THINKING INSIDE THE BOX: LOGIC MODEL YOUR WAY TO PROGRAM SUCCESS

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A program is a cohesive arrangement of information, activities, services, or resources that support the educational and developmental aims of an institution.

- How does the program bring about desired change?
  - How to define the components of the program?
    - **Context** (campus culture, need, stakeholders, etc.)
      - Know national best practice and relevant theory
    - **Goal(s)**
      - Concise and clear
    - **Method/Plan**
    - **Evaluation**
      - Mid-Course Correction (Formative)
      - Outcomes (Summative)
logic models

- Useful way to illustrate how a project's performance measures are related to its specific problems, goals and objectives, and design
- Used to visually describe the linkages between program goals, activities, and expected outcomes
- Describe how a program should work, present the planned activities for the program, describe how activities will be documented, and focus on anticipated outcomes
- Diagrams or pictures that illustrate the logical relationship among key program elements through a sequence of "if-then" statements are often used when presenting logic models
THINKING “INSIDE THE BOX”

Program Activity

Box

Program Goal
“A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.”
(W.K. Kellogg Foundation 2004)

Although there are many formats, these are the major components:
- Assumptions
- Inputs
- Activities
- Outputs
- Outcomes
- Overall Impact
### What’s in your logic model

<table>
<thead>
<tr>
<th>Your Planned Work</th>
<th>Your Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources/Inputs</strong></td>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td>Includes human, financial, organizational and community resources a program has available to direct toward doing the work</td>
<td></td>
</tr>
<tr>
<td><strong>Outputs</strong></td>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>The direct products of program activities and may include types, levels, and targets of service to be delivered</td>
<td></td>
</tr>
<tr>
<td>Specific changes in program participants’ knowledge, behavior, skills, level of functioning (broken down into short-term, intermediate, and long-term)</td>
<td></td>
</tr>
<tr>
<td>Fundamental intended or unintended change occurring in organizations</td>
<td></td>
</tr>
</tbody>
</table>
## Example Logic Model

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Students need assistance connecting their major to a career.</td>
<td>Undergraduate Success Coordinator</td>
<td>Class Time</td>
<td>Pilot Course – 16 students Spring 2011 (hope for future growth)</td>
<td>Students who are more knowledgeable regarding their future career search</td>
<td>Students will gain confidence in their ability to successfully participate in a career search.</td>
</tr>
<tr>
<td>Students benefit from small classroom opportunities on a large campus.</td>
<td>Classroom Space</td>
<td>Readings and Reflections</td>
<td>Students who are more knowledgeable regarding their future career search</td>
<td>Students who are more confident regarding their future career search</td>
<td>Students will develop a support group of peers with similar interests and career goals.</td>
</tr>
<tr>
<td>Students benefit from forming a peer network that is grounded in common academic interests.</td>
<td>Faculty/Alumni Time (5 Faculty – to sit on a one time faculty panel – 60 minutes)</td>
<td>Faculty Panel</td>
<td>Students who feel increased connection with faculty, staff, and Alumni</td>
<td>Students who feel increased connection with faculty, staff, and Alumni</td>
<td>Students will identify their interests, skills, and values and connect them to potential careers.</td>
</tr>
<tr>
<td>Students benefit by being able to clearly articulate how their major connects to future goals.</td>
<td>Budget $500 for final dinner</td>
<td>Alumni/Faculty Panel and Dinner</td>
<td>Student portfolios that serve as a strong foundation/real tool in future career searches</td>
<td>Students will set SMART career goals.</td>
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</tr>
<tr>
<td>Students benefit by knowing that their academic college (HFA) supports them in achieving their future goals</td>
<td>Course Enrollment (Interested HFA Students that are willing to participate)</td>
<td>Building the Portfolio</td>
<td>Individualized written feedback from instructor to student that will serve as a roadmap in terms of how to enhance each student’s “job marketability.”</td>
<td>Students will identify potential references.</td>
<td>Students that feel supported by their major/HFA in regards to their career</td>
</tr>
<tr>
<td>Students benefit by receiving career feedback while they still have time to enhance their resume and fine tune their interviewing skills.</td>
<td>Final Interview</td>
<td>Written Feedback/</td>
<td>Students who feel a sense of community with the other students in their cohort</td>
<td>Students will learn skills that will help them connect to faculty/staff</td>
<td>Increased Alumni Support from course participants (Financial and Volunteer Hours with Current Students)</td>
</tr>
<tr>
<td></td>
<td>Student purchase of text book</td>
<td></td>
<td></td>
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</tbody>
</table>

If course enrollment grows, increased retention. Students will stay in HFA.
UMASS-AMHERST LOGIC MODEL FOR POLICY & ENFORCEMENT
03/23/05

RESOURCES

STRATEGIES/ACTIVITIES

Policy & Enforcement

Develop & implement communications campaign for enforcement of campus policies & penalties, state laws, & city regulations related to AOD use:
- Pocket guide
- Publicize internal judicial report
- Pro-active publicity of disciplinary outcomes before sports play-offs & celebrations?
- Publicize relationship b/w UMASS & East Hampshire District Court?
- Judge speak at orientation?

Foster collaboration with key community constituents (District Judge, Selectman, local Rep, Amherst PD, and ABCC) to identify & address priority off-campus issues (alcohol availability)
- Host public forum
- Present related data from survey

Review & make recommendations for revising campus policies related to serving alcohol at student leadership and other University events

SHORT-TERM OUTCOMES

Student awareness of policies, laws, regulations & consequences of violating them

Student perception that violating alcohol policies, etc. is risky & that code of conduct applies off-campus

Key constituent awareness of problem & buy-in for limiting alcohol availability at alcohol outlets

Consistency of messages related to access and use of alcohol by underage and high-risk drinkers

INTERMEDIATE OUTCOMES

Student violation of alcohol policies, laws, and regulations both on- and off-campus

Alcohol availability to underage students

Alcohol-related consequences among UMASS students

LONG-TERM OUTCOMES

Underage & high-risk drinking among UMASS students

Monitoring and enforcement at alcohol outlets for violation of sales to minors
GETTING STARTED

- What Box Will You Unpack?
- New or Existing Program?
- What is Your Style?
  - Do you prefer diagrams or text?
  - Do you like to start with assumptions or outcomes?
  - Do you like to brainstorm alone or with a team?
- What Can You Do with Your Logic Model?
  - Ask for resources
  - Justify needed program modification to stakeholders
  - Evaluate your program
  - Display your excellent work
BUILD YOUR LOGIC MODEL!
Coming Soon...

ASSESSMENT CERTIFICATE SERIES