## Logic Models & Your Theory of Change

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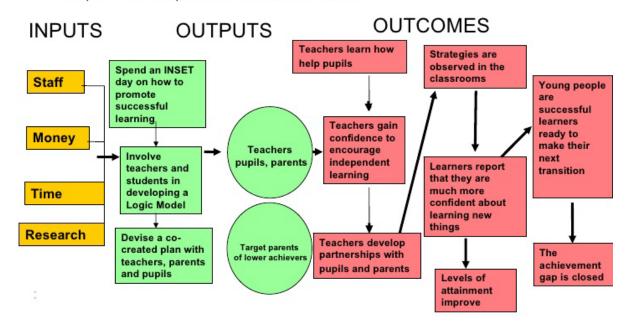
### Logic Models – What Are They

- Tools to facilitate project design
- Required or recommended proposal elements
- One page project overviews
  - Schematic depiction of the project's premise, or theory of change
  - Relatively few words
  - Position conveys information
- Aids for proposal reviewers
  - Reference while reading the rest of the narrative
  - Conveys project feasibility and likelihood of success



Example: parent education and support initiative

Situation: Young people (especially the less able) do not have a range of strategies to help them be independent and successful learners





**Goal:** To better serve Hispanic and under-served students through curriculum redesign, the use of high-impact practices, and culturally and socially-informed outreach to increase the **enrollment** in one-year Masters Degree programs and the **number of masters degrees** and post-baccalaureate certificates awarded.

Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes	
<ul> <li>Current, former &amp; prospective graduate students</li> <li>Community and IHE partners</li> <li>Accreditors</li> </ul>	Curriculum re-design: Development of three Interdisciplinary problem- focused clusters and their associated courses	<ul> <li>Surveys of student interests and concerns</li> <li>Problem foci</li> <li>Curriculum sequences</li> <li>Instructional content</li> </ul>	<ul> <li>Three clusters created &amp; piloted</li> <li>Students enrolled in cluster-based curricula</li> <li>Faculty trained in cluster-based curriculum development</li> </ul>	Data about the impact of • Hispanic student interests and concerns on choice of graduate schools to attend • cluster-based curricula on graduation rates • problem-focused outreach on enrollment rates	
•CAHSS Aspirational Strategic Plan Actions (ASAP) •Gateway 2020 •SA 2020	Create/Expand High Impact Practices •Internships-in-place •International study •Community engagement •Student/Faculty Research	<ul> <li>N activities created</li> <li>X Student activity slots</li> <li>Y Faculty activities created</li> <li>Z course plans incorporating HIPs</li> </ul>	<ul> <li>S Students engaging in HIP</li> <li>P courses using HIPs</li> <li>M Faculty engaged in scholarship</li> <li>Infrastructure for and manualization of integration of HIPs</li> </ul>	<ul> <li>Greater alignment with community, government, business &amp; industry needs</li> <li>Increased</li> </ul>	ST. MARY'S UNIVERSITY
•Digital tools for communication •Consultants for faculty training and developing robust outreach programs	Enhanced and Targeted Outreach •PD development •Linked In/blogs •Student Support •Assistantships	Faculty trained to perform outreach: Culturally-sensitive & relevant outreach strategies to engage with prospective students	Increased numbers of students inquiring about, applying for and enrolling in one-year master's degree programs	Increase in graduate enrollment for PFC grad programs Flexible course delivery	UNIVERSITY TEXAS A&M UNIVERSITY SAN ANTONIO
Administrative polices and handbooks	Create the administrative & technological infrastructure to sustain transformed curricula, HIPs, & outreach	<ul> <li>New faculty &amp; administrative policies</li> <li>Revised org charts</li> <li>Enhanced facilities</li> <li>Expanded web services</li> <li>Increase options content delivery or tools</li> </ul>	New tools (policies, services and organizational relationships) to support cluster-based, problem focused instruction	•Enhanced capacity to develop and improve the value of graduate programs, leading to increased enrollment and number of degrees awarded	

#### Sample Logic Model – NORDP PUI

Logic Model

Program: Research Development

Goal: Increase faculty & student participation in schola	arly activities
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INPUTS	ACTIVITIES		OUTCOMES		
What we invest	What we do	Who we reach	Why this project: short-term results	Why this project: intermediate results	Why this project: long-term results
<ul> <li>Staff</li> <li>Volunteers</li> <li>Time</li> <li>Money</li> <li>Research findings</li> <li>Materials</li> <li>Equipment</li> <li>Technology</li> <li>Partners</li> </ul>	<ul> <li>Conduct workshops and meetings</li> <li>Train</li> <li>Deliver services</li> <li>Develop products, curricula, resources</li> <li>Facilitate access to information</li> <li>Work with media</li> </ul>	<ul> <li>Clients/Faculty</li> <li>Staff</li> <li>Agencies and community-based organizations (CBOs)</li> <li>Decision-makers</li> <li>Students</li> </ul>	<ul> <li>Awareness</li> <li>Knowledge</li> <li>Attitudes</li> <li>Skills</li> <li>Opinions</li> <li>Aspirations</li> <li>Motivations</li> </ul>	<ul> <li>Behavior</li> <li>Practice</li> <li>Decision-making</li> <li>Policies</li> <li>Social Action</li> </ul>	<ul> <li>Health</li> <li>Social</li> <li>Economic</li> <li>Civic</li> <li>Environment al</li> </ul>

Assumptions

- Beliefs about the environment and community
- Should be confirmed before beginning the program

**External Factors** 

- Positive and negative influences
- Culture, economics, politics, demographics
- Should be confirmed before beginning the program

### Key Features of a Logic Model

- Goal(s) or objectives:
  - Typically align with funders program goals
- Outcomes
  - These can be lofty or ambitious and speak to impact
- Outputs
  - These are concrete results of the activities you undertake
- Activities
  - High level overview; clear and concise
- Inputs
  - can be existing or requested



#### Generic Logic Model

Logic Model								
Program: Research Deve	elopment							
Goal: Increase participa	Goal: Increase participation in scholarly activities							
INPUTS	ACTIV	TIES	OUTCOMES					
What we invest	What we do	Who we reach	Why this project: short-term results	Why this project: intermediate results	Why this project: long-term results			
<ul> <li>Volunteers</li> <li>Time</li> <li>Money</li> <li>Research findings</li> <li>Materials</li> </ul>	<ul> <li>Conduct workshops and meetings</li> <li>Train</li> <li>Deliver services</li> <li>Develop products, curricula, resources</li> <li>Facilitate access to information</li> <li>Work with media</li> </ul>	<ul> <li>Clients/Faculty</li> <li>Staff</li> <li>Agencies and community-based organizations (CBOs)</li> <li>Decision-makers</li> <li>Students</li> </ul>	<ul> <li>Awareness</li> <li>Knowledge</li> <li>Attitudes</li> <li>Skills</li> <li>Opinions</li> <li>Aspirations</li> <li>Motivations</li> </ul>	<ul> <li>Behavior</li> <li>Practice</li> <li>Decision-making</li> <li>Policies</li> <li>Social Action</li> </ul>	<ul> <li>Health</li> <li>Social</li> <li>Economic</li> <li>Civic</li> <li>Environment al</li> </ul>			
Assumptions			External Factor	ç				

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- Positive and negative influences •
- Culture, economics, politics, demographics
- Should be confirmed before beginning the program •

### Exercise 1: What is Your Goal?

- Start a logic model for a hypothetical project. Use the sample template or draw free hand.
- What are you trying to accomplish?
- Some things to consider:
  - What is the mission of your organization (research group, discipline, department, university)?
  - What resources do you have to draw upon?
  - Who are you trying to help? Students? Faculty? The University? The discipline? The world?
  - What is the time frame you wish to affect? The period of the project? The future?



#### Logic Model Template

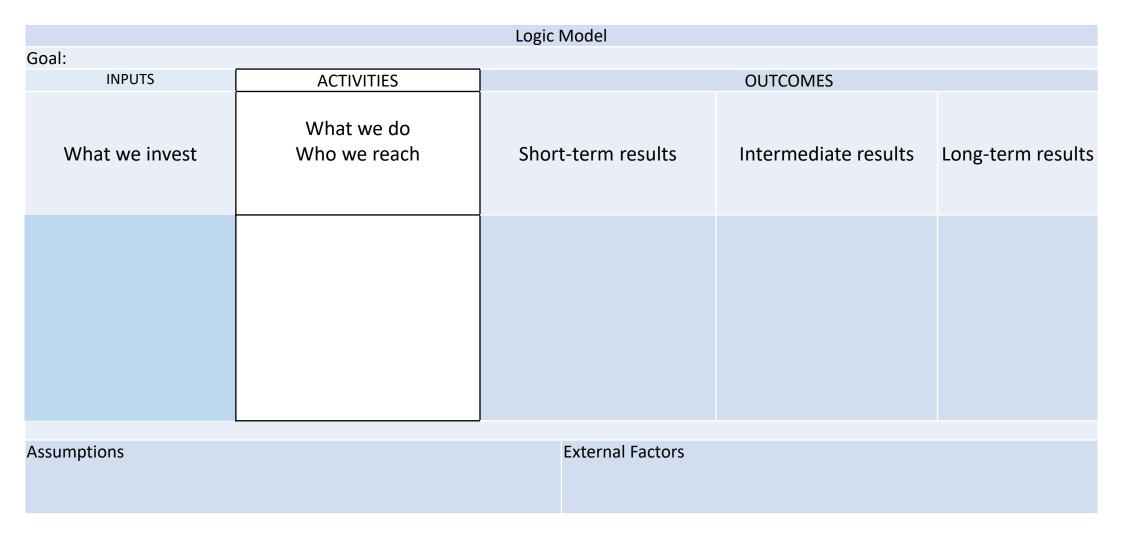
Logic Model						
Goal:						
INPUTS	ACTIVITIES		OUTCOMES			
What we invest	What we do	Who we reach	Why this project: short-term results	Why this project: intermediate results	Why this project: long-term results	
Assumptions External Factors						

### Exercise 2: How Will You Achieve Your goal?

- Things to consider
  - What are your objectives? Try breaking down the goal into 2-4 main parts that each contribute to the goal.
  - Who are you trying to reach?
  - What activities are you planning?
  - What resources do you need to undertake your activities? Include those you already have and those your are requesting.
  - Remember the timeline. Choose objectives that can be achieved within the time period of the project. Longer term outcomes will appear later in the logic model.



#### Logic Model Template



### Exercise 3: How Will You Know If You Succeed?

- What are the immediate outputs of your activities? A survey? a workshop? trained individuals? New courses?.
- What will you do with those outputs? These are intermediate outcomes.
  - Better understand something?
  - Know how well something has worked
  - Have trainers for future workshops
- Longer term outcomes
  - Who is better off now?
  - How will the results be generalized?
  - These do not have to occur within the timeframe of the project.
- Do the outcomes line up with the stated goal?



#### Logic Model Template

Logic Model						
Goal:						
INPUTS	ACTIVITIES		OUTCOMES			
What we invest	What we do	Who we reach	Why this project: short-term results	Why this project: intermediate results	Why this project: long-term results	
Assumptions External Factors						

### Develop Your Theory of Change

- Complete the following sentence based on your logic model: "In order to achieve [my goal] I will conduct [my activities], which will result in [my outcomes]."
- State your Theory of Change: "Doing [activities] will result in [Outcomes] which will bring about [Goals]."
- Future activities
  - Logic Models are developed iteratively, being revised several times before the final project design.
  - Consider the assumptions on which your theory of change is built and what external factors may affect your outcomes.
  - Revise the activities and outputs to make them more realistic.

# Thanks

