Goal-setting effects, Iki app, and academic thriving

CLI Fellowship

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Outline

- ✓ Long term effects of goal-setting

- ✓ Coping with anxiety and loneliness during COVID

- ✓ The future of the goal-setting intervention
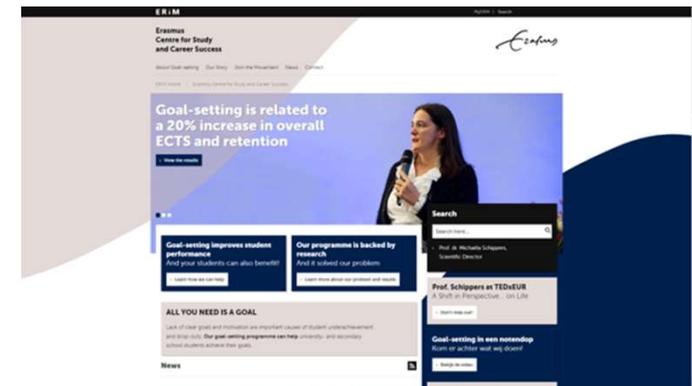
Summary and status quo

A scalable online goal-setting intervention

✓ Since 2011 **more than 38.000 students** have experienced GS

✓ **Research** expanding towards **different contexts**

Performance increase is impressive

22% increase in study success for two cohorts

The gender gap and ethnicity gap closed
     98% and 93% respectively

Schippers, Scheepers, & Peterson (2015)
Schippers, Morisano, Locke, Scheepers, Latham, & de Jong (2020)

MIND THE GAP

Long term effects of goal-setting

Our study:

- Study career data of 4,574 students

Data on the six cohorts as one total sample set,
with students participating in the interventions.

Richardson, Abraham & Bond, 2012

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RSM performance-focused interventions

Study Choice Meetings (SCM)

- Original aim better study choice
- Reflection on practice of studying

Goal-setting Intervention

- 3-Stage online writing intervention
- Dream and plan for the desired future
- Specific plan to attain those and overcome barriers
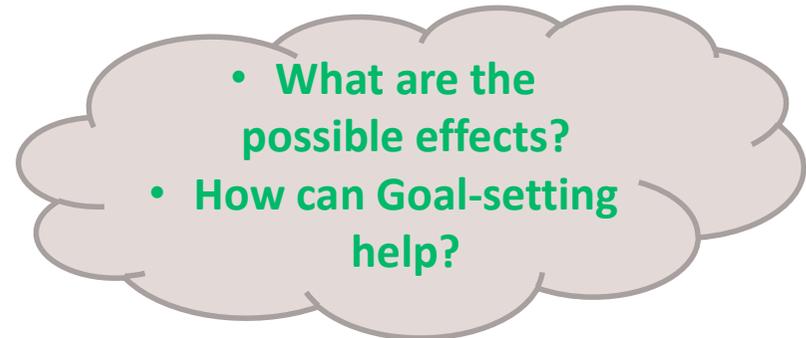
Nominal = Normal (N=N)

- Aims to reduce procrastination by restricting time available for 1st bachelor year
- Students must acquire 60 EC in 1 year
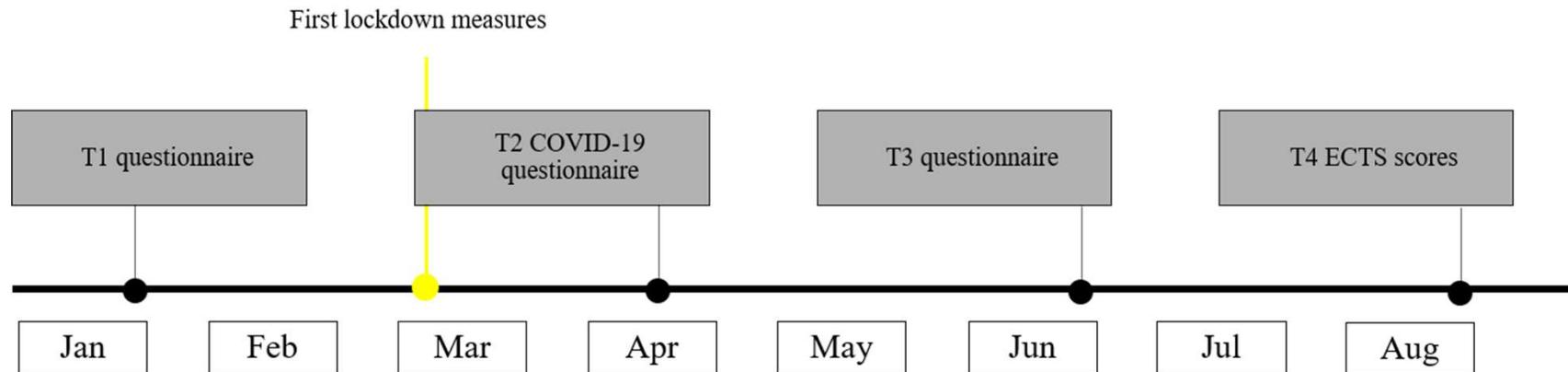
Conclusions long term

- Goal-setting and Study Choice Meetings long lasting effects on academic performance

- The combination of both works best

- SCM and especially GS can close the gender and ethnicity performance gap also in the long run

- N=N affects time to graduate in the bachelor, not performance (seems to be external motivator)

Goal-setting and the Coronavirus Pandemic

- **What are the possible effects?**
- **How can Goal-setting help?**

Coping with anxiety and loneliness during COVID

First lockdown measures

| T1 questionnaire | T2 COVID-19 questionnaire | T3 questionnaire | T4 ECTS scores |

Jan | Feb | Mar | Apr | May | Jun | Jul | Aug
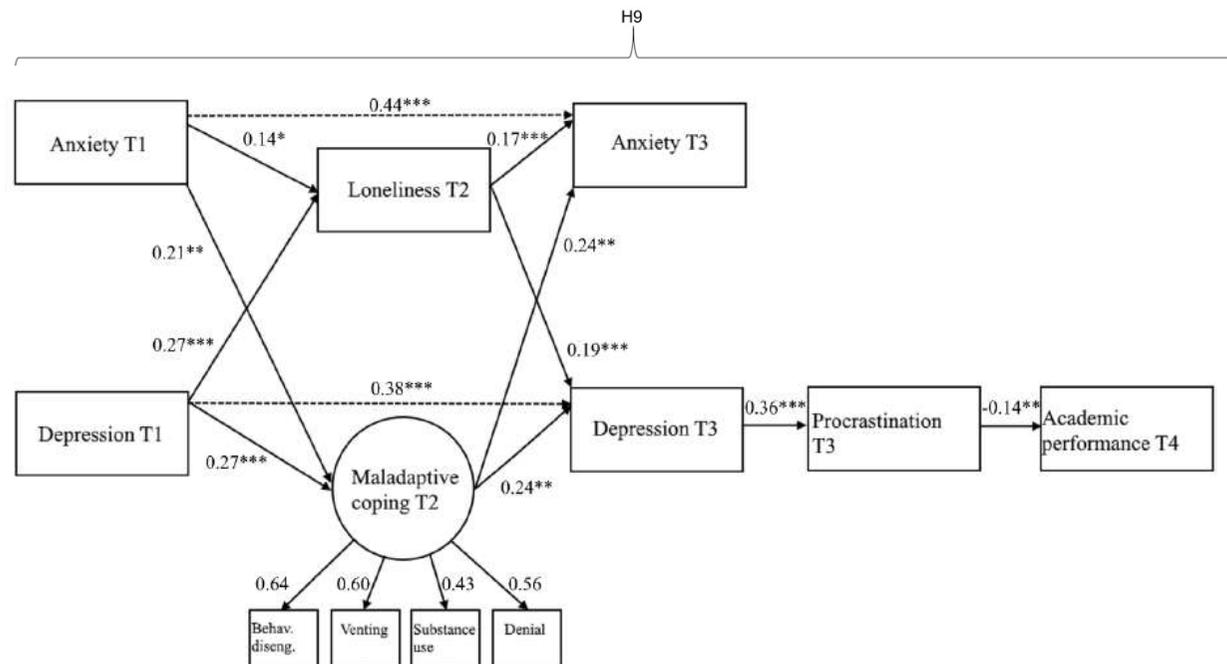
Coping with anxiety and loneliness during COVID

Figure 4. Final model (Model 5) with path coefficients and factor loadings.
Note. Behav. diseng = Behavioral disengagement. Values represent standardized path coefficients. Covariances and error terms not included for clarity *p<.05; **p<.01; ***p<.001

Coping with anxiety and loneliness during COVID

Table 1. Reliability of the scale scores for the Brief COPE

Brief Cope Subscale	Spearman-Brown coefficient
Self-distraction	.20
Active coping	.47
Denial	.79
Substance use	.85
Emotional support	.80
Behavioral disengagement	.43
Venting	.50
Instrumental support	.74
Positive framing	.71
Planning	.62
Humor	.70
Acceptance	.65
Religion	.81

Table 2. Summary of the Second-order exploratory factor analysis of the coping strategies.

COPE Subscales	Factor 1	Factor 2	Factor 3
Planning	**0.682**	0.321	0.05
Positive Framing	**0.63**	0.165	-0.043
Active Coping	**0.56**	0.143	-0.077
Self-distraction	0.361	0.170	0.124
Instrumental support	0.222	**0.951**	0.204
Emotional support	0.365	**0.653**	0.115
Denial	0.123	0.071	**0.67**
Behavioral disengagement	0.015	0.092	**0.601**
Venting	0.249	0.321	**0.52**
Substance use	-0.014	0.052	**0.452**
Reversed Acceptance	0.344	0.039	**0.475**
Humor	0.281	0.012	0.102
Religion	0.108	0.131	0.162

Note n=623. *Rotated f*actor loadings over .40 appear in **bold**. Eigenvalues after the extraction = 1.063. Percentage of variance 38.8%.

Coping with anxiety and loneliness during COVID
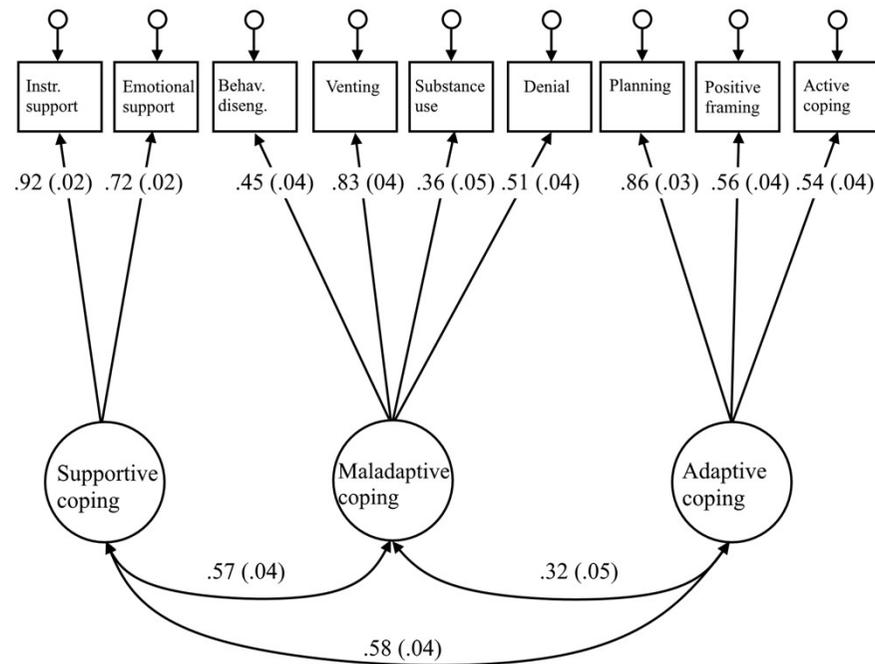
How can goal-setting help?

Possible effects of the coronavirus pandemic

How can Goal setting help?

- **Psychological strain** resulting in raised levels of stress, anxiety and depression

  ✓ Goal setting may positively impact student **wellbeing**

- Goals may be **unclear, or unstable** in the face of this major world event

  ✓ Goal setting program allows students to **reflect** on their goals and **readjust their plans**

- **Study problems or delays** resulting from interrupted studies or difficulty with distance learning

  ✓ Goal setting has positive effects on study success and can help students **remain motivated and focused during uncertain times**

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Future of the Goal-setting Intervention

The Goal-setting IKI App
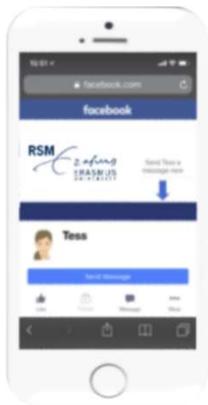
Increases student resilience, well-being and study success

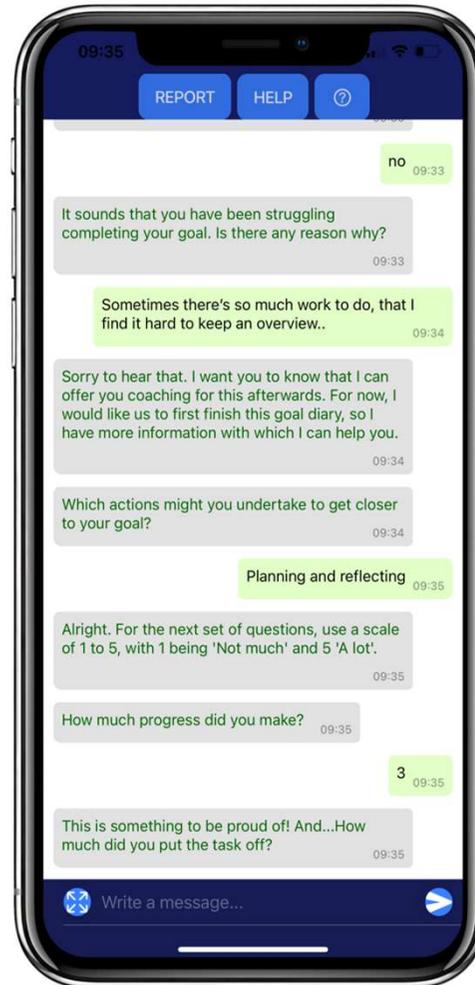Removes threshold to appropriate guidance

Complements the entire range of University and RSM services

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Dekker, De Jong, Schippers, De Bruijn-Smolders, Ziegler, Giesbers, Alexiou (2020).
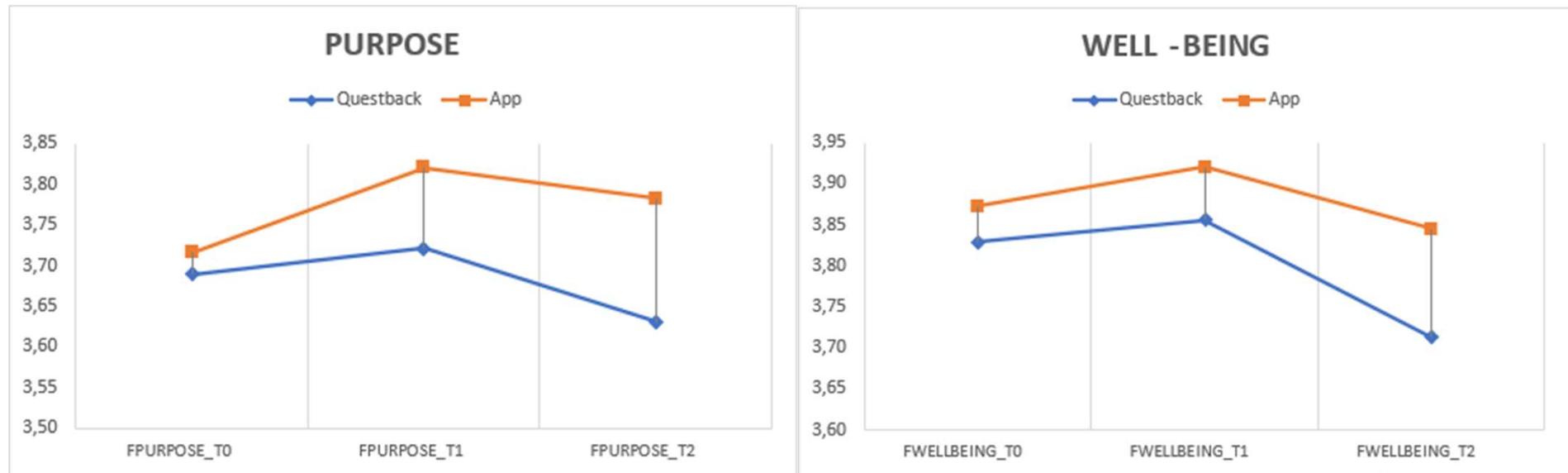
Goal-diary conversation on App

IKI app and online version of goal setting

Significant differences At T1 and T2 for Purpose and at T2 for well-being

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IKI app and online version of goal setting

Significant differences at T2
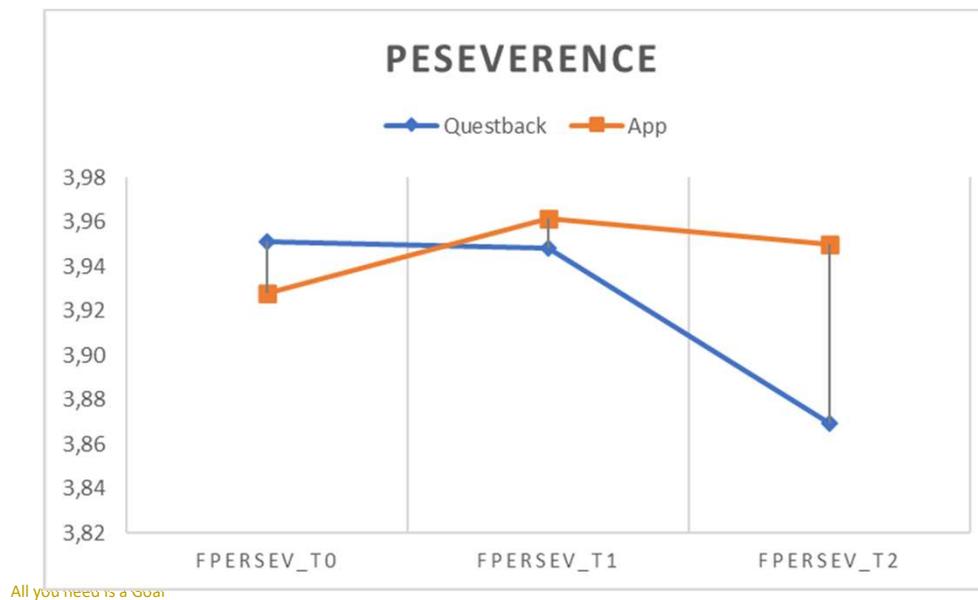
Conclusion

- Goalsetting has a range of positive effects
- Is a low key, inexpensive intervention

- IKI app seems to have added positive effects

- More research needed

Long term effects of goal-setting

Thank you!

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