

New York State College Health Association
October 21, 2010 **Syracuse, New York**

TODAY'S TOPICS

- Logic model: defined
- Uses of logic models
- Using logic models to guide program planning
- Approaches to creating a logic model
- Logic model development
- Using logic models to guide program evaluation

LEARNING OBJECTIVES

1. Discuss the purpose of using a logic model in program planning and evaluation.
2. Identify five major actions that appear in a well constructed logic model.
3. Explain the three steps used to construct a logic model based on a hypothetical health promotion program.

Logic Model, *defined*

“A program logic model is a picture of how your program works – the theory and assumptions underlying the program...

...This model provides a roadmap of your program, highlighting how it is expected to work, what activities need to come before others, and how desired outcomes are achieved.”

(Kellogg, 1998, p. 35)

Logic Model, *simply defined*

- Where are you going?
- How will you get there?
- What will tell you that you've arrived?
- A logic model is a ROAD MAP for program planning & evaluation.



Types of Logic Models

- Graphic display of boxes and arrows; vertical or horizontal
 - Relationships, linkages
- Any shape possible
 - Linear
 - Circular
 - Dynamic
- Level of detail
 - Simple
 - Complex

Inputs	Outputs	Outcomes
	1	1a b
	2	2a b c
	3	3a b
	4	

Logic Model for Statewide Consortium

PROGRAM RESOURCES	PROGRAM ACTIVITIES	INTERMEDIATE OUTCOMES	LONG-TERM OUTCOMES	HEALTH & QUALITY OF LIFE
<ul style="list-style-type: none"> • New Jersey Higher Education Consortium (NJHEC) for Alcohol and other Drug Prevention and Education • New Jersey Prevention Network (NJPN) • Environmental Management (EM) approach to prevention • DeJong et al. (Higher Education Center) • NJ Peer Institute (annual 3-day peer education training) • Data: <ul style="list-style-type: none"> • Multi-year, multi-institution CORE data • NJS Strategic Plan for Substance Abuse Prevention • NJS Epidemiological Profile of Substance Abuse • Established relationships with the New Jersey Divisions of Addiction Services (DAS) and Alcohol Beverage Control (ABS) 	<ul style="list-style-type: none"> • NJHEC convenes bimonthly meetings • NJHEC recruits new member institutions • NJHEC conducts program inventory • NJHEC conducts needs assessment • NJHEC conducts EM trainings on creating: <ul style="list-style-type: none"> - Campus task force - Campus-community coalitions - Peer education programs • NJHEC selects member IHE to receive sub-grants to support new or existing EM activities 	<ul style="list-style-type: none"> • Increase participation in NJHEC • Collect baseline data regarding existing prevention programs utilizing EM approaches • Increase in EM knowledge and related skills among campus and community prevention professionals. • Increase the number of campus/community coalitions throughout the state • Increase the number of campus' with a campus task force throughout the state • Increase the number of campus peer education groups using EM strategies across throughout the state • Increase in the number of alternative alcohol-free programming in the participating campus communities 	<ul style="list-style-type: none"> • Increase support for campus prevention programs • Decrease in student drinking rates, including heavy, episodic drinking • Decrease in the negative consequences of binge drinking including violence • Maintain a sustainable management structure for the NJHEC 	<ul style="list-style-type: none"> • Students will suffer fewer negative health consequences due to their own or other students drinking

Using Logic Models

Program Planning

- Identification of resources.
- Articulation of goals and objectives.
- Planning of program activities.
- Identification of:
 - Outputs
 - Outcomes
 - Impacts
- Logic models specify the changes that will hopefully occur as the result of the program.

A Typical Planning Scenario

PROGRAM
ACTIVITY

BLACK BOX

LONG-TERM
GOALS

What is the chain of events or *changes* that will occur between the activity and its intended goal?

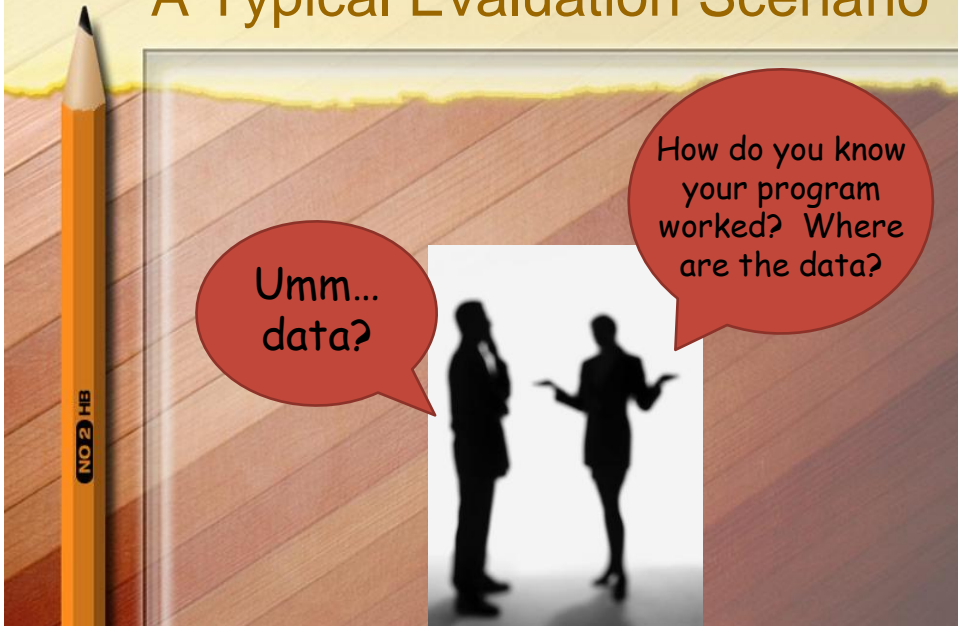
Langford, L. (2010). Using program logic models to plan and evaluate sexual violence prevention programs. USDOE Higher Education Center for Alcohol, Drug Abuse, and Violence Prevention National Meeting.

Using Logic Models

Program Evaluation

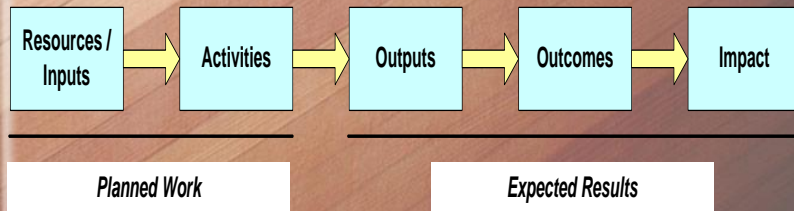
- Outlines linkages between:
 - Program activities and outputs.
 - Program objectives and outcomes.
 - Program goals and impacts.
- Linear framework for program evaluation activities:
 - Formative
 - Summative

A Typical Evaluation Scenario

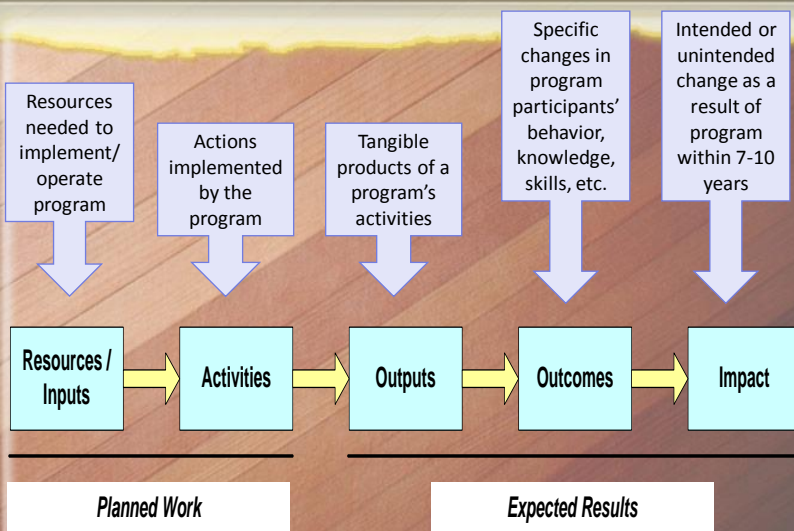


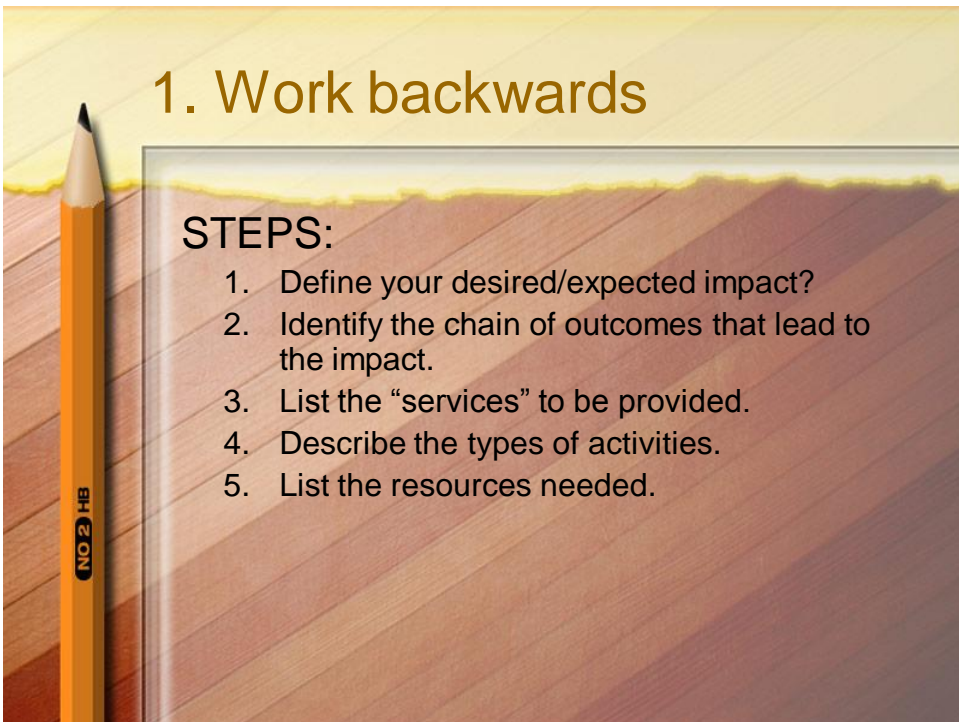
Logic Model Actions

- A logic model is sequence of actions that describe what the program is, what it will do and how investments link to results.
- It is a chain of events or *changes*.



Logic Model Actions





2. Focus on Activities

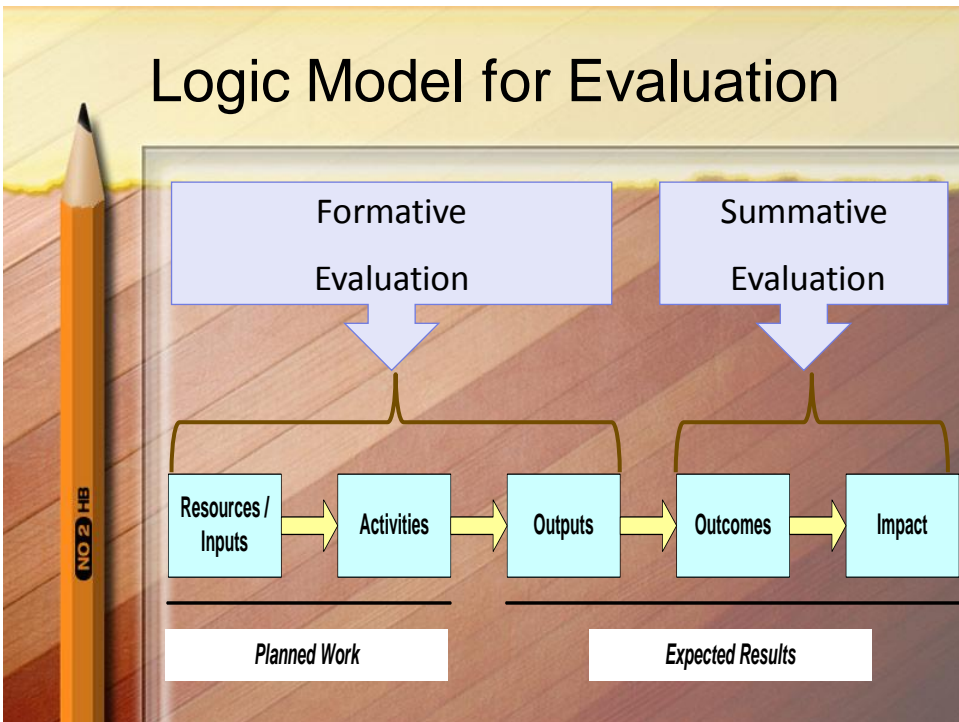
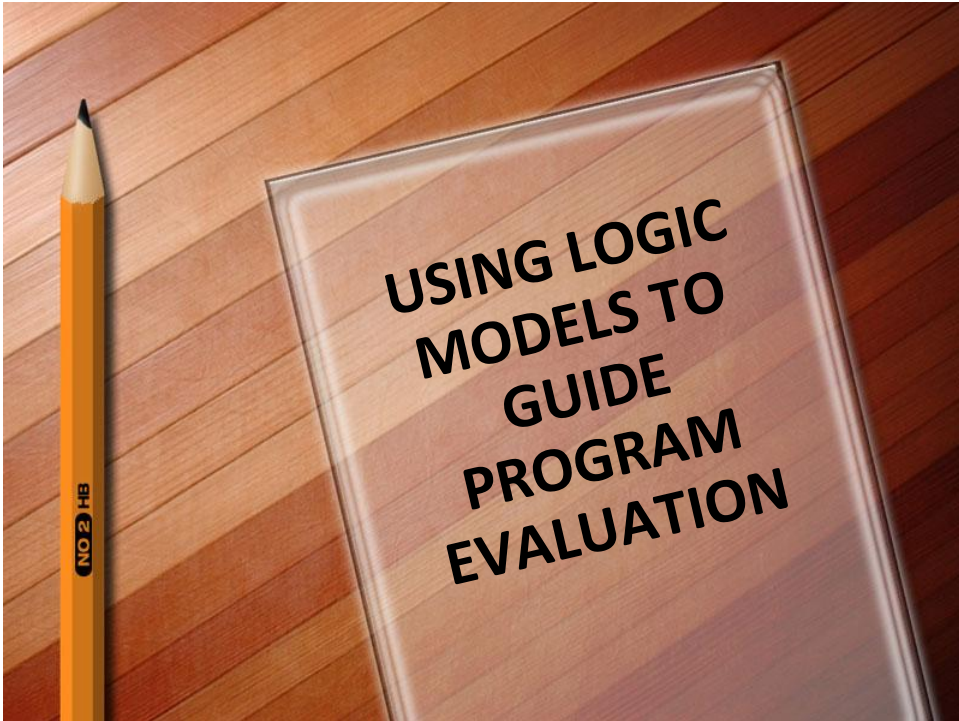
STEPS:

1. Write down all activities involved in (or planned for) the program.
2. For each activity, complete one of the following statements:
 - “We do ____, so that ____ will occur”
 - “If we do ____, then ____ will occur”
3. Continue repeating until you reach a logical end point.

3. Use this worksheet

Inputs	Activities	Outputs	Outcomes	Impact
In order to accomplish our set of activities we will need the following resources:	In order to address our problem we will conduct the following activities:	These activities will produce the following products or other evidence of service:	We expect that these activities will lead to the following changes in 1-3 then 4-6 years:	We expect that, if completed, these activities will lead to the following changes in 7-10 years:
Ex: time, staff, volunteers, money, materials	Ex: workshops, curriculum development, trainings, social marketing, special events, outreach	Ex: number of people reached, number of sessions held, number of kits distributed	Ex: changes in knowledge, attitude, skill, awareness, and/or behavior	Ex: policy changes, social change, environmental change, healthier people

→ Answer questions until saturation.



Realistic Expectations

- For many programs, resources are insufficient to conduct rigorous “controlled” research.
- But, at a minimum, we should aim to...
 1. Have clearly defined program goals/objectives
 2. Have an idea of how activities will lead to desired outcomes
 3. Conduct some monitoring or process and outcomes.