NORTHERN OKLAHOMA COLLEGE-ENID

ENID, OK

Aggregate Report: August 1, 2017

ACT® Engage® College

This report provides a summary of your institution's ACT Engage results — your students' psychosocial strengths and needs — and is designed to help you understand trends and identify potential problems early. Research suggests that one of the most effective ways to prevent poor academic performance and student dropout is to identify at-risk students early in their first semester of college and assist them in their educational development.

ACT Engage College

ACT Engage College is a low-stakes, self-report inventory made up of ten scales. (See sidebar and Table A1 in the Appendix.) It captures students' perceptions of their motivation, commitment to education, social connection, and other key predictors of academic success and persistence. It helps educators to:

- Evaluate students' psychosocial attributes

- Determine students' levels of academic and retention risk

- Identify interventions to help students persist in postsecondary education

There are multiple ways to use results from ACT Engage.

> **ACT Engage Scales**
>
> - Academic Discipline
> - Academic Self-Confidence
> - Commitment to College
> - Communication Skills
> - General Determination
> - Goal Striving
> - Social Activity
> - Social Connection
> - Steadiness
> - Study Skills

- Both the **Academic Success Index** and the **Retention Index** are predictive scores that can be used to help identify students who may be at risk of postsecondary academic difficulties and/or dropout.

- A student's entire profile of scale scores (shown in individual Student and Advisor Reports) can be used to identify relative strengths and needs.

- Aggregate Reports for the institution (this report) can be used to identify institution-level needs based on the ten ACT Engage scales and the two success indices.

For more details concerning ACT Engage scales, the Academic Success and Retention indices, and information about the development, interpretation, and use of ENGAGE, please refer to the *ACT Engage College User's Guide.*

Contents of the Aggregate Report

This report includes the results from all ACT Engage assessments administered by your institution between August 1, 2015 and July 30, 2016 that meet your report criteria. It shows how your students scored, on average, on each of the ten ACT Engage scales, as well as the Academic Success and Retention indices.

Average ACT Engage scores for students who were part of the norming group at comparable institutions are included for comparison with the results of your students. This information can be used to help understand how your students compare to other students and identify areas where institution-wide resources or interventions may be needed. If you administer ACT Engage on an ongoing basis, your students' average scores will change as student records continue to accumulate. It is recommended to run this report again at the end of your administration to get a more accurate picture of how your students compare to their peers.

This report provides a summary of some key demographic characteristics for the students. In addition, ACT Engage scale scores, including the Academic Success and Retention indices, are summarized by broad percentile range (Low, Medium, High). For intervention purposes, your institution may want to concentrate on low-scoring students (e.g., those in the Low range), as these students are most at-risk for academic performance and persistence difficulties.

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Summary of Your Institution's Results

Between August 1, 2015 and July 30, 2016, there are 412 ACT Engage assessments meeting your report criteria for your institution.

Table 1 provides a summary of the demographic characteristics of these students. You may want to use this information to assess whether this group of students seems representative of a typical cohort of students at your institution.
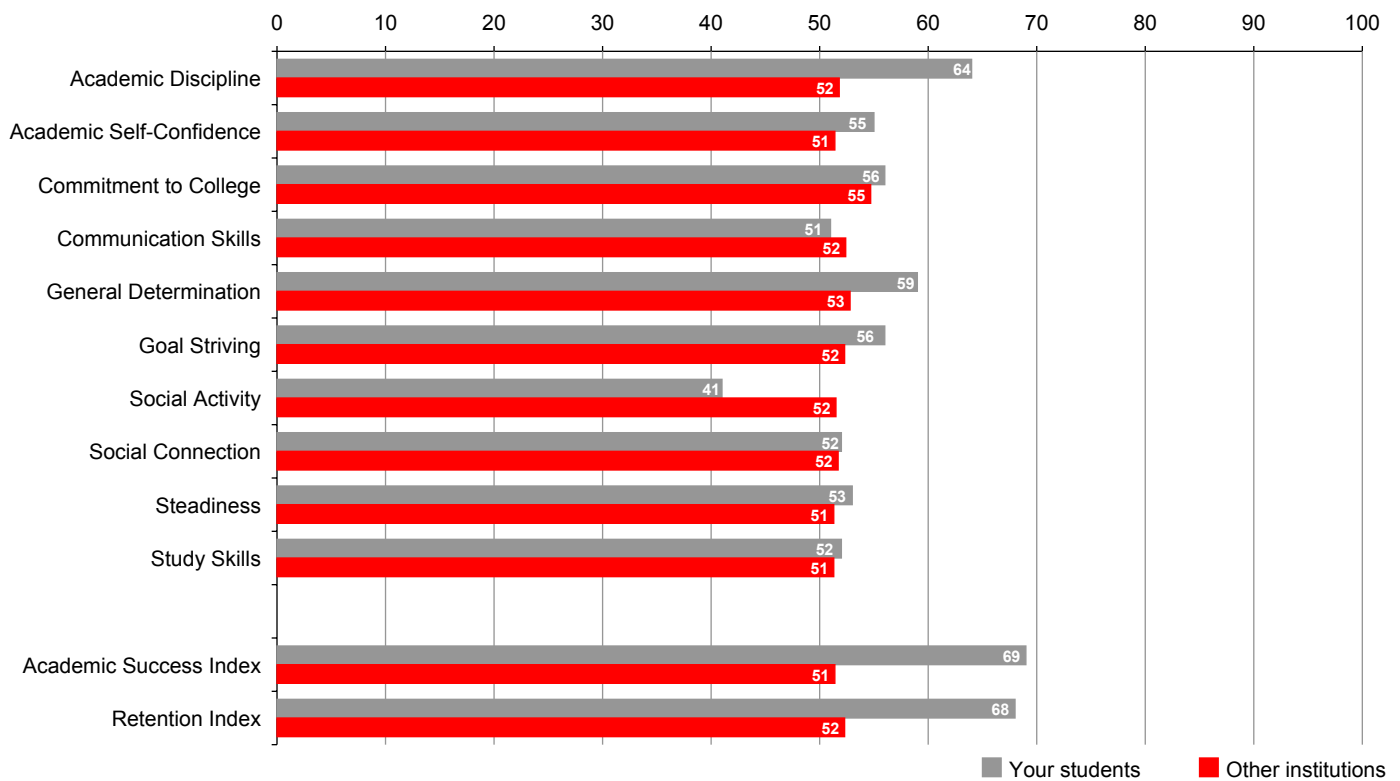
Table 1. Your Students' Demographic Characteristics

Characteristic	Percentage
Gender	
Male	43.4
Female	56.6
Missing	0.0
Race/Ethnicity	
American Indian, Alaskan Native	1.5
Asian	<1
Black/African American	4.9
Native Hawaiian/Pacific Islander	2.4
White	64.6
Two or more races	8.7
Prefer not to respond	1.5
Hispanic/Latino	15.8
Missing	<1
Language Known Best	
English	88.1
A language other than English	1.7
English and another language about the same	10.2
Missing	0.0

Note. N = 412. Percentages may not add up to 100% due to rounding.

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Figure 1 shows average percentile scores on the ten ACT Engage scales and the Academic Success and Retention indices for your institution's students who completed ACT Engage. For comparison purposes, this figure also shows average scores for the national sample of students who completed ACT Engage. (Note: Refer to Tables A2 and A3 in the Appendix for more detailed descriptive statistics and comparisons.)

Figure 1. Average ACT Engage Percentile Scores for Your Institution and the National Sample

Scale	Your students	Other institutions
Academic Discipline	64	52
Academic Self-Confidence	55	51
Commitment to College	56	55
Communication Skills	51	52
General Determination	59	53
Goal Striving	56	52
Social Activity	41	52
Social Connection	52	52
Steadiness	53	51
Study Skills	52	51
Academic Success Index	69	51
Retention Index	68	52

Note. ACT Engage percentile scores range from 1 to 99. Results compared to other 2-year institutions.

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Figure 2 provides a graphical representation of your students' scores on each scale broken down by the broad percentile range in which the students scored. These ranges are Low (≤ 25th percentile), Medium (26th to 75th percentile), and High (≥ 76th percentile). For intervention purposes, your institution may want to focus on low-scoring students, as these students are most at-risk for academic difficulties.

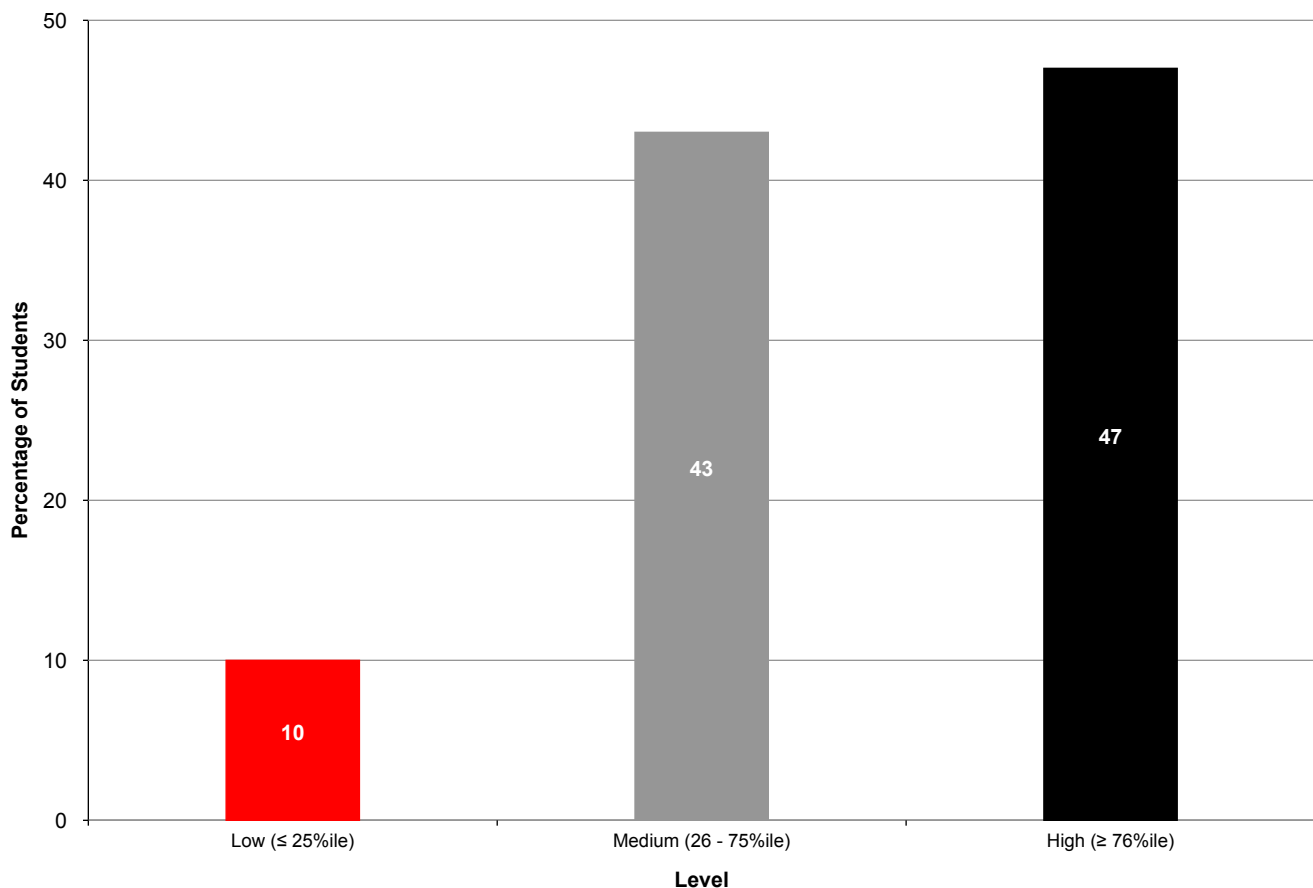**Figure 2. Percentage of Students with ACT Engage Percentile Scores in each Broad Range**

Note. N = 412. Percentages may not add up to 100% due to rounding.

ACT
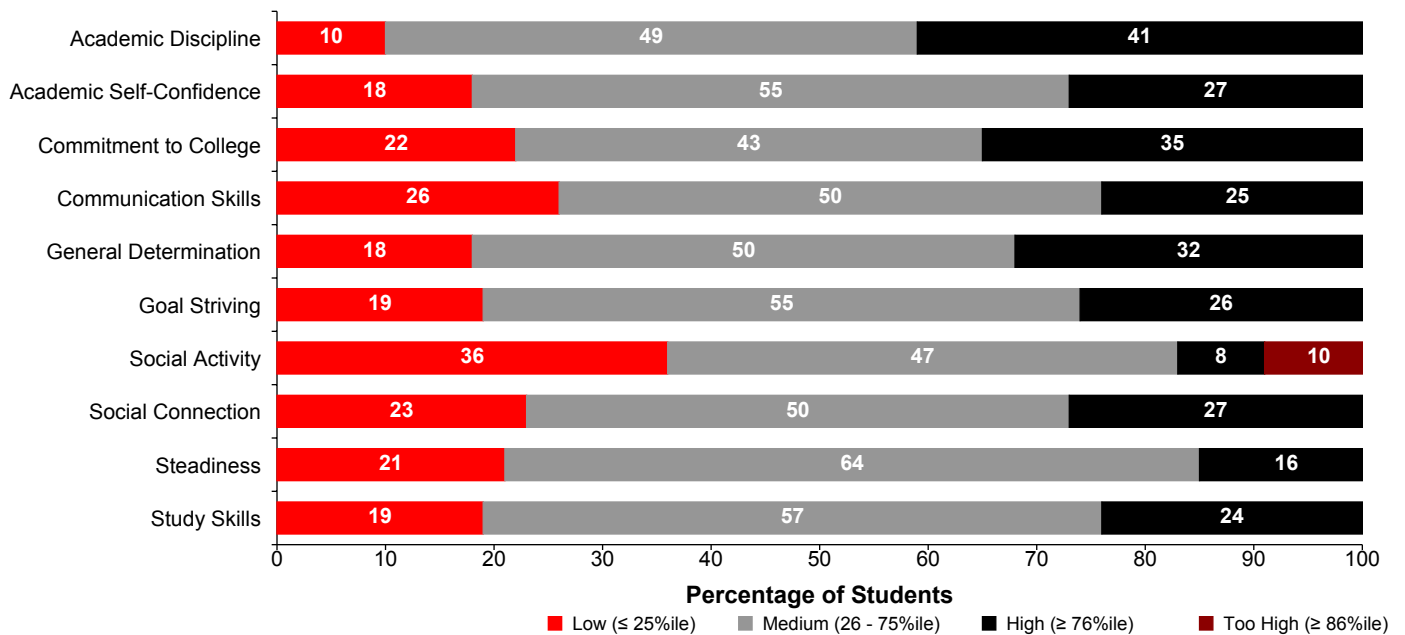
Figures 3 and 4 feature information about the Academic Success and Retention indices included in advisor and roster reports. These indices are on a scale from 1 to 99, with larger values representing less risk of poor academic performance (i.e., GPA < 2.0) or of dropping out, respectively. Since baseline academic performance and retention 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 academic performance and persistence after the first year of college (for more information on how to interpret ACT Engage success indices, consult the ACT Engage College User Guide). For ease of interpretation, we have transformed both the Academic Success and Retention indices into percentile rank scores (by comparing your students to our national norms). For illustration purposes, the percentile ranges were broken down into "low" (1st to 25th percentile), "medium" (26th to 75th percentile), and "high" (76th to 99th percentile).

Figure 3 features students' Academic Success Index as percentile rank scores, in which students with low, medium, and high indices are plotted separately.

Figure 3. Percentage of Students with Academic Success Index Scores in Each Broad Range

Note. N = 412. Percentages may not add up to 100% due to rounding.

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Similarly, Figure 4 features students' Retention Index as percentile rank scores, in which students with low, medium, and high retention indices are plotted separately.

**Figure 4. Percentage of Students with Retention Index
Scores in Each Broad Range**
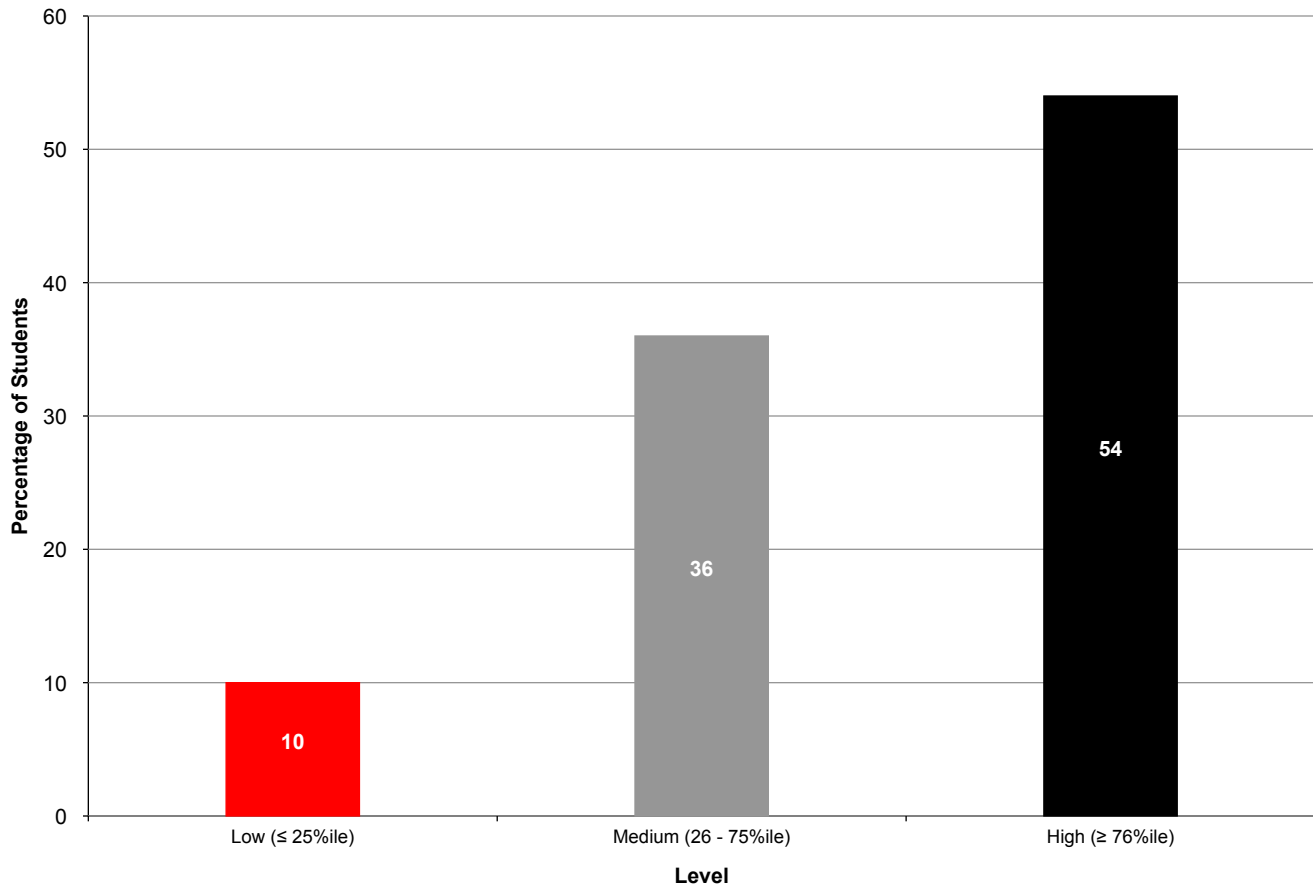
Note. N = 412. Percentages may not add up to 100% due to rounding.

Chapters 4 through 6 of the ACT Engage *College User's Guide* describe how to interpret scores from ACT Engage scales and the success indices, and provide additional information about how to use ACT Engage results.

Appendix

This appendix provides a list of ACT Engage College scales and definitions, as well as a summary of key academic and behavioral information provided by your students at the time they completed ACT Engage. This information is also contained in the Roster Report.

Table A1. ACT Engage Scales and Definitions

Domain	ACT Engage Scales	Definition
Motivation & Skills Personal characteristics that help students to succeed academically by focusing and maintaining energies on goal-directed activities.	Academic Discipline	The amount of effort a student puts into schoolwork and the degree to which a student sees him/herself as hardworking and conscientious.
	Commitment to College	Commitment to staying in college and getting a degree.
	Communication Skills	Attentiveness to others' feelings and flexibility in resolving conflicts with others.
	General Determination	The extent to which one strives to follow through on commitments and obligation.
	Goal Striving	The strength of one's efforts to achieve objectives and end goals.
	Study Skills	The extent to which students believe they know how to assess an academic problem, organize a solution, and successfully complete academic assignments.
Social Engagement Interpersonal factors that influence students' successful integration or adaptation into their environment.	Social Activity	One's comfort in meeting and interacting with other people.
	Social Connection	One's feelings of connection and involvement with the college community.
Self-Regulation Cognitive and affective processes used to monitor, regulate, and control behavior related to learning.	Academic Self-Confidence	The belief in one's ability to perform well in college.
	Steadiness	One's responses to and management of strong feelings.
Behavioral Indicators	Absenteeism	Average number of days absent from school per month in high school.
	Homework Not Done	Frequency of coming to school without homework done during high school.

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Table A2 includes your students' mean ACT Engage percentile scores, which are norm-referenced, compared to students from similar institutions.

Table A2. Your Students' Mean ACT Engage Percentile Scores Compared to Other 2-Year Institutions

ACT Engage Scales	Your Students [a]		Students at Other 2-Year Institutions [b]	
	M	*SD*	*M*	*SD*
Academic Discipline	64.4	25.3	51.8	29.1
Academic Self-Confidence	54.8	27.9	51.4	28.9
Commitment to College	56.0	31.4	54.7	32.3
Communication Skills	50.7	29.0	52.4	29.3
General Determination	59.2	29.0	52.8	30.0
Goal Striving	55.5	27.6	52.3	29.4
Social Activity	41.3	29.1	51.5	29.0
Social Connection	52.3	29.6	51.7	29.0
Steadiness	52.9	28.7	51.3	29.0
Study Skills	51.8	27.2	51.3	28.9
Academic Success Index	69.0	26.3	51.4	29.3
Retention Index	68.0	27.1	52.3	29.1

Note. [a] N for your institution = 412. [b] N for 2-year institutions = 8057.

M = Mean; SD = Standard Deviation. Lower scores reflect more risk.

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Table A3 includes your students' mean ACT Engage scale scores compared to students from other 2-year institutions. Those scale scores with statistically significant differences between your students and those from other 2-year institutions are marked on the last column to the right.

Table A3. Institution and National Sample Mean ACT Engage Scale Scores

ACT Engage Scales	Your Students [a]		Students at Other 2-Year Institutions [b]		*
	M	SD	M	SD	
Academic Discipline	51.0	6.3	47.5	8.1	*
Academic Self-Confidence	52.6	9.4	51.3	9.9	*
Commitment to College	54.4	6.6	54.0	6.9	
Communication Skills	50.5	6.3	50.7	6.6	
General Determination	59.9	5.5	58.4	6.7	*
Goal Striving	52.3	5.7	51.4	6.6	*
Social Activity	39.0	10.0	42.4	9.5	*
Social Connection	47.1	9.0	46.9	8.8	
Steadiness	52.1	10.5	51.5	10.7	
Study Skills	55.1	9.1	54.7	9.9	
Academic Success Index	84.1	9.7	77.4	12.4	*
Retention Index	54.3	6.4	50.5	7.0	*

Note. [a] N for your institution = 412. [b] N for 2-year institutions = 8057.

M = Mean; SD = Standard Deviation.

[*] Designates a mean scale or index score that is significantly different from that of the national sample (p ≤ .05).

Lower scores reflect more risk.

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Table A4 includes your students' high school GPA as self-reported on ACT Engage, represented by percentages of students selecting each response choice.

Table A4. Student Self-Reported High School GPA

Self-reported high school GPA	Percentage
(A- to A) 3.5 and above	40.0
(B to B+) 3.0 - 3.4	32.5
(B- to B) 2.5 - 2.9	15.0
(C to B-) 2.0 - 2.4	9.0
(C- to C) 1.5 - 1.9	2.4
(D to C-) 1.0 - 1.4	<1
(D- to D) 0.9 or lower	<1
Missing	0.0

Note. N = 412. Percentages may not add up to 100% due to rounding.

Table A5 includes the number of days students reported being absent per month in high school, represented by percentages of students selecting each response choice. Research shows that those students who report less than 80% attendance (i.e., miss more than 5 to 6 days in one month) are more likely to experience a range of academic difficulties.

Table A5. Student Reported Average Number of Days Absent from School per Month in High School

Response	Percentage
None	26.7
1 - 2 Days	51.9
3 - 4 Days	13.1
5 - 6 Days	5.3
7 - 8 Days	1.7
9 - 10 Days	<1
11 or More Days	<1
Missing	0.0

Note. N = 412. Percentages may not add up to 100% due to rounding.

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Table A6 includes the frequency with which students reported going to class without having their homework done in high school, as represented by percentages of students selecting each response choice.   Research shows that those students who do not complete their homework on a regular basis experience a higher rate of academic difficulties.

Table A6. Percentage of Students Who Reported
Going to Class without Homework Done During High School

Response	Percentage
Never	15.5
Rarely	46.8
Sometimes	22.3
Frequently	8.5
Daily	6.8
Missing	0.0

Note. N = 412. Percentages may not add up to 100% due to rounding.

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