

# Goal Setting and Reflection Surveys increase performance, engagement, and self-efficacy

**5** semesters (2019-2021)

**8** subject areas

**115** institutions

**136** instructors

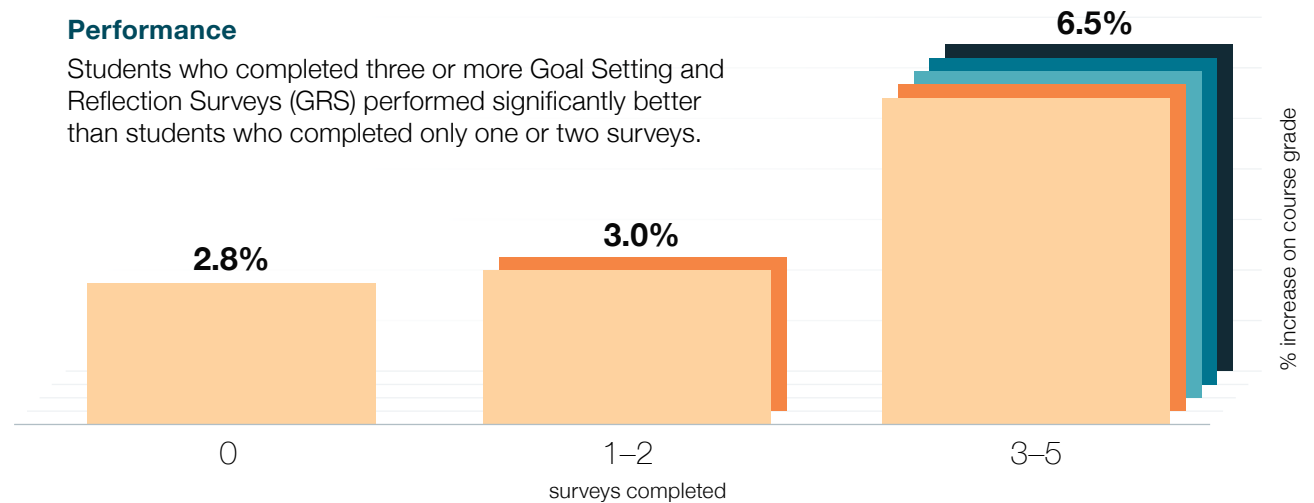
**292** courses

**2,529** students

Study sample

## Performance

Students who completed three or more Goal Setting and Reflection Surveys (GRS) performed significantly better than students who completed only one or two surveys.



## Engagement

The GRS helped me think about my goals/learning habits in and outside of class.

**80%**

strongly agree or agree

The GRS helped me learn something new about how I can manage my time, studying, or learning.

**79%**

strongly agree or agree

## Self-Efficacy

The GRS helped me improve as a student this semester.

**75%**

strongly agree or agree

The GRS were a valuable use of my time.

**62%**

strongly agree or agree

## Why Metacognition matters

Metacognition—thinking about one's own thinking—is an increasingly crucial skill for success in self-regulated learning. The Goal Setting and Reflection Surveys are meant to promote metacognition through a series of surveys that encourage self-regulated learning behaviors helping students learn to plan, monitor and evaluate their course performance.

