



Applying Research on Student Success To Practice ...news you can use.

**Don Pitchford : ACT : National Director
Higher Education and Market Engagement**



Mission-driven

We create products that genuinely help our customers succeed



Not-for-profit

We re-invest in research, programs and services to support our mission

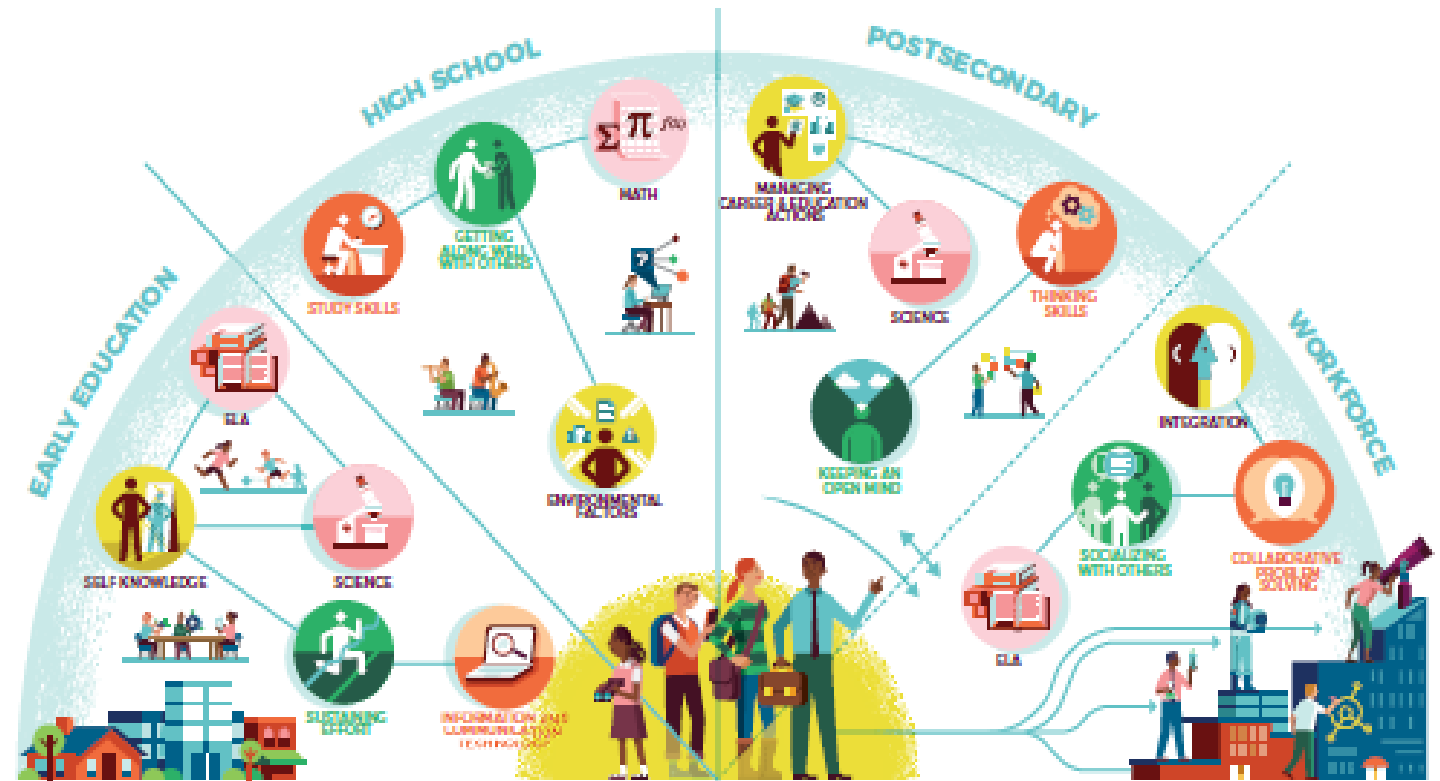


Research-based

We use data and research to drive policy, product and business decisions



Background – ACT’s Holistic Framework



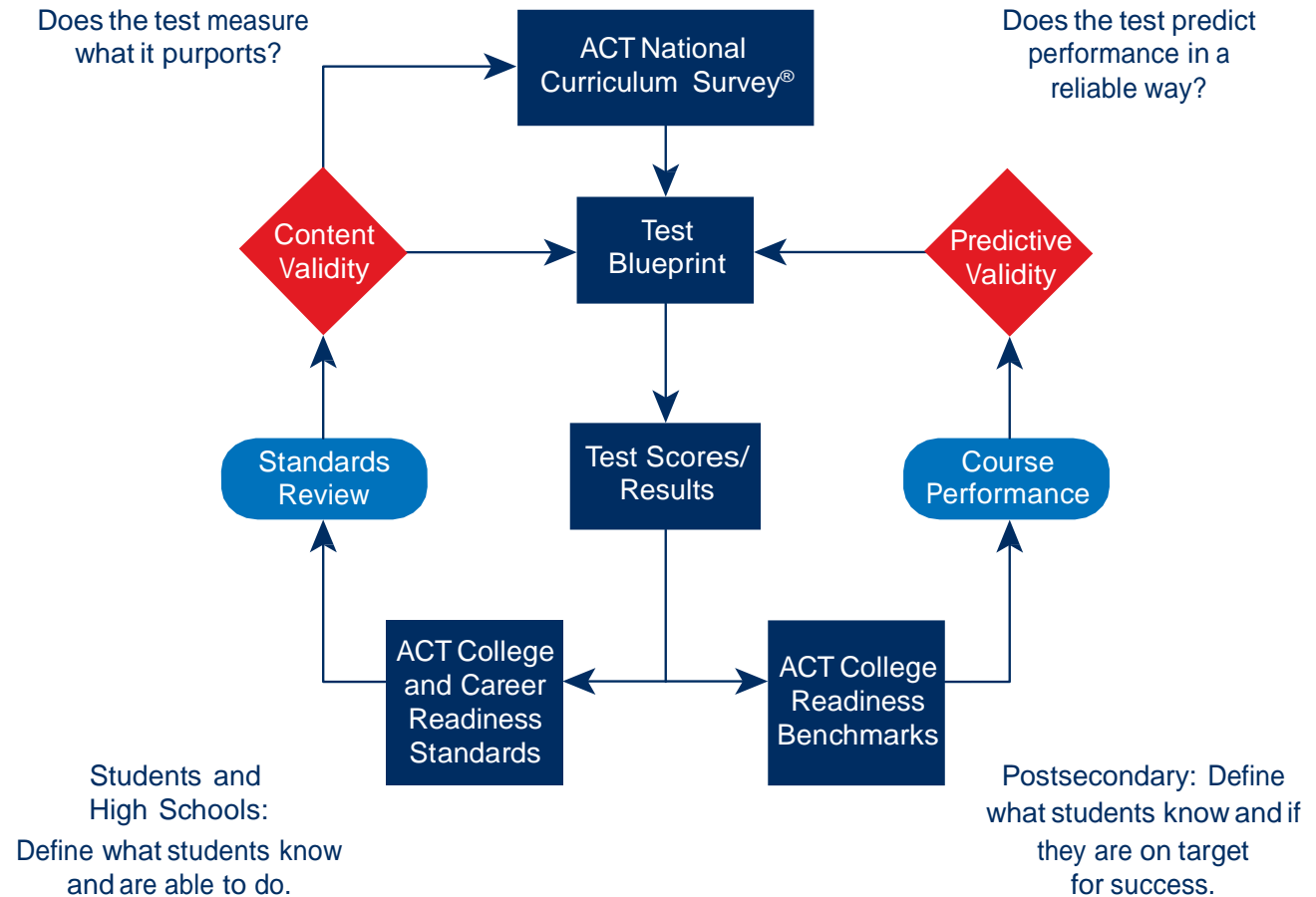
The holistic model of education and work success

CORE ACADEMIC SKILLS English Language Arts Mathematics Science	CROSS-CUTTING CAPABILITIES Information and Communication Technology Collaborative Problem Solving Thinking Skills Learning Skills	BEHAVIORAL SKILLS Acting Honestly Getting Along Well with Others Keeping an Open Mind Maintaining Composure Socializing with Others Sustaining Effort	EDUCATION & CAREER NAVIGATION Self-Knowledge Environmental Factors Integration Managing Career & Education Actions
--	---	--	---

The Science Behind

The ACT®

Assessments: Evidence and Validity



The Science Behind



Assessments: Evidence and Validity

Based on ACT analysis of **actual student performance** in college

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

The minimum ACT test scores required for students to have a high probability of success in corresponding first-year, credit-bearing college courses

The Science Behind

The **ACT**[®]

Assessments: Evidence and Validity for ACT Benchmarks

50%

chance of earning
a **B** or **better**

75%

chance of earning
a **C** or **better**

ACADEMIC READINESS
AND DISCIPLINE
**TWO FACTORS
RELATED TO DEGREE
COMPLETION**

By Justine Radunzel, Krista Mattern, and Joann Moore



Study objective and data

Study Objective:

Examine how students' 1) ACT performance and 2) social emotional learning (SEL) skills can help identify students at-risk of not completing a degree

Data and Methodology:

Matched ACT records and National Student Clearinghouse enrollment and degree information for the 2010 ACT-tested high school graduating class

College Readiness Translates to a College Degree

Students who meet more ACT College Readiness Benchmarks are more likely to attend college and earn a degree within six years

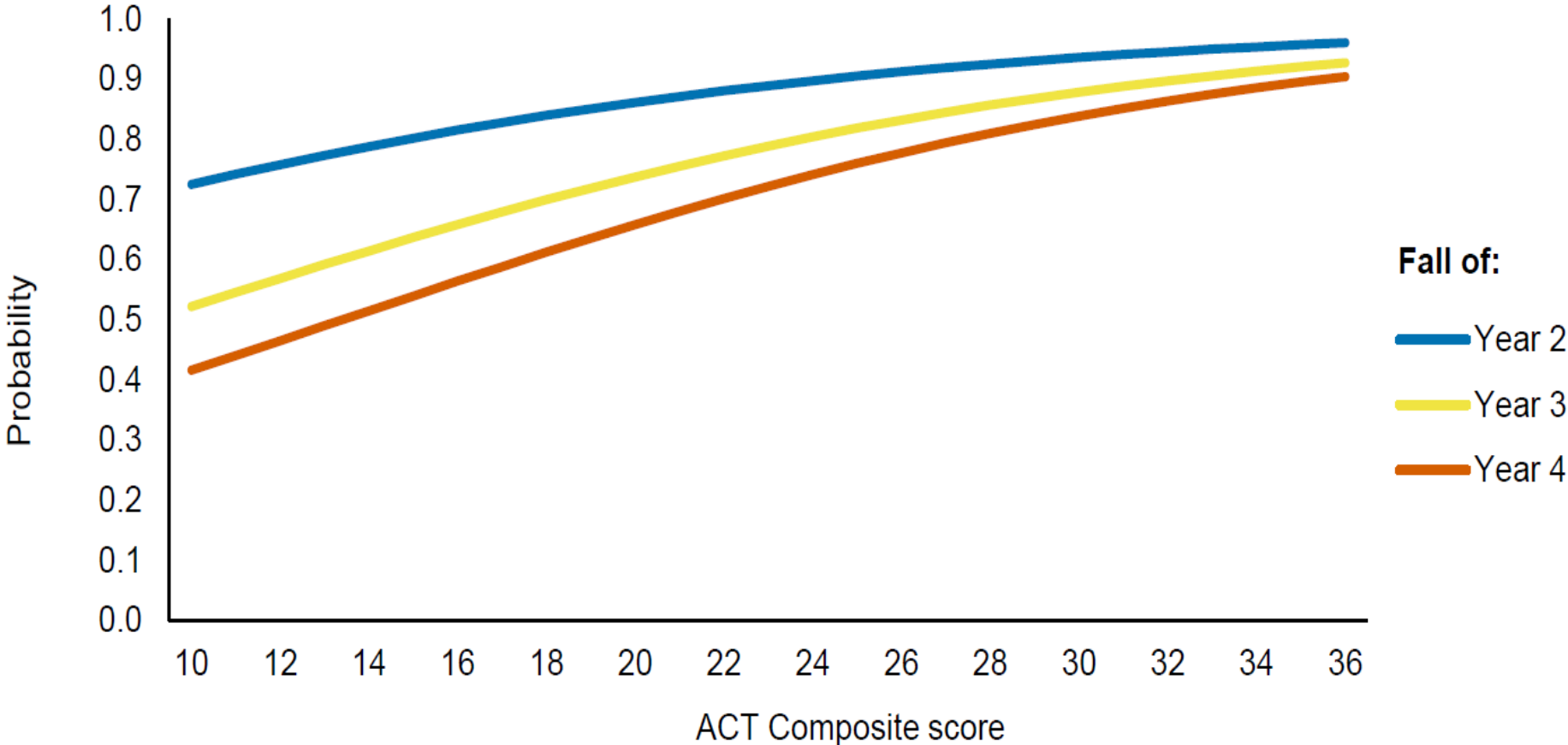
Out of every 10 high school graduates:

■ # who do not enroll in college ■ # who enroll in college ■ # who enroll in college and earn a degree

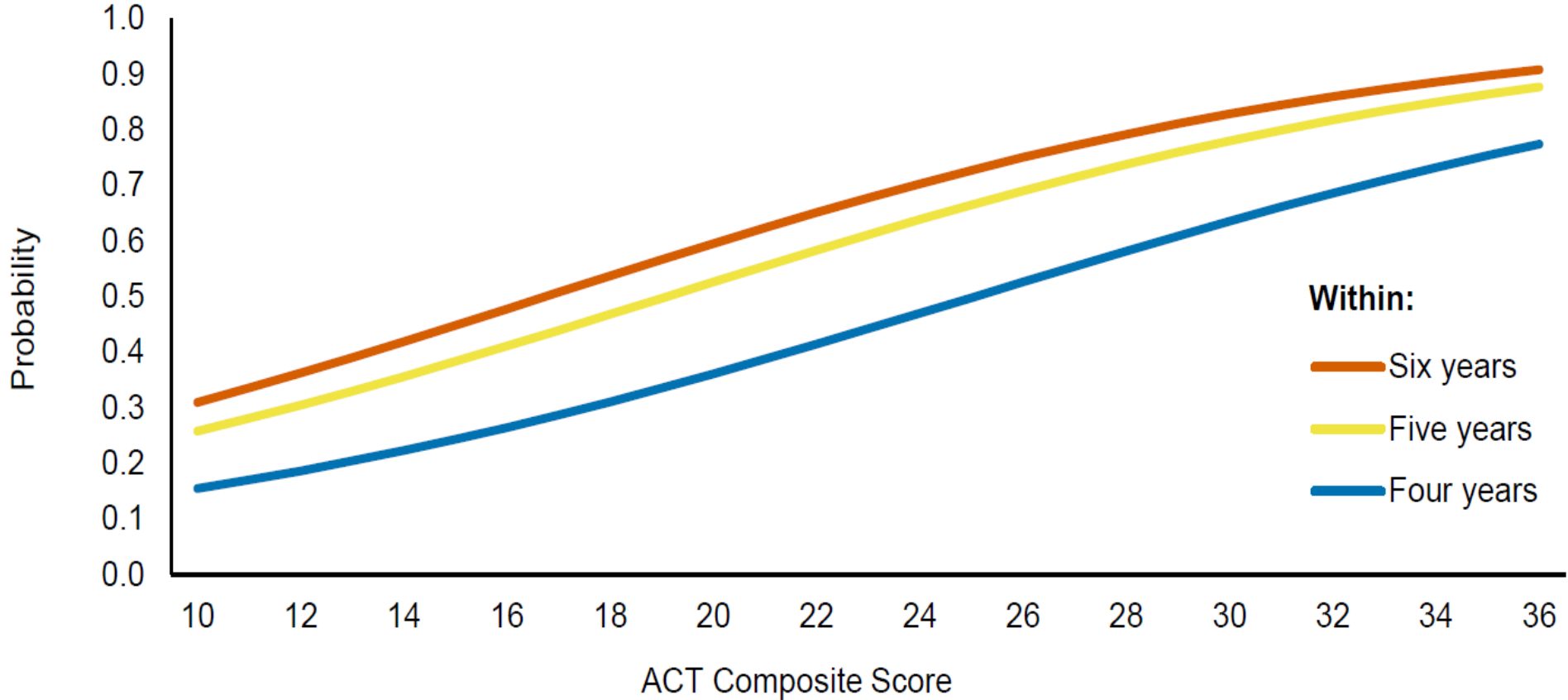


Based on 1,568,835 ACT-tested 2010 high school graduates.

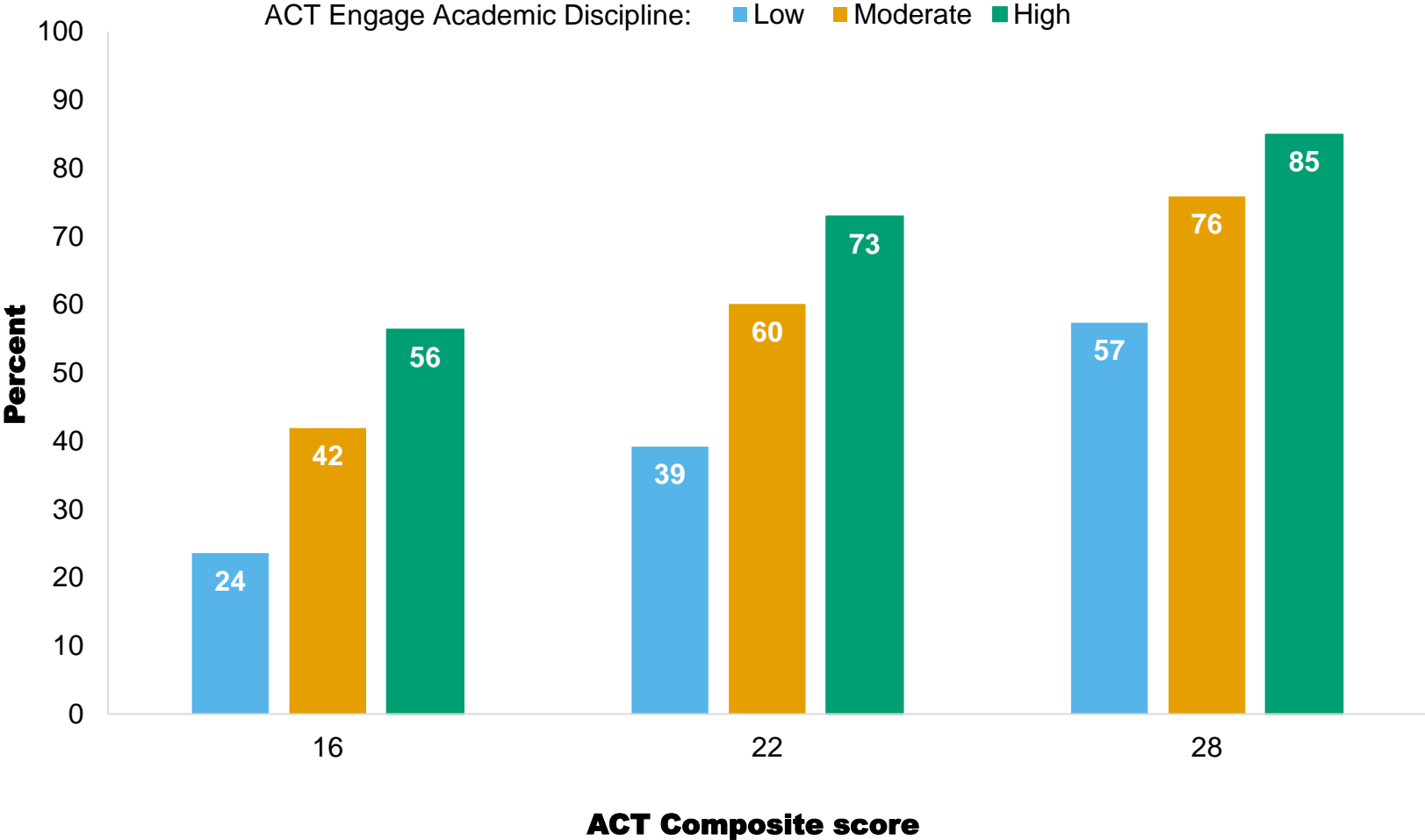
Likelihood of Persisting in College by ACT Composite Score



Likelihood of Completing an Associate's or Bachelor's Degree by ACT Composite Score



Six-Year Degree Completion by ACT Composite Score and ACT Engage Academic Discipline



Based on 3,800 ACT-tested 2010 high school graduates from 208 postsecondary institutions who took ACT Engage.



Study implications

College Degree Completion:

- **Academic readiness matters**
- **SEL skills provide additional insights**
- **Best when used together to predict success: the benefits of using multiple measures**

FACTOR 1...measuring core academic skills

....can anyone name a nationally benchmarked assessment that has been in existence for over 6 decades that has always measured proficiency in reading, English, math and science?



“

I am constantly thinking about the ACT mission and what a difference we can make in creating equal chances for all.”

- Marten Roorda, Chief Executive Officer



ACT[®]

On-Campus (Residual) Testing

ACT On-Campus (Residual) Testing

Overview

Used by hundreds of colleges to deliver the ACT “on campus” any day of the week

Eligibility

Residual testing is available to all ACT-participating colleges

Testing Dates

November 1, 2019
through
September 30, 2020

Scores

May be used for admissions, course placement, advising and measuring learning/growth.

Anatomy of The ACT Test

Subject	Question Details	Time
ACT English	5 passages 75 questions	45 minutes
ACT Mathematics	60 questions	60 minutes
ACT Reading	5* passages 40 questions	35 minutes
ACT Science	40 questions	35 minutes
ACT Writing (Optional)	1 essay	40 minutes

**including 1 paired-passage set*

NEW THIS YEAR!



Order ACT On-Campus (or Residual) Testing

ACT On-Campus (Residual) testing is now being used by hundreds of campuses. This popular program provides colleges with the unique ability to deliver the ACT “on-campus” any day of the week. Answer documents can be returned to ACT for scoring or can immediately be scored on campus. **Test Coordinators, please complete and submit the order form below.** *Fields with (*) are required.*

Test Coordinator / Shipping Information


First Name*

Last Name*

Position/Title*

Email*

Phone Number*

Full Legal Name of the Institution* 

College Code*

Key Features & Benefits: Options for Scoring (on campus or return to ACT)

Requested Materials	Price	Quantity	Description
Multiple Choice Residual Testing			
ACT Universal Answer Document 2	\$51.50	<input type="text"/>	<ul style="list-style-type: none"> • Scanned and machine scored by ACT. • May also be hand-scored locally using an acetate overlay and conversion table (See Scoring Packet).
ACT Universal Answer Document 3	\$51.50	<input type="text"/>	<ul style="list-style-type: none"> • Universal Answer Document 3 is used for identifying examinees and recording scores collected from documents processed on site. • Choose the appropriate answer sheet type for examinees to test with. These sheets are scanned and machine scored on campus.
Test Booklet	No Charge	<input type="text"/>	<ul style="list-style-type: none"> • Contains the multiple-choice ACT[®] test (English, mathematics, reading, and science). • Booklets are reusable if stray marks are removed.
Administration Manual	No Charge	<input type="text"/>	<ul style="list-style-type: none"> • Provides policies and procedures for ordering, securing, administering, and returning test materials. • Order one manual per test room.
Scoring Key Packet	No Charge	<input type="text"/>	<ul style="list-style-type: none"> • Acetate overlay or paper key and conversion table for local scoring.

Key Features & Benefits: Writing Essay Packages

Writing Test Materials

ACT Writing Packages

\$165.00

- Package contains 10 writing test booklets and 10 writing answer documents.
- Package contents are not reusable, refundable, or exchangeable.
- Use one test booklet and answer document per student in combination with the corresponding Universal Answer Folder 2 or 3.

Total Price before taxes

Note: Customers will be charged applicable state and local sales taxes where required. A list of states where ACT is registered to collect and remit sales tax can be found at www.act.org/orderinfo. If required, calculate appropriate sales tax based on your shipping address and add to the order total. If you are exempt from sales tax, appropriate documentation must be received by ACT before tax-exempt status will be granted.

Scoring Options

1. Easily score on campus by hand or scanner
2. Return to ACT for scoring (writing essays must be returned for scoring)

Reporting Timeline if returned to ACT for scoring



Paper Reports: 2-3 Weeks



With Writing: 3-6 Weeks

Key Features & Benefits: Helping YOU Make RELIABLE Decisions

**Admissions
Decisions**

**Placement
Decisions**

Dual Credit

**Advanced Placement
Decisions**

**Measuring Learning
Growth/accreditation**



Key Features & Benefits: Visit the new web site!



The screenshot shows the ACT website's navigation menu and a main banner. The navigation menu includes the ACT logo, 'INFORMATION FOR' with a dropdown arrow, and links for 'Solutions', 'Research', 'News & Blog', 'Contact', a search icon, a notification bell icon, and 'Sign In'. A secondary menu below it features 'The ACT Test', 'Higher Education Professionals' with a dropdown arrow, 'Scores', 'Administer The ACT', and 'Resources'. The main banner features a background image of a smiling male student with a backpack holding blue folders. The text on the banner reads: 'On-Campus Testing for the ACT' in large white font, followed by 'Deliver the ACT to Students on Your Schedule and on Your Campus' in a smaller white font. A dark blue button with white text says 'Get On-Campus Testing →'. At the bottom of the banner, a dark blue bar contains the white text: 'Attract, Admit, Enroll, and Guide Students on the Path to Success'.

ACT INFORMATION FOR ▾ Solutions Research News & Blog Contact 🔍 🔔 Sign In

The ACT Test Higher Education Professionals ▾ Scores Administer The ACT Resources

On-Campus Testing for the ACT

Deliver the ACT to Students on Your Schedule and on Your Campus

Get On-Campus Testing →

Attract, Admit, Enroll, and Guide Students on the Path to Success

From the Field

We offer the ACT residual test on our campus. It is a great solution to offer to our local high school students that are seeking dual credit or regular admissions that may have missed a national ACT test.

Justin Pearson, Executive Director of Enrollment Management
University of South Carolina System

From the Field

Northern Oklahoma College has been using the easy to administer ACT residual on campus tool for many years. We give it during the weekday to any students that may have missed the state-wide ACT or want to retake for NOC admissions, course placement.

Rick Edgington, Vice President of Enrollment Management
Northern Oklahoma College

From the Field

We offer the ACT Residual for students interested in applying for admissions to Kent State University. We make it easy for students to schedule and we proctor at any of our campuses for their convenience.

Judy Huber, Coordinator, University Testing Services
Kent State University

Applying to Practice

FACTOR 2: Can we really measure/diagnose social emotional learning impediments to success?

....yes we can.....and more importantly, the research says we should....but only if we plan to provide intervention/instruction to remediate the diagnosed deficiencies.

ACT[®] Engage[®]
College



ACT Engage College
measures students' behaviors
and psychosocial attributes,
which are critical but often
overlooked components of their
success as they enter college.

(Recall: the Engage scale of Academic Discipline
that was used in our Two factor student success
study)

ACT[®] Engage[®]
College



BENEFITS:

- ✓ **Improves** first-year retention rates
- ✓ **Predicts** how likely incoming first-year students are to return for a second year, and whether they will earn **at least a 2.0 GPA**
- ✓ **Reaches students** whose personal challenges go unreported in standardized academic tests
- ✓ Requires **minimal** advance planning, easy to administer, and fits into any orientation program

Tessera College Pilot Project has been launched!

IMPORTANT: Engage College is currently being replaced with our second generation student success solution: Tessera College

ACT Tessera™ is a very similar low-stakes, comprehensive SEL assessment system designed to measure/diagnose social and emotional learning skills.

Content/research is complete: delivery platform and reporting functionality/data exhaust currently evolving.

Similar to Engage: Tessera is also available to middle schools and high schools that are focusing on the importance of diagnosing SEL impediments to success.

ACT[®] Tessa[®]
College

ACT[®]



Backed by robust research, Tesser College will feature:

- **A student-friendly web delivered diagnostic survey that is immediately auto-scored at time of completion.**
- **The survey contains a proprietary triangulation of three different types of questions that helps us arrive at a more reliable SEL diagnostic.**
- **A comprehensive learning curriculum/ interventions for student growth**

Each skill area is assessed using three different techniques:

1

Self-report test items. Students rate the extent to which they agree with several statements.

2

Situational judgment test items. Students are presented with several scenarios and possible responses to each. They then rate the likelihood that they would engage in each response.

3

Forced-choice test items. Students are presented with several statements and asked to select the statements that are “most like me” and “least like me.”

This multimodal approach is UNIQUE and makes it extremely difficult for students to fake their responses and minimizes reference bias. These are problems typically associated with assessments that rely solely or primarily on self-report test items.



Self-Report

True Score

**Forced
Choice**

**Situational
Judgment**

Self-Report Questions



Clay Fallmont




ACT TESSERA (MSF) / ACT TESSERA ASSESSMENT / 7 OF 94

I offer to help my classmates when they are struggling with a school assignment.

- Strongly agree
- Agree
- Somewhat agree
- Somewhat disagree
- Disagree
- Strongly disagree

Situational Judgment Questions

← →

Clay Fallmont 

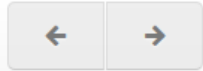
ACT TESSERA (MSF) / ACT TESSERA ASSESSMENT / 50 OF 94

Your school is hosting a world culture night. The activity is being hosted by one of the student clubs at your school. Club members have asked students and parents from different cultural backgrounds to set up tables to present about their cultures.

How likely are you to do each of the following?

Definitely attend and visit all the tables. You've always been interested in other cultures.	<input checked="" type="radio"/> Very likely	<input type="radio"/> Likely	<input type="radio"/> May or may not	<input type="radio"/> Unlikely	<input type="radio"/> Very unlikely
Go to the event and visit tables that have to do with your culture or your family's culture.	<input type="radio"/> Very likely	<input checked="" type="radio"/> Likely	<input type="radio"/> May or may not	<input type="radio"/> Unlikely	<input type="radio"/> Very unlikely
Only attend if a teacher offers extra credit. You aren't really interested in learning about this.	<input type="radio"/> Very likely	<input type="radio"/> Likely	<input checked="" type="radio"/> May or may not	<input type="radio"/> Unlikely	<input type="radio"/> Very unlikely
Attend the event with a friend whose family is hosting a table and hang out with them the whole time.	<input type="radio"/> Very likely	<input type="radio"/> Likely	<input type="radio"/> May or may not	<input checked="" type="radio"/> Unlikely	<input type="radio"/> Very unlikely
Check out the event and go to a couple of tables that are relevant to things you are learning about in class.	<input type="radio"/> Very likely	<input type="radio"/> Likely	<input type="radio"/> May or may not	<input type="radio"/> Unlikely	<input checked="" type="radio"/> Very unlikely

Forced Choice Questions



Clay Fallmont



ACT TESSERA (MSF) / ACT TESSERA ASSESSMENT / 41 OF 94

Which sentence is MOST like you? Which sentence is LEAST like you? Choose by dragging one sentence into each box. Leave the remaining sentence alone.

I usually put my needs before the needs of others.

I enjoy thinking about global events that could happen in the future.

I can accept criticism.

Most like me

Least like me

Research opportunities



Join **ACT** and other postsecondary institutions in one or more research opportunities:



NATIONAL ACT COLLEGE SUCCESS RESEARCH PARTNERSHIP

Collaborate on a broad research agenda related to student success and the use of ACT data.



ACT ENGLISH LANGUAGE ARTS (ELA) AND WRITING INITIATIVE

Examine relationships between scores and performance in postsecondary reading- and writing-intensive courses.



INTERNATIONAL STUDENT SUCCESS INITIATIVE

Examine relationships between ACT scores and first-year college performance for international students.



WORKKEYS/NCRC 2.0 EFFICACY STUDY

Examine relationships between ACT WorkKeys 2.0 scores and relevant performance outcomes (job performance ratings, productivity, grades, etc.).



TESSERA COLLEGE PILOT STUDY

Examine relationships between social and emotional skills and post-secondary academic achievement.

COLLABORATIVE RESEARCH PARTNERSHIP OPPORTUNITIES

Contact Lakisha Bates at Lakisha.Bates@act.org



Thank You

For more info:

Don Pitchford PhD
ACT National Director of
Higher Education
Partnerships

don.pitchford@act.org

