Using Goal-Setting in the First Year Experience Course to Promote Student Success Through Advising

Code 487

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Outline

• Institutional Background
• Project Rationale
• Model for Educational Growth Plan
• Scoring Rubric for the Educational Growth Plan

• Group Activity: Applying This to Your Campus
• Final Q&A
Institutional Background

• Located in Crestview Hills, Northern Kentucky
• Small, private Catholic liberal arts
• Primarily Undergraduate Institution
  • Undergraduates 1284
  • Adult and Graduate Enrollment 337
• Accredited in the SACSCOC Region
• Started QEP (Academic Advising) in 2020
Project Rationale

• QEP: *Connect! Empowering Students through Advising to Navigate Pathways to Success*

• Goal
  • Improve retention
  • Timely path to graduation

• 3 Legs
  • Start Professional Advisor of Studies Program
  • Grow Faculty Development in Advising
  • Institute Educational Growth Plan
Educational Growth Plans: Background

• Planning Tool
  • Reflection
  • Goal Setting
  • Course Planning

• Reflection encourages “enhanced learning agility often linked to high potential” (Lombard and Eichinger, 2000)

• Goal Setting encourages personal meaning (DeWitz et al., 2016)

• Course planning encourages timely path to graduation (Patel, 2014)
Educational Growth Plan Sections

- Demographics
- Academic and Career Interests Survey and Reflection
- **Goal Setting**
- Four-year course plan
Educational Growth Plans: Implementation with Students

• Problem: how to get students to complete their EGP

• What we thought about, but decided against

• What we are doing now
  1. First draft is an assignment in our First Year Experience course
  2. Review with professional advisor of studies
  3. Discuss during faculty advising sessions
Educational Growth Plan Rubric

### Original Rubric

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>3-Exemplary</th>
<th>2-Competent</th>
<th>1-Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values</td>
<td>☐ Section 3 goals are clearly stated and consistent with section 2 self-reflection. Core, major, and co-curricular activities for achieving goals are clearly specified. ☐Experimental learning activities for achieving goals are clearly specified.</td>
<td>☐ Section 3 goals are clearly stated and appear reasonable, yet appear unrelated to section 2 self-reflection. ☐Experimental learning activities for achieving goals are specified.</td>
<td>☐ One or fewer goals are given. ☐ Core, major, and co-curricular goals for achieving goals are not specified. ☐Experimental learning activities for achieving goals are not specified.</td>
</tr>
<tr>
<td>2. Students will make progress towards timely path to graduation</td>
<td>☐ Plan completes graduation requirements in four years (unless contraindicated). ☐ Major requirements appear to be met. ☐ Core Requirements appear to be met. ☐ Elective Requirements appear to be met. ☐ Other graduation requirements such as experiential learning and first year experience appear to be met.</td>
<td>☐ Plan completes graduation requirements in four years (unless contraindicated). ☐ Major requirements for first two years specified. ☐ Core Requirements for first two years specified. ☐ Elective Requirements for first two years specified. ☐ Other graduation requirements such as experiential learning and first year experience for first two years specified.</td>
<td>☐ Timeline for graduation not given or appears to be longer than five years. ☐ Major requirements not given beyond current semester. ☐ Core Requirements not given beyond current semester. ☐ Elective Requirements not given beyond current semester. ☐ Other graduation requirements such as experiential learning and first year experience not given beyond current semester.</td>
</tr>
<tr>
<td>3. Students will have knowledge and make relevant use of Thomas More University success resources</td>
<td>☐ Relevant success resources (such as peer-to-peer tutoring for achieving goals especially in light of section 2 reflection on abilities) are clearly specified.</td>
<td>☐ Relevant success resources (such as peer-to-peer tutoring) for achieving goals, yet appear unrelated to section 2 self-reflection on abilities.</td>
<td>☐ Relevant success resources (such as peer-to-peer tutoring) for achieving goals are not considered.</td>
</tr>
</tbody>
</table>

### Educational Growth Plan

#### Example 1: Goals and Means for achieving your goals

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Resources for achieving goal 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant Core Courses:</td>
<td>Relevant Major Courses:</td>
</tr>
<tr>
<td>Relevant Co-Curricular:</td>
<td>Relevant Experiential Learning:</td>
</tr>
<tr>
<td>Relevant Success Resources such as tutoring, career advising, academic coaching:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2</th>
<th>Resources for achieving goal 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant Core Courses:</td>
<td>Relevant Major Courses:</td>
</tr>
<tr>
<td>Relevant Co-Curricular:</td>
<td>Relevant Experiential Learning:</td>
</tr>
<tr>
<td>Relevant Success Resources such as tutoring, career advising, academic coaching:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 3</th>
<th>Resources for achieving goal 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant Core Courses:</td>
<td>Relevant Major Courses:</td>
</tr>
<tr>
<td>Relevant Co-Curricular:</td>
<td>Relevant Experiential Learning:</td>
</tr>
<tr>
<td>Relevant Success Resources such as tutoring, career advising, academic coaching:</td>
<td></td>
</tr>
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</table>
# Educational Growth Plan Rubric Update

## Updated Rubric

### FYE Educational Growth Plan Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
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<tbody>
<tr>
<td>Goals: Students will craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values.</td>
<td>15 pts Exemplary</td>
<td>15 pts</td>
</tr>
<tr>
<td></td>
<td>Section 3 goals are clearly stated and consistent with section 2 self-reflection. Core, major, and co-curricular activities for achieving goals are clearly specified.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experiential learning activities for achieving goals are clearly specified.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 pts Competent</td>
<td>10 pts</td>
</tr>
<tr>
<td></td>
<td>Section 3 goals are clearly stated and appear reasonable, yet appear unrelated to section 2 self-reflection. Some but not all core, major, and co-curricular activities for achieving goals are specified.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experiential learning activities for achieving goals are specified without including details.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 pts Developing</td>
<td>5 pts</td>
</tr>
<tr>
<td></td>
<td>One or fewer goals are listed. Core, major, and co-curricular goals for achieving goals are not specified.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experiential learning activities for achieving goals are not specified.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 pts Doesn't Meet Expectations</td>
<td>0 pts</td>
</tr>
<tr>
<td></td>
<td>Didn't submit assignment</td>
<td></td>
</tr>
</tbody>
</table>

| Resources: Students will have knowledge and make relevant use of Thomas More University success resources. | 15 pts Exemplary | 15 pts |
| | Relevant success resources (such as peer-to-peer tutoring) for achieving goals are clearly specified. | | |
| | Section 3 reflection is in line with section 2 self-reflection on abilities. | | |
| | 10 pts Competent | 10 pts |
| | Relevant success resources (such as peer-to-peer tutoring) for achieving goals are clearly specified. | | |
| | Section 3 reflection is in line with section 2 self-reflection on abilities. | | |
| | 5 pts Developing | 5 pts |
| | Relevant success resources (such as peer-to-peer tutoring) for achieving goals are clearly specified. | | |
| | Section 3 reflection is in line with section 2 self-reflection on abilities. | | |
| | 0 pts No Marks | 0 pts |
| | Didn't submit assignment | |

## Online EGP

**Sample EGP**

This is a sample EGP developed by a Theater Major. As you read through it, consider:

1. What makes these goals stated?
2. What sort of resources did the student identify that you could also use, or adapt?

<table>
<thead>
<tr>
<th>Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain consistent progress towards a BA Degree in Theater to graduate at the end of four years</td>
</tr>
</tbody>
</table>

**Resources for achieving goal:**

**Relevant Core Courses:**

- TH 101: Introduction to Theater—these core courses will be helpful in writing and speaking.

**Relevant Major Courses:**

- TH 201: Acting I, TH 202: Acting II, TH 203: Stage Make-up, DTH 300 Dance Styles, TH 305 Costume Design, TH 375 Modern Drama, TH 392 Production Lab, TH 393 Creative Dramatics, TH 405 Dramatic Theory

**Relevant Co-Curriculums:**


**Relevant Experiential Learning:**

- Investigate and audition for a commercial or local theater production by 5/1/21. Also take at least one option to broaden experiences.

**Relevant Success Resources such as tutoring, career advising, academic coaching:**

- Meet with advisor during advising week, get weekly quiz, discuss classes, and identify how to access tutoring services by 9/10/21.
Rationale

• Students were not creating 4 year plans in their First Year Experience Courses

• Courses that students were listing could not be verified by the scorers
  • Listing classes does display exploration of degree and possible buy in

• Movement to Online
  • Educational Growth Plans are accessible by all member of student success
    • Including the faculty advisor
  • Students can access their Educational Growth Plans through a Canvas link
    • Students are adaptive to technology
    • Students are able to see set due dates on the Canvas LMS
What Advisors See

### Major Info
- **Major:** Pre-Nursing
- **Advisor:**
- **Concentration:**

### Associate Info
- **Associate:**
- **Advisor:**

### Minor Info
- **Minor:**
- **Advisor:**

### Clearance Information
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<th>Term</th>
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<th>Reg Clr.</th>
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<th>Hours</th>
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<tbody>
<tr>
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<td>Confirmed</td>
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<tr>
<td>SP2022</td>
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</table>

### Athletic Involvements

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Category</th>
<th>Begin Year</th>
<th>End Year</th>
</tr>
</thead>
</table>

### Other Involvements

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Category</th>
<th>Begin Year</th>
<th>End Year</th>
</tr>
</thead>
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### Educational Growth Plans

<table>
<thead>
<tr>
<th>Plan</th>
<th>Last Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Growth Plan</td>
<td>Monday, March 8, 2021 1:12 PM</td>
</tr>
</tbody>
</table>
### Section 1: Personal Information

**Date:** Monday, March 8, 2021 1:12 PM  
**Major(s):** Pre-Nursing Major  
**Minor(s):**

**Name:** [Redacted]

**TMU ID:** [Redacted]

### Section 2: Results and Reflection from your Self-Assessment

**Focus 2 Results:**  
No File Found

**Reflection:**  
No File Found

### Section 3: Goals and means for achieving your goals

**Goal 1**

**Goal:** Stay on track towards finishing my nursing degree in 4 years

**Resources for achieving goal 1:**

- **Relevant Core Courses:**
  - complete courses from nursing checklist

- **Relevant Major Courses:**
  - complete courses from nursing checklist

- **Relevant Co-Curriculars:**
Watching the Growth
Student Directions

Educational Growth Plan: Assignment Submission Required (on Dashboard!)

This Educational Growth Plan is considered to be a growing document. You will share this plan with your professional advisor and your academic advisor, and may edit it as you learn more about your goals and plans. This is the first draft of your Educational Growth Plan -- after talking about it during your one-on-one meeting with you FYE instructor, you will edit it further.

**Goals:** You'll be asked to provide three goals. These goals can be connected to your career plans, skills you want to build, and opportunities you think would help you grow as a person. Use your Focus2 and reflection as a good starting point. Here's a link to an additional resource about how to write clear, achievable goals.

Once you've written down your goals, you will be asked to identify possible resources for each specific goal. Not all resources apply to all goals, so you might not have something specific in each of the resource boxes, but you should fill out at least one or two for each goal. It's important to think about how you can take advantage of a variety of resources available to you.

**Relevant Core Classes:** Look at your degree audit/checklist for the classes you are required to take for your core. Which ones may help you fulfill that particular goal, and how?

**Relevant Major Classes:** Look at your degree audit/checklist for the classes you are required to take for your major. Which ones may help you fulfill that particular goal, and how?

**Relevant Co-Curricular:** 'Co-curriculars' refer to activities outside the classroom: clubs, honors societies, sports, participating in theater productions -- how might these activities help you achieve your goal?

**Relevant Experiential Learning:** This refers to high impact practices like internships and research. See here for some examples of experiential learning at Thomas More. The ICG also has great resources on Experiential Learning opportunities, if you want to talk to them about what could be possible.

**Relevant Success Resources such as tutoring, career advising, academic coaching:** Re-visit the Student Success module to remind yourself about the various services available. Which resources might help you achieve your goal?

Check out the [Sample EGP](#) for an example of where to start.

To complete this assignment, you'll have to create an Educational Growth Plan in your Dashboard. Here are instructions for that.
Examples and Scoring

Goal 2

Goal:
Identify potential minors and requirements because I am considering communication minor or liberal arts in film by end of sophomore year.

Resources for achieving goal 1:

Relevant Core Courses:
- COM 105 core

Relevant Major Courses:
- Use course catalog to find minor requirements and look at course descriptions; some potential interesting classes include COM 210, ENG 242, COM 355

Relevant Co-Curriculars:
- In Student Government I can use communication skills to be an effective leader

Relevant Experiential Learning:
- Internships but also investigate and audition for a commercial or local theater production by 5/1/22

Relevant Success Resources such as tutoring, career advising, academic coaching:
- Identify Professor’s office hours (COM 105 professor) and make an appointment with career advising to look at alternative career options by 12/15/21
Examples and Scoring

Goal 3

Goal:

Keep an overall GPA of 3.0 or higher to maintain my scholarship

Resources for achieving goal 1:

Relevant Core Courses:

ENG 100 & ENG 150 - Since I struggle with writing papers, I may need help to get a 3.0. Any Core course that requires me to write long papers may be a challenge for me. If I have a paper to write then I will get help with it.

Relevant Major Courses:

ENG 331, ENG 371, ENG 372, ENG 376 - I think these courses in my major may require more writing and that is not my strength

Relevant Co-Curriculars:

Student Government (I can write things for them) & Dance Team keeps me motivated to do well so that I can participate in dance

Relevant Experiential Learning:

Write my own plays or poetry as practice for improving my writing. I could also submit a story to be published in WORDS (TMU book of student writings).

Relevant Success Resources such as tutoring, career advising, academic coaching:

Resources such as tutoring, career advising, academic coaching: Ask professors if I have questions, go to study tables twice a week, use writing center for help with writing papers as needed, and access tutoring services by 09/10/21
Going through the worksheet

• Is this appropriate?
• Identify Stakeholders
• Implementation
• Assessment
• Who collects the data?
• How do you use the data?
Final Questions and Answers

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Acknowledgements

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• Dr. Carrie Jaeger – QEP proposal co-chair
• NACDA 2021 Annual Conference
• Thank you for attending our session