

# SCHREINER UNIVERSITY

## *Improving Incoming Students' Self-Efficacy through More Intentional Advising*

The Schreiner University Quality Enhancement Plan (QEP), *Improving Incoming Students' Self-Efficacy through More Intentional Advising*, enhances students' self-efficacy through assignments and modules in IDST 1301 Freshman Studies. The QEP integrates content to help students increase their self-efficacy in academic areas and also provides pedagogy and assessment tools for faculty and staff to use to assess student progress. Self-efficacy is increased through assignments relating to short and long-term goal setting and attribution training.

### *How do we improve self-efficacy so that students can be better learners?*

Self-Efficacy is described as "the belief in one's capabilities to organize and execute courses of action required to produce given attainments" (Bandura, 1997, p. 3). Research has demonstrated a strong relationship between Academic Self-Efficacy (ASE) and academic performance. The influence of self-efficacy is also closely related to goal orientation and effort regulation. Yokoyama (2019) writes, "goal-related aspects, that is, grade goals and goal orientation, and effort regulation have been found by two of three meta-analyses to be the strongest factors that influence academic performance other than ASE." The Schreiner University QEP developed content for the IDST 1301 Freshman Studies course to address these three major building blocks of academic success and persistence (goal-orientation, effort regulation, and overall academic self-efficacy.) We anticipate that focusing on goal-setting, attributions, and overall academic self-efficacy in our students will improve their motivation and persistence as well as their academic performance.

### *Goal Orientation*

Students will set goals and develop strategies to accomplish them as an important factor related to Academic Self-Efficacy. Students will practice and reflect on assignments related to long- and short-term goals.

### *Attributions*

Research has found that attributions, how students understand and respond to events, influence their beliefs about their abilities as well as their and motivation to expend effort on particular activities. The Program for Accelerated Health and Thriving (PATH) program (Gerson & Fernandez, 2013) provides course materials for teaching students about attribution style and the important of framing events as specific, temporary, and controllable.

### *Academic Self-Efficacy*

Academic self-efficacy refers to students' overall perception of their ability to accomplish academic goals. Students who set goals and develop a strategy to accomplish them tend to have higher self-efficacy. Outcomes related to long- and short- term goals will support students in self-directed and purposeful goal pursuit.

### *Outcomes*

- **Outcomes 1 and 2: Goal setting**
  1. Students will create educational/career plans based on their values, interests, and abilities.
  2. Students will design and implement a strategy to achieve a desired SMART goal. (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**imebound.)
  3. Students will reflect on their experience in setting and achieving their SMART goal.
- **Outcome 3: Attribution Training** - Students will learn about and apply an explanatory style that they learn through the PATH program to personal experiences.
- **Outcome 4: Self-Efficacy** - Students will report increased levels of academic self-efficacy.