

Give Students the Trust and Tools to Self-Analyze and Reflect

Achieve’s Goal-setting and Reflection Surveys are helping educators like Amanda connect with students while keeping students on track to achieve their goals.



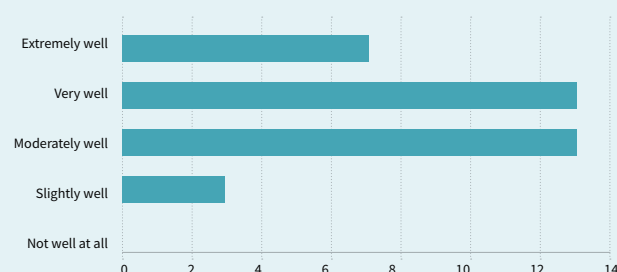
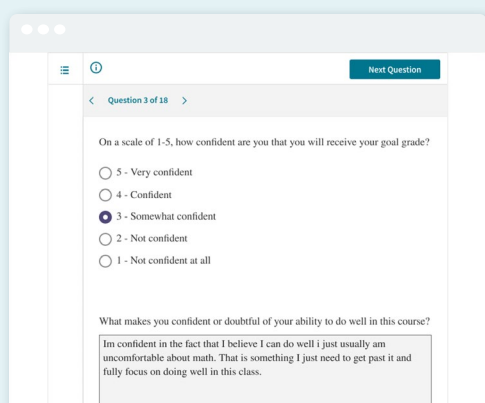
Amanda Norbutus
Chemistry Professor at Valencia College in Orlando, Florida
 Mural Preservation Expert

Amanda Norbutus is a chemistry professor, teaching majors and nonmajors introductory courses. She uses Achieve to set her students up for success from day one. In 2021, Amanda started using Achieve’s Goal-setting and Reflection Surveys to help her students remain focused on their aspirations throughout their chemistry journey. She didn’t know it would also help her build a meaningful connection with her students.

“Students felt more connected to me as someone who cared for their journey, not just as the taskmaster keeping them from an A.”

- Amanda Norbutus, Ph.D.

When she assigned Goal-setting and Reflection Surveys to her students, Amanda opened a new line of communication — one that went beyond assessing their knowledge. Students could tell Amanda what they wanted out of her course and alert her to any roadblocks that stood in their way.



All of Amanda’s students felt the Goal-setting and Reflection surveys helped their study, with most saying it helped them very well and moderately well.

The surveys helped Amanda’s students learn new study habits, identify ones that worked, and modify the ones that didn’t. This ultimately kept them on track to achieve their goals.



By the end of the semester **100%** of Amanda’s students were confident that they would achieve the grade they identified as acceptable in the first week of the semester.

Goal-setting and Reflection Surveys are Rooted in Research and Made for Today's Classrooms

Metacognition *noun*

meta-cog-ni-tion

self-awareness and self-analysis of your own thinking and learning process

The Research Is In

1. Research has found that students who use their metacognitive skills have higher rates of success — not only do they earn better grades, but they also gain a better ability to transfer knowledge and achieve higher graduation rates.
2. Research has shown that asking prompting questions can lead to students' increased learning and performance.
3. Research studies have suggested that a sense of belonging for Black, LatinX, Indigenous, and low-income students can be influenced by the following factors: academic difficulty challenges adjusting to collegiate academic and social life, unclear goals about what it takes to attain a degree, lack of integration and community membership which can result in isolation from student peers, and incongruence of the intellectual and social dimensions of the postsecondary institution.

Berger & Milern, 1999; Hurtado and Carter 1997; Kember et al. 2001; Walton and Cohen 2007; and Hausman et al, 2009

Goal-setting and Reflection Surveys *tool*

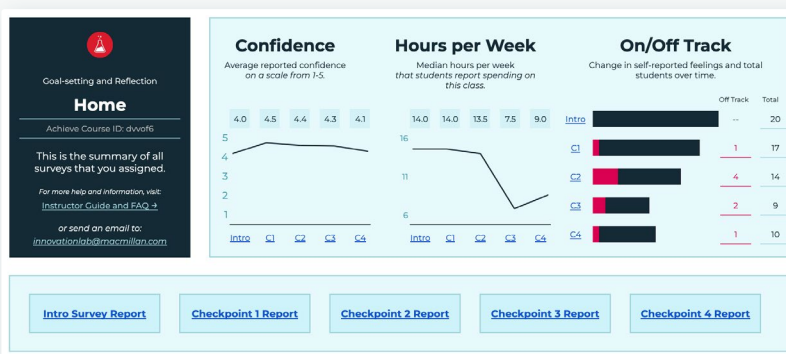
student-intervention-game-changer

assignable surveys in Achieve designed to help students set and reflect on their goals

How it Works

1 initial survey + 4 check-ins provide insights on students' study strategies, how they think the semester is going, and how you can target interventions and support based on your class.

Goal-setting, task and workload analysis, and self-reflection are key metacognitive techniques. Asking the right questions to help students identify their desired course goals, their confidence, and monitor their own progress throughout the course, is a powerful tool in helping students develop self-efficacy.



Use Cases

- Level set for the semester
- Keep students engaged and motivated throughout the term
- Reach diverse learners and give them agency in their study

Read More about about the proven impact of Goal-setting and Reflection Surveys in the [Research Note](#). Findings indicate the surveys impact academic performance, motivation, self-efficacy, and engagement and that students and instructors are seeing them as valuable in forming strategies and impacting learning.