Considering the Whole Student:

Better preparation for success

Postsecondary Professionals
Rose Babington—Northeast District Manager, ACT State Orgs

ACT STATE ORGANIZATIONS
Helping people achieve education and workplace success

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Our Presenters

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Agenda

• The current model of education
• Introduction to ACT’s Holistic Framework
• Explanation and expert insights on each domain:
  • Core Academic Skills
  • Cross-Cutting Capabilities
  • Behavioral Skills
  • Education and Career Navigation
• Q&A
THE COMMON MODEL

ENGLISH LANGUAGE ARTS & MATHEMATICS
The Common Model: ELA and Math

Is this model still useful for preparing students for success?
If success is multidimensional, shouldn’t readiness for school and work focus on a diverse set of knowledge and skills?
Beyond Academics:ACT’s Holistic Model of Education and Work Success

Core Academic Skills

Cross-Cutting Capabilities

Behavioral Skills

Education & Career Navigation
ACT’s Holistic Framework
ACT’s Holistic Framework

Core Academic Skills

Cross-Cutting Capabilities

Behavioral Skills

Education & Career Navigation
ACT’s Holistic Framework

EARLY EDUCATION
- Core Academic Skills
- Cross-Cutting Capabilities
- Behavioral Skills
- Education & Career Navigation

HIGH SCHOOL
- ELA
- Self Knowledge
- Science
- Acting Honestly
- Environmental Factors
- Information and Communication Technology
- Study Skills

POST-SECONDARY
- Managing Career & Education Actions
- Science
- Mathematical Skills
- Thinking Skills
- Keeping an Open Mind

WORKFORCE
- Collaborative Problem Solving
- Socializing with Others
- Integration

ACT’s Holistic Framework integrates Core Academic Skills, Cross-Cutting Capabilities, Behavioral Skills, and Education & Career Navigation throughout the educational journey from Early Education to Post-Secondary to Workforce.
ACT’s Holistic Model of Education and Work Success

- Core Academic Skills
- Cross-Cutting Capabilities
- Behavioral Skills
- Education & Career Navigation

Education and Work Success
Advantages of ACT’s Holistic Framework

• **Comprehensive** – recognizes broad range of skills needed for college and career readiness

• **Integrative** – has potential to organize personalized results and insights for users in a coherent way

• **Actionable** – addresses the “so what?” (alignment to valued outcomes) and “what’s next” (connecting current K&S to training)

• **Developmental** – outlines progressive learning across key developmental and transition periods in K – career continuum

• **Authoritative** – includes authoritative and research-based content
ACT’s Holistic Framework

Core Academic Skills: knowledge and skills necessary to perform essential tasks in core academic content.
ACT’s Holistic Framework

**English Language Arts:** Literacy skills related to comprehension and capacity for use of written and oral language.

**Mathematics:** Relating and transforming numeric and symbolic quantities, including applications to data sets, patterns, space, and change.

**Science:** Gathering and interpreting observations, experimental data, and disciplinary content knowledge in order to predict and explain phenomena.

Core Academic Skills
Research on Core Academic Skills

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

- English: 61%
- Reading: 44%
- Mathematics: 41%
- Science: 36%
- All Four Subjects: 26%
Cross-Cutting Capabilities:

general knowledge and skills necessary to perform essential tasks across academic content areas.
ACT’s Holistic Framework

Collaborative Problem Solving: The skills necessary to use problem solving and behavioral strategies to collaborate with a group to solve a problem.

Learning Skills: Strategies and methods to effectively facilitate and manage learning.

Information and Communication Technology: Technology knowledge and skills necessary to effectively acquire and apply information.

Critical Thinking: Reasonably analyzing, interpreting, evaluating, synthesizing, or applying information, observations, communication, procedures, or argumentation for the purpose of reaching justified belief or action.
Research on Cross-Cutting Capabilities

• In a survey of post secondary instructors, respondents were asked to identify areas that, if weak, would be a barrier to success.

• Post secondary instructs rated the following skills *above content knowledge* in terms of their impact on success:
  • Learning Skills
  • Critical Thinking
  • Problem Solving
  • Conscientiousness (*Behavior*)
ACT’s Holistic Framework

- Coursework includes more project-based and problem-based learning that includes working collaboratively.
- Assignments focus on learners being seekers of knowledge and professors being facilitators of learning.
- Assignments are made with higher cognitive processes in mind.
- Increase use of technology - Example - College of Ed. at Southeast Missouri State University.
  - Undergraduate
  - Graduate
ACT’s Holistic Framework

Behavioral Skills: interpersonal, self-regulatory, and task-related behaviors important for adaptation to and successful performance in education and workplace settings.
ACT’s Holistic Framework

**Acting Honestly**: valuing and adhering to ethical and moral standards of behavior, as well as personal level of humility.

**Getting Along Well with Others**: interacting positively and cooperating with others; generally kind, friendly, and tactful.

**Keeping an Open Mind**: open-mindedness and curiosity about a variety of ideas, beliefs, people, and experiences.

**Maintaining Composure**: working on staying calm, serene, and able to manage emotions effectively.

**Socializing with Others**: preferred level of social interaction, behavior in interpersonal situations, and optimism.

**Sustaining Effort**: developing diligence, effort, organization, self-control, and compliance.
## Example of High School PLD

### Behavioral Skills

### Sustaining Effort → Persistence → Overcoming Challenges

<table>
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<th>Level</th>
<th>Description</th>
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| **Highly Effective**   | • Willingly attempts challenging tasks and often perseveres through frustrations  
                         • Almost always examines personal mistakes to learn from them, even without prompting  
                         • Uses multiple relevant resources to overcome academic difficulties (e.g., instructions, books, web resources, interviews) |
| **Effective**          | • Attempts challenging tasks and generally only asks for help when frustrated  
                         • Uses more than one related resource to help him/her overcome academic difficulties (e.g., instructions, relevant books or subject-area materials)  
                         • Usually examines personal mistakes to learn from them with prompting |
| **Somewhat Effective** | • Will attempt challenging tasks if needed but immediately seeks assistance when difficulties arise  
                         • Sometimes examines personal mistakes to learn from them with prompting |
| **Not Effective**      | • Does not attempt challenging tasks or gives up at the first sign of difficulty  
                         • Generally unreceptive to the idea that mistakes or setbacks have value  
                         • Does not use additional resources to help him/her overcome academic difficulties |
ACT’s Holistic Framework

• Socializing with others - different standards from 10-15-20-50 years ago.

• Competitiveness in the workplace - influence on task completion
ACT’s Holistic Framework

Education & Career Navigation Skills: personal characteristics, processes, and knowledge that influence individuals as they navigate their educational and career paths.
ACT’s Holistic Framework

**Self-knowledge:** Perceptions of one’s own abilities, interests, skills, values, etc. that contribute to understanding the self.

**Environmental Factors:** Information, conditions, and experiences related to education and work acquired from external sources and surroundings.

**Integration:** Ongoing process of combining self-knowledge and environmental factors to form personally-relevant knowledge to evaluate information and plan courses of action.

**Managing Career & Education Actions:** Ongoing process of implementing plans and enacting purposeful behaviors to facilitate education and occupation progress.
Research on Education and Career Navigation

- Education and career navigation factors (interests, attitudes, aspirations, self-efficacy, and supports) contribute to important outcomes (academic performance, school engagement, persistence, degree attainment).
- In 2016, 77% percent of ACT test takers reported needing help with education and occupation plans.
- In a survey of elementary, middle, and high school teachers (n= 6,346), 90% rated navigation factors as important for preparing students for success.
ACT’s Holistic Framework

- “Beefing up” of college career centers
- Strengthening and expansion of Academic Support Centers
- Writing Centers
- Internships
- Focus on Community Service
- Business and Industry partnerships
- Increase financial aid assistance
- Expansion of TRIO programs
- Expansion of Career Service centers on campuses http://www.semo.edu/careers/
Example: ACT’s Holistic Model of College Success

- ELA
- Math
- Science

- Critical Thinking
- Technology and Info Literacy
- Studying and Learning

- Persistence
- Goal Striving
- Sociability
- Optimism

- Academic Self-Efficacy
- Fit (Congruence)
- Supports
- Goals

College Graduation
Current Applications of Holistic Framework

- Assessments
- Curriculum
- Interventions
- Serious educational games

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RESEARCH
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Keyword Search

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Thank You For Attending!

Find more info and resources about ACT’s Holistic Framework at:

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If you have more questions about ACT’s Holistic Framework contact:

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Next Month’s Webinar
Covering All the Angles of Student Success:
Using Many Sources to Inform Admissions and Enrollment Practices