



# Creating S.M.A.R.T. Goals

**S**pecific  
**M**easurable  
**A**ttainable  
**R**ealistic  
**T**imely

**Specific** - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

- \*Who: Who is involved?
- \*What: What do I want to accomplish?
- \*Where: Identify a location.
- \*When: Establish a time frame.
- \*Which: Identify requirements and constraints.
- \*Why: Specific reasons, purpose or benefits of accomplishing the goal.

**EXAMPLE:** A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

**Measurable** - Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as.....How much? How many? How will I know when it is accomplished?

**Attainable** - When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

**Realistic** - To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

**Timely** - A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

**T** can also stand for **Tangible** - A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

# Goal Setting

## Powerful Written Goals In 7 Easy Steps!

by Gene Donohue

If you follow the 7 goal setting steps I've outlined in this article you will be well on your way to becoming an expert in building the road maps to your goals.

**1. Make sure the goal you are working for is something you really want, not just something that sounds good.**

I remember when I started taking baseball umpiring more seriously. I began to set my sites on the NCAA Division 1 level. Why? I knew there was no way I could get onto the road to the major leagues, so the next best thing was the highest college level. Pretty cool, right. Wrong.

Sure, when I was talking to people about my umpiring goals it sounded pretty good, and many people were quite impressed. Fortunately I began to see through my own charade.

I have been involved in youth sports for a long time. I've coached, I've been the President of leagues, I've been a treasurer and I'm currently an Assistant State Commissioner for Cal Ripken Baseball. Youth sports is where I belong, it is where my heart belongs, not on some college diamond where the only thing at stake is a high draft spot.

When setting goals it is very important to remember that your goals must be consistent with your values.

**2. A goal can not contradict any of your other goals.**

For example, you can't buy a \$750,000 house if your income goal is only \$50,000 per year. This is called non-integrated thinking and will sabotage all of the hard work you put into your goals. Non-integrated thinking can also hamper your everyday thoughts as well. We should continually strive to eliminate contradictory ideas from our thinking.

**3. Develop goals in the 6 areas of life:**

<b>Family and Home</b>	<b>Financial and Career</b>
<b>Spiritual and Ethical</b>	<b>Physical and Health</b>
<b>Social and Cultural</b>	<b>Mental and Educational</b>

Setting goals in each area of life will ensure a more balanced life as you begin to examine and change the fundamentals of everyday living. Setting goals in each area of life also helps in eliminating the non-integrated thinking we talked about in the 2nd step.

#### **4. Write your goal in the positive instead of the negative.**

Work for what you want, not for what you want to leave behind. Part of the reason why we write down and examine our goals is to create a set of instructions for our subconscious mind to carry out. Your subconscious mind is a very efficient tool, it can not determine right from wrong and it does not judge. It's only function is to carry out its instructions. The more positive instructions you give it, the more positive results you will get.

Thinking positively in everyday life will also help in your growth as a human being. Don't limit it to goal setting.

#### **5. Write your goal out in complete detail.**

Instead of writing "A new home," write "A 4,000 square foot contemporary with 4 bedrooms and 3 baths and a view of the mountain on 20 acres of land.

Once again we are giving the subconscious mind a detailed set of instructions to work on. The more information you give it, the more clear the final outcome becomes. The more precise the outcome, the more efficient the subconscious mind can become.

Can you close your eyes and visualize the home I described above? Walk around the house. Stand on the porch off the master bedroom and see the fog lifting off the mountain. Look down at the garden full of tomatoes, green beans and cucumbers. And off to the right is the other garden full of a mums, carnations and roses. Can you see it? So can your subconscious mind.

#### **6. By all means, make sure your goal is high enough.**

Shoot for the moon, if you miss you'll still be in the stars. Earlier I talked about my umpiring goals and how making it to the top level of college umpiring did not mix with my values. Some of you might be saying that I'm not setting my goals high enough. Not so. I still have very high goals for my umpiring career at the youth level. My ultimate goal is to be chosen to umpire a Babe Ruth World Series and to do so as a crew chief. If I never make it, everything I do to reach that goal will make me a better umpire and a better person. If I make it, but don't go as a crew chief, then I am still among the top youth umpires in the nation. Shoot for the moon!

#### **7. This is the most important, write down your goals.**

Writing down your goals creates the roadmap to your success. Although just the act of writing them down can set the process in motion, it is also extremely important to review your goals frequently. Remember, the more focused you are on your goals the more likely you are to accomplish them.

Sometimes we realize we have to revise a goal as circumstances and other goals change, much like I did with my umpiring. If you need to change a goal do not consider it a failure, consider it a victory as you had the insight to realize something was different.

# So your goals are written down.

## Now what?

First of all, unless someone is critical to helping you achieve your goal(s), do not freely share your goals with others. The negative attitude from friends, family and neighbors can drag you down quickly. It's very important that your self-talk (the thoughts in your head) are positive.

Reviewing your goals daily is a crucial part of your success and must become part of your routine. Each morning when you wake up read your list of goals that are written in the positive. Visualize the completed goal, see the new home, smell the leather seats in your new car, feel the cold hard cash in your hands. Then each night, right before you go to bed, repeat the process. This process will start both your subconscious and conscious mind on working towards the goal. This will also begin to replace any of the negative self-talk you may have and replace it with positive self-talk.

Every time you make a decision during the day, ask yourself this question, "Does it take me closer to, or further from my goal." If the answer is "closer to," then you've made the right decision. If the answer is "further from," well, you know what to do.

If you follow this process everyday you will be on your way to achieving unlimited success in every aspect of your life.

*The difference between a goal  
and a dream is the written word.*

-Gene Donohue

## Examples of Planning & Assessment Plans For Academic Programs

## 2004-05

**Goal:** To increase the passing rates of nursing graduates on the licensure exam.

**Objective:** At least 90% of graduates of the nursing program who take the licensure examination within one year of graduation will pass the examination.

**Tasks:** 1. Develop (intervention) to reinforce the Nursing core competencies, to be administered to students in the last semester of the program.

2. Establish an after hours tutorial and support program for students.

3. Develop a workbook for students to use prior to examination.

4. Monitor the progress of students and provide counseling as needed.

5. Each semester utilize a core group of outstanding peer student tutors.

**Assessment Measures:** Track the NUNEZ passing rates on the licensure examination.

Conduct a program review after each academic year on core competencies.

Assess results from the student-peer success committee.

Review grades each semester.

**Results:** During the 2004-05 academic-year, only 75% of the NUNEZ Nursing graduates passed the Licensure Examination.

Through the assessment of student grades, it was noted that during the sophomore year of the program, over 50% of the students declined in their overall academic progress. In addition, this same group of students scored below 80% during their Anatomy and Physiology course exams.

This same group of graduates was not provided with a course in their last semester to reinforce the core nursing competencies.

Only 20% of the 2004-05 nursing graduates took advantage of the after class peer tutoring and support sessions prior to their licensure examination.

### **Use of Results in 2005-06 Plan:**

To increase the passing rates of NUNEZ Nursing graduates on the licensure examination to a level of 90% the following must be implemented during the 2005-06 academic- year:

The Anatomy & Physiology curriculum and course materials will be review during the fall 2005 semester. Feedback will be provided to the student success committee. Changes and additions will be implemented in the curriculum to begin spring 2006.

All students taking the A&P courses will be required to pass the final examination at a rate of 80% or higher to begin fall 2005.

Supplemental Instruction will be provided immediately after all A& P Courses, to being fall 2005.

All Nursing students will be required to take a core course designed to reinforce the core nursing competencies during their last semester in the program to begin fall 2005.

All Nursing graduation candidates who scored below 80%, during their A&P Courses will be required to participate in peer tutoring and support sessions after class during their last semester in the program to begin fall 2005.

## Examples of Measurable (SMART) Objectives For Academic Programs

- Sixty percent (60%) of all students will achieve passing scores on all final examinations in mathematics on their first attempt.
- Eighty percent (80%) of the graduates in the MBA degree program will report employment in the field on the alumni survey to be administered one year after graduation.
- Seventy-five percent (75%) of the AA degree students having successfully completed at least 30 credits through spring semester 2001 will enroll (return) for fall semester 2001.
- Sixty percent (60%) of the ED preparation program students will pass the FSTE on the first attempt.
- Fifteen percent (15%) of the students having earned the AA diploma in 2000-2001 will enroll in a XXCC degree or certificate program by spring semester 2002.
- Increase the number of CEI and CEU course offerings over the number offered in 2000-01 by 5%.
- Revise and standardize the syllabi for all math courses taught by full- and part-time faculty for use beginning spring semester 2002.
- Integrate the teaching of SCANS competencies in social science courses by spring semester 2003.
- Develop a computer graphics curriculum for implementation by fall semester 2002.

### Write SMART Objectives

S SPECIFIC – state exactly what you aim to do

M MEASURABLE – qualify it

A ACTION ORIENTED – requires action to achieve

R REALISTIC – can you do it?

T TIME-LIMITED – set a deadline

Under each Objective, you will need specific tasks or operational functions you plan to implement and utilize in an attempt to accomplish your stated goals and objectives.

### **Please Note:**

An *Objective* is a statement of what you will achieve and by when. If your statement does *not* meet the **SMART** criteria, it may be a **unit goal**, which is broader in overall scope than an objective. *Objectives* are specific to each planning unit. If it will take longer than one planning year, you may wish to break the *Objective* into two or three phases, each of which can be completed within the given planning year.

*Examples of Planning & Assessment Plans  
For Academic Support Services*

## 2004-05 Student Development

**Goal:** To increase the level of student engagement in career exploration activities.

**Objective:** Increase the level of sophomore student engagement in career exploration activities by 10% of the total number of sophomore students during spring 2004, as compared with the number participating in career exploration activities during the spring 2003 semester.

### Tasks:

1. Provide a seminar designed for sophomore students each semester.
2. Advertise Career Development activities on the info-web.
3. Identify one key faculty advisor within each discipline to champion.
4. Mail an info-luncheon invitation to all new sophomore students.

### Assessment Measures:

Track the number of sophomore responses to the invitation to luncheon.

Survey the sophomore students to inquire if services were beneficial.

Ask for feedback from key faculty advisor regarding the level of need.

Evaluate the Sophomore Seminar to determine effectiveness.

### Results:

Only 10% of the sophomore students who replied attended the luncheon.

Students responded favorably to the level of benefit from services.

Key faculty feedback clearly identifies a need for sophomore students to receive specific career services to meet their career development needs.

The 5% who attended and 2%, who responded to the survey regarding the effectiveness of the Sophomore Seminar, indicated that this was extremely beneficial. In addition, 100% of the returned surveys indicated that they wished they had a seminar on career exploration when they were in their first year of college.

### Use of Results in the 2005-06 Plan:

Continue the luncheon on career exploration, adjust to include once per month.

Increase the level and frequency of communication with key faculty champions.

Design similar strategies for first-year students to attend.

Provide an information seminar for first-year program participants on available services.

## Examples of Measurable (SMART) Objectives for Educational Support Services

- Eighty percent (80%) of graduates who received services from the financial aid office will indicate satisfaction as reported on responses to the Graduating Student Survey conducted in the term of program completion.
- On-line advisement and electronic degree audits will be available to students by July 2001.
- Increase by 3% the number of graduates who gain employment within their field of study, fall semester 2004 compared with the comparable number in fall term 2002.
- Develop and implement a "return to university" program to motivate and prepare university dropout students to return to PBA by January 2006.
- Increase the level of sophomore student engagement in career exploration activities by 10% of the total number of sophomore students during spring 2004, as compared with the number participating in career exploration activities during the spring 2003 semester.

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