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Annual Evaluation of the Student's Perception of the Value of Writing Goals

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Annual evaluation of the student's perception of the value of writing goals

Renee Kuess, PharmD Candidate 2023, Kelly Shields, PharmD

Focus

- This study focused on pharmacy students' perception of the value of writing goals and how this perception changes as students progress through the program.

Background

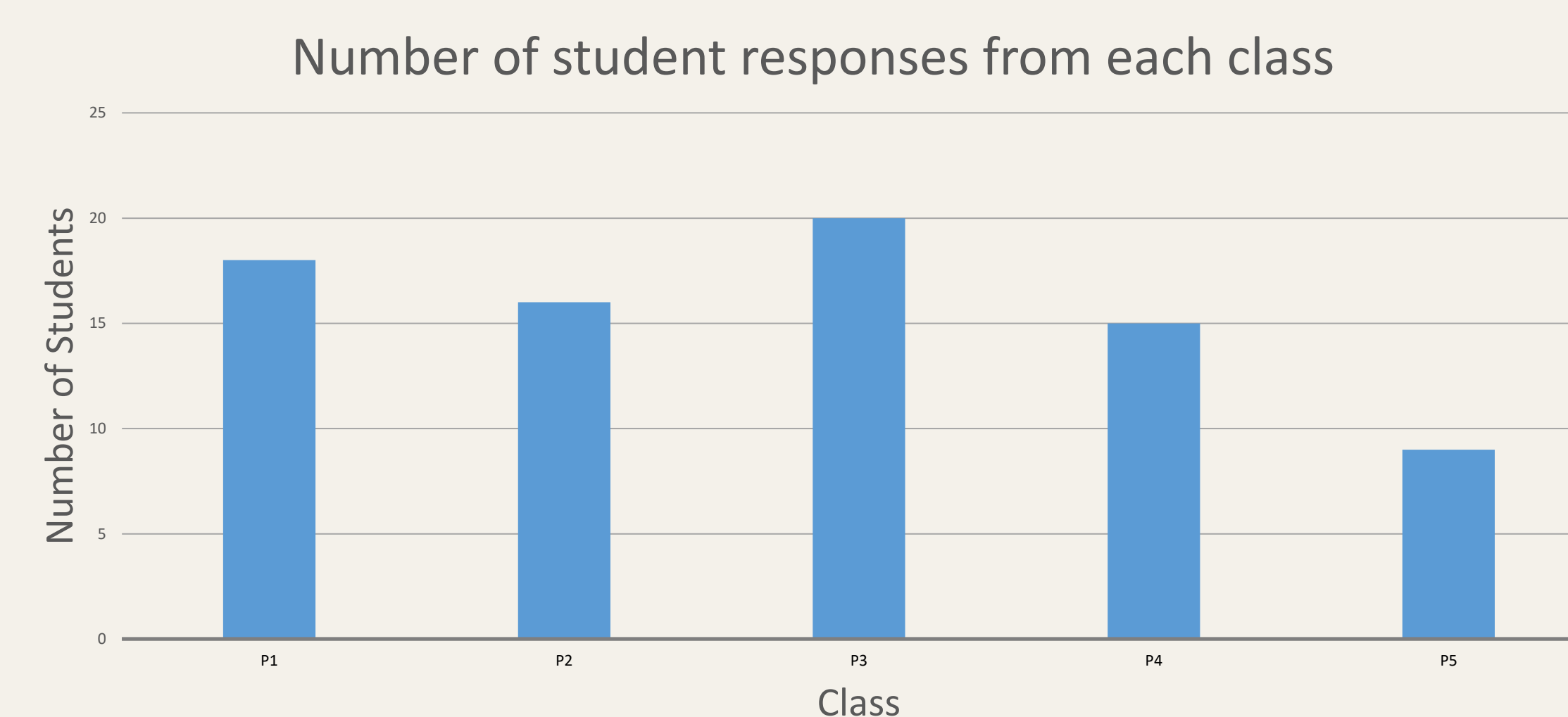
- Annually, since Fall of 2017, all students in the Raabe College of Pharmacy at Ohio Northern University have been required to reflect on goals set the previous year and develop new goals for the current year.
- These submissions are reviewed by students' advisors and used to prompt discussion about professional growth.
- Advisors are encouraged to provide students with feedback regarding their goals.

Methods

- The assignment is utilized to facilitate student growth and prompt the students to create future goals for themselves.
- Following the completion of the assignment, a survey was sent out to a random sample (n=162) of students.
- The survey included 13 questions regarding the assignment, the feedback the received, and suggestions for improvement. Following are select questions from the survey:
 - "What kind of feedback did your advisor provide on your annual [Pharmacademic] goals?"
 - "What did you do with your advisor feedback?"
 - "What did you learn or discover by completing the goals assignment?"
 - "Did you find completing the goals assignment was helpful to your success as a future pharmacist?"
 - "How could this reflection/goals assignment be changed to make it more beneficial for you?"
- Based on the anonymous feedback from each student, the response was classified as indicating either "value" or "no value".

Results

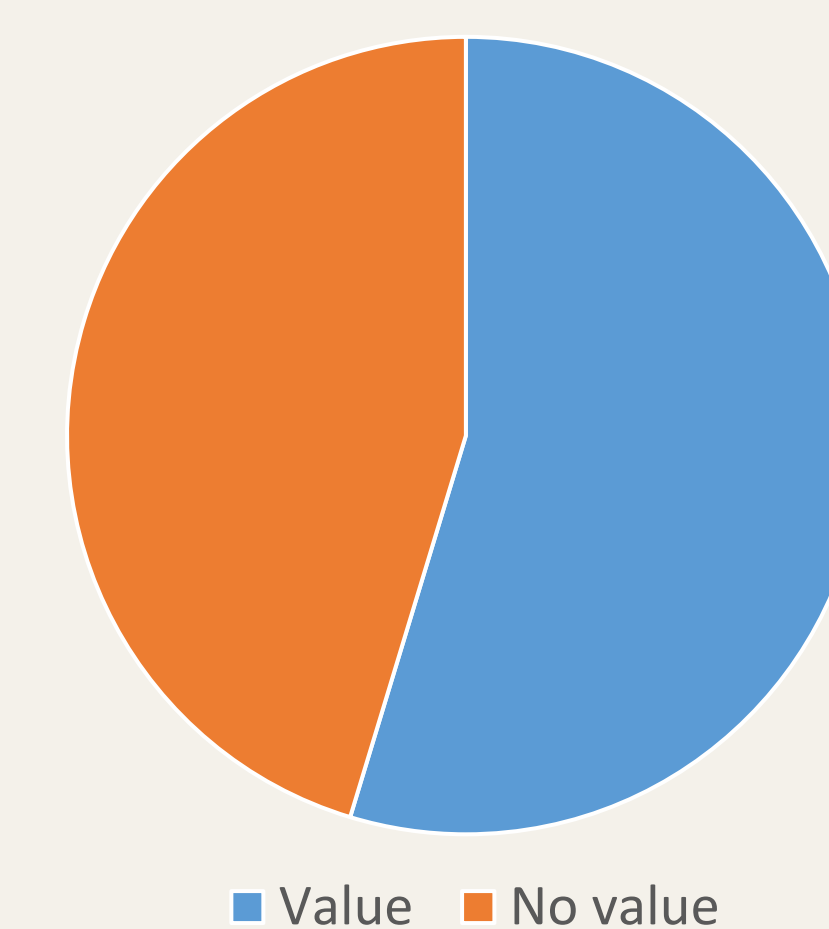
- Responses by class:



- Of the 162 surveys sent out, there were 78 responses (48.15%).

- Indicated finding "value" in the assignment: 54.69% yes, 45.31% no

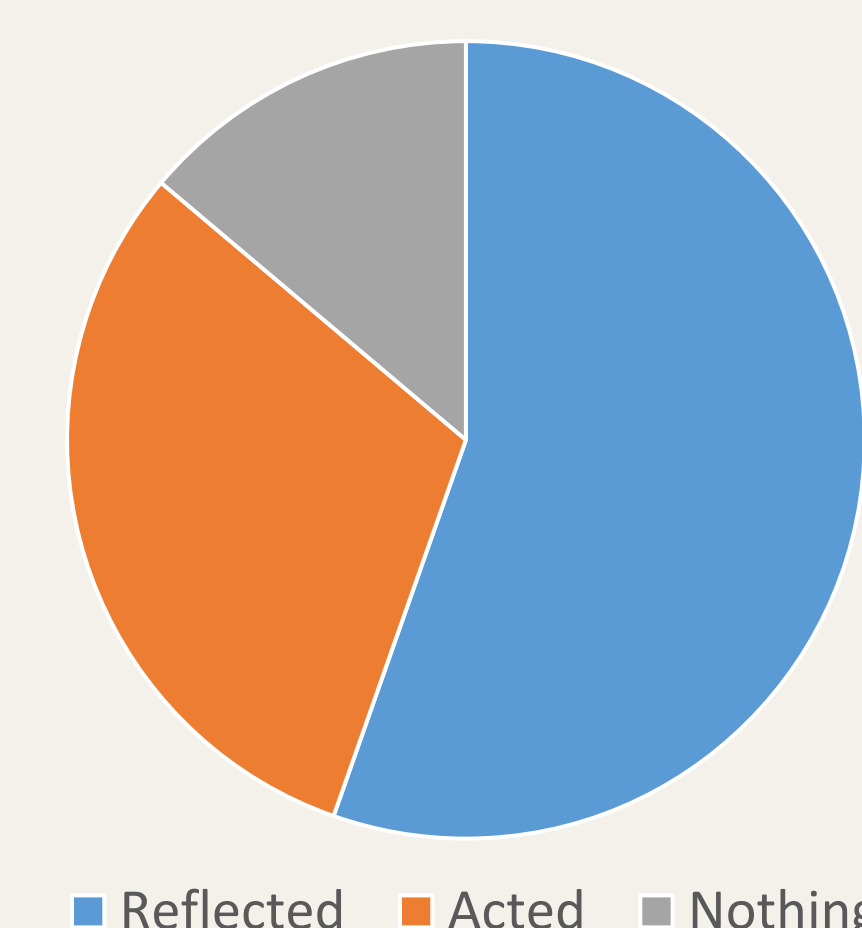
Portion of students in who found value in writing their goals.



- Type of feedback received: 41.56% oral and written, 16.88% oral, 20.78% written, 9.09% unsure if feedback was provided, 11.69% feedback not provided.

- When asked what they did with the feedback, 55.38% said reflected, 30.77% acted on the feedback, and 13.85% said nothing.

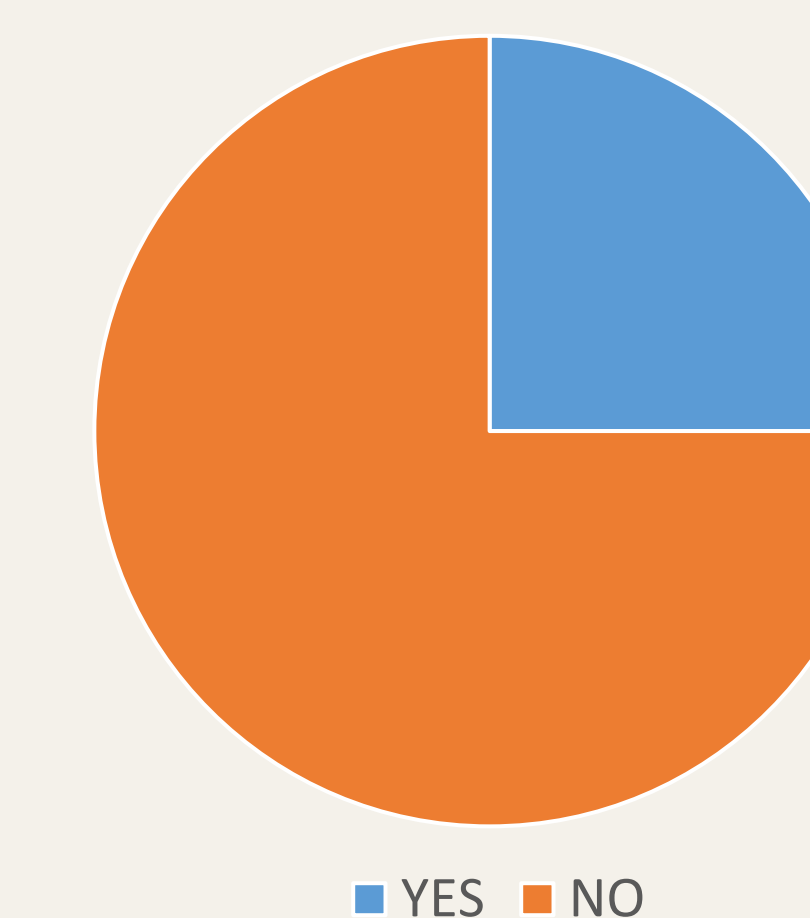
What did you do with your advisor feedback?



Results

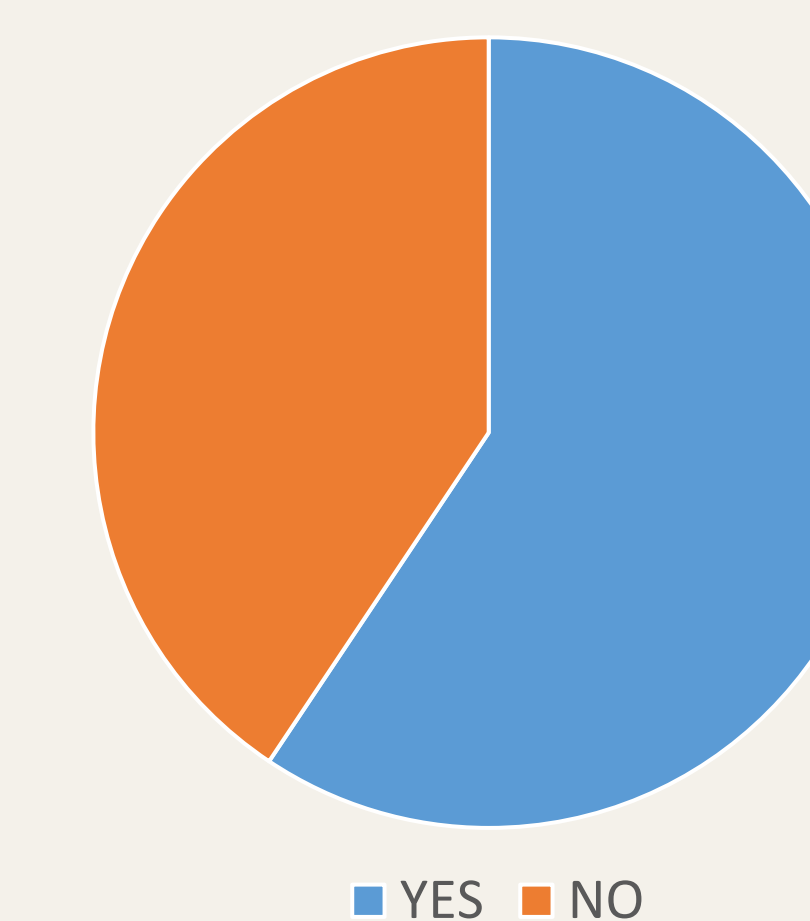
- When asked if they would write goals for themselves if it were not a requirement, 25.00% said yes and 75.00% said no.

If this were not a requirement, would you write goals for yourself?



- Found completing the goals assignment helpful to their success as a future pharmacist: 59.38% yes, 40.63% no

Did you find completing the goals assignment was helpful to your success as a future pharmacist?



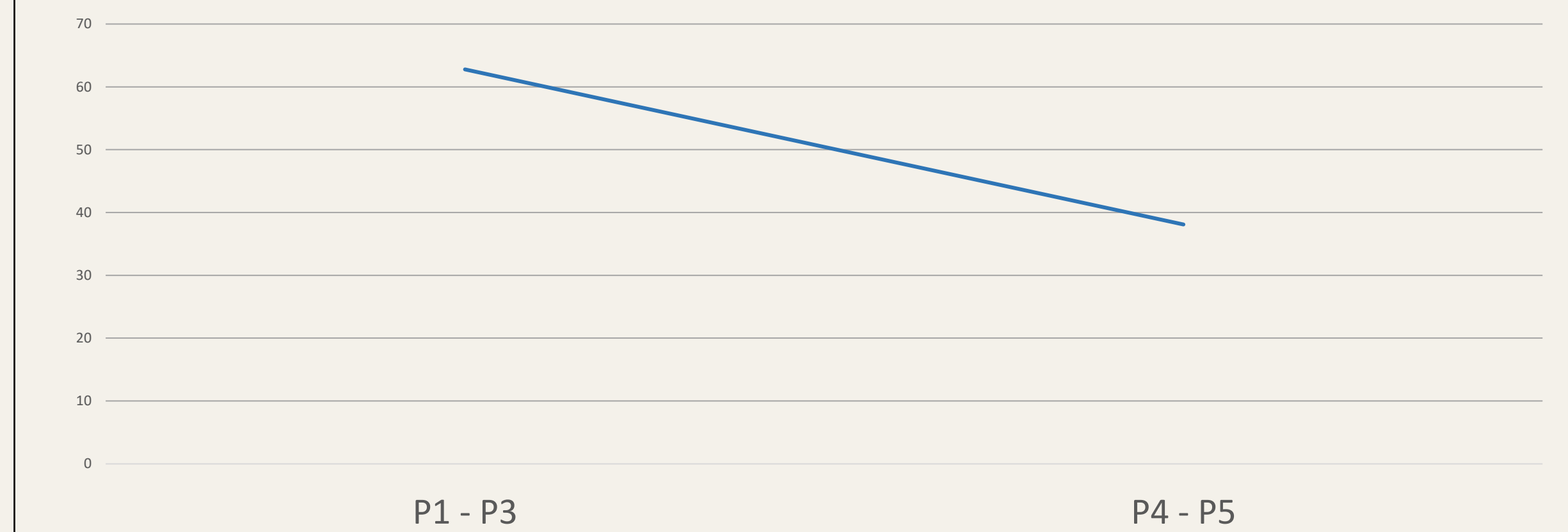
- Qualitative data showed varied responses in terms of the perception of goals. Several examples when asked about what was learned or discovered by completing the assignment follows:

- "I don't really feel as if it affected me" -P1
- "Every time I am asked to participate in the goals assignment, I really start to understand exactly what is important to me in terms of actually succeeding in reaching the goals" -P2
- "That I really don't enjoy trying to come up with random goals about myself every semester just to complete a required assignment" -P5
- "It was very helpful to reflect on my time here and to create goals to better myself for the future" -P3
- "I realized I am bad at achieving the goals I set for myself and need to hold myself more accountable for completing them." -P4

Results

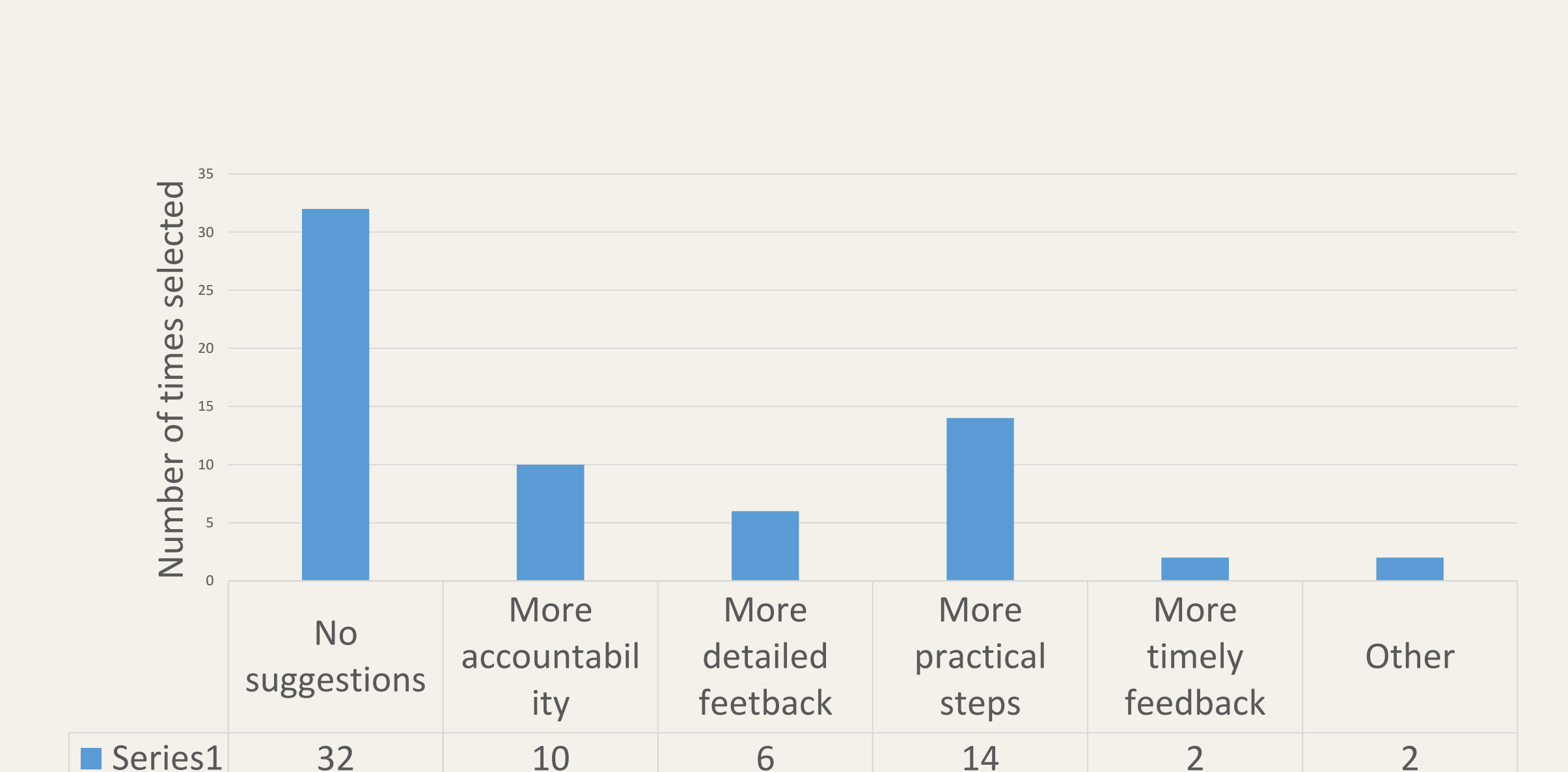
- The data suggests that the perception of value decreased over time.
- 62.79% of P1-P3 students found "value" whereas 38.10% of P4-P5 students found "value" in the assignment.

Percent of class that found value in writing goals Grouped P1-3 and P4-5



- When asked how advisor feedback could be improved, the following response was given.

How could the discussion about your goals be improved?



Conclusion & Implication

- As students progress in the pharmacy program, the data suggests that the perception of the value of writing goals decreases and that many students do not find value in the activity.
- The assignment will need to be modified to help students find value in the assignment and writing their goals.
- Possible routes of improvements based on student feedback include more advisor involvement and accountability through reminders and more discussion.