

LOGIC MODEL

DEFINITION OF PROBLEM TO BE ADDRESSED OR GOAL:

Logic Model Category	FOR WHOM?	ASSUMPTIONS	STRATEGIES	OUTCOMES	MEASURES OF SUCCESS	LONG TERM IMPACTS
Explanation & Questions to Think About	<p>Name the target population(s) and/or group(s).</p> <p>For whom are you doing this work?</p> <p>Who will benefit from your work and the changes you create?</p>	<p>“Assumptions” = What you know, think, and/or believe.</p> <p>Describe the assumptions underlying the initiative and the approaches you are taking.</p> <p>These assumptions are likely to be the same or very similar across all years of the initiative.</p> <p>What assumptions guide your work?</p> <p>Why are you doing this? Why does change need to happen?</p> <p>What are the social, political and economic conditions or environmental factors that make you want to do this work?</p> <p>What data and/or identified needs or assets led you to address the issue?</p> <p>What is it about the initiative's approach that makes changes or differences happen?</p>	<p>Outline the strategies and activities that will be needed to achieve the desired outcomes for the given year.</p> <p>Include deliverables, products and outputs in this category.</p> <p>What mix of strategies, services, and activities will be needed to achieve the desired outcomes?</p> <p>What systems need to be in place?</p> <p>Who needs to be involved?</p> <p>What campus resources can be drawn upon?</p> <p>What other resources will it take (financial, human, material, etc.)?</p>	<p>Answer the question, “What is success?” year-by-year. Outcomes for the first year of implementation should be more specific while outcomes for subsequent years may be more general.</p> <p>Describe tangible changes sought for the each population/group identified in the “For Whom?” column. Outcomes should be reasonably measurable.</p> <p>Many outcomes will require much more than one year of work. Many will stay fairly constant across the years; some may be unique to each year.</p> <p>What outcomes do you want to achieve?</p> <p>What changes do you want to see happen over the next few years?</p> <p>What will be different on your campus if your strategy works?</p>	<p>Answer the question, “How will you know the initiative has been successful?” year-by-year.</p> <p>This column supports and informs the evaluation. It describes the information that initiatives will need to gather to know the extent to which each outcome is being achieved.</p> <p>Some data will be available through existing systems, but may need to be compiled and analyzed in new ways. Other data will require new approaches.</p> <p>How will you know if you're making a difference?</p> <p>How will it be measured?</p> <p>What data is already gathered and accessible?</p> <p>What new data must be gathered, and how?</p>	<p>Describe what will happen after four years if the initiative is successful.</p> <p>What condition(s) do you ultimately want to create?</p>
Examples	<p>Students of color</p> <p>Faculty and staff in academic departments</p>	<p>Stakeholders from across campus (administrators, faculty, students and community members) must collaborate for institutional change to be possible and sustained</p> <p>Faculty lack information about how to advise underserved students who arrive academically underprepared</p>	<p>Conduct cross-campus committee meetings to identify ways to streamline delivery of academic student support services (President appoints, year 1 meet 3x each semester)</p> <p>Develop and deliver professional development workshops to help faculty better advise underprepared students re: what courses to take and what support services are available on campus (2 opportunities each semester, starting with faculty who have academic advising responsibilities)</p>	<p>Academic student support services are streamlined and, B) underserved students are able to more easily access the services they need.</p> <p>Faculty advisors provide more accurate and complete information to underserved students re: coursework and support services</p>	<p>Coordinators of services make accurate referrals, The number of underserved students accessing students support services increases.</p> <p>The number of underserved students reporting that their faculty advisors informed them of appropriate coursework to take and support services increases. We can add questions to our end-of-year survey</p>	<p>More underserved students are successful, remain enrolled and graduate from our institution</p>