Goals/Objectives/Outcomes

Goals are the large statements of what you hope to accomplish. They are not measurable. They create the setting for what you are proposing.

Outcome Objectives: Measure program effectiveness or what is the change in the problem.

Process Objectives: What will the organization do that is measurable for the methods/ activities? These measure the steps the organization is taking.

Outcomes are benefits or changes for individuals or populations during or after participating in program activities.

Goals vs. objectives:
Goals are broad objectives are narrow.
Goals are general intentions; objectives are precise.
Goals are intangible; objectives are tangible.
Goals are abstract; objectives are concrete.
Goals can't be validated as is; objectives can be validated.

Objectives specify what learners will be able to do, or perform, to be considered competent. An easy way to remember these components is to use the acronyms:
ABCD or **SMART**

Audience: The learner… Identify who it is that will be doing the performance (not the instructor).

Behavior (Performance): What the learner will be able to do? Make sure it is something that can be seen or heard.

Condition: State the conditions you will impose when learners are demonstrating their mastery of the objective. Under what conditions must the mastery of skill occur?

Degree (or criterion): A degree/criterion is the standard by which performance is evaluated. The communication power of an objective increases when you tell the learners HOW WELL the behavior must be done. Focus on answering the question, "What's good enough?" Common degrees include: Speed, Accuracy: Quality

Outcomes: Outcomes may relate to behavior, skills, knowledge, attitudes, values, condition, status, or other attributes. They are what participants know, think, or can do; or how they behave; or what their condition is, that is different following the program.

SMART

Specific
Measurable
Action Oriented
Realistic
Time and resource limited