



Setting Academic Goals to Improve Student Engagement

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Introduction & Background

The Every Student Succeeds Act (ESSA), which was signed into law December 2015, uses student engagement as an indicator of a successful school. As a result, many educators are looking for ways to increase student engagement in the classroom. The research supports this as well. Students typically learn best when they are actively engaged in the class and the content (Curan & Rosen, 2006). The purpose of this project was to determine if setting academic goals would increase student engagement. I also looked at several other aspects closely contented with student engagement.

Research Focus Questions

1. Will setting and monitoring attainable academic goals increase student engagement?

Methodology

The study proceeded in two phases, a pre-treatment and a treatment phase. During the pre-treatment phase, data was collected from the students to be used as baseline data. Data on student engagement, self-efficacy, and achievement were collected. During the treatment phase students set academic goals and monitored their progress towards reaching those goals weekly. Data on student engagement, self-efficacy, and academic achievement were also collect and compared to the baseline data.

Data Analysis

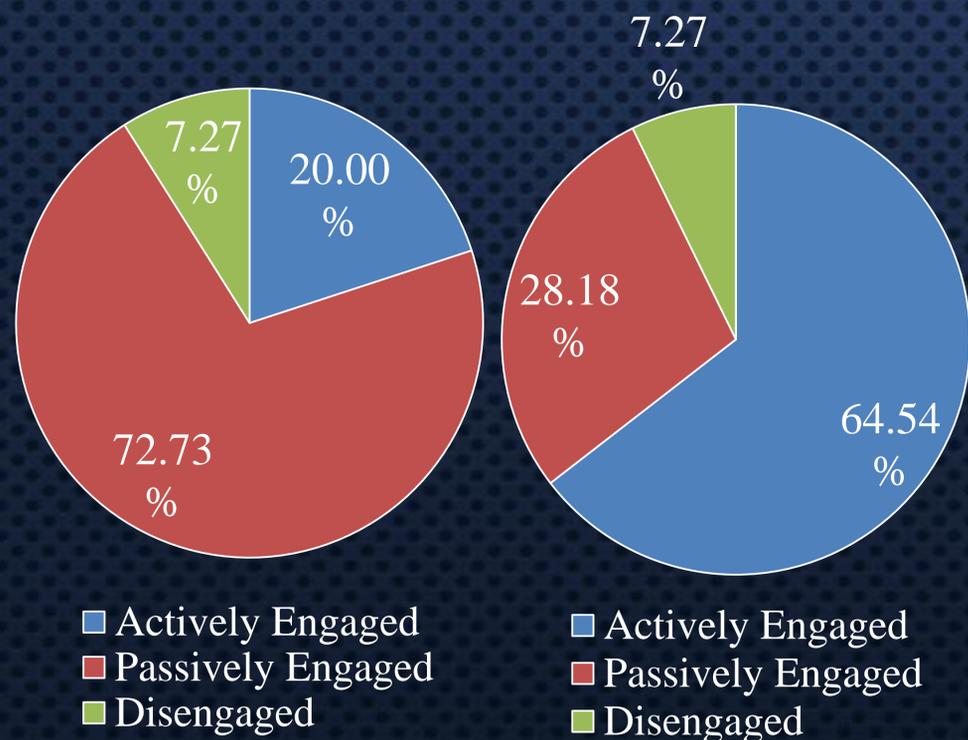


Figure 1. Student Engagement Teacher Observation pre-treatment phase (N = 110).

Figure 2. Student Engagement Teacher Observation treatment phase (N = 110).

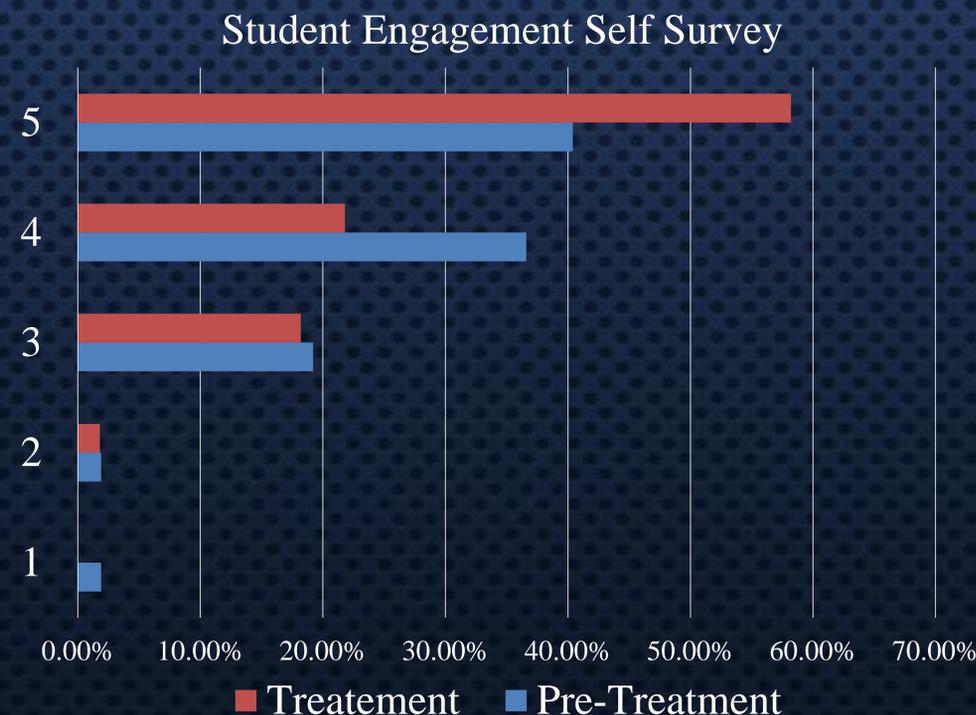


Figure 3: Student Engagement Survey a self-evaluation where students rated themselves as disengaged (1), somewhat engaged (2), moderately engaged (3), very engaged (4), or actively engaged (5) (n = 55).

Results & Conclusions

The data suggests that when students set academic goals, that they become more actively engaged in the class. As you can see in the Data Analysis section there was a sizable increase in students that were observed as being actively engaged in the class during the treatment phase. Likewise, the students themselves reported themselves in general as more actively engaged on their self-evaluations.

Literature Cited

Curran, J. M., & Rosen, D. E. (2006). Student attitudes toward college courses: An examination of influences and intentions. *Journal of Marketing Education*, 28(2), 135-148. doi:10.1177/0273475306288401