

Logic Model Workshop

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What are we doing today?

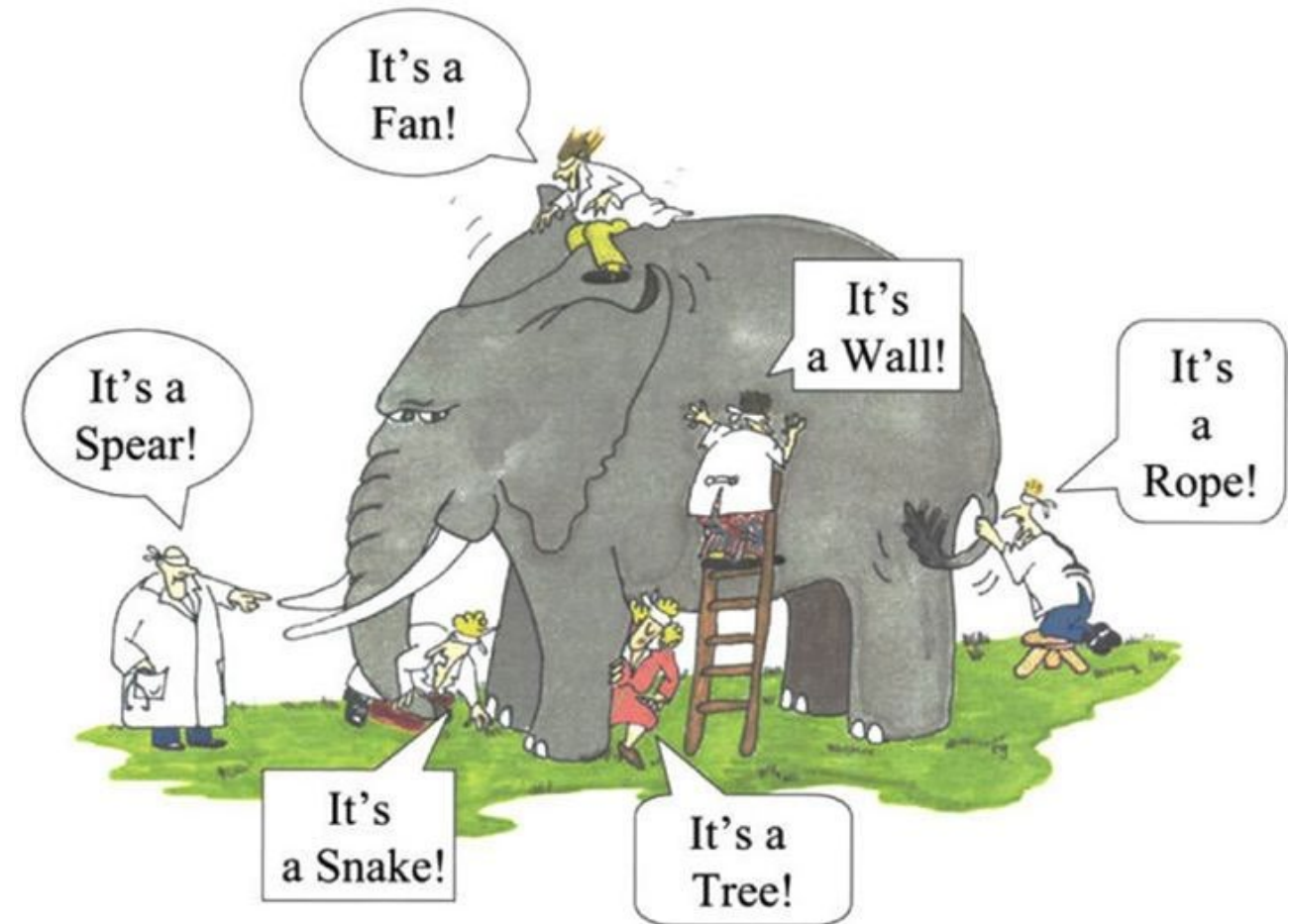
- Why logic models?
- Walk through the logic model process
- Discuss assessment tracking
- Using ecocycles to determine effectiveness

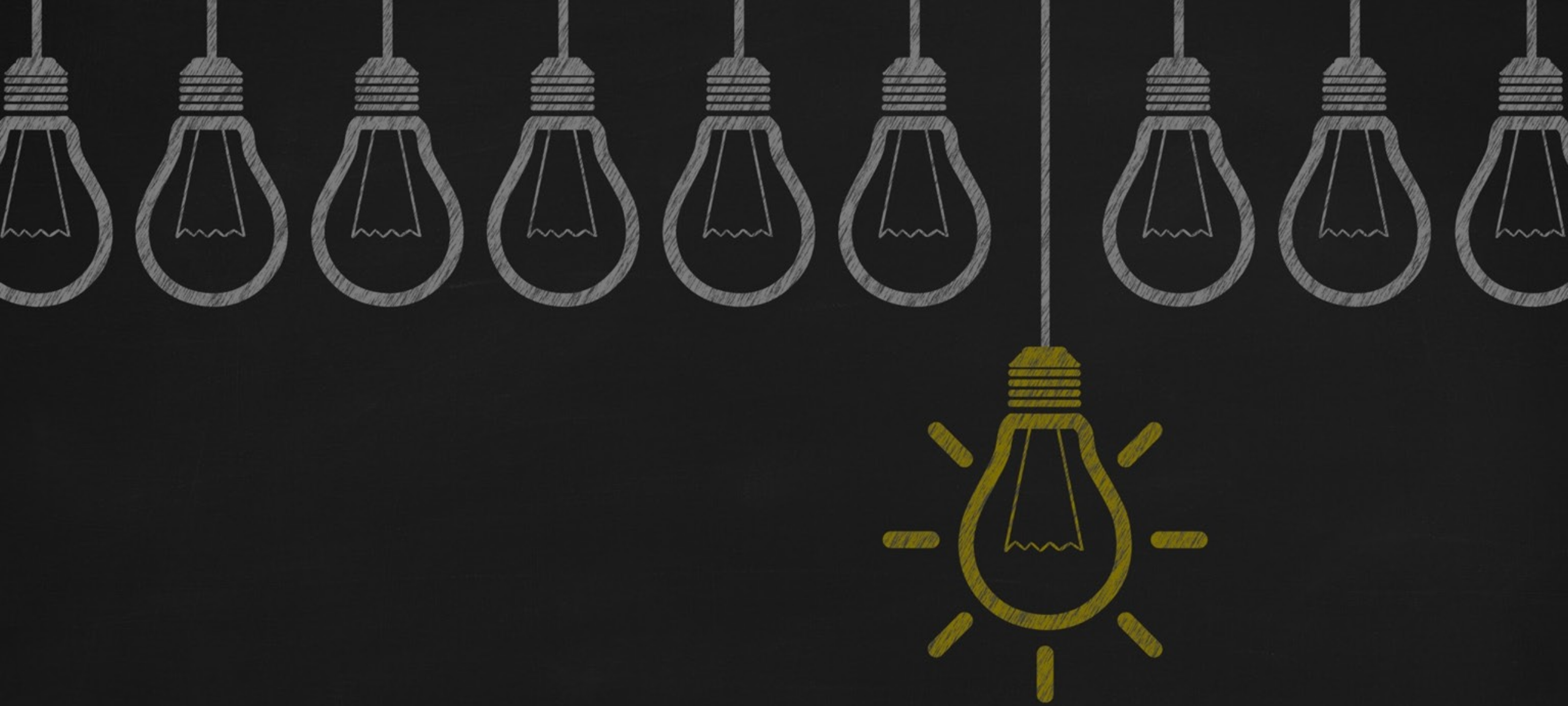
See how far the rabbit hole goes!



Why Logic Models?

- Overall Improvement
- Consensus building
- Clarifying meaning
- Funding
- Reporting
- Research
- Communicating Success
- Strategic Planning and Assessment



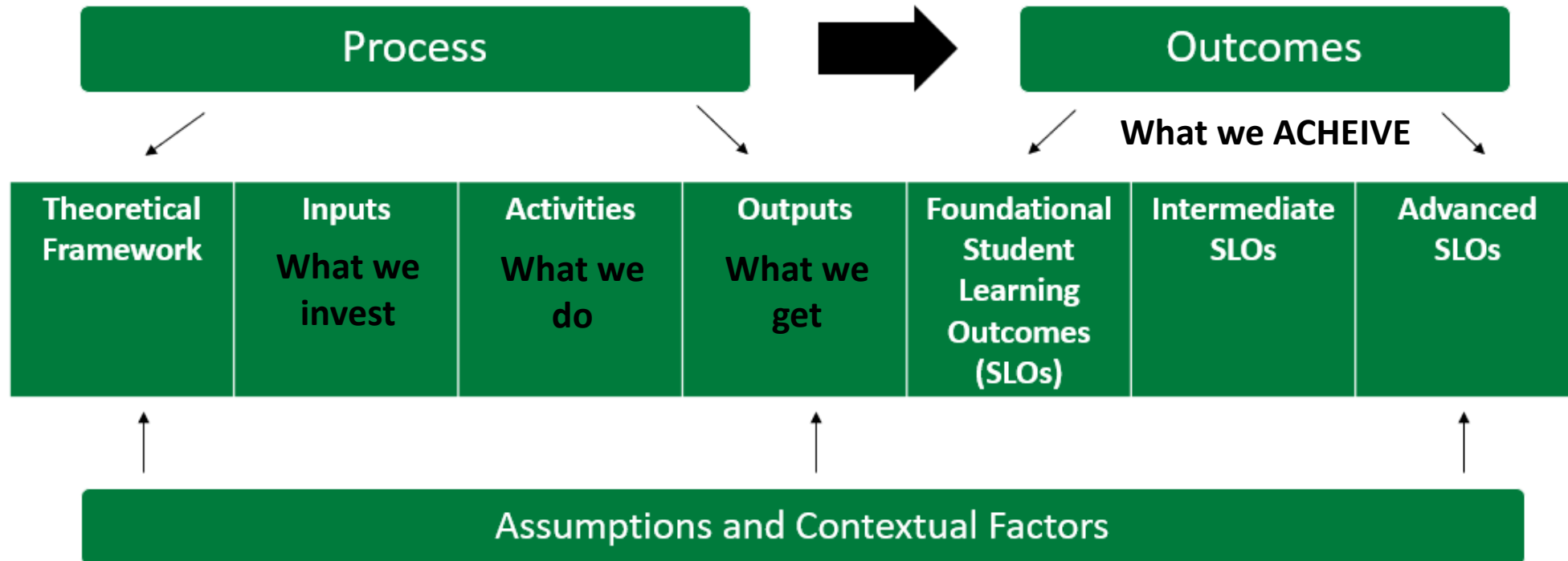


Logic Model v. Theory of Change

What's a logic model?



What's a logic model?



There are Three Main Types of Outcomes



Operational



Program



Learning

Engagement Intensity

Foundational - Introductions to concepts without in-depth engagement. They often focus on the student's knowledge and attitudes and beliefs. **Engagement is mostly passive.**

Intermediate – Reinforcing/practicing learned concepts with active engagement to deepen student's knowledge, attitudes, and beliefs. **Engagement is interactive, facilitated learning.**

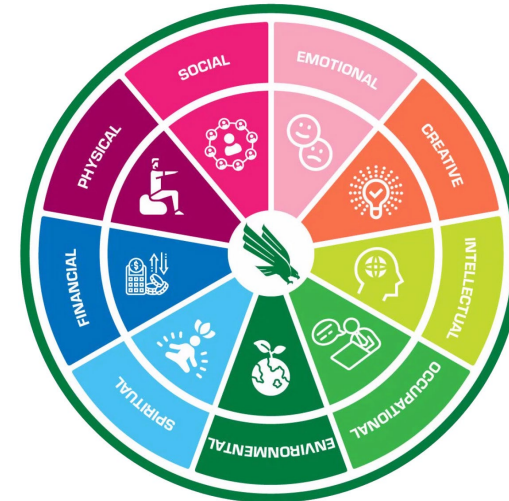
Advanced – Student's facilitating/teaching other students' foundational or intermediate outcomes and/or creating new projects and demonstrating in-depth knowledge of foundational and intermediate outcomes. Students will demonstrate high levels of self-agency and self-efficacy. **Engagement is lead and/or owned by the individual.**

Also Included in the Model...

Marketable Skills



Wellness Wheel



What's a logic model?



What are we assessing?

What are the goals of your program?

- Can you measure them?

What knowledge/skills do you think your program best provides?

- Why do you think so?

What do you know students get from your program?

- How could you prove it?

Does your program develop professional/social skills?

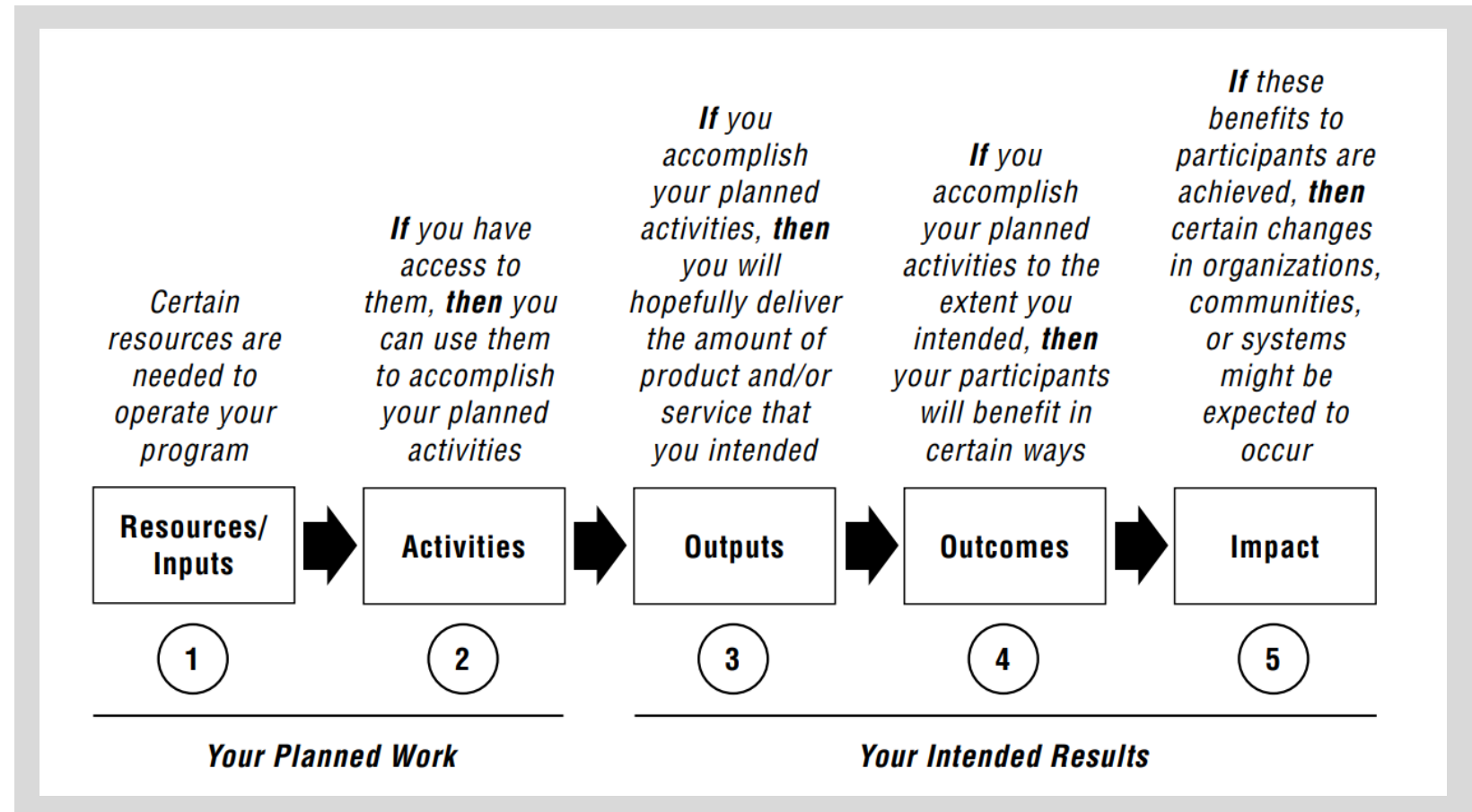
- How do you know?



Creating your own logic model



Excerpts from WKKF Logic Model Development Guide

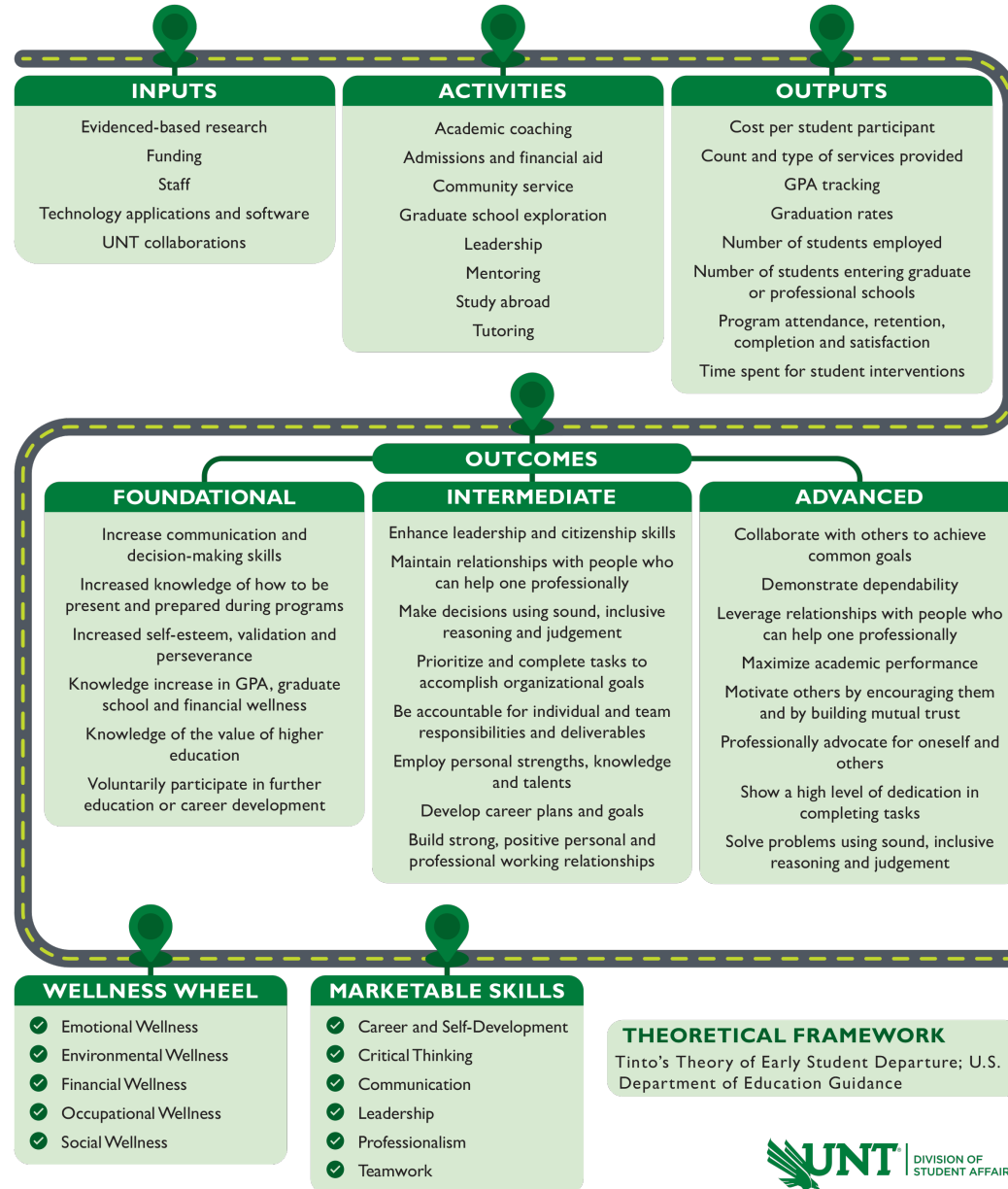


Example

TRIO STUDENT SUPPORT SERVICES

IMPACT STATEMENT

Motivating students toward postsecondary education success.



Example

WHAT IS A LOGIC MODEL?

A logic model is a planning and evaluation tool that visualizes data and tracks program evaluation plans. Logic models show linear connections between program activities and their intended student learning outcomes.

COMPONENTS

Inputs are the resources that go into a program or intervention—**what we invest**.

Activities are events undertaken by the program or partners to produce desired outcomes—**what we do**.

Outputs are the direct, tangible results of activities—**what we get**.

Outcomes are the desired results of the program—**what we achieve**. They are categorized as Foundational, Intermediate and Advanced based on the level, intensity and/or skill achievement needed to master the learning outcome.

DIVISION-WIDE THEORETICAL FRAMEWORKS

Each department within the Division of Student Affairs utilizes the following values and frameworks when teaching and measuring student learning outcomes.

UNT SYSTEM VALUES



To learn more, scan the QR code or visit untsystem.edu/about-us/values.

NACE CAREER COMPETENCIES/MARKETABLE SKILLS

The National Association of Colleges and Employers created a list of eight marketable skills employers want to see if new employees. The eight career competencies they created are:

Career and Self-Development

Critical Thinking

Communication

Diversity and Inclusion

Leadership

Professionalism

Teamwork

Technology

UNT WELLNESS WHEEL



Focusing on the physical, social and mental wellbeing of our university community is a top priority. Now, more than ever, it is important to take time to care for yourselves and each other.



To learn more, scan the QR code or visit wellness.unt.edu.



- Choose at least 1 outcome from the logic model and build an assessment plan with staff
- Use assessment tracking maps to track program success
- Use a project management software, such as Trello or Microsoft Project to track success
- Meet with program staff to go over ATM details

ATMs created using the following sources:

1. Dr. Jane Marie Souza of the University of Rochester
2. International Center for Student Success and Institutional Accountability. (2008). *Assessment reconsidered : institutional effectiveness for student success* (1st ed.). ICSSIA.

Assessment Tracking Map (ATM)¹


Academic year: 2023-2024 Dept./Unit: We Mean Green Fund Contact: ~~XXXXXXXXXX~~

GOAL	ACTIVITY	Measure	ASSESSMENT	USE OF RESULTS	TIMELINE
Which learning outcome do you want to measure?	How do I plan to do it?	What measure will you use to collect direct assessment data?	How will I know if I am successful? What output and outcome metrics will you track?	What will I do next? Who are my stakeholders?	
Increased education about environmental sustainability and its importance on campus.	<ul style="list-style-type: none"> • Community Garden • We Mean Green Fund Committee • Campus Race to Zero Waste • Natural Dye Garden • Bee Campus 	<ul style="list-style-type: none"> • Pre/posttest surveys • Resource Fair Survey • 1-2 things you learned from this event—Zero Waste, Earthfest • Recall information from curriculum – ask a question about if they knew this information before or if they learned it in the session 	<p>Student Attendance</p> <p>Pre/posttest results</p> <p>Some come in with gardening experience—our programs target those who do not know anything about <u>garden</u> Knowledge increase through program engagement</p>	<p>Other green funds across TX</p> <p>Faculty partners</p>	<ul style="list-style-type: none"> • Community Garden <ol style="list-style-type: none"> 1. Pretest at beginning 23; posttest Beginning of Dec and May 2. Recall information for volunteers • We Mean Green Fund Committee <p><i>Pretest in August for first year and Posttest in March the second year</i></p> <p><i>Recall information for volunteers</i></p> <p><i>1-2 things you learned from this <u>event</u></i></p> • Natural Dye Garden • Bee Campus • Campus Race to Zero Waste <p><i>End of the year survey in April for anyone who attend one of these events</i></p>

*DSA Assessment: Check-ins before and after dissemination; review assessments and provide feedback

¹ This ATM was developed by Dr. Jane Marie Souza of the University of Rochester.

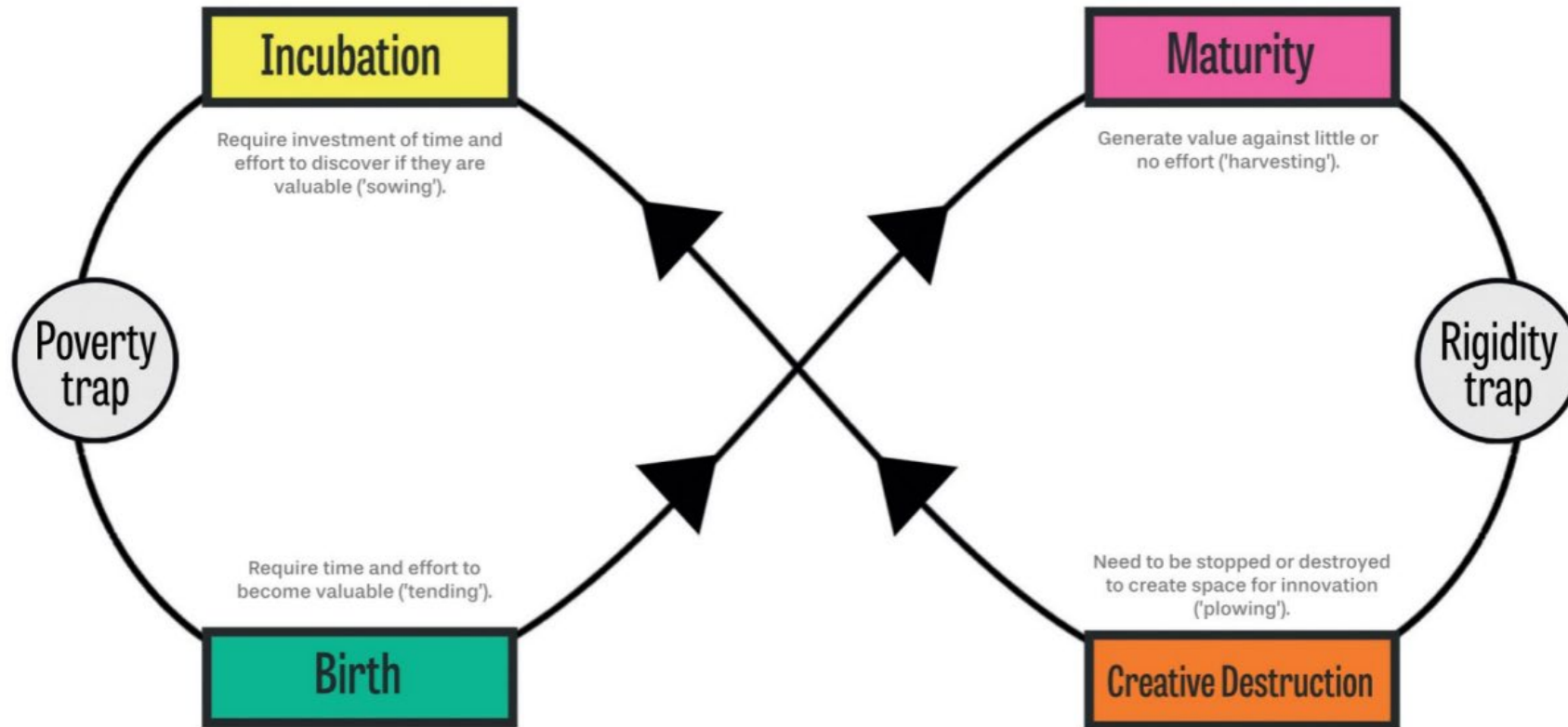
- What learning strategies will best link the curriculum and its associated student learning objectives to outcomes? That is, how do we translate our educational goals into classroom and experiential learning experiences that will enable students to succeed?
- What are the best data gathering methods for assessing the effectiveness of our learning programs in supporting student learning? How might those methods vary across the spectrum of learning experiences offered on our campus
- What is our programmatic, departmental, divisional, and institutional capacity for change? To what extent does tradition impede change? How does concern about possible change create resistance to assessment? How might that resistance be understood and ameliorated?
- What are the professional skills, competencies, aptitude, and capacities of educators on our campus to fully engage in assessment planning? How can staff and faculty best be linked or partnered to do their best work? What professional development needs exist? How will they be met? What resources exist to support those activities?

 Purpose: looks at the four stages of planning, development, and innovation in program design

- Balance and set priorities
- ROI – Return on Inputs
 - a. Time
 - b. Money
- Invites all team members to the table, regardless of rank
- Can be combined with budget analysis and implementation science initiatives
- Helps reveal the whole department picture and see the “forest AND the trees”

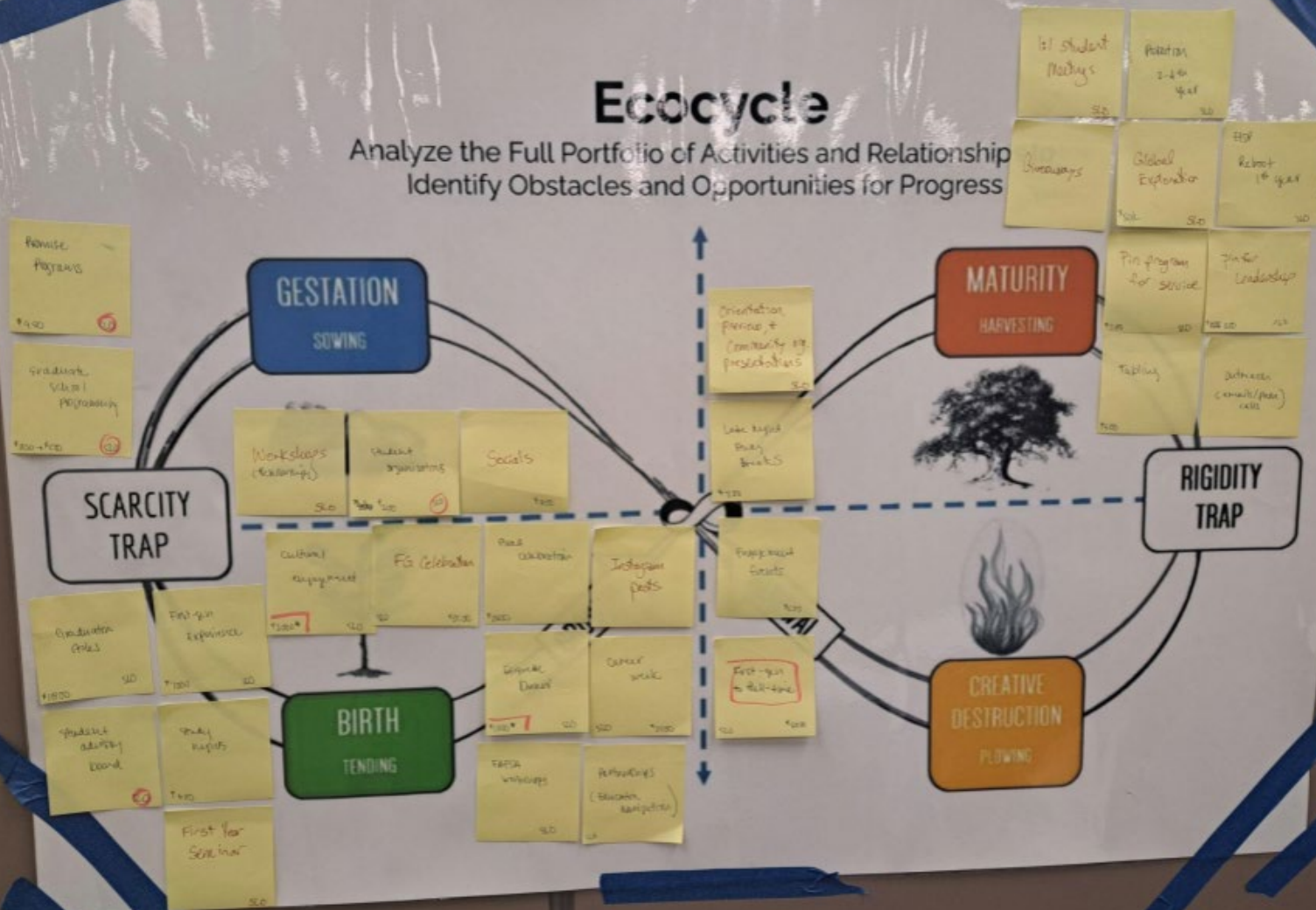
Source - Lipmanowicz, Henri and McCandless, Keith. 2013. *The Surprising Power of Liberating Structures: Simple Rules to Unleash a Culture of Innovation*. Liberating Structures Press: Seattle, WA. Pg. 295.

Ecocycle Planning



Ecocycle

Analyze the Full Portfolio of Activities and Relationship
Identify Obstacles and Opportunities for Progress





Macro Strategic Planning

- Aggregate data
- Replace, compliment, and/or supplement pre-existing reporting models

Data Visualizations Inward and Outward

- Communication and storytelling

Assessment Tracking

- Streamlining effective interventions
- Budget reflection

Council of Academic Standards (CAS) supplemental/replacement

Data Literacy

Thank you!

