

Goals and Objectives

A. Goals:

1. Broad statements that indicate what you hope to accomplish
2. Create the setting for what you are proposing
3. Focuses on how a situation will be changed as a result of a successful project, not what a project will do.

B. Objectives

1. Provide an organized pathway to meet your higher goals
2. Are operational and measurable
3. Describe specific things you will be accomplishing
4. Include quantitative or qualitative degree, amount or level of achievement or change

5. Qualities of an objective: **S.M.A.R.T.**

**Specific:** what kind of, or which problem is to be addressed

**Measurable:** How much, how many, and how well the problem/need will be resolved

**Action-oriented;** Uses action verbs

**Reasonable:** Result you can expect to achieve

**Time-bound:** Gives specific data for its own achievement

**Example**

**Goal:** The after-school program will help children read better.

**Objective:** The after-school program will assist 50 children in improving their readings scores by one grade level as demonstrated on standardized reading tests administered after participating in the program for six months.

6. Type of Objectives:

**Process Objective** – Begin with words, such as “ To develop” and “ To establish” and describe a process rather than an outcome.

Eg.: To establish a college-wide committee.

Attainment measurement of this objective is that the objective was met.

**Outcome Objective** – Begin with words, such as “To increase” or “To reduce” and describe a measurable, expected outcome.

Eg. To increase the average score of at least 40 non-traditional students on the health test.

Attainment measurement of this objective is that at least 40 of the non-traditional students increased their average score on the stated test.

7. Measurable objectives enable the: project developer, participants, and evaluator to:

Clarify where they are going

Clarify when they are going

Clarify what they will need to get there

Assess whether or not they got there

Measurable objective: action verb that identifies an observable behavior; the conditions under which the desired result should be performed; the criteria for determining how well and when the behavior is performed.

Language: increase, improve, eliminate, implement, maintain, seek, reduce

## A-B-C-D-E

Audience - who will be affected (target group)

Behavior – change in attitude, knowledge, skills in the target group

Conditions: how behaviors will be observed or measured, including instruments

Data – levels of attainment for success

Era – when effects will be measured

Example: At the end of the three years of implementation (ERA) 90% of the students in grade 5 (AUDIENCE) will read on or above grade level ( BEHAVIOR) as measured by the reading subtest scores on the CAT/5 (CONDITIONS) equal to the 40<sup>th</sup> percentile or higher ( DATA)

Ask:

What is to be increased or decreased

How much of an increase or decrease

How realistic is the increase or decrease

Are the objectives – outcome objectives vs. process objectives

Are results from measures meaningful?

How do objectives relate to the goal and problem

What impact will they have on the problem?

## 8. Type of Evaluations

### a. Formative/Process Evaluation

Enables you to gain feedback on the project while in process; concerned with project's activities. Question: How are we doing? Provides for ongoing monitoring of the project; focuses on processes and short-term results.

### b. Summative/Product Evaluation

Enables you to demonstrate to the funding agency that the project fulfilled that which it originally proposed. How did we do? Measures the effectiveness of achieving objectives; and focuses on the outcomes and impacts of the project as well as the processes that affect the outcomes