

Name: _____

PERSONAL GOALS STATEMENT

Date: _____

<u>Academic Goals:</u>	<u>Plans for Accomplishing These Goals</u>	<u>Progress Made? Obstacles?</u>
<u>Personal Development/ Social Goals</u>	<u>Plans for Accomplishing These Goals</u>	<u>Progress Made? Obstacles?</u>
<u>Career and Life Goals</u>	<u>Plans for Accomplishing These Goals</u>	<u>Progress Made? Obstacles?</u>

A POSSIBLE “GOALS” ASSIGNMENT¹

A large part of the value and satisfaction of the advising relationship comes from the discussions we have about students' hopes and desires for what they want their college experience to be. These discussions help students to set realistic academic and personal goals, help them assess and recognize progress, and help them make appropriate and productive plans for the future.

This assignment is designed to give students an opportunity to begin shaping their Monmouth College experience as well as giving students some experience in setting goals and reflecting on progress. The assignment asks students to write some short and long term personal goals and to consider how they might achieve goals set for them in the Purposes of Monmouth College. The assignment should also include identification of the possible steps students will take in attempting to reach their goals. The document which results from this goal setting assignment can be revisited during future semesters and will serve as a useful starting point for discussions. One form the Personal Goals Statement can take is shown by the attached sheet.

Directions:

1. Brainstorm with your students in a group concerning what might be some personal goals for the semester and year. Pose the question, “What would make you say this was a good semester/year when you go home on break?”
2. You may wish to discuss personal goals in categories such as, Academic Goals, Personal/Social Development, and Life Skills Development. Relate them to the Purposes of Monmouth College where possible.
3. Meet with advisees individually to review their plans. Personal goal statements will probably be most useful if they are fairly concrete and specific, at least for the short term. Limiting the number of goals and prioritizing them will also be helpful.
4. Discuss realistic steps the student can take in attempting to reach the goals. Programs and activities of the “Co-curriculum” (described in other documents you have received) may provide useful opportunities for students to take steps to meet goals outside the academic area.

¹ Adapted from Ellen Guyer (1996), Macalester Faculty Handbook: Suggestions for Using Student Portfolios. Macalester College: St. Paul, MN, 10-11.