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Embedding Strategy Toolkit

Translate strategic priorities into actionable, accountable goals for lower-level staff

Community College Executive Forum

3 Ways to Use This Resource

- Translate strategic priorities into S.M.A.R.T. goals
- Connect staff's roles and responsibilities to strategic goals
- Cultivate department-wide engagement with strategic goals and their success
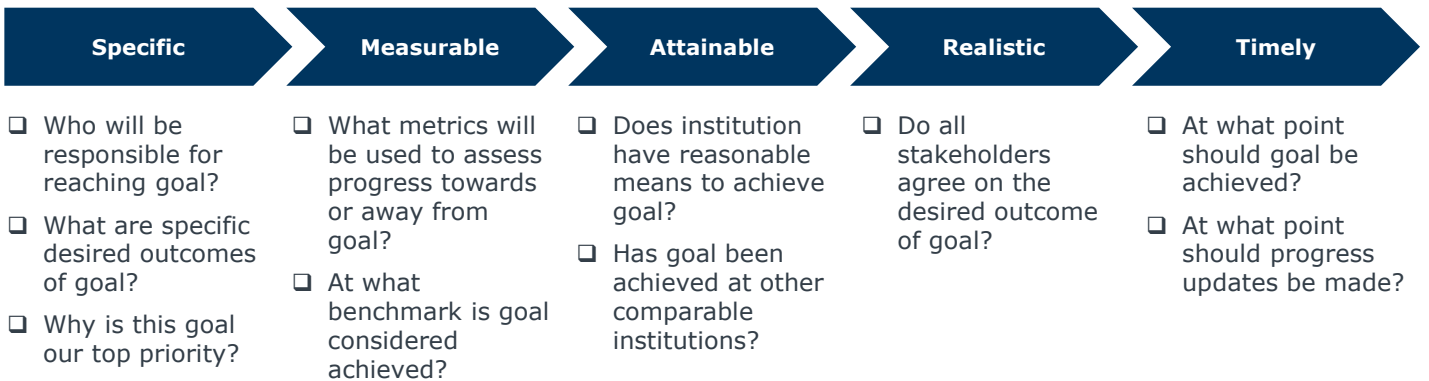
S.M.A.R.T. Goals Rubric

Purpose of the Tool

Once cabinet leaders become adept at developing a strategic mindset and crafting visionary strategy for the institution, the next challenge is to cascade that vision or strategy down throughout their vertical so that the idea becomes a reality. This often requires translating strategy from something that is lofty or vague to something that is more operational and implementation-focused. This toolkit uses the S.M.A.R.T. goal framework[1], defined as specific, measurable, attainable, realistic, and timely, to help cabinet members introduce and embed their strategic vision into the daily lives of their stakeholders.

The S.M.A.R.T. Goal Framework

Consider the following questions when defining campus-wide goals.

Specific	Measurable	Attainable	Realistic	Timely
❑ Who will be responsible for reaching goal?	❑ What metrics will be used to assess progress towards or away from goal?	❑ Does institution have reasonable means to achieve goal?	❑ Do all stakeholders agree on the desired outcome of goal?	❑ At what point should goal be achieved?
❑ What are specific desired outcomes of goal?	❑ At what benchmark is goal considered achieved?	❑ Has goal been achieved at other comparable institutions?		❑ At what point should progress updates be made?
❑ Why is this goal our top priority?				

Instructions

Use the table below to outline each element of a strategic goal during the goal setting process.

Goal	Specific	Measurable	Attainable	Realistic	Timely
Sample: Build a culture that excels at connecting students with their long-term goals	*Sample:* Academic divisions responsible for increasing course-level retention, graduation rates, and career and transfer outcomes Develop analytical capabilities to provide concise outcomes data with timely highlights for areas of improvement	*Sample:* 90% of students receive career advising before sophomore year Aim for 8% decrease in DFW rates Aim for 10% increase in transfer success	*Sample:* Budget has been allocated by the board to achieve this goal Inspired by two other colleges of similar size and demographic attainment of analytic capabilities and success rates	*Sample:* Build faculty and departmental buy-in during upcoming departmental meetings Role out faculty and staff scorecards relating role success to goal success Establish cross-campus executive and operational teams to ensure campus unity	*Sample:* Achieve goal by 2023 Evaluate progress toward goal during faculty and departmental review and in cabinet meetings, annually Demanded by accreditation board

1) The definition of a S.M.A.R.T. goal was originally coined by George T. Doran in 1981. Doran defined "A" as "assignable," but later users have adapted it to mean "achievable/attainable.".

Source: Doran, G. T. (1981). "There's a S.M.A.R.T. Way to Write Management's Goals and Objectives," Management Review, Vol. 70, Issue 11, pp. 35-36. EAB interviews and analysis.

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Sample Administrative Scorecards

Purpose of the Tool

To deliver a culture change, leaders must ensure stakeholders know how their role relates to the overall vision and the roles of their colleagues. The University of West Georgia utilizes scorecards to cascade the metrics tied to specific goals to stakeholders at each level of the institution. The sample scorecards below illustrate how this practice ensures that all stakeholders participate in achieving the vision set by the leader.

Cabinet Member's Scorecard

Dean's Scorecard

Imperative	Measure	Tool	Scale
Student Success	Degree Attainment Retention Graduation	Degrees Conferred Retention Rate 6-Year Grad Rate	5 = 2,400; 75%; 44% 4 = 2,350, 74%; 43% 3 = 2,300, 73%; 42% 2 = 2,250, 72.5%; 41.5% 1 = 2,150, 72%; 41%
Program Outcomes	Transfer success Career Success	Transfer rate Internship/Job Attainment One-Year Salary	5 = 50%; Program-specific 4 = 48%; Program-specific 3 = 46%; Program-specific 2 = 44%; Program-specific 1 = below 42%; Program-specific

Department Head Scorecard

Imperative	Measure	Tool	Scale
Student Success	First Year Retention 2-3rd year Progression	Retention Rate 30 Successful Credit Hours, 60 Successful Credit Hours	5=77%; 61% 4=76%; 60% 3=75%; 59% 2=74%; 58% 1=73%; 57%
Program Outcomes	Transfer Success Career Success	Transfer rate Internship/Job attainment One-year salary	5 = 50%; Program-specific 4 = 48%; Program-specific 3 = 46%; Program-specific 2 = 44%; Program-specific 1 = below 42%; Program-specific

Related Unit Director's Scorecard (Ex: Director of Academic Advising)

Imperative	Measure	Tool	Scale
Student Success	FY Retention 2-3rd year Progression	Number of Freshman Degree Plans Advising Meetings for Sophomores	Evaluation metrics and grading scale to be determined
Operational Success	Satisfaction	Advisor and Advisee Satisfaction Rates	Evaluation metrics and grading scale to be determined

Source: EAB interviews and analysis.

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Cascaded S.M.A.R.T. Goals Worksheet

Purpose of the Tool

To ensure college-wide participation in strategic goals, senior leaders should delegate responsibilities related to each goal to various individuals and define metrics that assess their progress toward goal attainment. Utilize the following worksheet to outline S.M.A.R.T. goals and assign them to critical stakeholders on your campus.

Step 1:

Refer to S.M.A.R.T. Goals Rubric when filling out the following table for one campus-wide strategic goal.

Goal	Specific	Measurable	Attainable	Realistic	Timely

Step 2:

Brainstorm unique stakeholders responsible for achievement of the previously stated S.M.A.R.T. goal in box below. The strategies that can have the greatest impact are likely to be the most complex, touching many different stakeholders, many of whom have their own reasons for maintaining the status quo. For example, a provost would need to consider not only staff within the academic division (e.g., dean, associate dean, department chair, and faculty member) but also consequential staff in other departments (e.g., business intelligence, enrollment management, marketing).

Source: EAB interviews and analysis.

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Cascaded S.M.A.R.T. Goals Template (cont.)

Step 3:

Arrange stakeholders brainstormed in Step 2 into hierarchical order in the table below. Fill out the corresponding cells based on sample scorecards provided in the Sample Administrator Scorecard.

Compile cascaded goal tables for all strategic goals and disseminate to all campus stakeholders. Provide opportunities for each stakeholder to reflect and raise questions and concerns with college leaders.

Stakeholder	Measure	Tool	Scale
Director of Career Center	Transfer Success Career Success	Advising Meeting Prior to Registration Number of Sophomore Career Plans Internship/Job Attainment	Evaluation metrics and grading scale to be determined

Source: EAB interviews and analysis.

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