**Worksheet 5: Defining Terms**

Before beginning work on setting priorities, it is a good idea to develop a common understanding of terms. People often use the terms *vision, goals, objectives, strategy, baseline*, and *target* differently, so shared understanding is important.

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| **Vision**  **Examples**   * To be a thriving, healthy campus community that values the health and well-being of our students and supports them in their pursuit of academic excellence and lifelong positive impact. * Ensure all students have access to services and resources to support health and wellbeing. * A healthy campus in which students, faculty and staff can live, work, learn, play, and thrive. * To engage the campus community in comprehensive and inclusive health and wellbeing practices. | *A vision is aspirational and guides planning with a broad and lofty statement of general purpose.*  **Tips**   * To begin crafting a vision, ask, “What do we want our campus community to look like or be like in the future?” * State broadly what you want to achieve, not how you plan to achieve it. * Consider discussing shared values to guide the process of creating your vision statement. * Use your vision to ground the planning process, identify priorities, and develop goals.   **Additional resource**  [Vision to Action](http://via.acha.org/) |
| **Goals**  **Examples**   * Increase access to mental health services. * Embed wellbeing in university strategic planning processes. * Decrease high risk substance use among students. * Create policies to support faculty/staff wellbeing. | *Goals describe steps to work toward the vision.*  **Tips**   * To begin writing goals, ask, “How can we put the vision into action?” * Use goals to clarify what is important within a priority area before drafting objectives. * Focus on the end result of the work. * Begin with action words such as *decrease, increase, reduce, create, establish,* etc. * Consider whether the goal is campus-wide or specific to a particular population such as race, gender identity, employment status, or year in school. * Collaborate with campus stakeholders most impacted by specific goals. |

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| **Objectives**  **Examples**   * Within two years, increase the percentage of faculty and staff with health and wellness responsibilities written into their job descriptions by 10%. * By 2025, decrease the percentage of students who withdraw from school due to mental health concerns by 10%. * By 2027, increase the percentage of students who reported eating five or more fruits and vegetables per day by 15% (Baseline: 6% in 2020) * By 2032, reduce the proportion of students who reported cigarette use within the last 30 days by 20%. (Baseline: 16% in 2020) | *Objectives are specific and measurable targets. They involve setting a deadline, narrowing goals by adding who, what, when, and where, and clarifying by how much, how many, or how often.*  **Tips**   * Consider a wide range of indicators that could show progress, such as behaviors, professional practices, services, policy implementation and compliance, program participation, etc. * Objectives need both a baseline and a target.   + A baselineis where the community is now, or the first data point in the tracking continuum.   + A target is the desired end point amount of change, reflected by a number or percentage.   + Exceptions include policy or organizational objectives that can be measured simply by being established. * Use SMART (Specific, Measurable, Achievable, Realistic, and Time-Bound) principles.   + Be specific. What is to be achieved? What behavior or what outcome? Who is expected to change, by how much, and by when?   + Be clear with numbers and percentages. For example, decide whether you are trying to increase by 20%, to 20%, or by 20 people.   + Be sure the objectives are relevant to the goal and vision and that they are challenging, but not impossible. |
| **Strategy**  **Examples**   * Partner with Human Resources to update new job descriptions to include health and wellness responsibilities. * Collaborate with Academic Advising to identify students at risk of withdrawing due to mental health concerns.   Engage Dining Services in offering catering menus that include affordable fruit and vegetable options. | *Strategy specifies the type of activities that must be planned, including by whom and for whom they are planned.*  **Tips**   * Select strategies that engage multidisciplinary and diverse partners. * Consider strategies that are focused on primary or secondary prevention rather than strategies that are reactive. * Prioritize using evidence-based interventions and strategies. * Include individuals and groups most impacted in strategy selection or development. * Look back at your vision to ensure your strategies align. |

**Adapted from material in the public domain:**U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). Healthy People 2020 Program Planning Tools. Retrieved June 2012, from http://www.healthypeople.gov.

**Original source:**  
Public Health Foundation, under contract with the Office of Disease Prevention and Health Promotion, Office of Public Health and Science, U.S. Department of Health and Human Services*.* (2002, February). *Healthy People 2010 Toolkit: A Field Guide to Health Planning* (pp. 60-63). Washington, DC: Public Health Foundation.

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