INSTITUTIONAL PLANNING
PROCESS TRAINING

PLANNING SUPPLEMENTAL INFORMATION

HOW TO DEVELOP GOALS, EVALUATION, OBJECTIVES AND RESOURCES

VIII. Goals, Evaluation, Objectives, and Resources
Using the information from earlier sections or from plans submitted by the programs, discuss and create goals and objectives for the program, unit, or area.

The following is a list of recommended steps:

- Review the progress made on last year’s plan and discuss which goals and objectives have been completed, which have made progress, which will be carried forward to the next year, and which are on hold.
- If a Unit, review the goals and objectives submitted by the programs and discuss and decide which goals will be incorporated into your plan. Use the following evaluation criteria to decide whether or not to incorporate a program level goal into the unit’s plan:
  - How much does the goal relate to the mission, strategic directions, and goals of the college?
  - How much will the goal help the unit further its mission?
  - How much does the goal relate to the goals suggested by other plan-level teams?
  - Is there a goal that a program submitted that the unit as a whole needs to work on to improve its performance or further its mission?
  - Strength of the rationale advocating adoption of the goal.
- Once you review and discuss the evaluation criteria above, you need to:
  - Incorporate the goal and objective in your own plan without making any changes to it; Incorporate the goal and objective in your own plan with a few changes to it; or decide not to incorporate the goal in your plan because the program needs to address it at its level.

- Based on the program, unit, or area’s strengths, weaknesses, threats, and challenges, discuss and determine what additional goals are needed to further the mission of the unit. Review the information stated in the Sections I through VI and any information you have, and discuss if there is anything the unit can do differently with its existing resources or new resources to further its mission and/or the mission of the college.

- Existing resources include existing staff time, supplies, duplicating, consultants, software, computers, etc.
Remember, planning is not just an opportunity for you to ask for things that you want or do not have. Is the program, unit, and area using its existing resources the best possible way? What are the areas that need improvement? Are there services that need to be adjusted slightly or completely changed?

- Create and list short-term (1 year) and long-term (2-5 years) goals in priority order. Goals are statements describing a broad desired outcome. As you come up with goals, think about objectives that would be the steps that lead to the attainment of the goal.

Consider the following questions as you develop your goals and objectives:

1. What changes must be made in order to accomplish the recommendations stated earlier?
2. What specific steps or tasks must be done in order to accomplish each goal?
3. What is the timeline for accomplishing the goals and objectives?
4. What will have changed in the program, unit, or area as a result of accomplishing the goal? Addressing this question may be the easiest way to develop the evaluation of the goal.
5. What resources will be needed for each objective? Can the objective be done with existing resources?
6. How will you evaluate the impact of the goals on the program, unit, or area?

- After you decide on the goals and objectives that you will work on, consider the following: Whether pursuit of your recommended goals and objectives, even if such pursuit relies solely on resources which already exist within your program, unit, and area, is likely to have a significant impact on the goals, objectives, or resources of other programs, units, or areas of the college. If so, convey that information to the individuals in the team(s) likely to be affected and to their higher-level team.

- Coordinate with the applicable Institutional Planning Committees and/or appropriate staff supporting those committees if goals, objectives, or resource allocation recommendations of the plan have implications for Institutional Plans such as the Technology or Academic Plans.

How do we write a goal?
A goal is a general statement of something the program, unit, and area wants to accomplish that would improve the program, unit, and area. Before you begin, ask yourselves the following questions:
1. What do we want to accomplish?
Think about the outcome you desire. Visualize your desired outcome. What does it look like? Your goal will be a general statement that describes the situation that will exist when the goal is accomplished. Your outcome needs to be realistic and achievable. Remember, at the end of your planning cycle you will need to evaluate your goal so make sure that it is realistic. Goals need to be clear, precise, and definite. If your goal is too broad, too general, or too fuzzy, it will be too difficult to determine if it has been met.

2. Who or what is the actor of the goal?
The actor is the person, office, or program, unit, and area that will work to accomplish the goal.

3. What is the focus of our goal?
The focus of your goal will often be the individuals (e.g., students, committee members, staff, employees, etc.) affected by it. The focus may also be a place, a physical object, a situation, an event, or a condition, but making people the focus of your goal is usually best.

4. What is the change? What is the outcome?
Begin by using a verb, or action word, that describes the change or outcome. Most goals will be about changing something, increasing it, decreasing it, or improving it. After all, do we really need goals to keep things the same? Your action word needs to describe the change or outcome your goal intends to bring out. What will have changed when the goal is accomplished? What is the new condition, activity, or situation you will have when you meet your goal? Examples of good action words are: increase, decrease, improve, reduce, etc.

5. Does our goal have conditions?
Conditions are circumstances that help you determine whether your goal has been accomplished. Ask yourselves, what is the time frame in which we want to accomplish our goal? By how much do we want to improve our goal? To what degree will our goal be carried out? While a goal is a general statement of something the program, unit, and area wants to accomplish, the more specifically the goal is written, the easier it will be to know when it has been accomplished.

Consider the following conditions:

♦ Time

Indicate the time frame in which your goal will be accomplished. When will you implement your goal? When will you see the results? What is a realistic time frame in which you will see results?

Examples are: by Fall 2010, by the end of the Winter 2011 intersession, by the end of the 05/010 academic year, etc.
♦ Degree

The goal needs to aim for a definite amount of change. What is a realistic amount of change? How much change is needed to further the mission? Examples are: increase by 2.5%, improve the quality by 5%, install 50 more computers, etc. Try to include the time and degree conditions in your goal. Including both conditions will make it easier for you to evaluate your goal at the end of your planning cycle.

Examples of Goals
In summary, good goals are clear, precise, and definite. Examples of goals are provided below along with an outline of the parts of a goal.

Goal = Actor + Change or Outcome + Focus + Conditions

Example 1:
Goal 1: The Communications and Languages Division will increase success and retention rates among students in their courses.
Note that the actor of the goal is the “Communications and Languages Division,” the focus is “students,” the change is “increase,” and the outcome is “increase success and retention rates.” The goal does not have to have conditions, but try to include conditions in your goal.

If Goal 1 had conditions, then the example would be:
Goal 1 with conditions: The Communications and Languages Division will increase success and retention rates by 5% among students by the end of the 2010 academic year.
Note that the condition of time is “by the end of the 2010 academic year” and the condition of degree is “by 5%.”

Example 2:
Goal 2: Facilities will increase customer satisfaction among faculty and staff.
Note that the actor of the goal is “Facilities,” the focus is “faculty and staff,” the change is “increase,” and the outcome is “increase customer satisfaction.” The goal does not have to have conditions, but try to include conditions in your goal. If Goal 2 had conditions, then the example would be:

Goal 2 with conditions: Facilities will increase customer satisfaction by 5% among faculty and staff by the end of the 2010 academic year.
Note that the condition of time is “by the end of the 2010 academic year” and the condition of degree is “by 5%.”
EVALUATION

Following each goal is an evaluation section, where you need to write how you will know if or when the specified goal has been successfully attained. Ask yourselves, if the program, unit, and area achieves the goal, what will be different? Then ask yourselves, what evidence will show whether the goal has been accomplished?

Examples of Evaluations

*Here’s a possible way of evaluating Goal 1:*

Goal 1: The Communications and Languages Division will increase success and retention rates by 5% among its students by the end of the 2010 academic year.

Evaluation: The Communications and Languages Division will examine its success and retention rates for 00/01 academic year and compare these rates with its success and retention rates for the 05/06 academic year. The results will show that success and retention rates among students increased by 5%.

*Here’s a possible way of evaluating Goal 2:*

Goal 2: Facilities will increase customer satisfaction by 5% among faculty and staff by the end of the 04/05 academic year.

Evaluation: Facilities will send out a survey to faculty and staff to rate their satisfaction with the program, unit, and area before they implement the changes and compare it to the results of the same survey, which will be distributed after the implementation of the changes. The results will show that satisfaction among faculty and staff has increased by 5%.

OBJECTIVES

Goals and objectives are closely related, but a little different. Think about a goal as a more general target or aim, while an objective is a component of the goal or a specific step/task necessary to accomplish the goal. Objectives also give you immediate feedback on the progress you are making on the goal throughout the process, not just at the end of the process. In other words, objectives are like mini milestones along the path toward your overall goal. Objectives also give you information on reasons why your goal might not have been accomplished. For instance, if your goal was not met, you could examine the outcome of each of your objectives. Here is an outline of the components of a goal:

**Goal = Objective 1 + Objective 2 + Objective 3**

Note that most goals require more than one objective. Similar to goals, objectives need to be realistic and attainable (possible in the time frame set). Set modest objectives so you increase your chances of accomplishing them.
How do we write an objective?

An objective is a specific step taken to accomplish the goal. Make sure that for each objective you can answer the following questions:

1. What specific steps/tasks or objectives are needed to accomplish our goal?

Think about the steps that are needed to accomplish the goal you desire. What do the tasks/steps look like? With our normal workload can we maintain the tasks throughout the set time frame? Are our tasks realistic? Objectives are clear, precise, and definite. Similar to a goal, if your objective is too broad, too general, or too fuzzy, it will be too difficult to evaluate it.

2. Who or what is the actor of the objective?

The actor is the person, office, or program, unit, and area that will work to accomplish the objective.

3. What is the focus of our objective?

The focus of your objective will often be the individuals (e.g., students, committee members, staff, employees, etc.) affected by it. The focus may also be a place, a physical object, a situation, an event, or a condition, but making people the focus of your objective is usually best.

4. What is the change or outcome we will see as a result of our objective?

Similar to a goal, begin by using a verb, or action word, that describes the change or outcome. Most objectives will be about changing something or improving it. What will have changed when the objective is accomplished? What is the new condition, activity, or situation you will see if your objective is accomplished? When each step/task is completed, what will you see as a result of your objective?

5. What are the conditions of our objective?

Objectives need conditions, which are circumstances that help you determine whether your objectives have been accomplished. Ask yourselves, what is the time frame in which we want to accomplish our objective? By how much do we want to improve our objective? To what degree will the objective be carried out?

Use the following conditions:

♦ Time

Indicate the time frame in which your objective will be accomplished. When will you implement your objective? When will you see results? What is a realistic time frame?

Examples are: by Fall 2010, by the end of the Winter 2006 intersession, by the end of the 2010 academic year, etc.
♦ Degree

The objective needs to aim for a definite amount of change. What is a realistic amount of change you expect to see? How much change is needed to accomplish the goal?

Examples are: increase by 1.5%, increase the quantity by 3.5%, install 5 more fixtures, etc.

Make sure to include the time and degree conditions in your objective. Remember, your objective needs to be measurable.

6. Is our objective measurable?

Your objective needs to be measurable. In other words, you need to explain the progress your objective has made by using words (qualitative data) and/or numbers (quantitative data). To determine if your objective is measurable, ask yourselves the following questions:

♦ How will we know if our outcome has been accomplished?

♦ Can we identify a measure of progress?

♦ Can we visualize the outcome of our objective?

♦ Do we see anything different as a result of our objective?

♦ Can we count, calculate, explain with text, etc., the change in our objective?

Examples of Objectives
Similar to goals, good objectives are clear, precise, and definite. Examples of objectives are provided below along with an outline of the parts of an objective.

Objective = Actor + Change or Outcome + Focus + Conditions

Example 1 with two possible objectives:
Goal 1: The Communications and Languages Division will increase success and retention rates by 5% among students in their programs by the end of the 2010 academic year.

Objective 1: By the end of the academic year, the Communications and Languages Division will design an extensive tutoring program for students in the Communications and Languages Learning Lab.

Objective 2: By the end of the academic year, the Communications and Languages Division will increase the number of students who receive tutoring by 10%.

Note that the actor of Objective 1 is the “Communications and Languages Division,” the focus is “students,” the change is “design,” and the outcome is “an extensive tutoring
program.” The **actor** of Objective 2 is the “Communications and Languages Division,” the **focus** is “students,” the **change** is “increase,” and the **outcome** is “more students receive tutoring.”

**Impact that the Objective May have on Other College Programs, Units, or Areas**

In the section following each objective, indicate if the planned objective may have an impact on another program, unit, or area. If so, describe the possible impact.

Consider the following questions:

1. If the objective is implemented, will the result have any impact elsewhere in the college?
2. Are the services of any other, programs, units, or areas needed to carry out this objective?

**Indicate “N/A” if the planned objective will not have an impact on any other college program, unit, or area.**

**Resources**

Using the information in the plans submitted by the programs, discuss and evaluate the relative merits of external resource allocation requests by your programs and determine which resource allocation requests merit further examination in the unit’s next planning cycle or by other entities (other units, programs, areas, etc.).

Use the following evaluation criteria to decide whether or not to incorporate a lower-level request for resources into your plan:

♦ Lack of resources at the programs to meet the need.
♦ Clear identification of the problem or enhancement to be addressed by the resource.
♦ Sound reasoning or evidence that allocation of the resource will in fact help solve the problem or implement the enhancement.

Based on the goals and objectives, the Planning Team should discuss and identify the resources needed. Goals and objectives directly funded by the college and those funded by other sources **must be included**. Even though these objectives may have their own funding outside the college general fund, these unit improvement projects must be included in the plan to assure that they are coordinated with other college activities and integrated into the planning and budgeting processes.

As you state your objective, identify and determine existing or additional resources in terms of personnel, technology, facilities, and/or budget that may be used to carry out the objectives. The resources section of the planning form is divided into six sections. The
sections are existing resources, resources requested from other sources, additional personnel, additional budget, additional technology, and additional space or changes to facilities. Make sure to state your objectives in priority order. The objectives that have resource needs, which will not be met within the unit’s existing budget, will be reviewed at the next level of the planning process.

**Existing Resources**
List and describe existing resources that will be used to carry out each objective. Consider the following questions:

1. Who will be carrying out the objective?
2. How much personnel time will be required?
3. What existing supplies will be used?
4. What existing software will be used?

**Resources Requested from Other Sources**
List and describe resources that will be provided by other sources or external sources such as grants, etc. If there are any differences between the amount needed to carry out the objective and the amount requested or received from another funding source, you will need to explain the differences.

Consider the following questions:

1. What is the amount requested?
2. What is the amount received?
3. What is the object code?

**Resources Needed: Additional Personnel**
Give a description of the position required to carry out the objectives. **Note:** You need to explain the rationale behind this resource request. Individuals in the next planning level need to have enough information to decide whether or not to incorporate your request into their own plan.

Consider the following questions:

1. Who will be carrying out the objective?
2. How much personnel time will be required?
3. Is the position part-time or full-time?
4. Is the position permanent or temporary?
5. What is the estimated cost? Note: Do not forget to include the cost of benefits.
6. What is the rationale? Give as much information as possible

**Resources Needed: Additional Budget**

Give a description of the additional budget required to carry out the objectives. **Note: You need to explain in detail the rationale behind this resource request.** Individuals in the next planning level need to have enough information to decide whether or not to incorporate your request into their own plan.

Consider the following questions:
1. What is the additional money for? Why do we need it?
2. What is the object code?
3. What is the estimated cost? Note: Do not forget to include the cost of benefits.
4. What is the rationale? Give as much information as possible.

**Resources Needed: Additional Technology**

Give a description of the additional technology required to carry out the objectives. **Note: You need to contact the appropriate technology provider (ITS, and/or Media Services) and get input prior to submitting your plan. This will enable you to tap into their expertise and get a cost estimate. It will also notify the service provider of your intended use of their services.**

You need to describe in detail the technology required to carry out your objectives. Individuals in the next planning level need to have enough information to decide whether or not to incorporate your request into their own plan.

Consider the following questions:
1. What do you want to do or accomplish with this technology?
2. Where is the physical location that the technology will be installed (room number is preferred)?
3. Is this replacing an existing piece of equipment or is it a new installation?
4. If the request is approved, what (electricity, Internet access, software support, hardware support, and/or college network access) will be required?

**Resources Needed: Space or Changes to Facilities**

Give a description of the additional space or facilities modification required to carry out the objectives. **Note: You need to contact Facilities Services and get input prior to submitting your plan. This will enable you to tap into their expertise and get a cost estimate. It will also notify the service provider of your intended use of their services.**

You need to describe in detail the space or changes to facilities required to carry out your objectives. Individuals in the next planning level need to have enough information to decide whether or not to incorporate your request into their own plan.

Consider the following questions:

1. What do you want to accomplish with this space or modification?
2. Where is the physical location of the space (room number is preferred)?
3. If the request is approved, what (electricity, internet access, software support, hardware support, and/or college network access) will be required?