



ACT Engage® User Guide



Contact Information

For assistance, call ACT Engage Customer Service at 319.337.1893, 8:30 a.m. – 5:00 p.m., central time, Monday through Friday, or email engage@act.org.

Resources

To access User Guides, Resources for Students and Parents, Research, and Case Studies, visit www.act.org/engage.

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Introduction

Identifying Students at Risk

ACT Engage® identifies key academic behaviors and risk factors that affect student success and performance.

Student success depends on three things:

- Academic ability of the student
- Academic behaviors (motivation, self-regulation, social engagement)
- Alignment of measured interest with chosen field of postsecondary study

ACT Engage measures the behavioral obstacles that prevent success and persistence—such as motivation, discipline, self-confidence, social interaction, and study skills.

Research is the foundation of ACT Engage. ACT is the only organization with more than five decades of research data underpinning college and career readiness. ACT Engage and the ACT continuum of college and career readiness assessments are supported by that research.

ACT has tested thousands of students using ACT Engage from grade 6 to college. Results show that when ACT Engage is administered during middle school, it is a valid predictor of high school grades, high school graduation, and college enrollment. At grades 10–12, ACT Engage helps improve graduation rates and reach students whose personal challenges go unreported in standardized academic tests. At the college level, ACT Engage helps postsecondary institutions identify and intervene with students who are at risk of poor academic performance or dropping out.

What is ACT Engage?

When ACT Engage is combined with scores and results from the ACT curriculum-based college and career readiness solutions, educators and parents have a complete view of a student's abilities, as well as guidance for interventions that help each student reach his or her full potential.

ACT Engage measures students' behaviors and psychosocial attributes, which are critical but often overlooked components of their success. ACT Engage is a low-stakes, self-report, online assessment that provides schools with additional information to more accurately identify students who are at risk of poor grades and academic failure. Schools can use scores to identify interventions to help students succeed.

Table 1 ACT Engage Domains

	Motivation	Social Engagement	Self-Regulation	Questions	Reading level	Time
Grade 6–9 Provides an early warning indicator of academic risk and helps predict academic performance and timely graduation	<ul style="list-style-type: none"> ▪ Academic Discipline ▪ Commitment to School ▪ Optimism 	<ul style="list-style-type: none"> ▪ Family Attitude toward Education ▪ Family Involvement ▪ Relationships with School Personnel ▪ School Safety Climate 	<ul style="list-style-type: none"> ▪ Managing Feelings ▪ Orderly Conduct ▪ Thinking Before Acting 	106	4th-grade	30
Grade 10–12 Identifies behavioral strengths and needs and helps predict future college academic performance and retention	<ul style="list-style-type: none"> ▪ Academic Discipline ▪ Commitment to College ▪ Communication Skills ▪ General Determination ▪ Goal Striving ▪ Study Skills 	<ul style="list-style-type: none"> ▪ Social Activity ▪ Social Connection 	<ul style="list-style-type: none"> ▪ Academic Self-Confidence ▪ Steadiness 	108	6th-grade	30
College Identifies students who are most at risk of running into academic difficulty or even dropping out during their first year	<ul style="list-style-type: none"> ▪ Academic Discipline ▪ Commitment to College ▪ Communication Skills ▪ General Determination ▪ Goal Striving ▪ Study Skills 	<ul style="list-style-type: none"> ▪ Social Activity ▪ Social Connection 	<ul style="list-style-type: none"> ▪ Academic Self-Confidence ▪ Steadiness 	108	6th-grade	30

Administration

When and How Is ACT Engage Given?

ACT Engage can be ordered online at www.act.org/engage. Persons administering ACT Engage should be familiar with this manual before administering the inventory. The ACT Engage online administration is flexible and designed to fit a variety of needs and goals. Administration can be in a large group, small group, or at an individual level. Some high schools and colleges have found success in administering ACT Engage to a large group of incoming students; others have students complete ACT Engage online at home prior to orientation. Your school will receive the most benefit from ACT Engage with an implementation that complements your school's mission and overall goals.

ACT recommends administering ACT Engage early in the academic year for middle school and high school. At the college level, ACT recommends administering ACT Engage to incoming first-year students prior to or during summer or fall orientation programs, or within the first few weeks of a first-year experience course. ACT Engage provides students with individualized feedback on their results and gives students general recommendations for improving areas of weakness. ACT Engage scores might also be used as part of ongoing student support programs to target available interventions likely to benefit students, based on their specific profiles of scores. An early or fall semester administration provides more opportunities for schools and students to make improvements based on ACT Engage feedback.

If institutions choose, they may insert relevant resources available to students if they need further assistance. Refer to the [crosswalk](#) of ACT Engage College resources.

Support documents available on the web (www.act.org/engage):

- *ACT Engage User Guide* (this guide)
- *ACT Engage Grades 6–9 Guide to Using Your Results*
- *ACT Engage Grades 10–12 Guide to Using Your Results*
- *ACT Engage College Guide to Using Your Results*
- *ACT Engage College Training Guide*
- Research and case studies

Administration Instructions

Students can take ACT Engage on their own time outside of class or in a computer lab. You can distribute your school's unique Distribution Link/URL to students in whatever method best fits your population. The easiest way to ensure that all students have the correct URL and have taken ACT Engage is to have them take it in a computer lab during class. Depending on your school's available technology resources, you can email students the link, have all computers in the lab set to the ACT Engage home page when students arrive, link ACT Engage from your school's or district's website, or have students type in the URL on their own. You will want to ensure that a teacher and/or computer lab faculty member is available to help students access the ACT Engage site. Many colleges send students the link via email (recommended). Others mail printed letters with the URL or use some other form of communication.

ACT Engage can be administered using the following browsers:

- Internet Explorer (versions 8 and above)
- Google Chrome
- Firefox
- Safari

If computers only have Internet Explorer 7 or an earlier version, either install Internet Explorer 8 or use a different browser before accessing ACT Engage.

It is also important to note that individuals who are also eCompass users should access ACT Engage in a browser other than that used for eCompass. eCompass can be run on Internet Explorer 8 and 9, so upgrading to a newer IE version should not be an issue.

Prior to your ACT Engage administration, you may need to notify your school's IT department that your students and faculty will be receiving emails from engage@engage.act.org. They may need to make adjustments so that spam/junk filters do not reject emails from that address.

Getting Started

Logging In/Setting Up a Password

Once you have placed an order for the online version of ACT Engage (via the web at www.act.org/engage), you will receive an email from ACT Engage (engage@engage.act.org) notifying you that you have been set up in ACT Engage. You will have two options—you can either click on a hyperlink that will take you directly to a site where you can set up your password, or you can copy the URL provided in the email and paste it in your browser. Regardless of which method you choose, you will be taken to a screen that prompts you to set up your password (Figure 1).

After you have set up a password, you will be taken to the ACT Engage home page (Figure 2).

Helpful Links: The links at the top of the home page lead to useful information and screens where you can perform common tasks.

- **User Reference Materials:** This link will take you to a screen where you can view these program materials for ACT Engage: administrative manuals, user guides, and the Teacher Edition User Guide.
- **Edit My Information:** This link leads to a screen where you can update your name and email address.
- **Administration:** This link leads to a screen where you can complete several common tasks such as add users, manage billing accounts, manage distribution codes, and locate a link to the User Access Report.

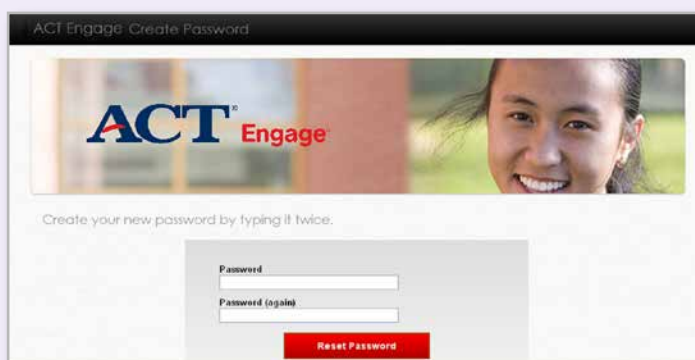


Figure 1 Set-Up Page

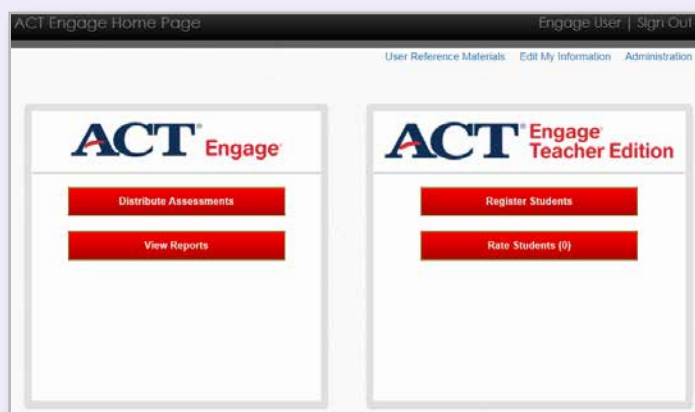


Figure 2 ACT Engage Home Page (Main Menu)

Administrator Activities

On the ACT Engage main menu, you will see “Administration” on the top right-hand side of the screen. If you click on that link, the Administration screen appears (Figure 3).

Depending on your access, some of the items displayed may not be visible.

Allowing Others Access

Important:

- Your institution must first have an ACT Engage account before you can set up billing accounts, create distribution links, and add others to the system and grant them responsibilities.
- After your ACT Engage account has been established, ACT will give one person at the institution the authority as Administrator to add people to the ACT Engage system.

If you have the ability to create other users, you will be able to grant access to administrators, counselors, or teachers who may want to access reports or distribute links to students.

In the Maintain Institutional Users section of the ACT Engage Administration screen, you have two options: **Add a Teacher or Administrator** and **Edit a Teacher or Administrator**.

Add a Teacher or Administrator

Clicking on this link takes you to a screen where you can grant access to others at your school.

1. Enter the person’s first name, middle name (optional), last name, and email address. Please be aware that the email address you enter can only be associated with *one* institution (Figure 3.1).

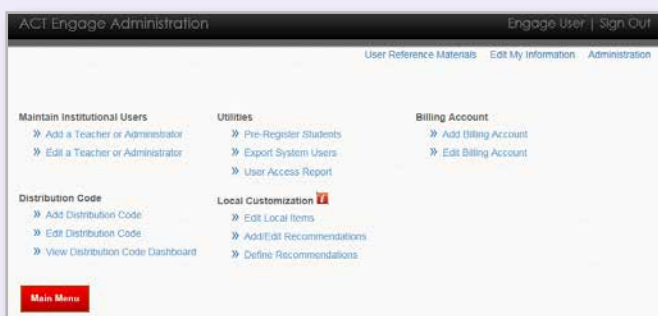


Figure 3 Administration Links

Figure 3.1 Adding a Teacher or Administrator

Recruit Mode: If you want to grant people who are registered at *other* schools the ability to view test results at your school, you need to “recruit” them. Begin by clicking the **Recruit Mode** button (Figure 3.2).

Type the email address for the person you want to add, select the institutions to which you want to grant access from the list at the right, and then click Register.

2. **Responsibilities:** Select the check boxes for the responsibilities you want the user to have: creating other users, running reports and seeing results, and creating or editing local items.

Recommended: ACT recommends that you limit the ability to create Billing Accounts and Distribution Codes for your school or institution to only two people (a primary and a backup contact).

Note: You do not need to register individuals who will be administering the ACT Engage assessment as users on the ACT Engage New User Registration screen.

3. **Select the institutions:** Choose the institutions whose test information you want the user to access.
 - Select one or more schools or tests that are listed.
 - Click **All** to select all schools and tests at every level or **None** to deselect all.
 - If you select a top-level institution, all schools or test levels listed under it will also be selected. For example, by selecting “Sample Community College” (Figure 3.2), the three subordinate items would be selected as well.
 - If a school or testing level is added to the list and you want to include it when you select **All** or when you select its section of the list, you must deselect and then reselect **All** or the top-level item for its section, such as “Sample Community College”.

ACT Engage New User Registration

Your Username | Sign Out

Register new administrator or teacher

1 * Required

*First Name
John

Middle Name

*Last Name
Act

*Email/User ID
Act_John@yahoo.com

Recruit Mode ?

2

☒ User can create Billing Accounts and Distribution Codes

☒ User can create other users

☒ User can run and see ENGAGE reports

☒ User can edit local items

☐ User can view all TE results for their institution(s)

3 Select the institutions:

All / None

☐ SAMPLE COMMUNITY COLLEGE

☐ SAMPLE COMMUNITY COLLEGE Engage 10-12

☐ SAMPLE COMMUNITY COLLEGE Engage 6-9

☐ SAMPLE COMMUNITY COLLEGE Engage College

☐ SAMPLE HIGH SCHOOL

☐ SAMPLE HIGH SCHOOL Engage 10-12

☐ SAMPLE HIGH SCHOOL Engage 6-9

☐ SAMPLE MIDDLE SCHOOL

☐ SAMPLE MIDDLE SCHOOL Engage 6-9

Register Cancel

Figure 3.2 Recruit Mode

User Access Report

This report (Figure 3.3) is available to administrators who can grant access to other users. It identifies those who have been given access to your institution and the type of access. As an administrator who can grant access to users, you have the ability to maintain this list. You can access the User Access Report from the ACT Engage Administration screen (Figure 3, page 9).

Site Administrator Activities

Site Administrators have the responsibility to create and maintain billing information for each Distribution Code related to their institution. Distribution Codes, which are created to further define what areas are administering the ACT Engage assessments, are also created and maintained by the Site Administrator. The Distribution Code also controls who can view results for the students who took the assessment.

Add Billing Accounts

Each URL and/or group code must have a billing account associated with it. This is to ensure invoices will be sent to the proper billing institution.

Recommendation: ACT recommends limiting this role to 2 or 3 people per institution.

To add a billing account:

1. Access this screen by clicking the **Administration** link in the top right corner of a screen. You will go to the ACT Engage Administration screen (Figure 3).
2. Click **Add Billing Account**.
3. In the Billing Account screen, enter information in the required fields (marked by an asterisk *). Some data are pre-populated from your login but can be modified (Figure 3.4).
4. Click Save when done.

First Name	Last Name	Email	Institution	Billing Acc	Account #	Distributi	Distributi	Site Admi	Create Us	Run Repor	Local Item	View TE Results
Amanda	Doyle	adoyle@c	TEST COM	dales test	comm coll	test dale	PHC456683		x	x	x	x
Ann	Fellinger	afellinger	TEST COM	dales test	comm coll	test dale	PHC456683		x	x	x	x
April	Hansen	ahansen@	TEST COM	dales test	comm coll	test dale	PHC456683		x	x	x	x
Alex	Casillas	alex.casill	TEST COM	dales test	comm coll	test dale	PHC456683	x	x	x		
Bradley	Elwood	belwood1	TEST COM	dales test	comm coll	test dale	PHC456683		x	x		

Figure 3.3 User Access Report

ACT Engage Billing Account

Engage User | Sign Out

User Reference Materials Edit My Information Administration

Add Billing Account

* Required

Billing Account

*Institution Name
— Select one —

*Billing Account Name
School A Engage

*Billing Contact
ACT Engage User

Billing address must be deliverable by U.S. Mail

*Address 1
123 Engage Way

Address 2

*City
Our Town

*State
IA - Iowa

*Postal Code
52243

*Email
engage.user13.act@gmail.com

Phone
123-123-1234

Fax
123-123-1236

Additional Information
Memo (for ACT purposes only)

☒ By checking this box you are acknowledging that you have the authority to approve the billing information listed.

Save Cancel

Figure 3.4 Adding a Billing Account

Add Distribution Codes

Distribution codes allow the institution to control:

- which group is using ACT Engage,
- who should be billed for the use, and
- who can view results for the students who took the assessment.

Site Administrators have the responsibility to create and maintain billing information for each Distribution Code related to their institution.

To add a distribution code for an institution:

1. Navigate to the ACT Engage Administration screen: click the **Administration** link in the top right corner of the screen (Figure 3).
2. In the Administration screen, click **Add Distribution Code**. Schools that are associated with your billing account will be listed on the next screen (Figure 3.5).
3. Select the institution to which you wish to add a distribution code or click **Add Billing Account** to add an account (Figure 3.4).
4. In the Add Distribution Code screen, enter information into the required fields. Important: Select a **Product**, specify an **Institution**, enter a **Display Name**, and set an **Expiration** date (or leave the checkbox to indicate it does not expire) (Figure 3.6).
5. Add a PO Number or Identifier if you wish to be able to see how many assessments on your invoice are associated with this Distribution Code.
6. Click Save when done.

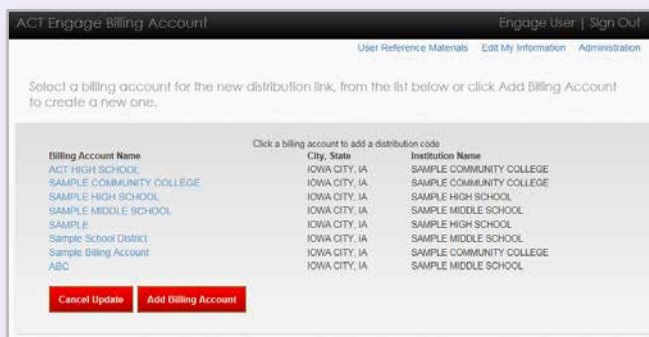


Figure 3.5 Select a Billing Account

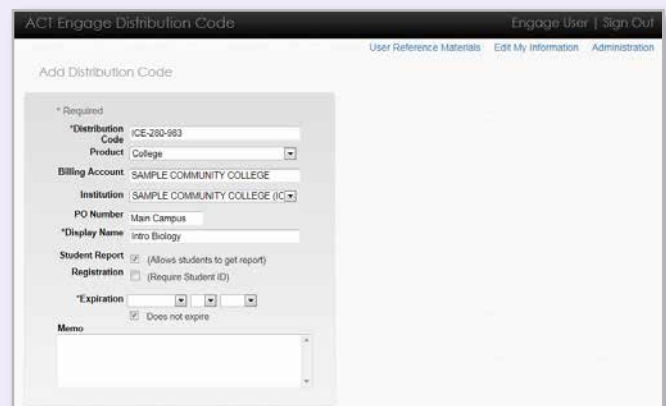


Figure 3.6 Add Distribution Code

Notes:

- Student Report (Allow students to get report) – Unchecking this box will prevent students from viewing their results prior to discussing with an advisor/teacher.
- Expiration – Set an expiration date to prevent students from starting an assessment after this date. A Distribution Code expiration date that has passed can be adjusted from the Distribution Dashboard. The “does not expire” check box must be cleared (unchecked) in order for the date to be in effect.

If there is not a billing and/or distribution code assigned you will see the following sample message (Figure 3.7) when you click on the Distribute Assessments button on the main menu.

Distribution Dashboard

The distribution dashboard provides a quick snapshot of the distribution codes for the institution for which you have access (Figure 3.8).

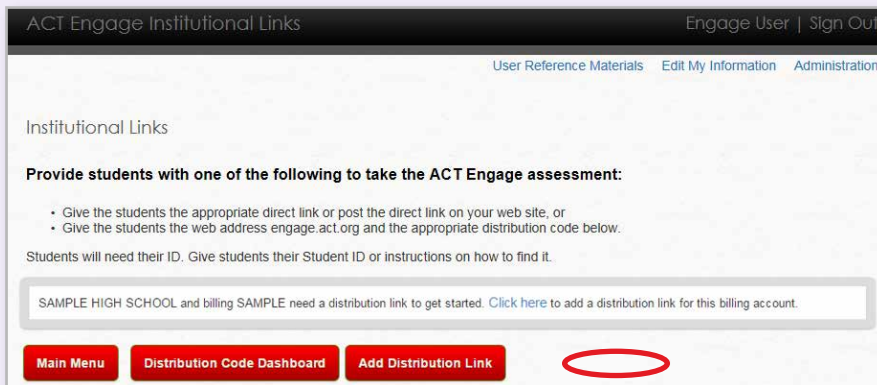


Figure 3.7 Distribution Link Sample Message

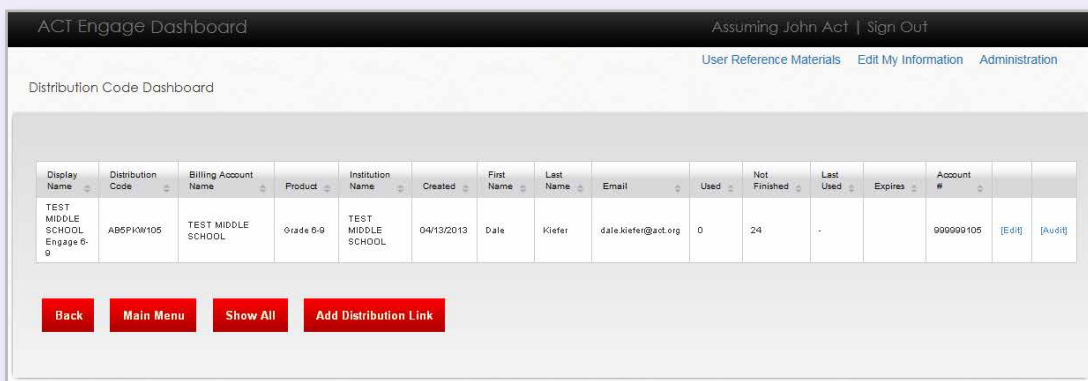


Figure 3.8 Distribution Dashboard

Distributing Assessments

To access the URL that you will distribute to students, click the “Distribute Assessments” button at <https://engage.act.org/gateway/pr/80/1>. You will be taken to a page titled “ACT Engage Institutional Links” (Figure 4), where you should see the name of your school and two options for distributing links.

This page gives you two ways to distribute ACT Engage to students:

7. **Your school’s unique Link (recommended).** This URL can be copied and pasted directly into an email, website, or letter for students to use. The link will take students directly into the ACT Engage assessment simply by clicking on it (Figure 4).
8. **Distribution/Group Code.** This code can be distributed to students along with the URL engage.act.org. This group code is also unique to your school. Students accessing the engage.act.org web page will need to click on the “students click here” link on the right-hand side of the page. When they do this, they will be prompted to enter their group code (Figures 5 and 6).

Once you have retrieved the above information and distributed it, you are ready for your students to begin taking ACT Engage.

Note: Distribution codes and links can be used more than once by a student. Instruct students to take the assessment one time only to avoid duplicate records and added expense. You will be invoiced for each completed ACT Engage assessment, including duplicate submissions.

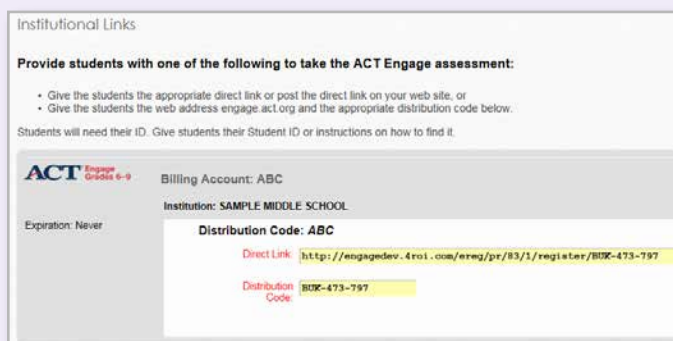


Figure 4 ACT Engage Institutional Links

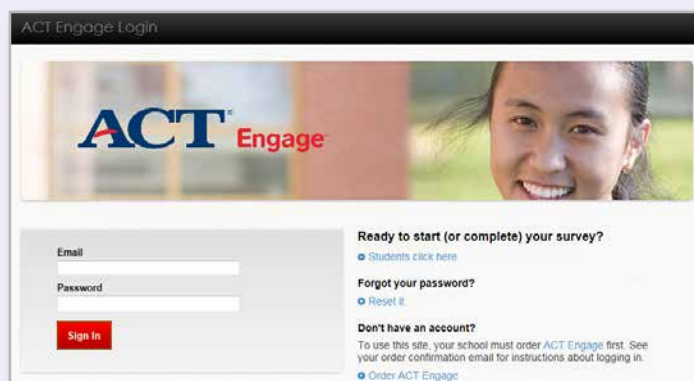


Figure 5 Web Page to Give to Students



Figure 6 Enter Distribution (Group) Code

Local Items: Get Even More from the ACT Engage Assessment

In addition to the ACT-developed questions on the ACT Engage assessment, up to 30 additional questions can be added to the assessment by each school that administers the test. These questions, commonly called local items, allow schools or districts to design and ask students specific questions that will impact them at a local level. The results of these questions remain at the local level and are only reported to the entities that design the questions.

ACT Engage allows schools to design and disseminate local items to their students. Using local items, along with ACT Engage, schools can collect additional information on specific issues of interest to them.

Users may develop and include up to 30 local items to be answered by their students after regular ACT Engage testing.

Local items allow schools to:

- Gather information about student needs, future plans, and potential challenges
- Ask students about particular programs or services
- Collect other information from the student

Note that local items can only be associated to a specific institution or district, as this allows that institution full control of the item pool and the data associated with the items.

This chapter is divided into two sections. The first section provides examples of different types of local items you may create through ACT Engage, as well as instructions for creating them. The second section details how responses to local items will be reported, as well as how to generate such reports.

Local Item Types

ACT Engage allows schools to create four different types of local items:

- **Multiple Choice**
- **Multiple Response**
- **Short Answer**
- **Likert Scale**

To create a local item:

1. Log in to the engage.act.org site.
2. Under Administration, select “Edit Local Items” (Figure 7).
3. Select an institution and edit its local items (Figure 7.1).
4. Create new local items by clicking “New Item.” The options that follow will differ based on the type of local item you wish to create (Figure 8).

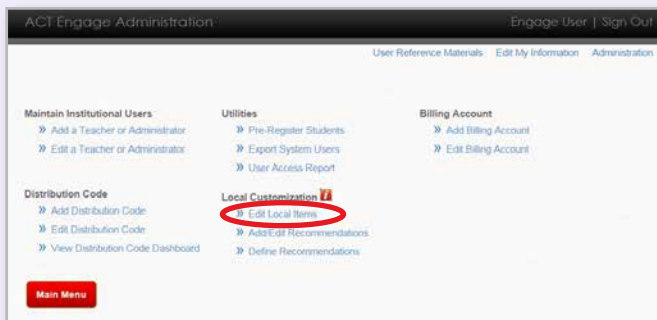


Figure 7 Home Page

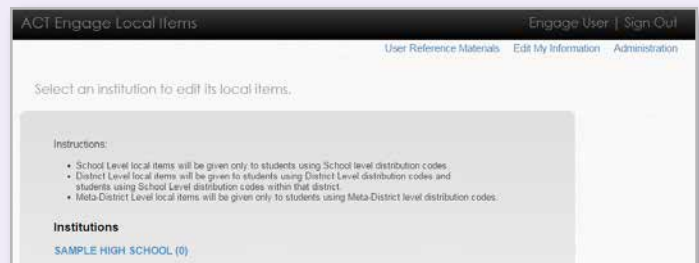


Figure 7.1 Select Institution

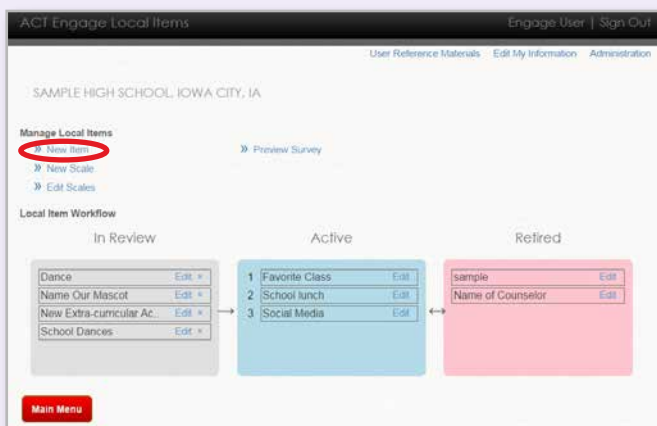


Figure 8 ACT Engage Local Items

Multiple-Choice Local Items

Multiple-choice items are the best choice if each student needs to pick one (and only one) option from a list of possibilities. To create a multiple choice local item for ACT Engage:

1. Select “Multiple Choice” from the Item Type drop-down menu (Figure 9).
2. Name your item in the “Name” box. This name should be meaningful to those wishing to look at the data in the Roster Report. (For this example, we have chosen *New Extracurricular Activity* as the item name.)
3. Enter the question in the “Question Text” box. (For the example: *Given the following choices, which extracurricular activity would you be most likely to add to your schedule?*)
 - To format your question beyond basic text, click the “Show Formatting Toolbar” link on the upper right corner of the text box. This box allows you to use additional fonts, colors, and other design features.
4. Enter possible answers in the “Answer” box.
 - To create additional answer boxes, click the “Add Answer” link below the last text box.
 - To delete an answer box, click the “Delete Answer” link on the upper right of the answer box.
 - When constructing Multiple-Choice items, it is recommended that you keep the number of choices relatively low, if possible (usually no more than four or five).
5. Click “Save” to finish creating the item, or “Cancel” to return to the previous screen.

The screenshot shows the 'ACT Engage Edit Item' interface. At the top, there's a header with 'Engage User | Sign Out' and navigation links: 'User Reference Materials', 'Edit My Information', and 'Administration'. The main form has the following sections:

- Item Type:** A dropdown menu set to 'Multiple Choice'.
- Name:** A text box containing 'New Extra-curricular Activity'.
- Question Text:** A large text box containing 'Given the following choices, which extra-curricular activity would you be most likely to add to your schedule?'. To the right of this box is a link 'Show Formatting Toolbar'.
- Answers:** Four separate text boxes, each with a 'Delete Answer' link to its right. The answers entered are:
 - Kick Boxing Club
 - Chess Club
 - Spanish Language Club
 - Ballroom Dancing Club
- Add Answer:** A link located below the last answer box.
- Buttons:** At the bottom center, there are two red buttons: 'Save' and 'Cancel'.

Figure 9 Multiple-Choice Item Creation

Multiple-Response Local Items

Multiple-response items are the best choice if each student can pick more than one option from a list of several possibilities. To create a multiple response local item for ACT Engage:

1. Select “Multiple Response” from the Item Type drop-down menu (Figure 10).
2. Name your item in the “Name” box. This name should be meaningful to those wishing to look at the data in the Roster Report. (For this example, we have chosen *School Dances* as the item name.)
3. Enter the question in the “Question Text” box. (For the example: *Which of the following yearly dances do you enjoy (select all that apply)?*)
 - To format your question beyond basic text, click the “Show Formatting Toolbar” link on the upper right corner of the text box. This box allows you to use additional fonts, colors, and other design features.
4. Enter possible answers in the “Answer” box.
 - To create additional answer boxes, click the “Add Answer” link below the last text box.
 - To delete an answer box, click the “Delete Answer” link on the upper right of the answer box.
5. Click “Save” to finish creating the item, or “Cancel” to return to the previous screen.

The screenshot shows the 'ACT Engage Edit Item' interface. At the top right, it says 'Engage User | Sign Out'. Below this are links for 'User Reference Materials', 'Edit My Information', and 'Administration'. The form has several sections:

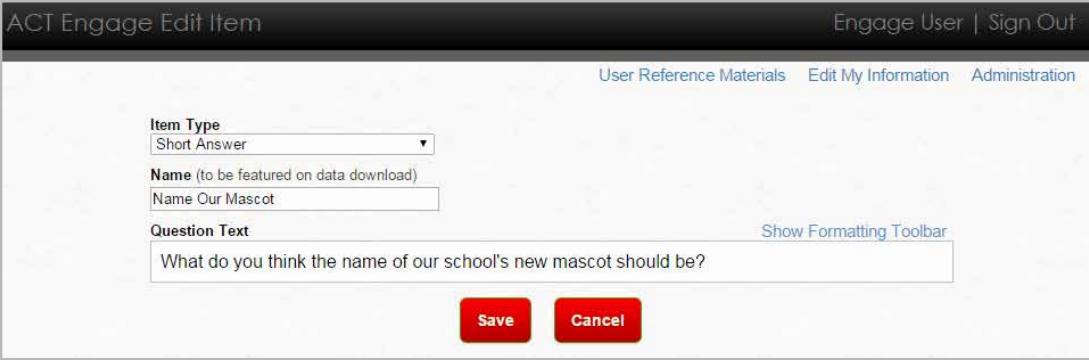
- Item Type:** A dropdown menu set to 'Multiple Response'.
- Name:** A text box containing 'School Dances'.
- Question Text:** A large text box containing 'Which of the following yearly dances do you enjoy (select all that apply)?'. To the right of this box is a link 'Show Formatting Toolbar'.
- Answers:** Three separate answer boxes, each with a 'Delete Answer' link to its right. The first contains 'Fall Ball', the second 'Winter Formal', and the third 'Spring Fling'.
- Add Answer:** A link located below the last answer box.
- Buttons:** At the bottom center are two red buttons: 'Save' and 'Cancel'.

Figure 10 Multiple-Response Item Creation

Short-Answer Local Items

Short-answer items are the best choice if each student should give a specific and/or knowledgeable answer to a question and the number of possible answers is too large to predict. Short-answer items typically result in numerous different responses, however, and this data can be difficult to analyze later. Administrators should use caution when creating short-answer items and ask themselves if another item type would be more practical. To create a short-answer item for ACT Engage:

1. Select “Short Answer” from the Item Type drop-down menu (Figure 11).
2. Name your item in the “Name” box. This name should be meaningful to those wishing to look at the data in the Roster Report. (For this example, we have chosen *Name Our Mascot* as the item name.)
3. Enter the question stem in the “Question Text” box. (For the example: *What do you think the name of our school’s new mascot should be?*)
 - To format your question beyond basic text, click the “Show Formatting Toolbar” link on the upper right corner of the text box. This box allows you to use additional fonts, colors, and other design features.
4. Click “Save” to finish creating the item, or “Cancel” to return to the previous screen.



The screenshot shows the 'ACT Engage Edit Item' interface. At the top, there's a header with 'Engage User | Sign Out' and navigation links for 'User Reference Materials', 'Edit My Information', and 'Administration'. The main form has three sections: 'Item Type' with a dropdown menu set to 'Short Answer'; 'Name (to be featured on data download)' with a text box containing 'Name Our Mascot'; and 'Question Text' with a text box containing 'What do you think the name of our school's new mascot should be?'. A 'Show Formatting Toolbar' link is located to the right of the question text box. At the bottom, there are two red buttons: 'Save' and 'Cancel'.

Figure 11 Short-Answer Item Creation

Likert Scale Local Items

A Likert scale item might be the best choice if the attitudes or opinions of students need to be measured. Likert scale items can be used to assess level of agreement, satisfaction, interest, and other likewise characteristics. To create a Likert scale item for ACT Engage, you must first create the scale you wish to use:

1. Select “New Scale” from the ACT Engage Local Items screen (Figure 12).
2. Name your scale in the “Name” box. This name should be meaningful to those wishing to use the scale in constructing Likert items later. (For this example, we have chosen *Agree or Disagree* as the scale name.)
3. Choose the Number of Scale Options from the drop-down box. (The default number of options is five, but you can choose up to ten.)
4. Use the “Scale Option Width” slider tool to adjust the width of the “Scale Options” text boxes (Figure 13).
 - The text boxes may need to be resized based on the length of text in each option. Keep this in mind when constructing scales and text for Likert questions.
 - Also notice that increasing the size of the Scale Options text boxes decreases the size of the question text box.
5. Enter the text for each option in the “Scale Options” text boxes. (For this example, we have chosen “Agree a lot,” “Agree slightly,” “No opinion,” “Disagree slightly,” and “Disagree a lot.”)
6. Click “Save” to finish creating the scale, or “Cancel” to return to the previous screen.
 - Saved scales can be edited later by selecting the “Edit Scales” option on the ACT Engage Local Items screen (Figure 12).

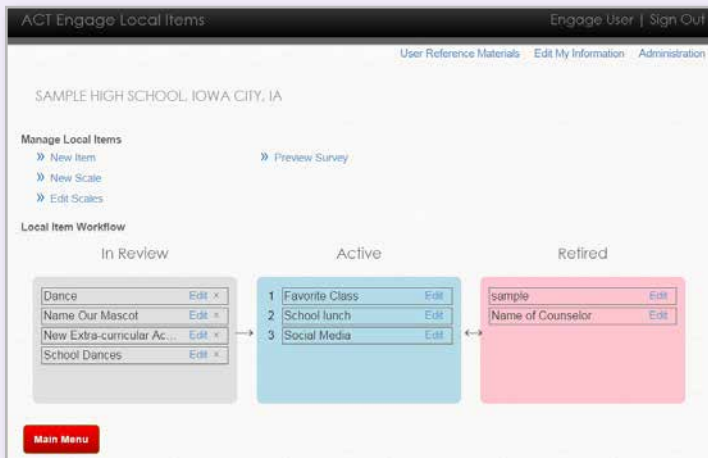
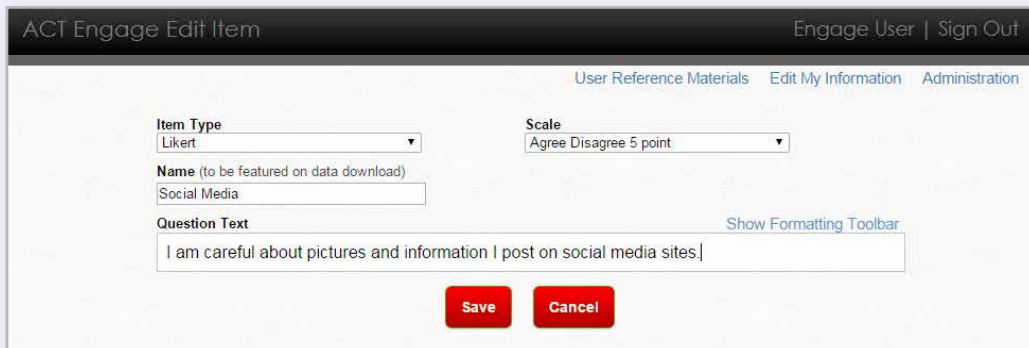


Figure 12 ACT Engage Local Items



Figure 13 Scale Creation

7. After a Scale has been created, create a Likert item by clicking “New Item” on the ACT Engage Local Items screen (Figure 12).
8. Select “Likert” from the Item Type drop-down menu (Figure 14).
9. Select the preferred scale from the Scale drop-down menu. (For this example: *Agree or Disagree*.)
10. Name your item in the “Name” box. This name should be meaningful to those wishing to look at the data in the Roster Report. (For this example, we have chosen *Social Media* as the item name.)
11. Enter the question in the “Question Text” box. (For the example: *I am careful about pictures and information I post on social media sites.*)
 - To format your question beyond basic text, click the “Show Formatting Toolbar” link on the upper right corner of the text box. This box allows you to utilize additional fonts, colors, and other design features.
12. Click “Save” to finish creating the item, or “Cancel” to return to the previous screen.



The screenshot shows the 'ACT Engage Edit Item' interface. At the top, there's a header with 'Engage User | Sign Out' and navigation links: 'User Reference Materials', 'Edit My Information', and 'Administration'. The form contains the following fields:

- Item Type:** A dropdown menu with 'Likert' selected.
- Scale:** A dropdown menu with 'Agree Disagree 5 point' selected.
- Name:** A text box with 'Social Media' entered. A note below the box says '(to be featured on data download)'.
- Question Text:** A large text box containing 'I am careful about pictures and information I post on social media sites.' To the right of this box is a link labeled 'Show Formatting Toolbar'.

At the bottom of the form are two red buttons: 'Save' and 'Cancel'.

Figure 14 Likert Item Creation

Managing and Previewing Local Items

Once a new local item is created, it appears within the “In Review” portion of Local Item Workflow on the ACT Engage Local Items screen. You can drag and drop items and rearrange them as needed between the “In Review,” “Active,” and “Retired” portions of Local Item Workflow (Figure 15). Users should use caution when editing “active” items. Editing these items increases the risk of collecting data that are not meaningful (e.g. by collecting data on two different versions of an item and then not knowing how to interpret the results).

1. “In Review” items are newly created local items. This portion of the workflow is designed to be a vetting/holding area for new items, until those items have been reviewed and a decision to add them to the survey has been made.
2. “Active” items are the local items that will appear in the survey. The local item portion of the survey can be previewed by selecting the “Preview Survey” option on the ACT Engage Local Items screen.
3. “Retired” items are those that have been used in the past but are not currently included in the local item portion of the survey. Items may be used again at a later time by dragging them back into the “Active” box.

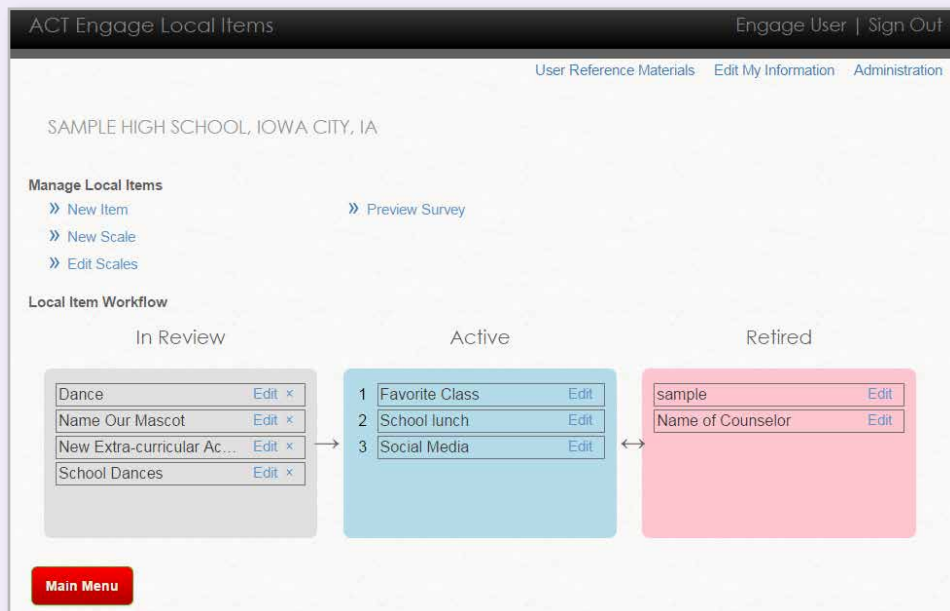


Figure 15 ACT Engage Local Items

Frequently Asked Questions

Question: How can ACT Engage be used as part of a larger educational program at our school?

Answer: ACT Engage is a measure of students' behaviors, attitudes, motivations, and beliefs that are related to academic success (such as good academic performance and persistence) and that also are responsive to educational intervention. Thus, ACT Engage provides a valuable tool to use as part of a larger educational program designed to maximize students' school success.

ACT Engage 6–9 and 10–12 provide schools with additional information to more accurately identify students who are at risk of poor grades and academic failure. Students' answers provide insight about their academic self-confidence, social connection, goal striving, and seven other behavioral scales. ACT Engage captures students' perceptions of their own motivation, commitment to education, and other key predictors of academic success and persistence. When this information is combined with a student's previous grades, schools have a more complete view of a student's potential.

ACT Engage College is usually part of a larger educational program designed to maximize students' college success. Other elements of this program may include freshman seminars or first-year experience (FYE) programs, academic advising, tutoring, and other support services.

Additionally, ACT Engage results can easily be integrated into existing programs for incoming students already in place at your institution, such as FYE or College Success. For example, the link between ACT Engage results on the *Academic Discipline* and *Study Skills* scales can inform college success topics such as study skills and time management. Embedding this information into these types of programs and courses can help students, faculty, and program leaders pinpoint specific areas of need in each incoming student group.

There are various ways to implement ACT Engage results into a larger educational program such as FYE. FYE courses may refer to specific scale scores as opportunities for student reflection and decision making when the scale score is related to the course curriculum. For example, the *Goal Striving* and *General Determination* scales could be discussed during a course topic on *Goal Setting*. Similarly, the *Social Connection* and *Social Activity* scales could be discussed when students select their out-of-class experiences.

Question: What are the various ways that ACT Engage can be used?

Answer: ACT Engage provides both scale scores and percentiles based on national norms for ten different scales. The scores on these scales provide students and their advisors with a general picture of their strengths and weaknesses compared to other students. Further, ACT Engage provides feedback about areas in which students may need to improve. Thus, ACT Engage can be used in a variety of ways:

- **Screening:** To improve identification of at-risk students; to help identify areas in which students could benefit from educational intervention.
- **Diagnostic:** To help students develop a greater awareness of their academic-related strengths and weaknesses.
- **Prescriptive:** To help students develop an action plan for remediation and enrichment.
- **Advising/counseling:** To help student-support professionals in assisting students' development.
- **School-wide:** Aggregate data can be used to identify areas where school-wide resources/interventions may be needed.

Highlights of ACT Engage Advisor and Roster Reports are the “success” indices: the Academic Success Index (all ACT Engage products), the Graduation Index (ACT Engage 6–9), and the Retention and Academic Success indices (ACT Engage 10–12 and ACT Engage College). These indices are on a scale from 1 to 99, with larger values representing less risk of dropping out or of poor academic performance (i.e., GPA < 2.0), respectively. Keep in mind that baseline academic performance, high school graduation rates, and college retention rates vary across schools, so these indices should not be interpreted as explicit predicted probabilities of graduation or academic performance. Rather, these are approximate measures of how each student's psychosocial factors lend themselves to persistence and academic performance in high school or after the first year of college for ACT Engage College. More information on how to interpret these indices is included in the description of the advisor and institutional reports found [here](#).

Question: How and when will I be billed for the ACT Engage assessments that my students have taken?

Answer: ACT will send you a monthly invoice for students who have completed the ACT Engage assessment in the previous calendar month. Students who have begun the assessment but have not completed it will not be billed until they complete the assessment. However, if a student has completed all of the ACT Engage inventory items, but has left the ACT Engage platform without indicating that they are finished, the assessment will auto-close 14 days after completion of the formal assessment (local item questions are optional and do not have to be completed for the auto-close to occur). If you are uncertain as to when a student completed the exam, you are able to use the audit feature on the distribution code to locate this information. You will be billed for any auto-closed assessments and you will have access to their data. The student will not have access to their student report, but you will be able to print a copy of their report for them.

Question: I need ACT to reference our Purchase Order number in our invoices, how can I add it?

Answer: When you set up your Distribution Codes, you can enter your PO number into the field highlighted below. This field can be edited if you need to change your PO number in the future.

The screenshot shows a web form titled "Add Distribution Code". It contains several fields and checkboxes. The "PO Number" field is circled in red and contains the text "Testing Group A".

* Required

*Distribution Code LND-397-399

Product Grade 6-9

Billing Account SAMPLE MIDDLE SCHOOL

Institution SAMPLE MIDDLE SCHOOL (IOWA CI)

PO Number Testing Group A

*Display Name Testing Group A

Student Report ☒ (Allows students to get report)

Registration ☐ (Require Student ID)

*Expiration

☒ Does not expire

Memo

Question: My institution has multiple distribution codes that we need to account for separately. How can I set up my account so I will know which of my distribution codes have been charged on my monthly invoice?

Answer: When you set up your Distribution Codes, you can use the PO field mentioned above to indicate that you want a separate billing. ACT will add the PO number to your invoice. If you leave this field blank, all of your Distribution Codes will be billed together.

Intervention Recommendations: Suggest Interventions Based on ACT Engage Assessment Results

Users can provide custom intervention suggestions to their students by using the recommendation feature. These suggestions are featured following the definition and interpretive information section on students' individual Student and Advisor Reports. Recommendations can contain up to 500 characters of text and can be applied to specific scales and grade bands.

How to Add/Edit Recommendations

The primary ACT Engage users at each institution will be able to add and edit recommendations. That person may also assign the ability to add and edit recommendations to other individuals that they have set up as users.

Step 1 – Select “Administration” from the upper right-hand corner of the ACT Engage menu.

Step 2 – Under “Local Customization,” select “Add/Edit Recommendations.”

Step 3 – Select the institution from list of institutions.

Step 4 – Create name and input text within the given fields. Click “Save Recommendation.” To create additional recommendations repeat Step 4 (Figure 16).

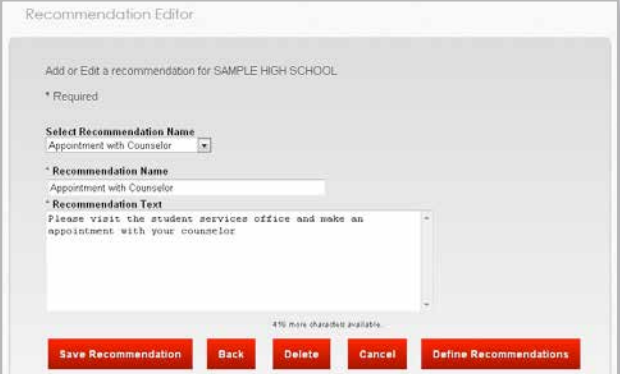
The screenshot shows a web-based form titled "Recommendation Editor". At the top, it says "Add or Edit a recommendation for SAMPLE HIGH SCHOOL". Below this, there is a section marked with an asterisk and the word "Required". The first field is a dropdown menu labeled "Select Recommendation Name" with the current selection being "Appointment with Counselor". The second field is a text input box labeled "Recommendation Name" with the same text "Appointment with Counselor" entered. The third field is a large text area labeled "Recommendation Text" containing the text "Please visit the student services office and make an appointment with your counselor". At the bottom of the text area, it says "410 more characters available". At the very bottom of the form, there are five red buttons: "Save Recommendation", "Back", "Delete", "Cancel", and "Define Recommendations".

Figure 16 Add/Edit ACT Engage Recommendations

Examples of Intervention Recommendations

- “Please visit the counselor’s office, Room 123, to obtain additional material regarding managing your feelings and dealing effectively with stress.”
- “Please visit the following website; www.examplewebsite.com to obtain additional strategies to engage your family in your school life.
- “Please make an appointment with your counselor/advisor regarding the feedback obtained from your ACT Engage results.”

How to Define Recommendations

After you have created recommendations, you will need to define where the recommendations appear to a student in their ACT Engage report.

Step 1 – Select “Define Recommendations” from the “Administration” page.

Step 2 – Select the institution and product (6–9, 10–12, or College). If your institution is testing with two products, for example – a high school using both 6–9 and 10–12, check to make sure that the messages appear for both, when applicable.

Step 3 – Depending on the browser you are using, you can either:

- Drag and drop recommendations from the column on the right to the matrix provided, or
- click on the recommendation and then click on the location on the matrix that you want the recommendation to appear.

Place recommendations according to scale and score category. Each cell can accommodate up to 3 recommendations.

The “Define Recommendations” screen will list the ACT Engage scales in alphabetical order and will have a space in each of them for you to put a recommendation based on how the student scores on their ACT Engage survey (Figure 17).

In the example above, “Sample High School” wants students scoring in the lower third of the Academic Discipline ACT Engage scale to make an appointment with their counselor. Click on the appropriate recommendation and drag and drop it into the “Make plans for improvement” box in the matrix.

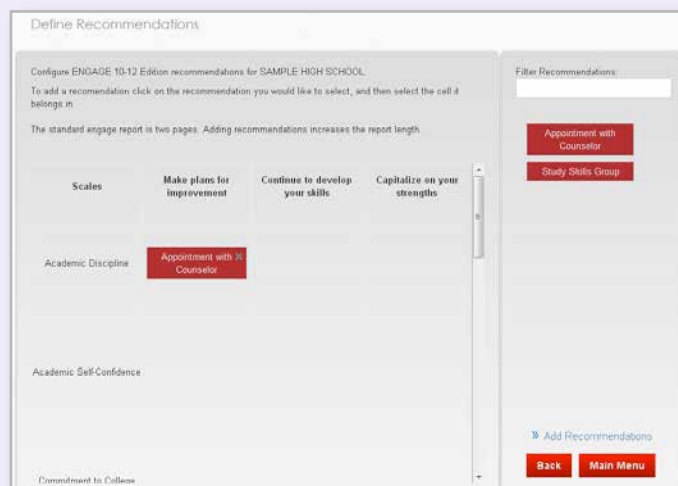


Figure 17 Define Recommendations

Use the “Filter Recommendations” box to perform a quick search by a key word or phrase.

If you want to remove a recommendation you have added, click the “x” by the recommendation block.

If looking over your recommendations, you wish to add or change information provided in the recommendations, you can select the “Add Recommendations” link from within the “Define Recommendations” screen.

To create additional recommendations repeat Step 3.

To edit a recommendation:

1. Select the recommendation you wish to edit from the drop-down list
2. Make desired changes
3. Click “Save Recommendation”

Recommendations on the Score Report

Recommendations assigned will populate directly underneath each scale in the score report.

These will be in GRAY TEXT (Figure 18).

NOTE: recommendations will increase the length of your printed report; please be aware of this as you are building your recommendation strategies.

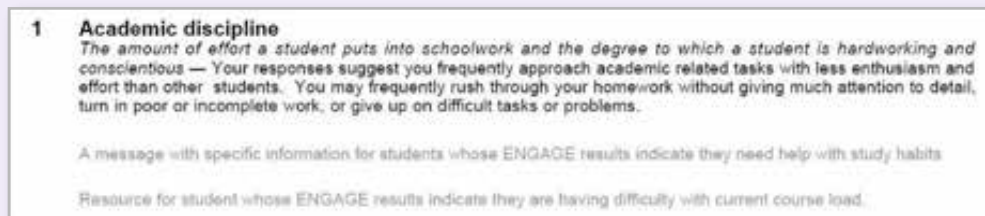


Figure 18 Score Report Recommendations

Interpretation: What Do ACT Engage Results Mean?

This chapter is divided into two sections. The first section details the different types of reports and the second section provides scale definitions, interpretive information, and sample items.

Reports

Report	ACT Engage 6–9	ACT Engage 10–12	ACT Engage College
Student (page 34)	✓	✓	✓
Advisor (page 37)	✓	✓	✓
Roster (page 39)	✓	✓	✓
School Aggregate (page 40)	✓	✓	✓
District Aggregate (page 41)	✓	✓	✓

Retrieving Your Reports

One of the best features of ACT Engage is quick access to your students' reports. Student Reports are emailed to students, if that option was selected, and are available to administrators immediately after students finish the assessment.

To access your reports:

1. Log in to the engage.act.org site.
2. Select the button "View Reports" (Figure 19).
3. Under "Select a Report to Generate," you will find a drop-down menu that gives you the option to generate Advisor Report(s), School Aggregate Report, District Aggregate Report, Student Report(s), or Roster Report. Select the type of report you would like to run for the appropriate level (you will have the option to run other reports later). Once you have selected the report type, click on the "Continue" button below the menu (Figure 20).

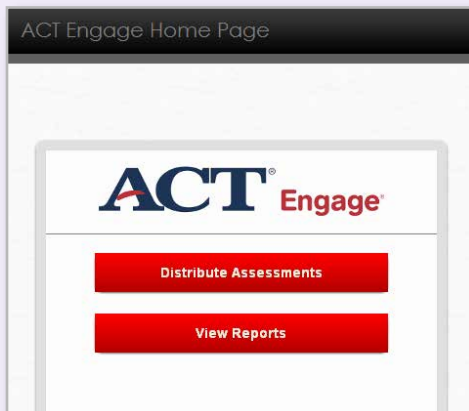


Figure 19 Home Page (After Login)

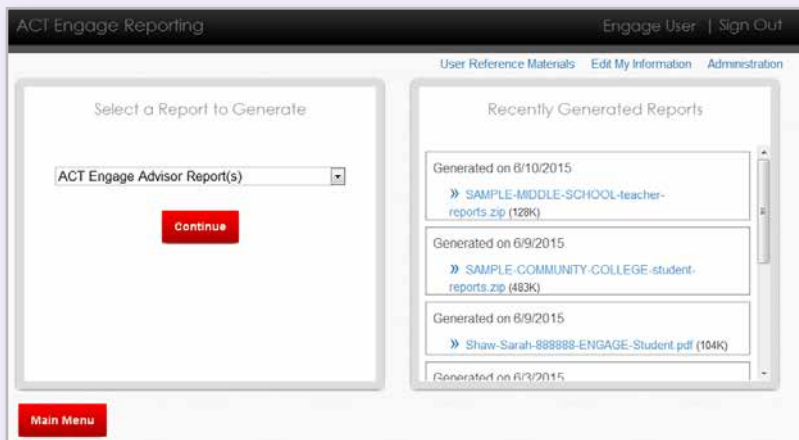


Figure 20 Select Type of Report

4. You will be taken to an ACT Engage Reporting screen. The name of your school or district will be listed at the top, and you will see several pieces of information you may enter if you choose (Figure 21).

You have the option of picking selected distribution codes that you are authorized to view. Select the code desired in the drop-down box. If you want to generate reports for all distribution codes that you have access to generate at your school, leave the distribution codes drop-down menu blank.

If you are generating a report for a single student, find that student by typing in his or her first name, last name, student ID, and/or other identifying information. If you want to generate reports for **all** students who have taken ACT Engage, leave those information fields blank.

If your ACT Engage administration occurred outside of the default dates, change the dates to reflect your administration.

To identify students who have completed the assessment, within the date range selected, select To Date.

To identify all students (started testing and not complete plus the students who have completed testing), select Start Date. Students who have not completed testing will have a blank score date on the report.

Once you have entered necessary information, click on the “Generate” button at the bottom of the screen.

The screenshot displays the 'ACT Engage Reporting' interface. At the top, there is a header with 'Engage User | Sign Out' and navigation links for 'User Reference Materials', 'Edit My Information', and 'Administration'. The main heading is 'ACT Engage Advisor Report(s)'. Below this, a form titled 'Enter criteria to include in report(s). Blank equals all.' contains several input fields: 'Institution' (a dropdown menu), 'First Name' and 'Last Name' (text boxes), 'Student ID' (text box), 'Birth Date' (a date picker), 'Gender' (a dropdown menu), 'From Date' (a date picker set to August 1, 2014), and 'To Date' (a date picker set to July 31, 2015). There is a checkbox labeled 'Check to include all reports in a single file'. At the bottom of the form are four red buttons: 'Generate', 'Reset', 'Back', and 'Main Menu'.

Figure 21 ACT Engage Reporting

5. A screen titled “Reports Are Being Generated” will appear. Click on “View Reports” to see your reports or click on “Main Menu” to be taken back to the home screen. If you are generating reports for a large number of students, it may take a few minutes for the reports to generate and become available (Figure 22).
6. Once your reports are ready, you can access them in two different ways:
 - a. If you selected “View Reports” on the “Reports Are Being Generated” screen, you will be taken back to the ACT Engage Reporting screen (Figure 23). Your reports will be visible on the right-hand side, under “Recently Generated Reports.” You will see a list of reports that you can click on. If you have created multiple reports, they will be listed in order with the most recent report at the top of the list.
 - b. You will also receive an email telling you that the reports you generated are now available. Clicking on the link will take you to the same ACT Engage main menu or login page (Figure 23).
7. The above process can be repeated for all five types of reports.

Regardless of which way you access the reports, you can click on the name of the report to download it. You may save or print the reports. You may also reproduce the reports at any time in the future.

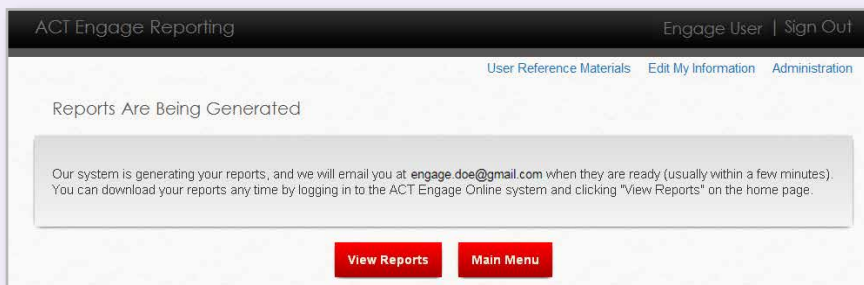


Figure 22 Reports Are Being Generated Screen

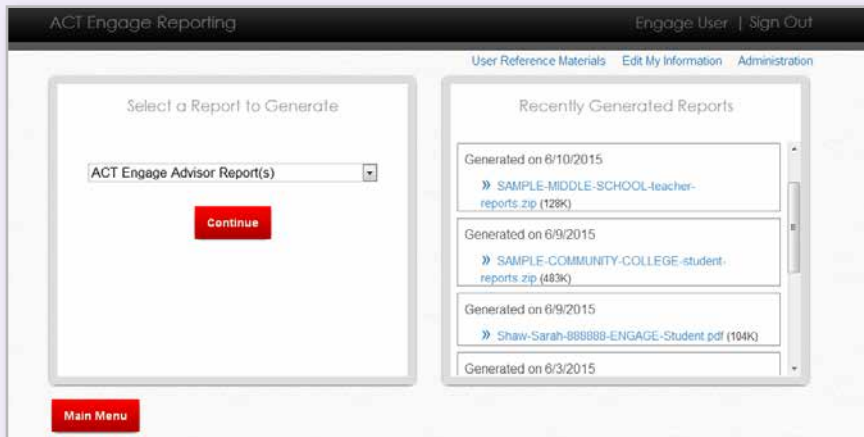


Figure 23 Recently Generated Reports

Report Types

ACT Engage provides several reports: two individual reports (Student and Advisor) and a Roster Report. An Aggregate School Report is available that includes all ACT Engage assessments administered by the institution until the date the report is run. Additionally, a District Aggregate Report is available.

Student Report

The Student Report features a student’s summary profile of ACT Engage scores (expressed as both scale scores and percentile scores), student self-reported behavioral indicators (e.g. days absent, homework completion, prior grades), and information on how to understand the scores. Further, the Student Report provides interpretive feedback for each ACT Engage scale. The scores are sorted into three categories that help to emphasize the developmental aspect of the feedback:

1. Capitalize on Your Strengths, which includes high scores (i.e., those at or above the 76th percentile). Note: A high score on the Steadiness scale is at or above the 86th percentile. For the Social Activity scale, a score at or above the 86th percentile indicates a “very high” score that could adversely impact academic achievement.
2. Continue to Develop Your Skills, which includes moderate scores (i.e., those between the 26th and the 75th percentiles)
3. Make Plans for Improvement, which includes low scores (i.e., those less than or equal to the 25th percentile)

Finally, the Student Report provides a Recommended Plan of Action to help students get started with their developmental plans. See Figure 24 on the following page for a sample ACT Engage 10–12 Student Report. Reports for ACT Engage 6–9 will vary somewhat because of the difference in scales.

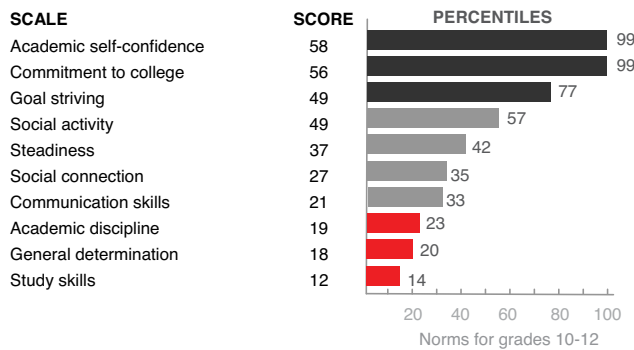
Sample Student

Tested on MM/DD/YY
11th Grade · ID 926096433



SAMPLE HIGH SCHOOL Class/section: 006

ACT Engage Grades 10-12 measures personal, behavioral, and academic skills critical to high school and college achievement. Low scores on ACT Engage represent areas that, when improved, may increase your grades and make it easier to focus on being successful as you transition into college. This report is designed to help you identify your strengths and weaknesses in order to ensure that you are successful in your academic career.



UNDERSTANDING YOUR SCORES

Your scores are reported in terms of percentiles. Your percentiles tell you the approximate percentages of students in schools like yours who took ACT Engage and scored at or below your score.

Scales highlighted in red are areas that you may want to focus on developing as you continue your education.

STUDENT SELF REPORT

High school GPA: (C- to C) 1.5 - 1.9

Capitalize on your strengths

99 Academic self-confidence

The belief in one's ability to perform well in school — Your score on this scale suggests you feel highly confident in your ability to succeed academically. Confidence in your abilities is critical to your academic success.

99 Commitment to college

One's commitment to staying in college and getting a degree — Your response suggests that you feel confident in your reasons for continuing your education. You see yourself as determined to invest the necessary time and effort required to attain a high school diploma and college degree.

77 Goal striving

The strength of one's efforts to achieve objectives and end goals — Your response indicates that you see yourself as goal driven. You generally set appropriate goals and you feel confident in your ability to achieve these goals. Establishing and accomplishing goals is an important life skill that is essential for success in high school and beyond and will help you to maintain your motivation, energy, and focus.

Continue to develop your skills

57 Social activity

One's comfort in meeting and interacting with other people — Your response suggests you feel relatively comfortable interacting with people you do not know and making new friends. Your social skills may benefit you in courses that emphasize team projects and other collaborative assignments.

Figure 24 Student Report, front

42 Steadiness

One's responses to and management of strong feelings — Your response indicates that you see yourself as capable of effectively controlling your emotions. You feel as though you do not often lose your temper and you manage frustration well. You are fairly effective in keeping emotions from affecting your academic performance and other important activities in your life.

35 Social connection

One's feelings of connection and involvement with the college community — Your response suggests you see yourself as connected with your school and its student body. Your involvement in school activities will provide a valuable source of stress relief and social interaction that will serve to enhance feelings of connection.

33 Communication skills

Attentiveness to others' feelings and flexibility in resolving conflicts with others — Your score on this scale suggests that you tend to see yourself as fairly comfortable when communicating with others, handling interpersonal conflicts, and working collaboratively with others. These skills will help you in learning and work environments as you effectively exchange information, cooperate with others, and work as a team member.

Make plans for improvement

23 Academic discipline

The amount of effort a student puts into schoolwork and the degree to which a student is hardworking and conscientious — Your response suggests you frequently approach academic related tasks with less enthusiasm and effort than other students. You may frequently rush through your homework without giving much attention to detail, turn in poor or incomplete work, or give up on difficult tasks or problems.

20 General determination

The extent to which one strives to follow through on commitments and obligations — Your score on this scale suggests that you see yourself as someone who often has difficulty fulfilling your assigned responsibilities or duties. If something more interesting presents itself, you may pursue that interest rather than uphold your prior obligations and/or tend to your commitments. Other people may not be able to depend on you to fulfill your promises.

14 Study skills

The extent to which students believe they know how to assess an academic problem, organize a solution, and successfully complete academic assignments — Your response indicates that you feel you lack good study skills, problem-solving skills, and learning strategies. Like academic abilities, these skills are important in predicting your success in high school and beyond.

Recommended plan of action

Your ACT Engage scores provide information that can help you develop your personal and academic-related skills, which in turn can help you to perform well in high school and facilitate your transition to college. By focusing on building those skills for which you obtained relatively lower scores, you can derive maximum benefit from the learning and growth opportunities available to you.

Figure 24 Student Report, back

Advisor Report

The Advisor Report includes the same information as the Student Report (e.g., summary profile of scores, interpretive feedback, and recommended plan of action). However, a distinctive feature of the Advisor Report is that it also contains the success indices (retention and academic success) that were calculated based on the student's ACT Engage scale scores and reported academic achievement (when available). The success indices can be used to help identify students who may be at risk of academic difficulties or of dropping out of school. See Figure 25 on the following page for a sample ACT Engage 10–12 Advisor Report that highlights these indices. ACT Engage 6–9 will vary slightly due to difference in scales.

Since baseline retention and academic performance rates vary across institutions, these indices should not be interpreted as explicit predicted probabilities of retention or academic performance; rather, these indices are approximate measures of how each student's psychosocial factors lend themselves to persistence and academic performance.

For ease of interpretation, ACT has transformed both the Graduation (6–9), Retention (10–12 and College) and Academic Success (probability) indices into percentiles (by comparing students to our national norms), as advisors are familiar with the informational value of percentiles. On occasion, an Advisor Report may include an additional note under the success indices indicating that a report is based only on ACT Engage scores. This means there was no achievement information reported by the student. Note that since there is less information available to create the indices in these cases, there is less accuracy in the prediction.

The ACT Engage Advisor Report also provides checks for scoring issues in each student's report. Checks are in place to flag response inconsistencies and lack of variability, as detailed below. To check for response inconsistencies, we use forward- and reverse-keyed items (e.g., answering "I like school" versus "I cannot stand school" should elicit responses from different parts of the score scale). Implementing both forward- and reverse-keyed items enables us to more accurately report when there are response inconsistencies. To check for lack of variability across items, we compare all of a student's responses. When a student provides the same answer (or nearly the same answer) to many or all items on ACT Engage, the lack of variability flag is triggered. When either scoring issue occurs, there will be an additional note, prior to the interpretive portion of the report, that indicates a student presented an unusual response pattern (e.g., the student was using the same response option regardless of content, was responding randomly). Therefore, scores based on these responses may not be accurate. Since this occurrence may be in itself a red flag concerning a student's likely success, the student's advisor may want to follow up with questions, such as:

- Were you distracted while taking ACT Engage?
- Were you motivated to complete ACT Engage?
- Did you understand the questions in ACT Engage?
- Do you understand the purposes of ACT Engage?
- Did you complete ACT Engage accurately and honestly?

ADVISOR REPORT

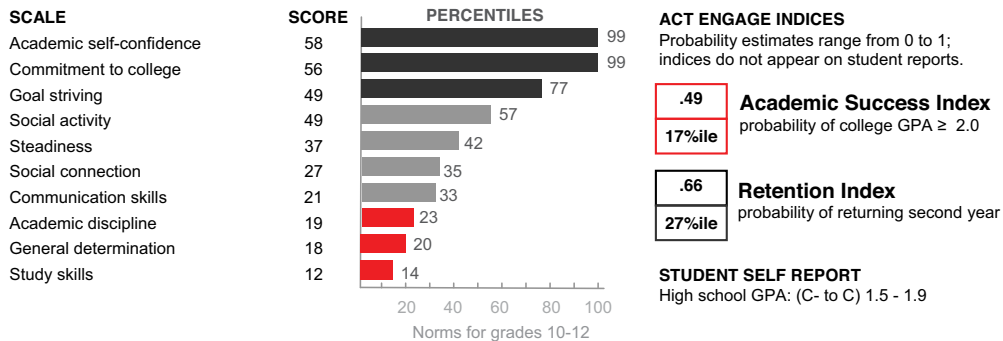
Sample Student

Tested on MM/DD/YY
11th Grade · ID 926096433

ACT Engage[®]
Grades 10–12

SAMPLE HIGH SCHOOL Class/section: 006

ACT Engage Grades 10–12 measures personal, behavioral, and academic skills critical to high school and college achievement. Low scores on ACT Engage represent areas that, when improved, may increase your grades and make it easier to focus on being successful as you transition into college. This report is designed to help you identify your strengths and weaknesses in order to ensure that you are successful in your academic career.



! This student provided an unusual pattern of responses; scores may not accurately reflect the student's skills and/or likelihood of success.

Capitalize on your strengths

99 Academic self-confidence

The belief in one's ability to perform well in school — Your score on this scale suggests you feel highly confident in your ability to succeed academically. Confidence in your abilities is critical to your academic success.

99 Commitment to college

One's commitment to staying in college and getting a degree — Your response suggests that you feel confident in your reasons for continuing your education. You see yourself as determined to invest the necessary time and effort required to attain a high school diploma and college degree.

77 Goal striving

The strength of one's efforts to achieve objectives and end goals — Your response indicates that you see yourself as goal driven. You generally set appropriate goals and you feel confident in your ability to achieve these goals. Establishing and accomplishing goals is an important life skill that is essential for success in high school and beyond and will help you to maintain your motivation, energy, and focus.

Continue to develop your skills

57 Social activity

One's comfort in meeting and interacting with other people — Your response suggests you feel relatively comfortable interacting with people you do not know and making new friends. Your social skills may benefit you in courses that emphasize team projects and other collaborative assignments.

Figure 25 Advisor Report, front

! ACT Engage flags unusual response patterns in the Advisor Report to highlight scoring issues.

Sample Student

Page: 2

42 Steadiness

One's responses to and management of strong feelings — Your response indicates that you see yourself as capable of effectively controlling your emotions. You feel as though you do not often lose your temper and you manage frustration well. You are fairly effective in keeping emotions from affecting your academic performance and other important activities in your life.

35 Social connection

One's feelings of connection and involvement with the college community — Your response suggests you see yourself as connected with your school and its student body. Your involvement in school activities will provide a valuable source of stress relief and social interaction that will serve to enhance feelings of connection.

33 Communication skills

Attentiveness to others' feelings and flexibility in resolving conflicts with others — Your score on this scale suggests that you tend to see yourself as fairly comfortable when communicating with others, handling interpersonal conflicts, and working collaboratively with others. These skills will help you in learning and work environments as you effectively exchange information, cooperate with others, and work as a team member.

Make plans for improvement

23 Academic discipline

The amount of effort a student puts into schoolwork and the degree to which a student is hardworking and conscientious — Your response suggests you frequently approach academic related tasks with less enthusiasm and effort than other students. You may frequently rush through your homework without giving much attention to detail, turn in poor or incomplete work, or give up on difficult tasks or problems.

20 General determination

The extent to which one strives to follow through on commitments and obligations — Your score on this scale suggests that you see yourself as someone who often has difficulty fulfilling your assigned responsibilities or duties. If something more interesting presents itself, you may pursue that interest rather than uphold your prior obligations and/or tend to your commitments. Other people may not be able to depend on you to fulfill your promises.

14 Study skills

The extent to which students believe they know how to assess an academic problem, organize a solution, and successfully complete academic assignments — Your response indicates that you feel you lack good study skills, problem-solving skills, and learning strategies. Like academic abilities, these skills are important in predicting your success in high school and beyond.

Recommended plan of action

Your ACT Engage scores provide information that can help you develop your personal and academic-related skills, which in turn can help you to perform well in high school and facilitate your transition to college. By focusing on building those skills for which you obtained relatively lower scores, you can derive maximum benefit from the learning and growth opportunities available to you.

Figure 25 Advisor Report, back

Roster Report

The Roster Report contains information from all ACT Engage assessments scored in any given batch. It includes summary demographics, ACT Engage scale and percentile score, along with local items when used. The report flags for scoring issues (e.g., missing data, response inconsistency). The Roster Report is in a Microsoft Excel® format, which gives schools the flexibility of merging ACT Engage scores with other school data. See Figure 26 for a sample Roster Report.

Student ID	Last Name	First Name	Middle Name	Grade Level	Date of Birth	Gender	Race/Ethnicity	Language	High School GPA
Student 1	Sample 1	L		12th grade	9/8/91	Male			(B to B+) 3.0 - 3.4
Student 2	Sample 2	L		12th grade	11/3/91	Female	American Indian/AK Native		(A- to A) 3.5 and above
Student 3	Sample 3	Z		12th grade	8/4/92	Male	American Indian/AK Native		(B to B+) 3.0 - 3.4
Student 4	Sample 4	A		12th grade	5/19/92	Male	American Indian/AK Native		(B to B+) 3.0 - 3.4
Student 5	Sample 5	D		12th grade	12/8/91	Male	White		(D to C-) 1.0 - 1.4
Student 6	Sample 6	T		12th grade		Female	American Indian/AK Native		(B to B+) 3.0 - 3.4
12345 Student 7	Sample 7			12th grade	2/1/92	Male	Black/African American		
12346 Student 8	Sample 8			12th grade	2/17/92	Male	American Indian/AK Native		(B to B+) 3.0 - 3.4
12347 Student 9	Sample 9	R		12th grade	9/3/91	Male	American Indian/AK Native		(B to B+) 3.0 - 3.4
12348 Student 10	Sample 10	E		12th grade	8/19/92	Female	American Indian/AK Native		(B to B+) 3.0 - 3.4
12349 Student 11	Sample 11			12th grade	7/29/91	Male	White		(B- to B) 2.5 - 2.9
12350 Student 12	Sample 12	C		12th grade	10/10/91	Male	White		(C to B-) 2.0 - 2.4
12351 Student 13	Sample 13	R		12th grade	8/16/92	Male	American Indian/AK Native		(B- to B) 2.5 - 2.9
12352 Student 14	Sample 14			12th grade	12/29/91	Female	Black/African American		(A- to A) 3.5 and above
12353 Student 15	Sample 15	K		12th grade	4/21/92	Male	White		(B- to B) 2.5 - 2.9
12354 Student 16	Sample 16			12th grade	8/5/91				
12355 Student 17	Sample 17			12th grade	1/25/92	Male	White		(B to B+) 3.0 - 3.4
12356 Student 18	Sample 18	M		12th grade	1/14/92	Female	American Indian/AK Native		(A- to A) 3.5 and above
12357 Student 19	Sample 19	M		12th grade	4/26/92	Female	American Indian/AK Native		(B to B+) 3.0 - 3.4
12358 Student 20	Sample 20	R		12th grade	7/10/92	Female	American Indian/AK Native		(B- to B) 2.5 - 2.9
12359 Student 21	Sample 21	L		12th grade	5/5/92	Female	American Indian/AK Native		(B to B+) 3.0 - 3.4
12360 Student 22	Sample 22			12th grade	9/11/92	Female	American Indian/AK Native		(B to B+) 3.0 - 3.4
12361 Student 23	Sample 23	O		12th grade		Female	American Indian/AK Native		(B- to B) 2.5 - 2.9
12362 Student 24	Sample 24	D		12th grade	6/20/92	Male	Black/African American		(B to B+) 3.0 - 3.4
12363 Student 25	Sample 25	S		12th grade	5/2/92	Male	American Indian/AK Native		(C to B-) 2.0 - 2.4
12364 Student 26	Sample 26			12th grade	11/21/91	Female	American Indian/AK Native		(A- to A) 3.5 and above
12365 Student 27	Sample 27	P		12th grade	3/30/92	Male	American Indian/AK Native		(B to B+) 3.0 - 3.4
12366 Student 28	Sample 28	P		12th grade	5/13/93	Male	American Indian/AK Native		(A- to A) 3.5 and above
12367 Student 29	Sample 29	N		12th grade	02/29/91	Male	American Indian/AK Native		(A- to A) 3.5 and above
12368 Student 30	Sample 30			12th grade	4/20/91	Male	White		(D to C-) 1.0 - 1.4
12369 Student 31	Sample 31			12th grade	3/11/92	Male	American Indian/AK Native		(B to B+) 3.0 - 3.4
12370 Student 32	Sample 32	M		12th grade	3/12/92	Male	American Indian/AK Native		(B to B+) 3.0 - 3.4
12371 Student 33	Sample 33	B		12th grade	4/4/92	Female			(C to B-) 2.0 - 2.4
12372 Student 34	Sample 34	A		12th grade	2/19/91	Female	American Indian/AK Native		(C to B-) 2.0 - 2.4
12373 Student 35	Sample 35	N		12th grade	1/11/92	Female	White		(B to B+) 3.0 - 3.4
12374 Student 36	Sample 36	A		12th grade	5/30/92	Male	American Indian/AK Native		(A- to A) 3.5 and above
12375 Student 37	Sample 37	T		12th grade	5/7/92	Female	American Indian/AK Native		(B to B+) 3.0 - 3.4

Figure 26 Screenshot from Roster Report

School Aggregate Report

The School Aggregate Report includes information about all ACT Engage assessments administered by a school for the selected time period up through the time the report is run. It features aggregate summaries at the school level. Thus, it can be used to identify areas where school-wide resources or interventions may be needed. The report contains average percentile scores showing how your sample of students scored on the ten ACT Engage scales, behavioral indicators, Academic Success Index, Graduation and/or Retention Index. See Figure 27 for a sample chart from a School Aggregate Report. The ACT Engage 6–9 report will vary because of differences in scales.

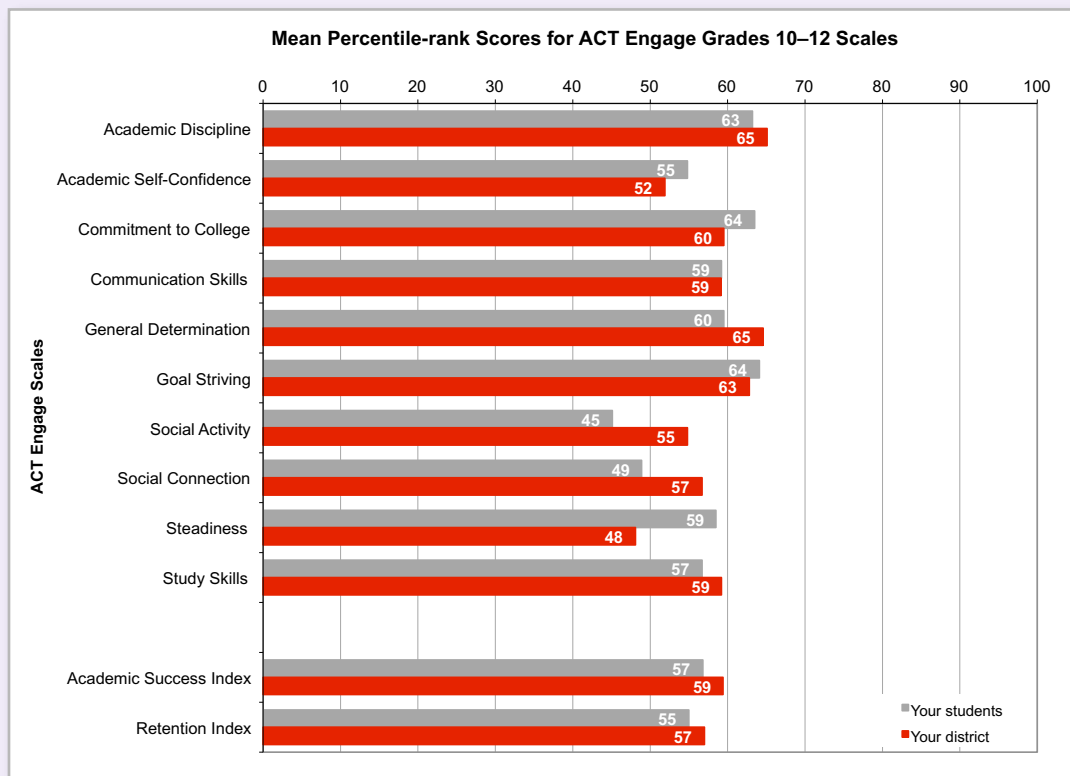


Figure 27 Screenshot from School Aggregate Report

District Aggregate Report

The District Aggregate Report includes all ACT Engage assessments administered by a district for the selected time period up through the time it is run. It is only available to those districts that either administer ACT Engage in multiple schools or use multiple distribution codes in one or more schools. It features aggregate summaries at the district level and can be used to identify areas where district-wide resources or interventions may be needed. The report contains average percentile scores showing how your district's sample of students scored on the ten ACT Engage scales, behavioral indicators (6–9), Academic Success Index, and/or Graduation or Retention Index. See Figure 28 for a sample chart from a District Aggregate Report.

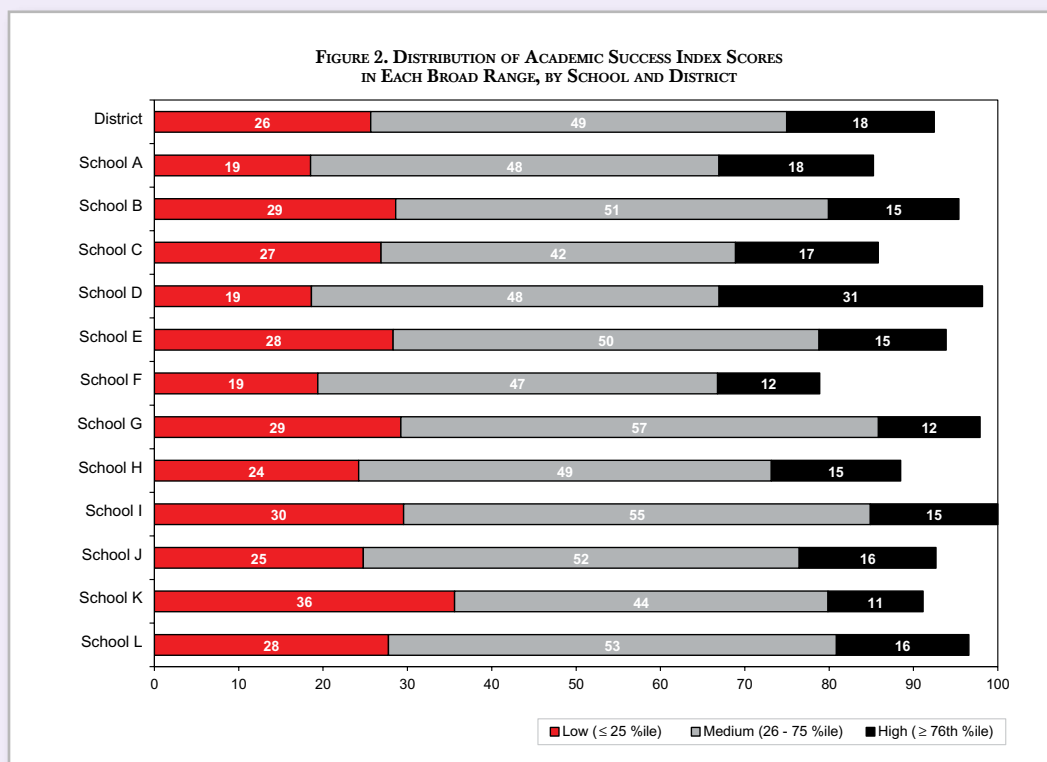


Figure 28 Screenshot from District Aggregate Report

ACT Engage Scale Definitions (Grades 6–9)

To provide a more complete understanding of the content measured by each scale of ACT Engage, expanded scale definitions and sample items are featured below.

Motivation

Academic Discipline

Definition	The degree to which a student is hardworking and conscientious as evidenced by the amount of effort invested in completing schoolwork.
Interpretation	Perhaps more than any other characteristic measured by ACT Engage, <i>Academic Discipline</i> is essential for academic success. Students demonstrating high levels of Academic Discipline place great value on schoolwork and will make academic tasks, projects, and assignments a high priority. In contrast, low-scoring students may avoid schoolwork, cut classes, and view other aspects of their lives as more important than the completion of school-related tasks and assignments.
Sample Interventions	Goal setting, time management, organization, and prioritization skills as well as use and mastery of learning strategies.
Sample Items	<ul style="list-style-type: none"> ▪ I turn in my assignments on time. ▪ I'm usually prepared for class.

Commitment to School

Definition	A student's commitment to stay in high school and obtain a diploma.
Interpretation	Students scoring high on <i>Commitment to School</i> are determined to complete high school regardless of obstacles and appreciate the value of an education. In contrast, low-scoring students may have difficulty identifying how high school can benefit them, may feel ambivalent about trying to earn a high school diploma, and may be more likely to drop out when facing difficulties. Commitment to school is a predictor of persistence for both high school and postsecondary education.
Sample Interventions	Identifying appropriate career and educational goals, providing assistance with educational and financial planning, drawing clear connections between schoolwork and college majors and careers, and exposing students to the benefits of increased education (e.g. high earning potential, increased employment security, and improved quality of life).
Sample Items	<ul style="list-style-type: none"> ▪ I am committed to graduating from high school. ▪ A high school diploma is important for getting ahead in life.

Optimism

Definition	A hopeful outlook about the future in spite of difficulties or challenges.
Interpretation	Students who score high on <i>Optimism</i> are more likely to focus on the positive aspects of a situation instead of the negative ones. Thus, they are more likely to persist through academic challenges and/or setbacks in their personal lives. In contrast, students who score low on Optimism are more likely to focus on the negative aspects of a situation, become overwhelmed by challenges, and/or give up and become disengaged.
Sample Interventions	Helping students view situations from a balanced perspective and helping them focus on their strengths as a way to address challenges, as well as exercises to help students avoid negative self-talk and overcome pessimism.
Sample Items	<ul style="list-style-type: none"> ▪ I am confident that everything will turn out all right. ▪ I look for the bright side of things.

Social Engagement

Family Attitude Toward Education

Definition	A student's perception of his or her family's attitude regarding the value of education.
Interpretation	Students who score higher on <i>Family Attitude Toward Education</i> tend to have family members who express positive views and feelings regarding the value of education and who tend to emphasize those views and values in the home environment. In contrast, students who score low on this scale may have family members who overlook the importance of education or even have negative views about education. Family Attitude Toward Education is a useful predictor of academic success and can serve as an indicator of students' social capital and social support outside of school.
Sample Interventions	Working with both students and their families to emphasize the value of education, such as helping parents to understand how education will benefit their children in the future in both tangible and intangible ways.
Sample Items	<ul style="list-style-type: none"> ▪ My family supports my efforts in school. ▪ Education is important to my family.

Family Involvement

Definition	The degree to which the student's family is involved in his or her school life and activities.
Interpretation	Students who score high on <i>Family Involvement</i> have family members who are more likely to be part of students' school life, whether in academic or extracurricular activities. In contrast, students who score low on this scale have family members who may place other priorities above involvement in their students' school life. Similar to Family Attitude Toward Education, Family Involvement can serve as an indicator of students' social capital and social support outside of school.
Sample Interventions	Setting up parent-teacher conferences to help parents understand students' academic progress and achievements, involving parents in collaborative school-related projects, and providing information to families about planning for their children's education beyond high school.
Sample Items	<ul style="list-style-type: none"> ▪ My family tries hard to be involved in my school life. ▪ I talk to my family about school accomplishments.

Relationships with School Personnel

Definition	The extent to which students relate to school personnel (e.g. teachers, counselors) as part of their connection to school.
Interpretation	Students who score high on <i>Relationships with School Personnel</i> tend to have a stronger connection to school, are more socially engaged, and tend to form bonds with school personnel that are facilitative of academic success. In contrast, students who score low on this scale tend to be more detached from school and are less likely to form bonds with school personnel. Along with the two Family scales described previously, the Relationships with School Personnel scale provides a helpful indicator of the level of social support available to the student.
Sample Interventions	Introducing school personnel during new student orientation and at school events throughout the semester, having programs in which school personnel actively involve and engage students, and setting up activities in which school personnel and students collaborate toward common objectives.
Sample Items	<ul style="list-style-type: none"> ▪ Adults at my school understand my point of view. ▪ If I was in trouble, adults at my school would be there to help.

School Safety Climate

Definition	A student's perceptions of the school qualities related to security at school.
Interpretation	Student's scoring high on <i>School Safety Climate</i> are more likely to believe that their school provides a safe learning environment, which can serve as a basic platform for academic success. Conversely, students who score low on this scale are more likely to be concerned about their safety in school (e.g. bullying, violence) and are less likely to succeed academically.
Sample Interventions	Having clear and consistently enforced rules and procedures, practicing safety drills, and increasing the presence and visibility of school safety personnel.
Sample Items	<ul style="list-style-type: none"> ▪ I feel safe at school. ▪ Students at my school don't get in trouble with the law.

Self-Regulation

Managing Feelings

Definition	The tendency to manage duration and intensity of negative feelings (e.g. anger, sadness, embarrassment) and to find appropriate ways to express these feelings.
Interpretation	Students who obtain high scores on <i>Managing Feelings</i> are more likely to manage negative emotions effectively and keep these emotions from impacting other activities. In contrast, students who obtain low scores on this scale may be easily frustrated and experience difficulty managing their emotions.
Sample Interventions	Finding positive and appropriate outlets for frustration, as well as providing students with referrals to counseling resources.
Sample Items	<ul style="list-style-type: none"> ▪ I would walk away if someone wanted to fight me. ▪ I fight back when someone makes me mad. (reverse-scored)*

* Reverse-scored items are items that would seem to represent the low end of the scale, and whose scores are reversed before being combined with the other items in that scale.

Orderly Conduct

Definition	The tendency to behave appropriately in class.
Interpretation	Students who score high on <i>Orderly Conduct</i> are more likely to demonstrate appropriate behaviors in class, follow school rules and regulations, and avoid getting into trouble with the law. In contrast, students who obtain low scores on <i>Orderly Conduct</i> are more likely to disturb class, break school rules and regulations, and may even become involved in illegal activities.
Sample Interventions	Posting class rules in a visible location, recognizing peer role models for good behavior, using incentives to increase compliance with rules, and helping students to understand the consequences of being disruptive. It is worth noting that some students who score low on <i>Orderly Conduct</i> (e.g. students with attention-deficit/hyperactivity disorder) may merit attention from special education teachers or school psychologists who can help to determine the most appropriate interventions.
Sample Items	<ul style="list-style-type: none"> ▪ I joke around or make fun of others during class. ▪ I have been sent to the principal's office for misbehaving.

Thinking Before Acting

Definition	The tendency to think about the consequences of one's actions.
Interpretation	Students who score high on <i>Thinking before Acting</i> are more likely to think through the consequences of their behavior (whether positive or negative) before taking action. In contrast, students who score low on <i>Thinking before Acting</i> tend to behave more impulsively and are less likely to consider the consequences of their actions.
Sample Interventions	Helping students to develop their decision making skills, exposing students to possible consequences by walking them through "what-if" scenarios, and encouraging students to take some time to make decisions instead of acting "in the heat of the moment".
Sample Items	<ul style="list-style-type: none"> ▪ I think about what might happen before I act. ▪ I think about what I say before I say it.

ACT Engage Scale Definitions (Grades 10–12, College)

To provide a more complete understanding of the content measured by each scale of ACT Engage, expanded scale definitions and sample items are featured below.

Motivation

Academic Discipline

Definition	The amount of effort a student puts into schoolwork and the degree to which a student sees him-/herself as hardworking and conscientious.
Interpretation	Perhaps more than any other characteristic measured by ACT Engage, this scale is essential for academic success. Students demonstrating high levels of <i>Academic Discipline</i> place great value on schoolwork and will make academic tasks, projects, and assignments a high priority. In contrast, low-scoring students may avoid schoolwork, cut classes, and view other aspects of their lives as more important than the completion of school-related tasks and assignments.
Sample Interventions	Goal setting, time management, organization, and prioritization skills, as well as use and mastery of learning strategies.
Sample Items	<ul style="list-style-type: none"> ▪ If I don't feel like going, I skip classes (reverse-scored). ▪ People describe me as a hard worker.

Commitment to College

Definition	One's commitment to staying in college and getting a degree.
Interpretation	Individuals who score high in <i>Commitment to College</i> feel determined to complete college regardless of obstacles and appreciate the value of education. In contrast, low-scoring students may have difficulty identifying how college may benefit them and may feel ambivalent about completing a degree. <i>Commitment to College</i> is a strong predictor of retention in both high school and in college.
Sample Interventions	Helping a student to identify a career of interest that requires coursework beyond high school, providing assistance with a college search and/or financial planning, drawing clear connections between college majors and careers, and exploring professional life values.
Sample Items	<ul style="list-style-type: none"> ▪ A college education will help me achieve my goals. ▪ I am committed to attend and finish college regardless of obstacles.

Communication Skills

Definition	Attentiveness to others' feelings and flexibility in resolving conflicts with others.
Interpretation	<i>Communication Skills</i> measures how well a student knows how to handle interpersonal problems effectively and can work cooperatively with others in team/group settings. Students low in <i>Communication Skills</i> may have difficulty working in teams and may exhibit some rigidity in decision making.
Sample Interventions	Conflict resolution training, listening skills, and sensitivity training may serve to enhance <i>Communication Skills</i> .
Sample Items	<ul style="list-style-type: none"> ▪ I'm sensitive to others' feelings. ▪ I'm willing to compromise when resolving a conflict.

General Determination

Definition	The extent to which one strives to follow through on commitments and obligations.
Interpretation	Characterized by dependability, students high in <i>General Determination</i> have a strong sense of responsibility to their commitments and often are perceived as trustworthy and likely to fulfill their promises. This is reflected in <i>General Determination's</i> relation to GPA, with higher scores correlating to higher grades.
Sample Interventions	Helping students to recognize the value of meeting their commitments and trust-building skills.
Sample Items	<ul style="list-style-type: none"> ▪ I give my undivided attention to something important. ▪ I am serious about fulfilling my obligations.

Goal Striving

Definition	The strength of one's efforts to achieve objectives and end goals.
Interpretation	Individuals who score high on <i>Goal Striving</i> : (a) set important goals, (b) make efforts to achieve their goals, and (c) are confident about their abilities to succeed. Research supports the relation between academic goals and retention; students with clear academic goals are more likely to stay in school.
Sample Interventions	Goal-setting activities, career/major identification and planning.
Sample Items	<ul style="list-style-type: none"> ▪ I bounce back after facing disappointment or failure. ▪ Once I set a goal, I do my best to achieve it.

Study Skills

Definition	The extent to which students believe they know how to assess an academic problem, organize a solution, and successfully complete academic assignments.
Interpretation	<i>Study Skills</i> items focus on traditional studying techniques and problem-solving skills. Development of student <i>Study Skills</i> improves students' ability to complete assignments effectively and consequently improve their academic performance.
Sample Interventions	Interventions aimed at improving note taking, outlining tasks, problem solving, and reading skills.
Sample Items	<ul style="list-style-type: none"> ▪ I summarize important information in diagrams, tables, or lists. ▪ I organize my thoughts before I prepare an assignment.

Social Engagement

Social Activity

Definition	One's comfort in meeting and interacting with other people.
Interpretation	Students scoring low in <i>Social Activity</i> typically report feeling shy and nervous when talking with others, avoiding social activities, and feeling isolated. Students scoring very high (at or above the 86th percentile) may have difficulty keeping up with both their social activities and their class work. Very low or very high levels of <i>Social Activity</i> are associated with lower GPAs and rates of retention.
Sample Interventions	Interventions for low scorers may include exercises in assertiveness and overcoming social anxiety, while those for high scorers might include exercises in prioritization and handling social pressures.
Sample Items	<ul style="list-style-type: none"> ▪ I avoid activities that require meeting new people (reverse-scored). ▪ I make friends easily.

Social Connection

Definition	One's feelings of connection and involvement with the school community.
Interpretation	The degree to which a student feels connected to the school community may influence his or her decision to stay there and complete a degree.
Sample Interventions	Identification of and encouragement toward involvement in extracurricular activities of interest and organized school-sponsored social events.
Sample Items	<ul style="list-style-type: none"> ▪ I feel part of this school. ▪ I have a sense of connection with others at school.

Self-Regulation

Academic Self-Confidence

Definition	The belief in one's ability to perform well in school.
Interpretation	Students who score high on this scale tend to have confidence in their ability to do well in school, which may help them persist through challenging tasks. Students high in <i>Academic Self-Confidence</i> also have higher levels of both retention and GPA.
Sample Interventions	Interventions to increase confidence could include exercises to overcome pessimism, reduce test anxiety, and reduce negative self-talk.
Sample Items	<ul style="list-style-type: none"> ▪ I am a fast learner. ▪ I am less talented than other students (reverse-scored).

Steadiness

Definition	One's responses to and management of strong feelings.
Interpretation	Students who score in the middle of the <i>Steadiness</i> scale report that they can effectively manage their emotions and keep those emotions from negatively impacting other activities. However, both high and low scores are associated with poor academic performance, as high scorers may be over-controlling their emotions and subsequently failing to provide an outlet for stress, and low scorers may be easily frustrated or overwhelmed.
Sample Interventions	Interventions to improve <i>Steadiness</i> for low scorers may include finding positive outlets for frustration. For both high and low scorers, interventions may include relaxation techniques.
Sample Items	<ul style="list-style-type: none"> ▪ I get easily irritated (reverse-scored). ▪ I stay calm in difficult situations.

How to Use the Success Indices

Schools can use the ACT Engage Success Indices found on the advisor and roster reports to proactively identify students who are at risk for academic difficulty and/or dropping out. Although cutoffs for identifying at-risk students have been initially set at the lowest quartile (e.g., lower probabilities of retention and academic success), a school may choose to modify this cutoff depending on (a) the portion of at-risk students the school wishes to target and (b) resources available for intervening with such students.

The Retention, Graduation, and Academic Success indices are included on the Advisor Report and the Roster Report. Each index is based on a scale from 0 to 100, with larger values representing increased likelihood of success (i.e., less risk of dropping out or of poor academic performance—GPA < 2.0). The indices are each based on multiple regression models using ACT Engage and self-reported prior standardized achievement or aptitude measures. Thus, it is possible for students who have moderate to high scores on ACT Engage scales to obtain low scores on the success indices. Conversely, students who score low on some ACT Engage scales but have moderately high standardized achievement scores may receive moderate or high scores on the success indices.

The percentile rank scores, as well as the probabilities of academic success, retention, or graduation, can be used to make appropriate interpretations. Because they are normative, the percentile ranks are useful for understanding a student's standing relative to his/her peer group. The percentile ranks are also useful for explaining scores to less experienced users because of the universal understanding of percentile ranks in educational contexts. The probabilities of academic success or retention are criterion-referenced and useful for interpreting how scores relate to chances of future educational outcomes. More advanced users of the data should understand the interpretation of scores from both normative and criterion referenced perspectives.

Academic Success Index

This index indicates the likelihood of obtaining a GPA of 2.0 or higher in high school (grades 6–9) or after the first semester at a postsecondary institution (10–12 and College). By using this index, the rate of identification of students at risk of academic difficulty is increased over random prediction by as much as 56% in high school, 20% at two-year postsecondary institutions, and 16% at four-year postsecondary institutions.

Graduation Index (ACT Engage 6–9)

This index indicates the likelihood of graduating from high school within 4 years of starting 9th grade. Using this index, the rate of identification of students at risk of dropping out of high school is increased over random prediction by as much as 25%.

Retention Index (ACT Engage 10–12 and College)

This index indicates the likelihood of persisting through the first year of college and into the second year (ACT Engage 10–12 and College). Using this index, the rate of identification of students at risk of dropping out is increased over random prediction by as much as 32% at two-year institutions and 31% at four-year institutions.

Since baseline retention, graduation, and academic performance rates vary across schools, these indices should not be interpreted as explicit predicted probabilities of retention or academic performance for an individual student; rather, these indices are approximate measures of how each student's psychosocial factors lend themselves to persistence and academic performance through the first year of college.

Appendix

Table 2 Sample Crosswalk of ACT Engage Scales to Campus Resources

Services	ACT Engage Scales									
	Academic Discipline	Academic Self-Confidence	Commitment to College	Communication Skills	General Determination	Goal Striving	Social Activity	Social Connection	Steadiness	Study Skills
Academic tutoring/learning center/lab	✓	✓	✓	✓	✓	✓				✓
Athletic support services			✓	✓	✓	✓			✓	✓
Career planning and placement services						✓				
Counseling/psychological services		✓		✓	✓	✓		✓	✓	✓
First-year experience/academic success program	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Multicultural/international student services			✓	✓	✓		✓	✓		✓
Recreational sports programs/services							✓	✓		
Residential life services				✓			✓	✓	✓	✓
Special needs/students with disabilities services	✓	✓	✓			✓	✓	✓		
Student activities/student life services							✓	✓	✓	✓
Women's resource center			✓	✓	✓		✓	✓	✓	✓

