

# Goals

A core process of continuous improvement is goal setting. Goals provide direction and focus for the department or service and then provide input to overall college planning. Goals should be derived from data and should focus on the greatest areas in need of improvement. Follow the **SMART** system to define goals:

**S**pecific (who, what where)

**M**easurable (how will progress & success be determined)

**A**ttainable (realistic yet challenging)

**R**esults oriented (consistent with college goals and fit within immediate and/or long term plans)

**T**ime-bound (tracking and monitoring of progress)

## **Specific:**

Write straightforward specific statements using action words to clearly define what you are going to do. “Increase retention of ESL students by 5%” is a specific goal.

## **Measurable:**

If you can't measure it, you can't manage it. Establish concrete criteria for measuring progress. Be specific so the change can be monitored, tracked, and the end point clearly marked. “Growing the program” is a goal that will be never ending. “Increasing the number of female students in the program by 10%” is a specific, measurable goal.

## **Attainable:**

The goals should stretch the department but not too far out of reach. Some goals will be dependent upon action by the college—identifying that a new building or new lab is needed to achieve a goal provides input to the overall college planning. However some goals should also be within control of the department.

## **Results Oriented:**

The department/service goals should fit within the college's goals and mission statement. The Program Review form lists both District and College goals so that departments can ensure their activities fit within this framework.

## **Time-bound:**

Set a timeframe for the goal so that there is a clear target to work towards. “Increasing the number of female students in the program by 10% by Spring 2011” is a specific, measurable, time-bound goal.