Office of Assessment, Accreditation, and Institutional Effectiveness

Learning Collaborative Toolkit:

Using logic models

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Contents

How to use this tool

Guidance: Use this tool as a way to facilitate discussion within your School, Division, or Department as well as across Baruch College regarding why you are offering the programs and services that you currently offer. As noted in Kellogg (2006), the "point of developing a logic model is to come up with a relatively simple image that reflects how and why your program will work. Doing this as a group brings the power of consensus and group examination of values and beliefs about change processes and program results."

What is provided: This tools provides an overview of logic models, with guidance on how to use them. References on which all of the material is based are provided.

What is a logic model?

Logic models are diagrams that trace the sequence of expected/desired outcomes from the planned program activities through the ultimate end outcomes desired. Logic models allow one to construct the anticipated progression of what is hoped to result from the program or service, through to the end outcomes. As Hatry (2014) notes on p. 52, "[e]very program has implicit hypotheses about what actions will produce what results."

Use "logic models" ("outcome sequence charts") as a tool to help identify performance indicators. A related term sometimes used in program evaluations is "**theory of change**," which refers to a more detailed description of the theoretical basis for a program and the assumed causal mechanisms that are needed to produce desired ends. The logic model is a condensed version of theories of change.

When should we use a logic model?

Logic models can be used for programs that have not yet identified outcome indicators; when a new program is being implemented; or when an organization is reevaluating its current indicators. It is a tool meant to be developed collaboratively.

What is the benefit of documenting our logic model?

Logic models are useful for helping organizations identify performance indicators for performance measurement systems as well as for highlighting the relative importance of the various "intermediate" and "end" outcomes (intermediate outcomes are those

expected to result from the program activities and are expected to lead to the desired end outcomes that measure benefits to the public). The intermediate outcomes come earlier and are more controllable by organizations.

Each result shown in a block indicates the need for one or more performance indicators that measure the extent to which that result has been achieved. The question is asked after each block: "What do you next want to result?"

As Kellogg (2006) notes on page 5 of their guide document:

> 1. In **Program Design and Planning**, a logic model serves as a planning tool to develop program strategy and enhance your ability to clearly explain and illustrate program concepts and approach for key stakeholders, including funders.
> Logic models can help craft structure and organization for program design and build in self-evaluation based on shared understanding of what is to take place. During the planning phase, developing a logic model requires stakeholders to examine best practice research and practitioner experience in light of the strategies and activities selected to achieve results.
> 2. In **Program Implementation**, a logic model forms the core for a focused management plan that helps you identify and collect the data needed to monitor and improve programming.
> Using the logic model during program implementation and management requires you to focus energies on achieving and documenting results.
> Logic models help you to consider and prioritize the program aspects

most critical for tracking and reporting and make adjustments as necessary.

3. For **Program Evaluation and Strategic Reporting**, a logic model presents program information and progress toward goals in ways that inform, advocate for a particular program approach, and teach program stakeholders.

A basic logic model

A logic model includes five elements: Resources/ input, Activities, Outputs, Outcomes, and Impact.
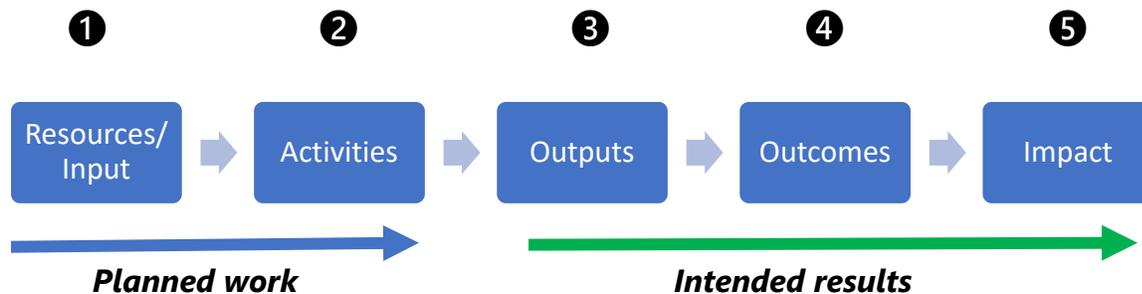
❶ Resources/ Input: Certain resources are needed to operate the unit (college, division, department, program). They include the human, financial, organizational, and community resources a program has available to direct toward doing the work. Sometimes this component is referred to as Inputs.

    (1) Staff

    (2) Time

    (3) Budget

    (4) Facilities

    (5) Technology

    (6) Expertise

❷ Activities: If you have access to the resources, then you can use them to accomplish your planned activities. Activities are the processes, techniques, tools, events, technology, and actions of the planned program. These may include products –

promotional materials and educational curricula; services – education and training, counseling, or health screening; and infrastructure – structure, relationships, and capacity used to bring about the desired results. This allows you to answer the question: What do you do with the resources? As Kellogg (2006) notes on p. 16, "Conducting an activity is not the same as achieving results from the accomplishment of that activity." For this reason, it is important for organization or program staff and faculty to discuss outputs, outcomes, and impact.

❸ Outputs: If you accomplish your planned activities, then you will deliver the amount of product and/or service that you intended. These are the direct, tangible results. Outputs are the direct results of program activities. They are usually described in terms of the size and/or scope of the services and products delivered or produced by the program. They indicate if a program was delivered to the intended audiences at the intended "dose." A program output, for example, might be the number of classes taught, meetings held, or materials produced and distributed; program participation rates and demography; or hours of each type of service provided.

    (1) Curricula

    (2) Course delivery

    (3) Workshops

    (4) Training

    (5) Publications

    (6) Policies

    (7) Partnerships created

❹ Outcomes: If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways. These are the desired results. They can be further categorized as short-term (immediate effects of the program or intervention activities), medium-term (behavior, normative, and policy changes), and long-term outcomes (desired results of the program and can take years to accomplish). Outcomes are specific changes in attitudes, behaviors, knowledge, skills, status, or level of functioning expected to result from program activities and which are most often expressed at an individual level. These can also be categorized as learning outcomes, student development outcomes, or service outcomes.

As Hatry (2014) notes on p. 59, "outcome indicators are not the same as outcomes. . . An outcome indicator identifies a specific numerical measurement that indicates progress toward an outcome. Performance indicators usually begin with the words number of, percent of, ratio of, incidence of, or proportion of."

Examples of outcomes include:

    (1) Changes in learning

    (2) Changes in action

❺ Impact: If these benefits to participants are achieved, then certain changes in your intended audience (students, faculty, staff, the college, organizations, communities, or systems) might be expected to occur. It may be a long time (even years) before impact is seen. Impacts are organizational, community, and/or system level changes expected to result from program activities, which might include improved conditions, increased capacity, and/or changes in the policy arena.

    (1) Changes in condition

    (2) Changes in capacity

References

Hatry, H. P. (2014). Transforming performance measurement for the 21st century. Washington, DC: The Urban Institute. Retrieved from https://files.eric.ed.gov/fulltext/ED559312.pdf

Kellogg Foundation, W. W. (2006). Logic model development guide: Using logic models to bring together planning, evaluation, and action Battle Creek, MI: W.W. Kellogg Foundation. Retrieved from https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide