

SMAART Outcome Objectives

An outcome objective defines how and when you'll know if an objective was successfully achieved.

A SMAART Objective is:

- S: Specific
- M: Measurable
- A: Achievable
- A: Ambitious
- R: Relevant
- T: Time-limited

SMAART Outcome Objective:

A well written outcome objectives is:

Specific: The objective spells out who is being assessed and what is being measured,

Measurable: It uses verb(s) that are capable of being measured and specify how the measurement will happen,

Achievable: It is achievable by the person(s) being assessed (i.e. the bar for success is not set too high),

Ambitious: Succeeding at the objective should be perceived as being at least mildly significant (i.e. the bar for success is not set too low),

Relevant: The objective is relevant to the purpose of the program, and

Time-bound: The objective explicitly states the earliest time* it is reasonable to begin measuring for success (i.e. it is not fair to the participants or the evaluation's key stakeholders to evaluate an outcome before there is any possible chance of it having succeeded).

* NOTE: In some cases it is also wise to insert a caveat stating how much / which parts of the intervention a person must have participated in before being measured (e.g. "80% of all group meetings" or "all meetings covering [the topics/skills being assessed]").

For Example:

***Program Purpose:* To promote physical activity among young girls**

***SMAART Outcome Objective:* "One month after sporting events sponsored by their After School program begins the parents or guardians of at least 80% of all 8-10 year old girls enrolled in their county's After School program will report that their girls have become more physically active as a result of participation in After School-sponsored sporting activities."**

THIS OUTCOME OBJECTIVE IS... SPECIFIC!

It tells you who qualifies for inclusion in the sample being measured...

8-10 year old girls who are participating in their county's After School program.

And what is being measured...

Whether parents report that their girls have become more physically active as a result of participation in After School sporting activities. (Note: We are not measuring whether the girls actually ARE being more physically active, just whether or not the parents/guardians SAY they are being more physically active. Think about the distinction between these criteria....)

THIS OUTCOME OBJECTIVE IS... MEASURABLE!

It says how will success be measured...

Through parent or guardian self-report

THIS OUTCOME OBJECTIVE IS... AMBITIOUS but ACHIEVABLE!

The bar for achieving the objective is neither set too high nor too low...

The objective is ambitious because we are expecting just about every girl in the target age range to meet the program goal. But it is not TOO ambitious because we defined success at less than 100% – i.e. we

will not consider the initiative to be a failure even if some girls don't meet the goal. In this case this is a good idea because: 1) We did not specify in the outcome objective that we would only assess girls who had participated in the After School sporting events and not all girls in the After School program may have chosen to, or been able to, participate in the sporting activities, and 2) even among girls who participated not all parents/guardians may notice changes, even if they exist, in their girls' physical activity level as a result of that participation.

THIS OUTCOME OBJECTIVE IS... RELEVANT!

It is clear that the desired outcome is related to the Program's purpose...

In fact they are practically identical – the Program's purpose is to promote physical activity and this objective relates to reports of physical activity.

THIS OUTCOME OBJECTIVE IS... TIME-SPECIFIC!

It explains when is it fair to begin measuring...

One month after After School sporting activities get underway.

Assessment: THIS OUTCOME OBJECTIVE IS ... SMAART!

Measurable Behavioral Verbs

[examples adapted for public health use from <<http://www.adprima.com/examples.htm>>]

Use the verbs below when constructing a Measurable outcome objective:

By [insert date or time frame here] ...

Apply a Principle: E.g., ... participants will be able to *apply the principle* of the Theory of Reasoned Action to explain why people “fall off the wagon.”

Calculate: E.g., ... participants will be able to use a sample data set and *calculate* the p-value of a statistical significance test.

Classify: E.g. ... participants will be able to *classify* at least three examples of prevention methods within specified ranges of cost and availability.

Construct: E.g. ... participants will be able to *construct* a program logic model.

Define: E.g. ... participants will be able to *define* at least 85% of the health terms on the following list:

Demonstrate: E.g. ... participants will be able to *demonstrate* the proper method of using a male and female condom.

Describe: E.g. ... participants will be able to *describe* potential obstacles to complying with each of the four Standards of a well designed and implemented public health program evaluation: Utility, Feasibility, Propriety, and Accuracy.

Distinguish: E.g. ... participants will be able to *distinguish* between the dependent and independent variables to be measured in the outline of a proposed research project.

Estimate: E.g. ... participants will be able to *estimate* the amount of weight a person could lose over the course of one month if they reduced their food intake by 200 calories a day and increased their steps walked by 1000 a day.

Evaluate: E.g. ... participants will be able to *evaluate* the cost-effectiveness of spending money on items in a list of hypothetical uses for a set amount of prevention programming funding.

Identify: E.g. ... participants will be able to *identify* which birth control devices, among a selection provided, would be suitable for STD prevention.

Interpret: E.g. ... participants will be able to *interpret* a data table taken from a published research report.

List: E.g. ... participants will be able to *list* all the stages in the “Stages of Behavior Change” model.

Locate: E.g. ... participants will be able to *locate* the closest methadone clinic on a map of the city. NOTE: To locate is to physically identify location; not merely describe location.

Measure: E.g. ... participants will be able to use a stopwatch to *measure* the amount of time it takes Baby Safe course attendees to correctly install several different brands of infant car seats.

Name: E.g. ... participants will be able to *name* the parts of a logic model.

Order: E.g. ... participants will be able to *order* the steps in planning a health education seminar.

Predict: E.g. ... participants will be able to use a description of a given social network to *predict* the transmission of a communicable disease that enters the network.

Solve: E.g. ... participants will be able to *solve* the following query: “How many people in a city of two million need to be immune to or immunized against chicken pox before herd immunity will provide 85% protection for unvaccinated people?”