Instructor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date : \_\_\_\_\_\_\_\_\_\_

**SMART Goal/s Review Process**

1. Mid-semester SET: Seek feedback from students by giving end-of-course evaluation at the approximate middle of the instructor’s first semester (early October or early March).
	1. The Instructor may add other questions, as appropriate.
2. SMART Goal/s: Instructor will review the student feedback, content evaluation and pedagogical observation and chooses one or two areas where he/she feels that improvement is needed using the SMART Goal Conference Form.
	1. Review SMART Goal/s guide and examples.
	2. Instructor should create no more than two SMART goals.
	3. Use the SMART Goal form to capture all the elements of a SMART goal.
3. Send the completed SMART Goal/s Conference Form to Chair.
4. Chair meets with Instructor to discuss SMART Goal/s before the end of the first semester. The focus of this meeting is reviewing the SMART goal.
5. Instructor implements changes as identified in SMART Goal/s and/or seeks support to implement changes.
6. When SET data are available the end of semester, review and compare to SMART Goal/s.
7. Chair sets annual performance review meeting at end of the second semester to discuss progress toward SMART Goal/s.
8. If the SMART Goal/s is met, the instructor will identify another SMART Goal/s for the upcoming semester.
9. This sequence repeats for subsequent years but begins with step 2 (can be a new SMART goal or a continuation of work on the current SMART goal).

Notes:

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|  | **Instructor Completes** | **Chair Suggestions** |
| **Initial** | Write the goal you have in mind |  |
| **Goal** |  |  |
| **Specific** | What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal? |  |
|  |  |  |
| **Measurable** | How can you measure progress and know if you’ve successfully met your goal? |  |
|  |  |  |
| **Achievable** | Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve? |  |
|  |  |  |
| **Relevant** | Why am I setting this goal now? Is it aligned with overall objectives? |  |
|  |  |  |
| **Timebound** | What’s the deadline and is it realistic? |  |
|  |  |  |
| **Revised****SMART** | Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed |  |
| **Goal** |  |  |

**Examples of SMART Goals**

**Example 1**

|  |  |
| --- | --- |
| **INITIAL**  | Write the goal you have in mind  |
| **GOAL**  | My Blackboard will be clearly organized so that students are easily able to locate assignments, examples/models, and other pertinent information.   |
| **S**  | What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?  |
| **SPECIFIC**  |   I want to better organize my Blackboard so that there is less confusion for students.  |
| **M**  | How can you measure progress and know if you’ve successfully met your goal?  |
| **MEASURABLE**  |  Progress will be measured by student feedback at the end of the semester.  |
| **A**  | Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?  |
| **ACHIEVABLE**  | To achieve this goal, I can ask other instructors to view my Blackboard and offer suggestions, solicit specific suggestions from students at the beginning of the semester, work with technology to identify ways to improve my Bb arrangement, and research on-line strategies to better organize the course shell.    |
| **R**  | Why am I setting this goal now? Is it aligned with overall objectives?  |
| **RELEVANT**  |  I am setting this goal because it was identified as an area of concern by multiple students during the previous semester.  |
| **T**  | What’s the deadline and is it realistic?  |
| **TIME-BOUND**  |  The work for this goal should be completed prior to the second week of the semester.  It may need to be tweaked throughout the semester as I continue to improve it.  Each change will be communicate and explained to students.    |
| **SMART**  | Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed  |
| **GOAL**  |  Prior to fall semester 2019, I will research and incorporate organizational strategies which will result in a Blackboard shell that is clearly organized and easy to use for students.  The success of my goal will be evaluated by student feedback throughout the course and in the end-of-course student evaluation.  |

**Example 2**

|  |  |
| --- | --- |
| **INITIAL**  | Write the goal you have in mind  |
| **GOAL**  | I will be responsive to student questions.  |
| **S**  | What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?  |
| **SPECIFIC**  | I want to be more response to student questions because I believe this will help them to be more interested in the class and it will demonstrate that I am concerned about their success.    |
| **M**  | How can you measure progress and know if you’ve successfully met your goal?  |
| **MEASURABLE**  | I will measure my progress of this goal by reviewing student feedback at the end of the semester  |
| **A**  | Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?  |
| **ACHIEVABLE**  | In order to be more responsive to student questions I will:   * include office hours in my syllabus and be available in my office during those times
* post office hours outside of my office and be available in my office during those times
* explain office hours at the beginning of the semester
* remind students of office hours throughout the course during class meetings
* respond to student emails within one business day (except in an emergency)
 |
| **R**  | Why am I setting this goal now? Is it aligned with overall objectives?  |
| **RELEVANT**  | I am setting this goal because it was indicated by student feedback that students felt I was unresponsive to their questions.    |
| **T**  | What’s the deadline and is it realistic?  |
| **TIME-BOUND**  | This will be an on-going goal throughout the semester.    |
| **SMART**  | Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed  |
| **GOAL**  | Throughout the fall semester 2019, I will be more response to student questions by employing multiple strategies.  The success of my effort will be evaluated through feedback in the end-of-course student evaluation.    |

**Example 3**

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| **INITIAL**  | Write the goal you have in mind  |
| **GOAL**  |  I will use teaching strategies that enhance the students’ understanding of course content.    |
| **S**  | What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?  |
| **SPECIFIC**  | I want to incorporate instructional strategies that are meaningful for student learning and that enhance student knowledge of the course content.    |
| **M**  | How can you measure progress and know if you’ve successfully met your goal?  |
| **MEASURABLE**  | I will measure my progress toward this goal by reviewing feedback from student end-of-course evaluations.  |
| **A**  | Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?  |
| **ACHIEVABLE**  | In order to achieve this goal, I will: * research teaching strategies on line or through reading articles/books that contribute to greater student understanding
* schedule a meeting with instructional technology to learn strategies that engage students in learning
* create class presentations that are clear, logical, sequenced, and aligned to the course goals
* make connections between course goals and information and/or assignments
* talk to other instructions to learn engaging strategies that they use
* solicit feedback (throughout the semester) from students on the effectiveness of specific strategies by having them complete a short survey
 |
| **R**  | Why am I setting this goal now? Is it aligned with overall objectives?  |
| **RELEVANT**  | I am setting this goal because it was identified as an areas of weakness by students on end-of-course evaluation.  |
| **T**  | What’s the deadline and is it realistic?  |
| **TIME-BOUND**  | I will be working on this goal throughout the semester.    |
| **SMART**  | Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed  |
| **GOAL**  | Throughout fall semester 2019, I utilize multiple methods to research and incorporate instructional strategies that engage students in learning.  I will evaluate the effectiveness of these strategies throughout the semester by asking for student feedback as well as the end-of-course evaluation.     |