Goal Setting and You [SMART goals exercise]

Setting and periodically re-evaluating academic and personal goals is an important factor in success. The process of setting goals can help you to choose your direction in school (and in life). Properly chosen goals can also act as a source of motivation, to help you get through the semester, or even your degree.

Now that we’ve talked in class about SMART goals,* it’s time to set some goals of your own. For this assignment, you will be required to set THREE goals for the semester. You can choose the type of goal you want to set from the following possibilities, but at least one of your goals needs to be related to academics:

* S pific,
* M easurable,
* A chievable,
* R elevant (tied to your values)
* T ime-limited

⇒ Academic (e.g., related to active learning, grades, academic probation, study habits, test taking skills, note taking, reading and comprehension, writing, etc.)

⇒ Personal/Life Balance (e.g., related to time management, stress management, assertiveness, social/academic/work balance, motivation, procrastination, etc.)

⇒ Social (e.g., related to your social group, accessing campus-related social organizations, improving relationships with faculty and/or other students, etc.)

Of course, there will probably be some overlap among these categories in the goals that you actually set. Each of your goals must meet SMART requirements, and must be something that can potentially be achieved within a semester’s time. For the purposes of this class, make sure that you are setting goals that you are willing to share with others in a small group setting.

It’s not enough to just set goals (and possibly forget about them), however. It’s also important to periodically revisit your progress towards these goals and to identify whether revising them, or scrapping them for new goals is necessary. Towards this end, you will meet at least 3 times over the course of the semester with your goals group, with whom you will review your progress, ask for suggestions regarding potential revisions or rewrites, and receive support around meeting your goals. After your group meets, you will be required to submit written evaluations of your goal progress to date.

You will be given a set of 3 large index cards on which to record your goals and your progress towards meeting them. Set up your cards (1 card per goal) so that they look like the examples below:
n the check-in date lines, include information about: (1) The amount of progress you feel you have made towards this goal to date (this should be a few sentences, not just “a little” or “a lot”), (2) Whether this continues to be a relevant, useful goal for you (why or why not?), and (3) Any needed revisions to your goal, taking into account changing circumstances.

Grading:

⇒ 5 points for setting initial goals
⇒ 5 points for each re-assessment (15 points total)
⇒ 5 points for participating in all goals group meetings
⇒ 25 points total