

ENHANCED Tips for Developing Mission, Vision, Values, Goals and Objectives

MISSION:

“A concise statement outlining the purpose of the unit, program, course, or activity.” Mission statements are written so stakeholders will understand the unit, program, course, or activity” (Bresciani & Fackler, 2005). Mission is the central purpose that provides focus, direction and destination for our work. It describes the purpose of our organization, who we serve, and our hopes. “Big picture of what we currently do.” Why we exist. (PURPOSE)

- Who are we?
- What do we do?
- For whom do we do it?
- So they can do what?

Template: The mission of (fill in the name of the unit or department) is to provide list the service or services to (list the customers who receive or benefit from service) in order to (or so that they may) (indicate the purpose or intention of your service).

SAEM Divisional Mission Statement:

The Division of Student Affairs and Enrollment Management provides learning experiences and services to current and prospective students and the College community to promote their capacity for success in college and in life.

VISION STATEMENT:

“A compelling and futuristic statement of a desirable state of reality made possible by accomplishing the mission in a way that is consistent with values” (Haines, 2010).

(POTENTIAL)

- Should be idealistic, authentic, **extraordinary**, appealing!
- How does the department look if we “do” our mission extraordinarily well?
- Are guided by the institutional strategic plan.

Examples:

To be a premier Jesuit college where diverse talents meet to foster academic excellence, integrity and a commitment to justice. – Le Moyne College

We envision a Florida State University where students, faculty and staff embrace an inclusive learning community with respect, responsibility and acceptance for all cultures. Graduates will make meaningful contributions to a global society through character, competence and integrity. They will make ethical decisions and be committed to a life of service and leadership. – Florida State University, Division of Student Affairs

We strive to be nationally recognized for our commitment to student success by providing transformative opportunities and outstanding services, resources and facilities that enhance learning and development inside and outside the classroom. – University of Toledo, Division of Student Affairs

VALUES: those qualities and behaviors that are most highly regarded by members. It is our value/belief system. (HOW WILL WE DO OUR WORK)

SAEM Divisional Value Statement:

We value and strive to sustain a vibrant, caring and just learning community. To that end, each individual member of our community can contribute by:

- ❖ Respecting our unique strengths and experiences, our creativity, and desire and potential to learn and to grow;
- ❖ Understanding that our learning is enhanced through reflection, exploration and practice;
- ❖ Engaging in personal endeavors and collective activities that will enhance our own educational experience and benefit our campus and community.

GOALS: (TO WHAT DO WE ASPIRE?) set approximately every 3-5 years

- Goals should be aligned with Institutional, Divisional and Departmental Mission and Vision and The Power of SUNY.
- Goals are challenging but realistic and achievable, and reflect positive change.
- Goals should depict the core of what your department does:
 - Primary concerns and strategic direction for the department, NOT a comprehensive listing of operational, day-to-day activities.
- Goals chart a clear course and point to a particular destination but do NOT determine specific ways to get there; address policies and priorities but strategies.
- Goals have some degree of measurability – should be able to gauge whether or not progress toward achievement is being made.

Examples of poorly-written goals:

Goal: To continue to serve our customers.

(Not challenging or reflective of positive change)

Goal: To conduct one seminar in every institution each year.

(This may actually be an objective (or strategy) to achieve a goal)

Examples of well-written goals:

Goal: To create a clean, healthy, and attractive environment, minimizing pollution, litter and physical deterioration while instilling civic pride.

(Clear direction and destination identified; provides pointers to where specific objectives and strategies can be developed)

Goal: To help students identify, understand and deal with challenges impeding effectiveness as a student and human being.

OBJECTIVES: (WHAT DO WE WANT TO ACCOMPLISH IN THE SHORT TERM?) – set annually

- Objectives are SMART –
 - Specific
 - Measurable
 - Attainable
 - Realistic
 - Time Bound
- Objectives are the specific guidelines we use to determine whether or not we are successful in achieving the goal
- Utilize assessment to inform objectives

Examples of poorly-written objectives:

Objective: To reduce processing time.

(Not specific, measurable, or time-bound: How much reduction in what kind of processing will be achieved in what time frame?)

Objective: To eliminate student withdrawals.

(Not realistic; it is not possible to achieve this outcome. If it were achievable, would need a time frame.)

Examples of well-written objectives:

Objective: To reduce by 5% the average cost of processing new hires by June 30, 2014.

(Specific amount of change is targeted within a specified time frame. Progress can be measured and compared directly with the targeted outcome. The amount of change does not seem reasonable.)

OUTCOMES: (DESIRED EFFECT)

- Outcomes are the intended change that the audience will undergo as a result of participating in the service/program/intentional experience/initiative.
- Outcomes follow the ABCD method
 - Audience - Who
 - Behavior - What
 - Condition - How
 - Degree – How Much

Example of a poorly-written outcome:

Outcome: Retention rates will increase.

(Does not address audience, condition, or degree: Retention rate of whom? What caused the change? Will increase by how much?)

Example of a well-written outcome:

Outcome: The increased transportation to and from Long Island offered by the college will result in a 50% increase in Long Island student retention from the first to the second year.

(Audience – first year Long Island students, Behavior – will be retained, Condition – increased transportation, Degree – 50% increase.)

Bresciani, M., & Fackler, J. (2005). Common language for evidence based decision making at Texas A & M University. In *SACS Conference, Atlanta, GA*.

Haines, S. G. (2000). *The Systems Thinking Approach to Strategic Planning*. Boca Raton, FL: St. Lucie Press

Manageware: A practical guide to managing for results, retrieved from www.doa.louisiana.gov/opb/pub/MW_Strategic%20PlanningA.pdf

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