

SMART Objectives

Set objectives that stick

Agenda

Campus Day
Recap

Understanding
Objectives &
Active Partnership

SMART
Components

FAQs

Ratings & Rubric

Resources

Campus Day Recap

Rationale

- Current collective bargaining agreement
- Senate Bill 1

Approach

- Leverage as much as possible from existing process & forms
- Allow to recognize, support and inform faculty

COMPASS

- Training aids

Timeline

- Phases: **planning**, modification period, year end

Faculty Evaluation Timeline

Performance Planning

8/25/25 – 10/15/25

8/25/25 – 9/30/25

Faculty – Create objectives: Meet and discuss with Associate/Assistant Dean

10/1/25 – 10/15/25

Associate/Assistant Dean – Review and Sign Off

Goal Modification (Optional)

1/7/26 – 1/30/26

1/7/26 – 1/23/26

Faculty: Modify/Update Objectives (Optional)

1/24/26 – 1/30/26

Associate/Assistant Dean – Review and Sign Off

Performance Year-End Review

3/16/26 – 5/15/26

3/16/26 – 4/5/26

Faculty: Complete Year-End Self-Evaluation/Reflection

4/6/26 – 5/3/26

Associate/Assistant Dean: Review, Discuss with Faculty, Rate and Sign Off

5/4/26 – 5/7/26

School/Academic Dean (Optional): Review and Sign Off

5/8/26 – 5/15/26

Faculty: Review and Sign Off

What is Objective Setting?

The process of identifying clear, intentional objectives that guide your work.

Objectives

Give You The Destination

Planning

Gives You The Process

Objective Categories

5% or more of your annual work time



Service



Professional
Development,
Scholarship,
Research, Creative
Endeavors



Teaching/Clinical
Or
Academic Student
Support/Teaching



Administrative/Other

Active Partnership

The partnership between you and your Dean that ensures your objectives are beneficial to yourself and advance the College's strategic goals.

- You are expected to:
 - Communicate your progress (including roadblocks)
 - Ask questions
 - Identify the support you need
- Your Dean is expected to:
 - Assist you with remaining on track
 - Provide meaningful feedback
 - Provide support and/or help you find the support you need

The SMART Framework

To help you work *smarter*, not harder.

Specific

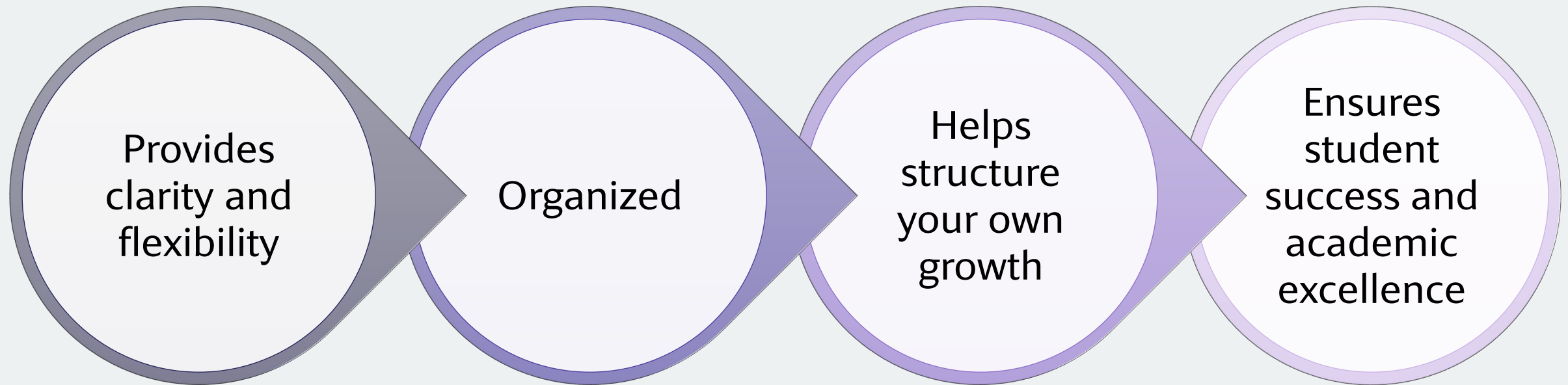
Measurable

Achievable

Relevant

Timebound

Why SMART?



Help! Where do I start?

- Think about what the students need
- Think about things you have been wanting to accomplish or get involved with
- Identify gaps in your own knowledge – what area(s) do you want to grow in?
- Use the College's strategic plan as a guide
- Use the rubric(s)!!
- **Talk to your Dean** – what would be beneficial for the department/team/College?

Vague vs. SMART Objectives

Vague:

“Improve communication with students”

SMART:

“Send a monthly student newsletter and track engagement metrics for 3 months”

How specific is specific?

Specific enough to not be vague

- Want to have a clear idea of the objective, but allow room for 'uncontrollables'
- **Example:** redesign **one online course** using instructional design **best practices** and integrate at least two **technology tools** by December 2025 with the goal of improving student interaction by 10%.

Specific enough to be attainable

- Choose an area that you know you will have time to focus on this year
- Start with the outcome and work backwards
- **Example:** integrate a high-impact practice into at least one upper-level division course by Fall 2025 and assess effectiveness through a student reflection assignment and rubric-based evaluation.

How to measure your objectives

- Define clear milestones from the start
- Establish baselines: take note of where things stand *before* starting
- Use both quantitative and qualitative measures
 - Quantitative: test scores, attendance records, number of published articles, etc.
 - Qualitative: classroom notes, student feedback, etc.
- Tie measures to actionable data
- Involve stakeholders in measurement (feedback sessions)
- Document progress and reflect on the 'why'

Example

Objective: by the end of the spring semester, increase average attendance in ENGXXX from 70% to 85% through weekly engagement reminders and attendance initiatives

- **Indicator:** Attendance records
- **Baseline:** Current 70% average attendance
- **Milestones:** Check monthly attendance rates
- **Measure:** % change over time, student survey feedback on engagement reminders
- **Reflection:** Which strategies actually made a difference?

Achievable + Relevant

Achievable

- Assess resources and constraints
- Break big objectives into smaller steps
- Balance challenge with attainability
- Rely on data for realism
- Factor in support systems

Relevant

- Align with College mission and department goals
- Keep objectives student-focused
- Connect to growth
- Check for practical value
- Test the 'so what?' factor

Example

Vague objective: all students will master public speaking by the end of the semester.

Strong objective: by the end of the semester, 80% of students will confidently deliver a 5-minute presentation as assessed by a rubric aligned to course objectives.

- **Achievable:** 80% target is realistic.
- **Relevant:** Tied to course learning outcomes and communication skills valued in careers.

Time-bound

- Set a firm but flexible deadlines
- Use natural timelines (end of semester, midterms, etc.)
- Break long-term goals into milestones
- Schedule progress checks with your Dean
- Be realistic about timeframe

Start Keeping Track

- COMPASS Comments Section
- Excel document
- OneNote
- Whatever works best for you

FAQs

- What if my objectives changes due to external circumstances (e.g. course is cancelled, etc.)?
- What if my objective timeline is longer than the performance timeline?
- Can I have supporting documents for my objectives?
- How often should I meet with my Dean?
- What will year end look like?
- Who do I contact for help with Compass?

Ratings & Rubric

Ratings

Exceeds Expectations

Meets Expectations

Does Not Meet Expectations*

*If a tenured faculty member receives a 'does not meet expectations' evaluation within the same evaluative category for a minimum of two of the past three consecutive years on the faculty member's annual performance evaluation, a post-tenure review shall be conducted.

Rubrics

- [Instructional Faculty Evaluation Rubric](#)
- [Non-Instructional Faculty: Counselor Evaluation Rubric](#)
- [Non-Instructional Faculty: Librarian Evaluation Rubric](#)

Resources

Questions?

Thank you!