

## ACT Engage® College Domains and Scales Overview

Scale	Scale Definition	Sample Items	Students Who Score High	Students Who Score Low	Possible Interventions
<b>Motivation (Getting Work Done)</b>					
<b>Academic Discipline</b>	Amount of effort a student puts into schoolwork and the degree to which a student sees himself/herself as hardworking and conscientious.	<ul style="list-style-type: none"> <li>• If I don't feel like going, I skip classes. (reverse-scored)</li> <li>• People describe me as a hard worker.</li> </ul>	Place great value on schoolwork and make academic tasks and assignments a high priority.	May avoid schoolwork, cut classes, and view other areas of their lives as more important than the completion of school-related tasks.	<ul style="list-style-type: none"> <li>• Provide students access to assistance from professors or an advisor with setting goals, prioritizing, time management, and organizing tasks.</li> </ul>
<b>General Determination</b>	The extent to which one strives to follow through on commitments and obligations.	<ul style="list-style-type: none"> <li>• I give my undivided attention to something important.</li> <li>• I am serious about fulfilling my obligations.</li> </ul>	Have a strong sense of responsibility, are often perceived as trustworthy, and are likely to fulfill their commitments.	Are generally less committed and responsible.	<ul style="list-style-type: none"> <li>• Help students recognize the value of meeting their commitments.</li> <li>• Introduce students to trust-building skills.</li> </ul>
<b>Goal Striving</b>	The strength of one's effort to achieve objectives and end goals.	<ul style="list-style-type: none"> <li>• I bounce back after facing disappointment or failure.</li> <li>• Once I set a goal, I do my best to achieve it.</li> </ul>	Know how to set important goals and how to achieve these goals. They are confident in their ability to succeed.	Generally don't set goals, don't work as hard to achieve any set goals, and are less confident in their ability to achieve them.	<ul style="list-style-type: none"> <li>• Promote goal setting in individual classes.</li> <li>• Encourage students to engage in career/major identification and planning.</li> </ul>
<b>Commitment to College</b>	One's commitment to stay in college and get a degree.	<ul style="list-style-type: none"> <li>• A college education will help me achieve my goals.</li> <li>• I am committed to attending and finishing college regardless of obstacles.</li> </ul>	Feel determined to complete college regardless of obstacles and appreciate the value of education.	May have difficulty identifying how college will benefit them and may feel ambivalent about completing a degree.	<ul style="list-style-type: none"> <li>• Help students identify a career of interest that requires postsecondary education.</li> <li>• Provide assistance with financial planning.</li> <li>• Help students draw clear connections between college majors and careers.</li> <li>• Have students explore professional life values.</li> </ul>
<b>Communication Skills</b>	Attentiveness to others' feelings and flexibility in resolving conflicts with others.	<ul style="list-style-type: none"> <li>• I'm sensitive to others' feelings.</li> <li>• I'm willing to compromise when resolving a conflict.</li> </ul>	Know how to handle interpersonal problems effectively and can work cooperatively with others in group/team settings.	May have difficulty working in teams and may exhibit some rigidity in decision making.	<ul style="list-style-type: none"> <li>• Promote conflict resolution and sensitivity training.</li> <li>• Help students practice good listening skills.</li> </ul>

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<b>Study Skills</b>	The extent to which students believe they know how to assess an academic problem, organize a solution, and successfully complete academic assignments.	<ul style="list-style-type: none"> <li>• I summarize important information in diagrams, tables, or lists.</li> <li>• I organize my thoughts before I prepare an assignment.</li> </ul>	Generally complete more assignments and thus perform better academically.	Generally struggle with completing their work and subsequently perform less well academically.	<ul style="list-style-type: none"> <li>• Develop techniques to help students improve note-taking, outlining, problem-solving, and reading skills.</li> </ul>
<b>Social Engagement (Getting Along)</b>					
<b>Social Activity</b>	One's comfort in meeting and interacting with other people.	<ul style="list-style-type: none"> <li>• I avoid activities that require meeting new people. (reverse-scored)</li> <li>• I make friends easily.</li> </ul>	May have trouble keeping up with schoolwork because they focus more on social activities than on their education, especially students who score very high.	Feel shy and nervous when speaking with others, avoid social activities, and feel isolated, especially students who score very low.	<ul style="list-style-type: none"> <li>• Introduce students who score low to activities that increase assertiveness and reduce social anxiety.</li> <li>• Introduce students who score very high to exercises in prioritization and handling social pressures.</li> </ul>
<b>Social Connection</b>	One's feelings of connection and involvement with the school community.	<ul style="list-style-type: none"> <li>• I have a sense of belonging when I am on campus.</li> <li>• I develop close friendships wherever I go.</li> </ul>	Students who feel connected to the college community may be more likely to stay at that school and to earn a degree.	Feel less connected, which might result in a student leaving the school and/or not earning a degree.	<ul style="list-style-type: none"> <li>• Encourage increased involvement in extracurricular activities and organized school-sponsored events.</li> </ul>
<b>Self-Regulation (Keeping Your Cool)</b>					
<b>Academic Self-Confidence</b>	The belief in one's ability to perform well in school.	<ul style="list-style-type: none"> <li>• I am a fast learner.</li> <li>• I am less talented than other students. (reverse-scored)</li> </ul>	Possess confidence in their ability to do well in school, which may help them persist in challenging tasks.	Are less confident and can be more easily frustrated by challenging tasks.	<ul style="list-style-type: none"> <li>• Develop and share exercises to reduce pessimism and negative self-talk.</li> <li>• Develop and share exercises to reduce test anxiety.</li> </ul>
<b>Steadiness</b>	One's responses to and management of strong feelings.	<ul style="list-style-type: none"> <li>• I get easily irritated. (reverse-scored)</li> <li>• I stay calm in difficult situations.</li> </ul>	Very high-scoring students might be overcontrolled and lack outlets for stress.	May be easily frustrated and overwhelmed.	<ul style="list-style-type: none"> <li>• Help students find positive outlets for frustration.</li> <li>• Help students learn relaxation techniques.</li> </ul>

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