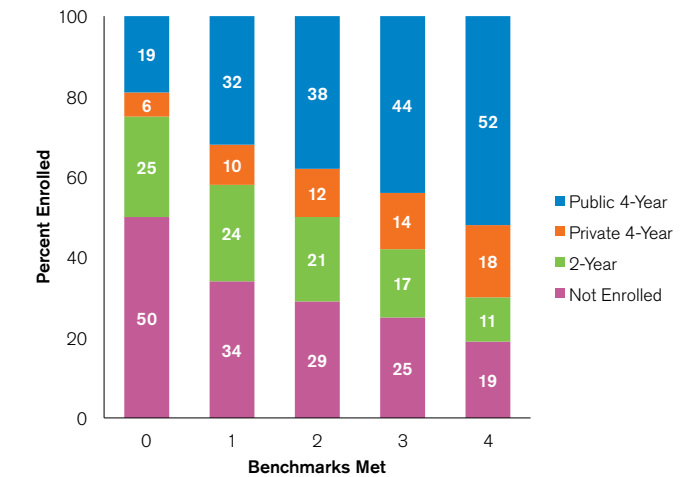
Highest Parental Education Level

Figure 11. College-Type Enrollment by Number of ACT Benchmarks Met—Students Indicating Highest Parental Education Level of Less Than College



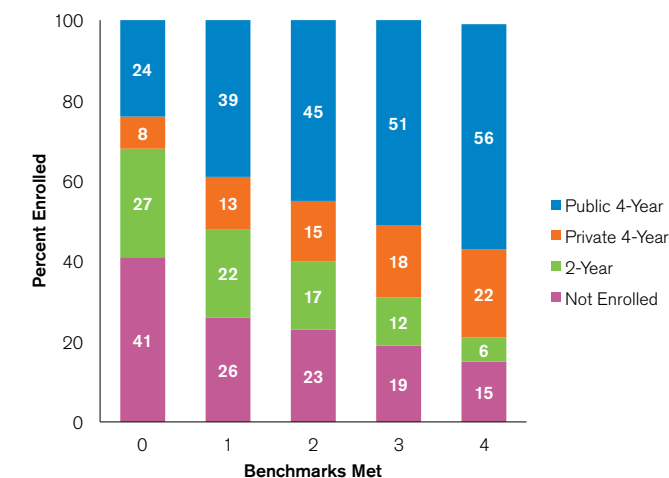
Avg. ACT Composite 14.9 18.5 20.8 23.0 26.4
 N = 183,330 60,852 42,098 28,999 35,176

Figure 12. College-Type Enrollment by Number of ACT Benchmarks Met—Students Indicating Highest Parental Education Level of Some College



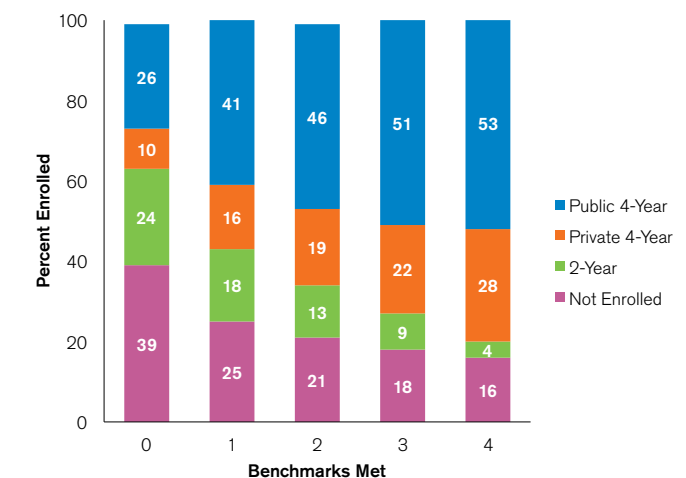
Avg. ACT Composite 15.4 18.7 21.0 23.1 26.7
 N = 152,543 80,965 68,181 54,435 80,971

Figure 13. College-Type Enrollment by Number of ACT Benchmarks Met—Students Indicating Highest Parental Education Level of Bachelor's Degree



Avg. ACT Composite 15.6 18.9 21.2 23.4 27.6
 N = 84,141 63,608 67,103 68,353 154,006

Figure 14. College-Type Enrollment by Number of ACT Benchmarks Met—Students Indicating Highest Parental Education Level of Graduate Degree



Avg. ACT Composite 15.7 19.0 21.4 23.7 28.6
 N = 39,841 36,365 43,762 52,281 172,970

Enrollment by College Type within Top Planned College Majors: 2015 Graduates

When students register for the ACT, they can select a college major—from a list of 294 majors—that they plan to pursue in college. Among recent ACT-tested high school graduates nationwide, about 80% selected a specific planned major, whereas about 20% did not select a major or indicated that they were undecided.

This table ranks the top (most frequently selected) majors among 2015 graduates. The percentages of students enrolled by college type and the percentage of students not enrolled in college are shown for each major. Across these planned majors, there are considerable differences in the percentage of students who enroll in college and the type of college they attend.

Major Name	N	Percent Enrolled			Percent Not Enrolled
		Public 4-Year	Private 4-Year	2-Year	
Undecided	272,985	39	17	15	30
No Major Indicated	148,966	12	6	15	67
Nursing, Registered (BS/RN)	82,367	35	12	23	30
Medicine (Pre-Medicine)	67,331	51	21	9	20
Business Administration and Management, General	53,885	41	16	15	28
Mechanical Engineering	37,429	44	11	14	31
Biology, General	33,419	50	22	10	19
Criminology	30,324	36	12	20	33
Computer Science and Programming	26,412	45	13	15	27
Law (Pre-Law)	25,895	40	17	13	30
Physical Therapy (Pre-Physical Therapy)	25,851	43	19	17	21
Accounting	24,994	44	17	16	24
Engineering (Pre-Engineering), General	24,058	46	12	13	29
Psychology, Clinical and Counseling	22,777	41	15	16	28
Athletic Training	20,251	37	18	18	27
Elementary Education	18,321	43	18	18	22
Biochemistry and Biophysics	18,266	50	24	9	18
Psychology, General	17,593	42	18	14	26
Pharmacy (Pre-Pharmacy)	17,546	49	15	15	21
Marketing Management and Research	16,243	46	20	13	21
Medical Assisting	15,721	32	8	22	38
Veterinary Medicine (Pre-Veterinarian)	15,034	40	9	19	31
Graphic Design	14,783	28	12	19	40
Aerospace/Aeronautical Engineering	14,487	49	13	10	28
Chemical Engineering	13,922	58	15	9	19
Computer Engineering	13,800	48	12	14	25
Health-Related Professions and Services, General	13,234	43	14	17	25
Music, Performance	13,068	30	17	13	40
Music, General	12,890	26	11	16	47
Civil Engineering	12,619	51	13	13	23

Note: *Undecided* and/or *No Major Indicated* are included in the table, if applicable. The former refers to students who selected the option *Undecided* from the list of majors. The latter refers to students who did not respond to the question.

Enrollment by College Type within Top Planned College Majors with Good Fit: 2015 Graduates

Many students gravitate toward majors that align with their preferred activities and values. ACT research has shown that greater *interest-major fit* is related to important student outcomes such as persistence in a major or college. This table shows, for each planned major, the numbers and percentages of students displaying good interest-major fit,¹ as well as the percentages of students enrolling in college by college

type and the percentage of students not enrolled in college. Since only students who completed the ACT Interest Inventory during ACT registration are included here, this table shows results for a subset of the students in the prior table. These planned majors vary considerably in the percentage of students displaying good interest-major fit and in the percentage of students who enroll in college and the type of college they attend.

Major Name	N	Percent Enrolled			Percent Not Enrolled
		Public 4-Year	Private 4-Year	2-Year	
Undecided		No profile available			
No Major Indicated		No profile available			
Nursing, Registered (BS/RN)	25,004	40	15	22	23
Medicine (Pre-Medicine)	30,417	53	21	9	18
Business Administration and Management, General	17,599	44	16	15	25
Mechanical Engineering	11,578	44	11	14	32
Biology, General	15,726	51	21	10	18
Criminology	3,928	42	14	17	27
Computer Science and Programming	6,992	44	11	17	29
Law (Pre-Law)	8,761	46	20	12	22
Physical Therapy (Pre-Physical Therapy)	6,672	46	21	16	17
Accounting	13,044	45	16	17	22
Engineering (Pre-Engineering), General	7,207	45	11	14	30
Psychology, Clinical and Counseling	3,896	44	17	14	25
Athletic Training	3,667	42	20	16	21
Elementary Education	4,618	48	20	15	17
Biochemistry and Biophysics	9,351	50	24	8	18
Psychology, General	4,044	45	20	13	22
Pharmacy (Pre-Pharmacy)	6,745	51	17	14	18
Marketing Management and Research	4,720	50	19	11	19
Medical Assisting	3,744	35	10	23	32
Veterinary Medicine (Pre-Veterinarian)	5,673	42	10	20	28
Graphic Design	6,373	28	12	20	40
Aerospace/Aeronautical Engineering	4,889	50	13	11	26
Chemical Engineering	5,642	60	15	8	17
Computer Engineering	3,622	49	11	14	26
Health-Related Professions and Services, General	3,748	48	15	15	22
Music, Performance	5,503	31	17	14	39
Music, General	5,569	28	12	16	44
Civil Engineering	3,720	51	12	14	24

Note: *Undecided* and/or *No Major Indicated* are included in the table, if applicable. The former refers to students who selected the option *Undecided* from the list of majors. The latter refers to students who did not respond to the question.

Public 4-Year Students

Figure 15. Percent of First-Time Testers by Time of First Testing and Number of ACT Benchmarks Met

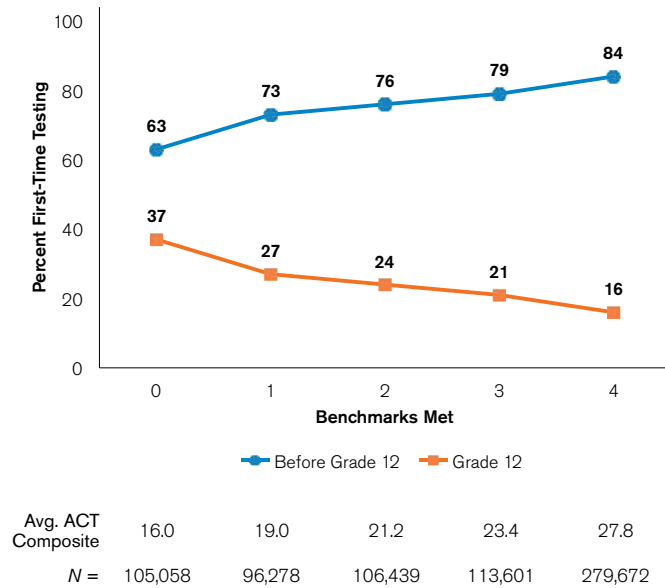


Figure 16. Percent of First-Time Testers by Time of First Testing and Highest Parental Education Level

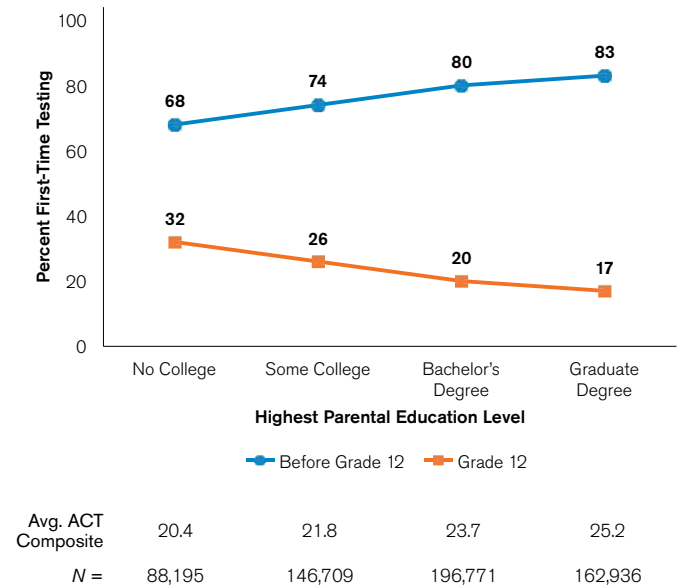


Figure 17. Percent of Students Enrolled In-State by Number of ACT Benchmarks Met

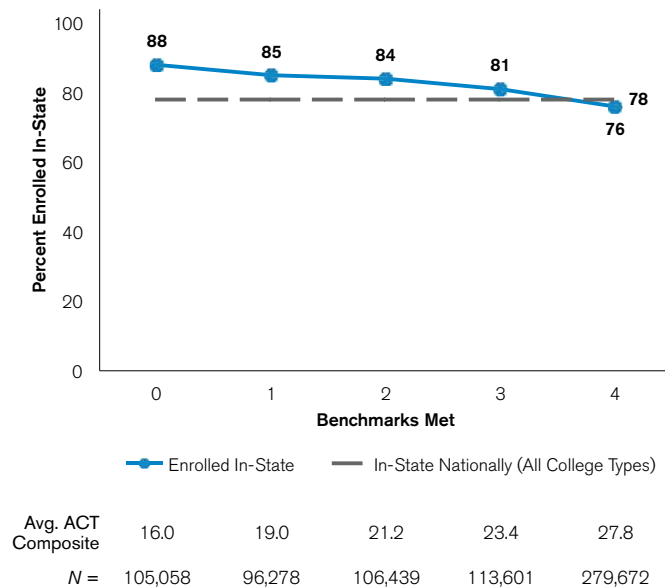
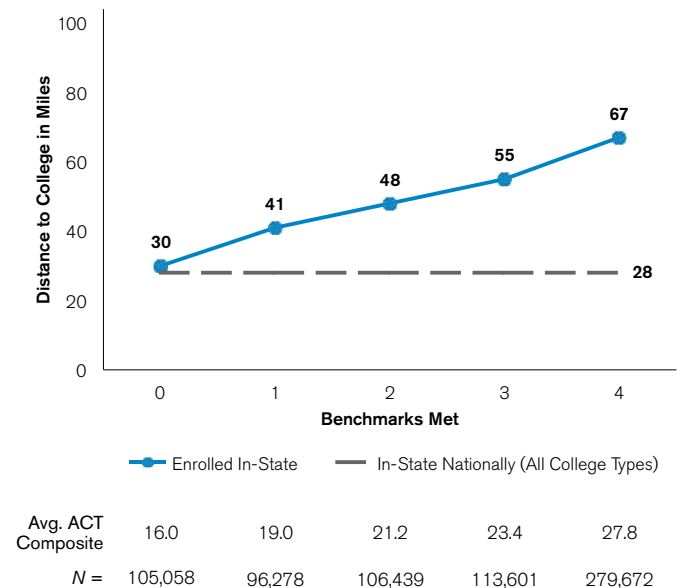
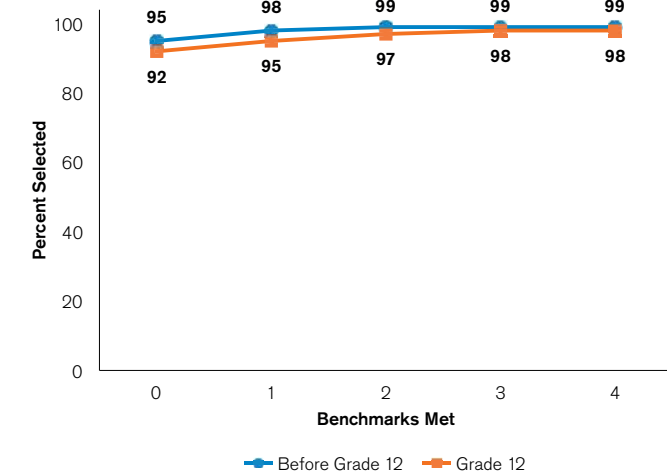


Figure 18. Median Distance to College by Number of ACT Benchmarks Met



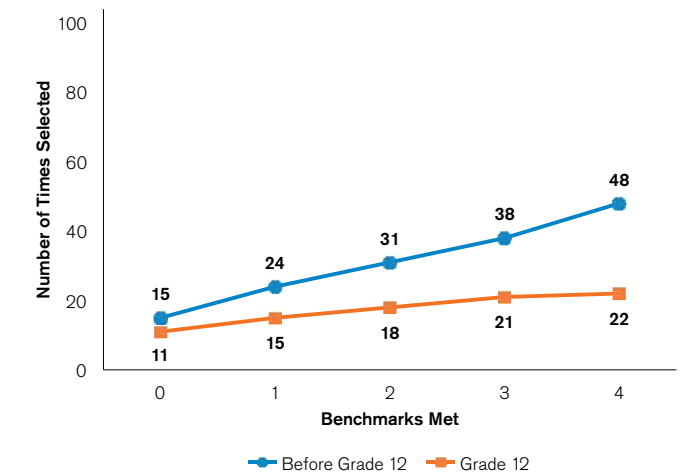
Public 4-Year Students

Figure 19. Percent of EOS Students Selected, Grouped by Time of First Testing and Number of ACT Benchmarks Met



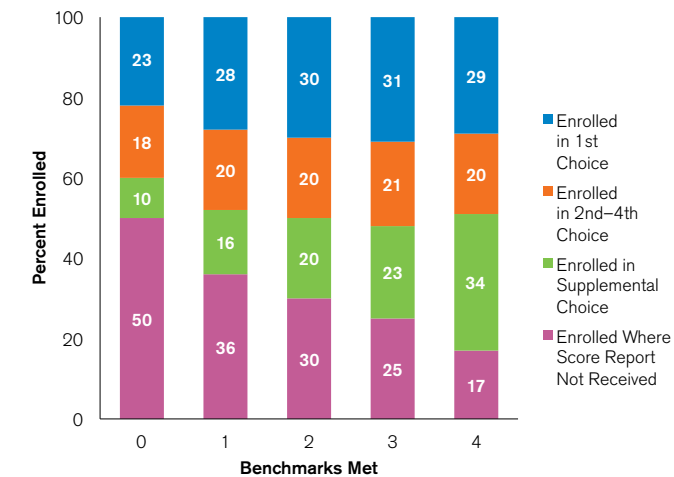
Avg. ACT Composite	16.0	19.0	21.2	23.4	27.8
N =	105,058	96,278	106,439	113,601	279,672

Figure 20. Average Number of Times EOS Students Were Selected, Grouped by Time of First Testing and Number of ACT Benchmarks Met



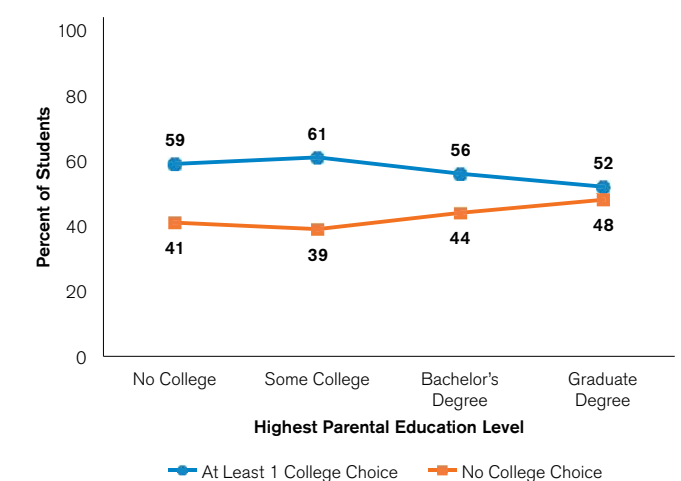
Avg. ACT Composite	16.0	19.0	21.2	23.4	27.8
N =	105,058	96,278	106,439	113,601	279,672

Figure 21. Enrollment by College Choice Ranking and Number of ACT Benchmarks Met



Avg. ACT Composite	16.0	19.0	21.2	23.4	27.8
N =	105,058	96,278	106,439	113,601	279,672

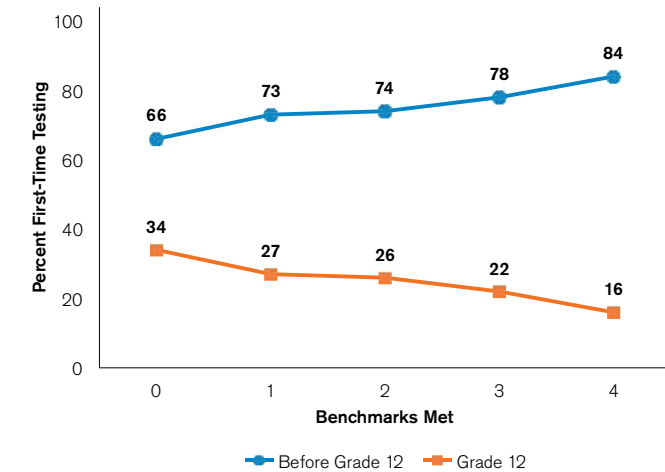
Figure 22. Percent Sending Test Scores to Select Colleges at Time of First Testing by Highest Parental Education Level



Avg. ACT Composite	20.4	21.8	23.7	25.2
N =	88,195	146,709	196,771	162,936

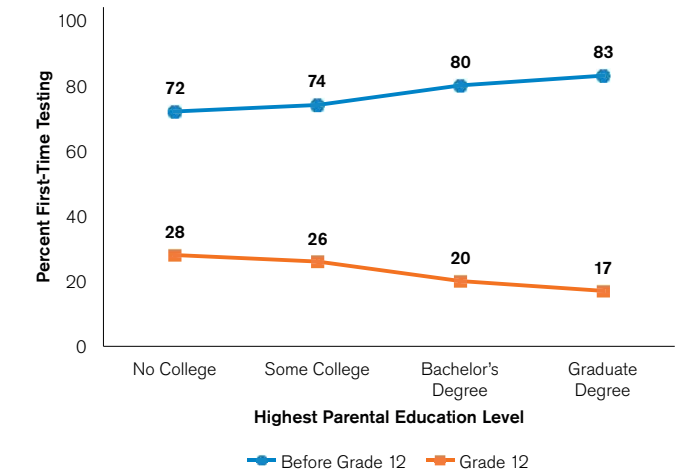
Private 4-Year Students

Figure 23. Percent of First-Time Testers by Time of First Testing and Number of ACT Benchmarks Met



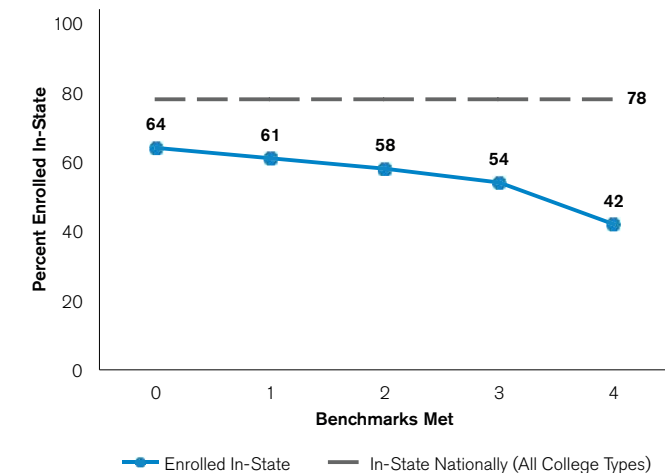
Avg. ACT Composite	15.9	19.0	21.3	23.6	28.6
N =	33,401	31,153	36,727	41,565	129,763

Figure 24. Percent of First-Time Testers by Time of First Testing and Highest Parental Education Level



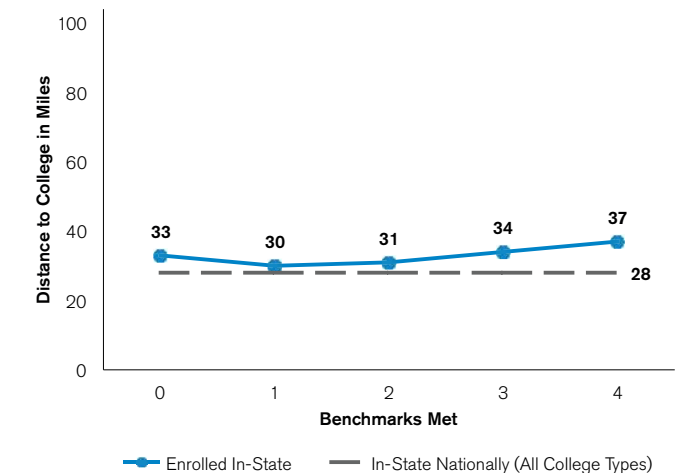
Avg. ACT Composite	20.9	22.0	24.2	26.2
N =	24,730	47,144	71,246	78,962

Figure 25. Percent of Students Enrolled In-State by Number of ACT Benchmarks Met



Avg. ACT Composite	15.9	19.0	21.3	23.6	28.6
N =	33,401	31,153	36,727	41,565	129,763

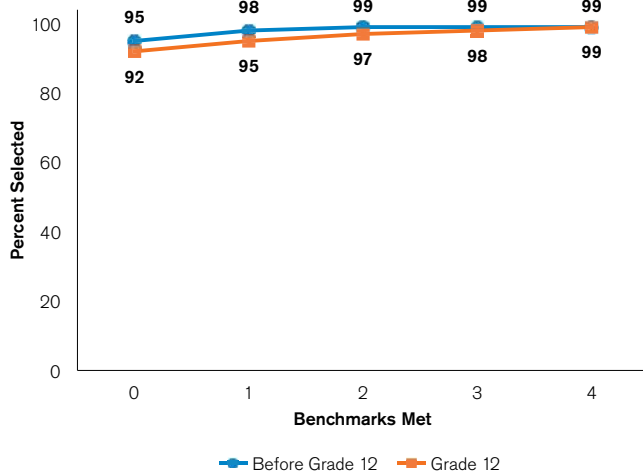
Figure 26. Median Distance to College by Number of ACT Benchmarks Met



Avg. ACT Composite	15.9	19.0	21.3	23.6	28.6
N =	33,401	31,153	36,727	41,565	129,763

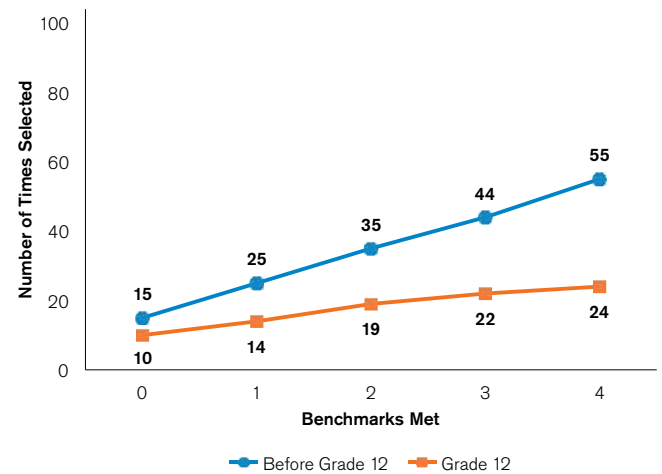
Private 4-Year Students

Figure 27. Percent of EOS Students Selected, Grouped by Time of First Testing and Number of ACT Benchmarks Met



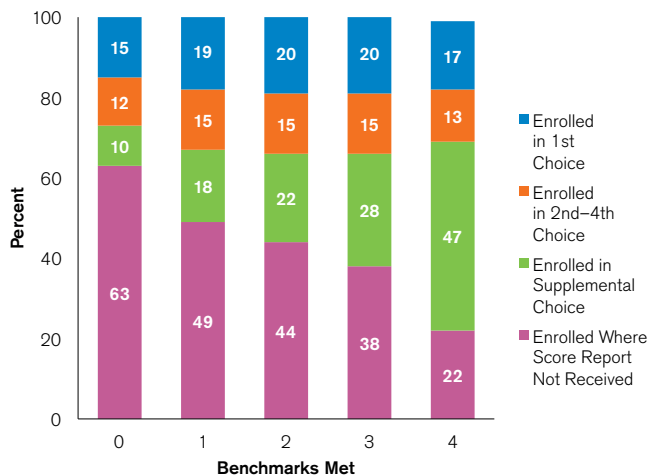
Avg. ACT Composite	15.9	19.0	21.3	23.6	28.6
N =	33,401	31,153	36,727	41,565	129,763

Figure 28. Average Number of Times EOS Students Were Selected, Grouped by Time of First Testing and Number of ACT Benchmarks Met



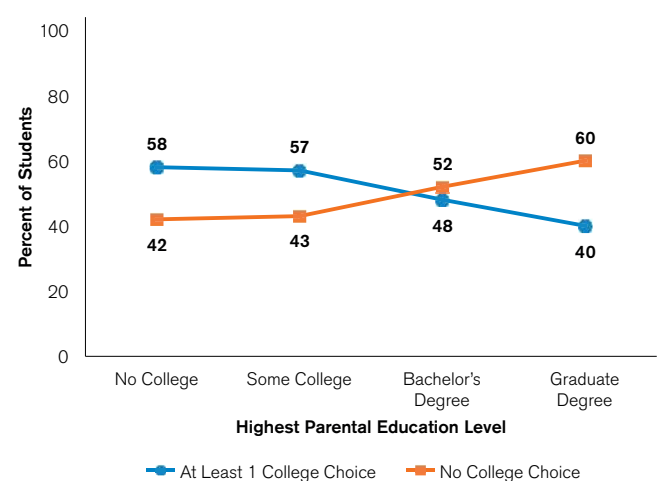
Avg. ACT Composite	15.9	19.0	21.3	23.6	28.6
N =	33,401	31,153	36,727	41,565	129,763

Figure 29. Enrollment by College Choice Ranking and Number of ACT Benchmarks Met



Avg. ACT Composite	15.9	19.0	21.3	23.6	28.6
N =	33,401	31,153	36,727	41,565	129,763

Figure 30. Percent Sending Test Scores to Select Colleges at Time of First Testing by Highest Parental Education Level



Avg. ACT Composite	20.9	22.0	24.2	26.2
N =	24,730	47,144	71,246	78,962

2-Year Students

Figure 31. Percent of First-Time Testers by Time of First Testing and Number of ACT Benchmarks Met

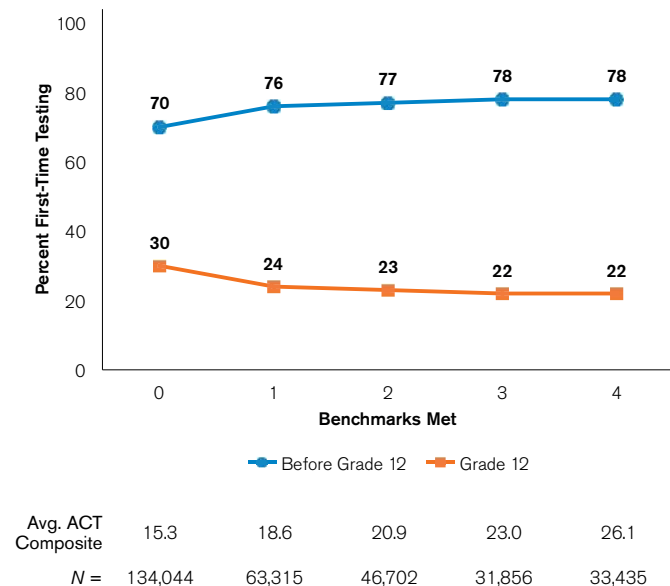


Figure 32. Percent of First-Time Testers by Time of First Testing and Highest Parental Education Level

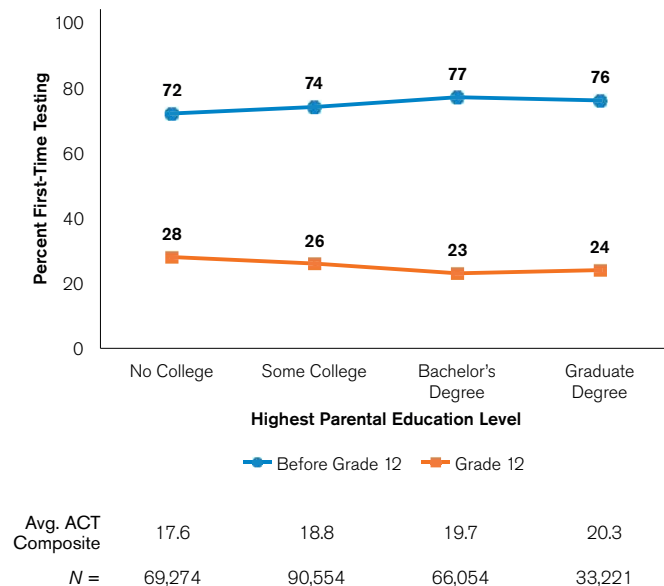


Figure 33. Percent of Students Enrolled In-State by Number of ACT Benchmarks Met

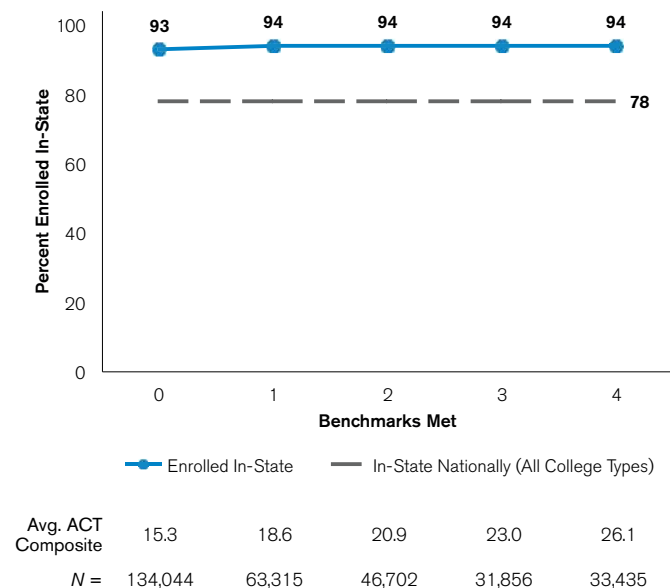
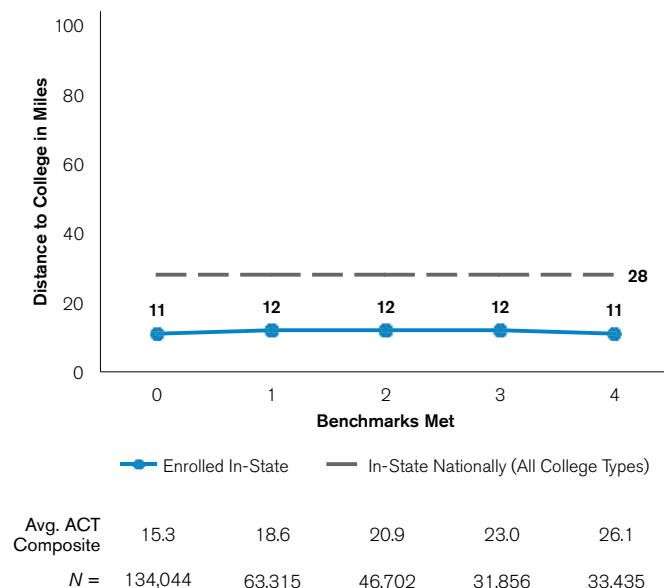
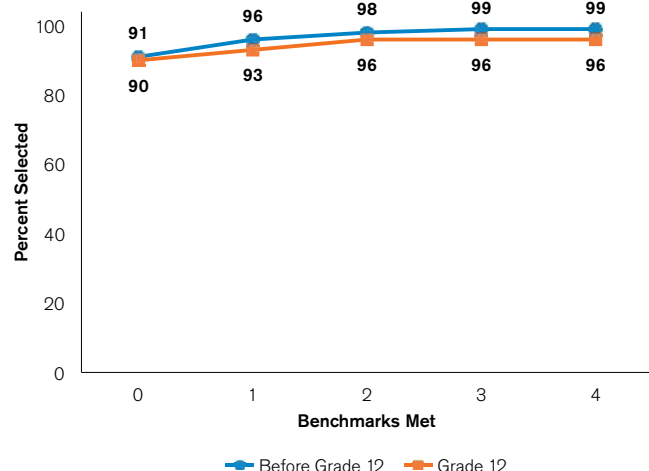


Figure 34. Median Distance to College by Number of ACT Benchmarks Met



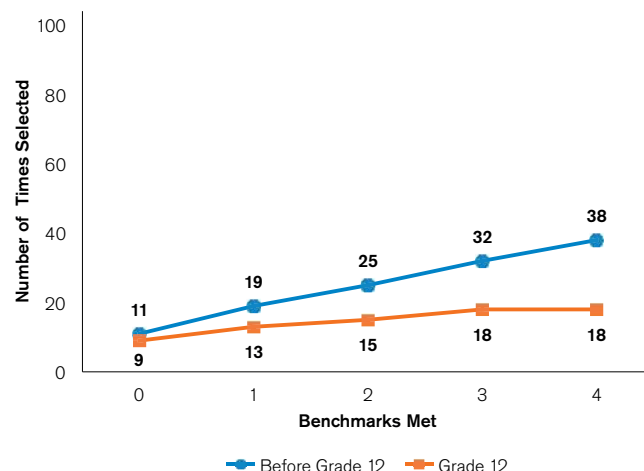
2-Year Students

Figure 35. Percent of EOS Students Selected, Grouped by Time of First Testing and Number of ACT Benchmarks Met



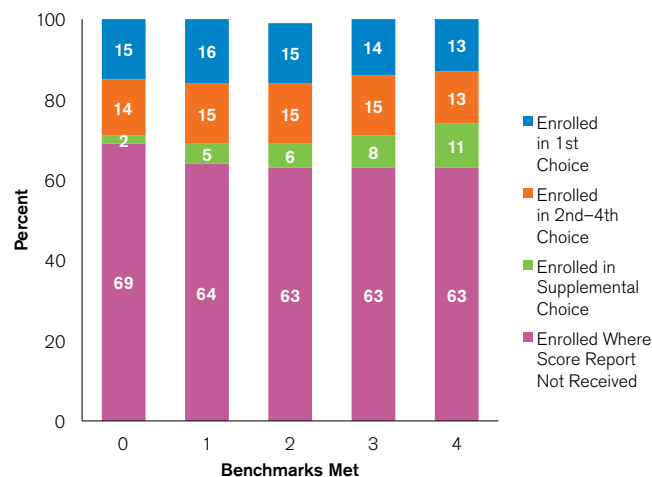
Avg. ACT Composite	15.3	18.6	20.9	23.0	26.1
N =	134,044	63,315	46,702	31,856	33,435

Figure 36. Average Number of Times EOS Students Were Selected, Grouped by Time of First Testing and Number of ACT Benchmarks Met



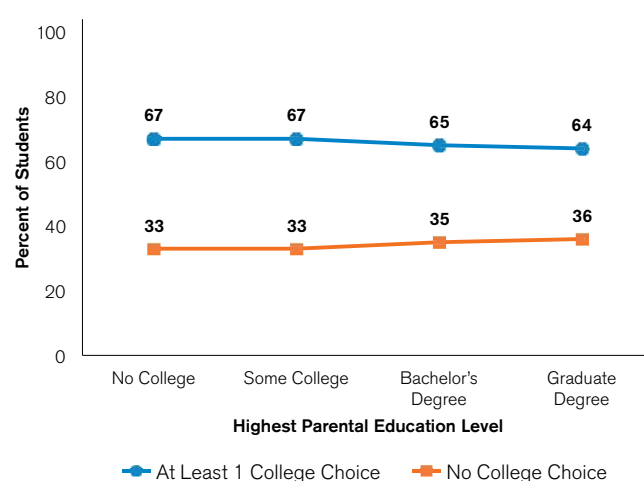
Avg. ACT Composite	15.3	18.6	20.9	23.0	26.1
N =	134,044	63,315	46,702	31,856	33,435

Figure 37. Enrollment by College Choice Ranking and Number of ACT Benchmarks Met



Avg. ACT Composite	15.3	18.6	20.9	23.0	26.1
N =	134,044	63,315	46,702	31,856	33,435

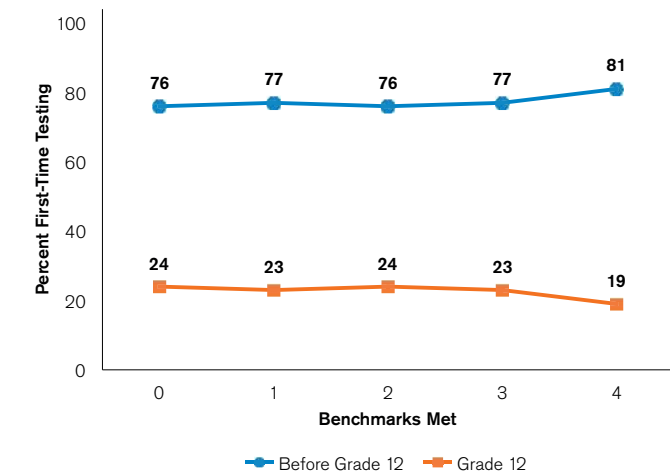
Figure 38. Percent Sending Test Scores to Select Colleges at Time of First Testing by Highest Parental Education Level



Avg. ACT Composite	17.6	18.8	19.7	20.3
N =	69,274	90,554	66,054	33,221

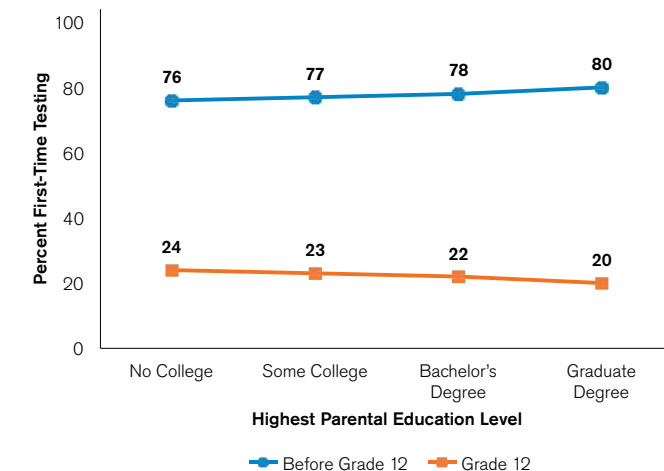
Students Not Enrolled

Figure 39. Percent Time of First Testing by Number of ACT Benchmarks Met



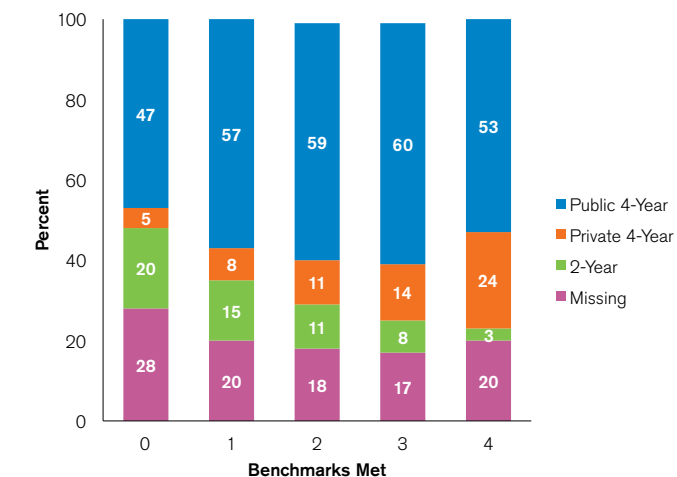
Avg. ACT Composite	14.6	18.4	20.9	23.2	27.6
N =	327,830	98,627	71,960	53,415	89,595

Figure 40. Time of First Testing by Highest Parental Education Level



Avg. ACT Composite	16.6	18.2	20.4	22.7
N =	168,256	152,688	103,140	70,100

Figure 41. College-Type Preference by Number of ACT Benchmarks Met at Time of First Testing



Avg. ACT Composite	14.6	18.4	20.9	23.2	27.6
N =	327,830	98,627	71,960	53,415	89,595

Students Not Enrolled

Figure 42. College-Type Preference by Race—Students Who Met 3 or 4 ACT Benchmarks

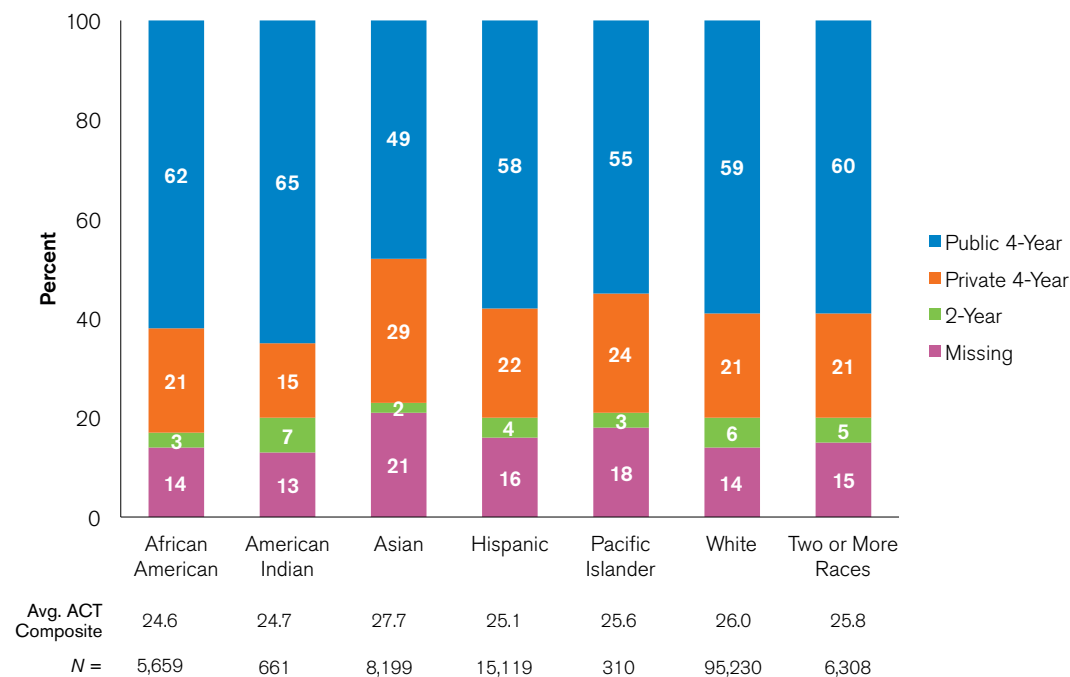


Figure 43. College-Type Preference by Highest Parental Education Level—Students Who Met 3 or 4 ACT Benchmarks

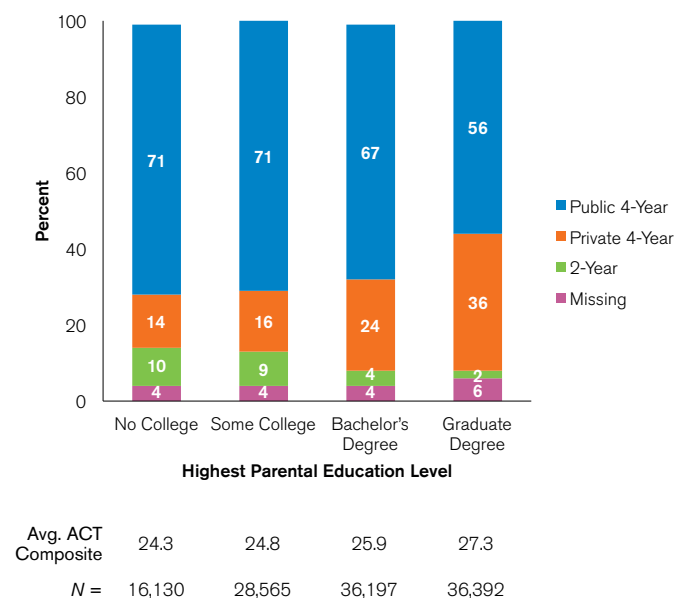
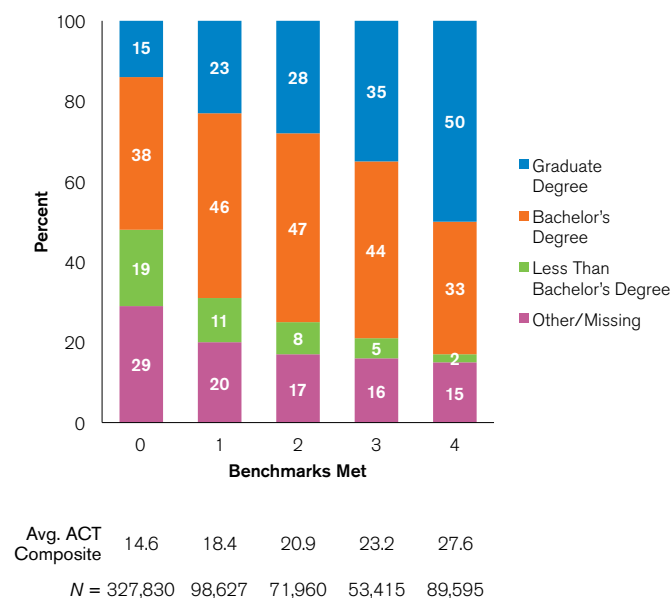
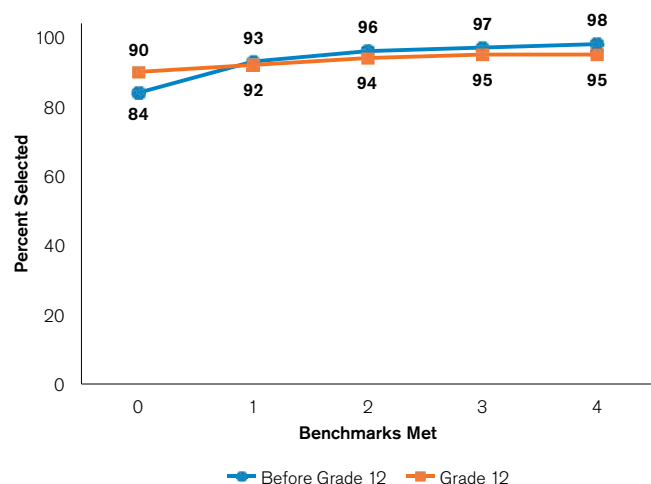


Figure 44. Degree Aspirations by Number of ACT Benchmarks Met at Time of First Testing



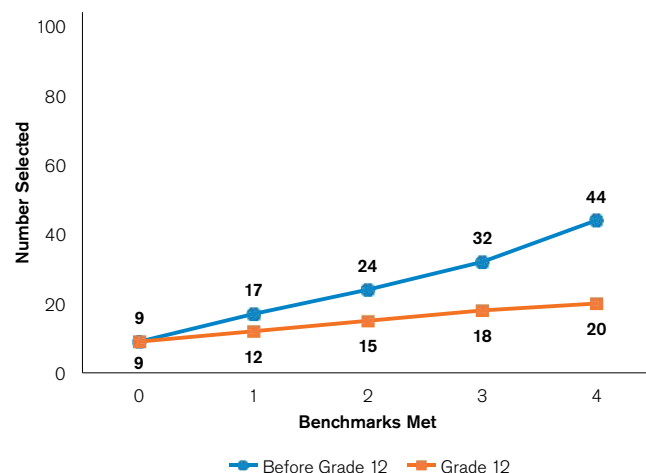
Students Not Enrolled

Figure 45. Percent of EOS Students Selected, Grouped by Time of First Testing and Number of ACT Benchmarks Met



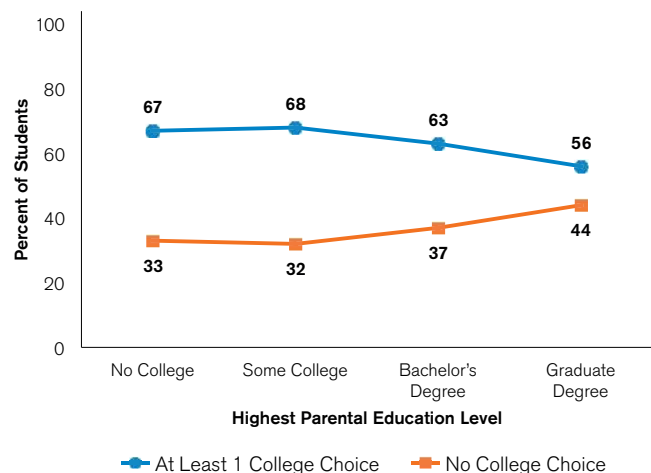
Avg. ACT Composite	14.6	18.4	20.9	23.2	27.6
N =	327,830	98,627	71,960	53,415	89,595

Figure 46. Average Number of Times EOS Students Were Selected, Grouped by Time of First Testing and Number of ACT Benchmarks Met



Avg. ACT Composite	14.6	18.4	20.9	23.2	27.6
N =	327,830	98,627	71,960	53,415	89,595

Figure 47. Percent Sending Test Scores to Select Colleges at Time of First Testing by Highest Parental Education Level



Avg. ACT Composite	16.6	18.2	20.4	22.7
N =	168,256	152,688	103,140	70,100

Note

1. The interest-major fit score measures the strength of the relationship between the student's profile of ACT Interest Inventory scores and the profile of students' interests in the major shown. Interest profiles for majors are based on a national sample of undergraduate students with a declared major and a GPA of at least 2.0. Major was determined in the third year for students in 4-year colleges and in the second year for students in 2-year colleges. Interest-major fit scores range from 0–99, with values of 80 and higher indicating good fit.

ACT Research

As a nonprofit educational research organization, ACT is committed to producing research that focuses on key issues in education and workforce development. Our goal is to serve as a data resource. We strive to provide policymakers with the information they need to inform education and workforce development policy and to give educators the tools they need to lead more students toward college and career success. What follows are some of ACT's recent and most groundbreaking research studies.

College Choice Report 2012

Part 1: Preferences and Prospects



Contains the self-reported college preferences and EOS participation rates of the ACT-tested high school graduating class of 2012.

Part 2: Enrollment Patterns



Examines college enrollment trends of the ACT-tested high school graduating class of 2012, focusing on student mobility, how college choices match preferences, and student enrollment rates.

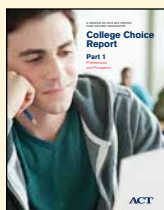
Part 3: Persistence and Transfer



Reports on student persistence within postsecondary education and examines the relationships between students' reported college preferences and their transfer patterns.

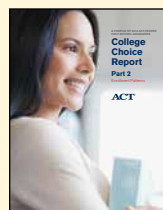
College Choice Report 2013

Part 1: Preferences and Prospects



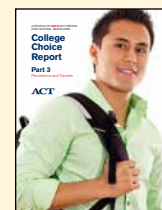
Focuses on students' choice and certainty of planned major, Interest-Major Fit, best-fitting major, and selection of major.

Part 2: Enrollment Patterns



Focuses on college enrollment, consistency of college major choice, persistence within majors, and changes in Interest-Major Fit.

Part 3: Persistence and Transfer



Focuses on student persistence within majors between the first and second year of college, changes in Interest-Major Fit among students who changed majors, and the relationship between Interest-Major Fit and student persistence.

College Choice Report 2014

Part 1: Expanding Opportunities Preferences and Prospects



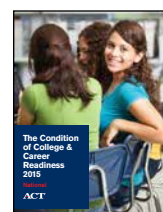
Focuses on testing behaviors that may expand college opportunities available to students, covering such topics as the grade level in which students test, the timing and number of score reports students send to colleges, and their participation in EOS.

Part 2: Expanding Opportunities Enrollment Patterns



Focuses on the college enrollment of the 2014 ACT-tested high school graduates and examines some of the potential downstream effects, such as student testing behaviors at time of first testing, participation in EOS, and score-sending behavior.

The Condition of College & Career Readiness



Highlights the college and career readiness of the ACT-tested high school class of 2015. This report is updated annually.

In addition to the printed national reports for this series, we are providing interactive charts and maps online that allow you to view and compare information. This interactive format gives you an opportunity to customize and expand your view of the report content to better address your information needs. To view this content, go to www.act.org/research.

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A copy of this report can be found at
www.act.org/collegechoice2015

