



Logic Modeling: Analyzing and Communicating Contributions to First Year Student Success

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Session Outcomes

By the conclusion, you should be able to

1. Identify one way a logic model can contribute to
 - articulating / visualizing your program
 - illustrating your program's contribution to first year student success
2. Initiate a logic model for your program
3. Propose an assessment process for one outcome from your logic model
4. Identify resources to help with logic modeling

Schedule

11:30 – 12:00 Introduction to Logic Model

12:00 – 1:00 Working Lunch and Logic Model Practice

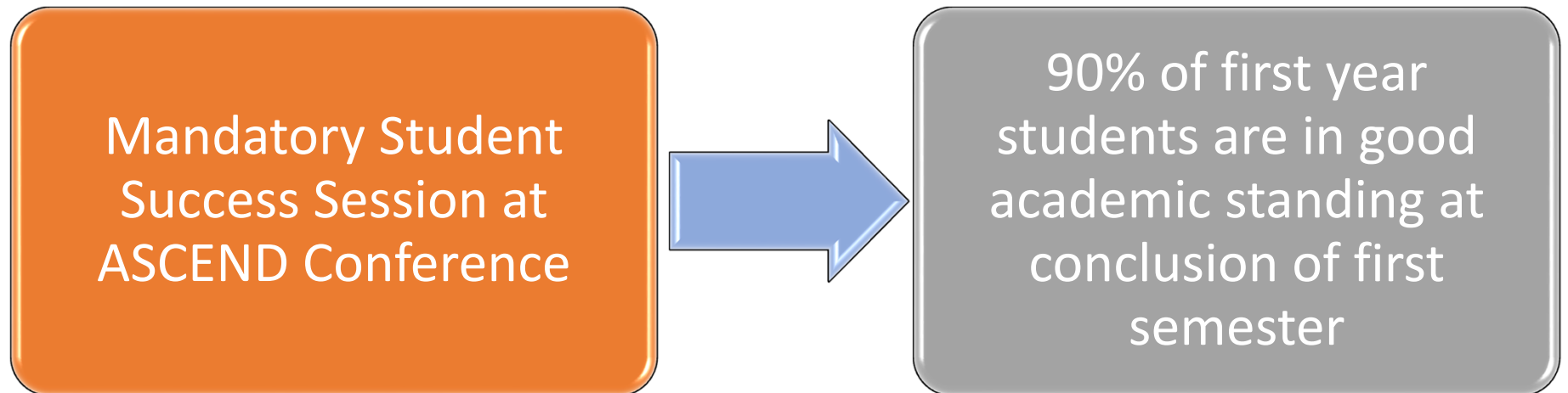
1:00 – 1:20 Reflection and Logic Model Debrief



The Context

Premise 1

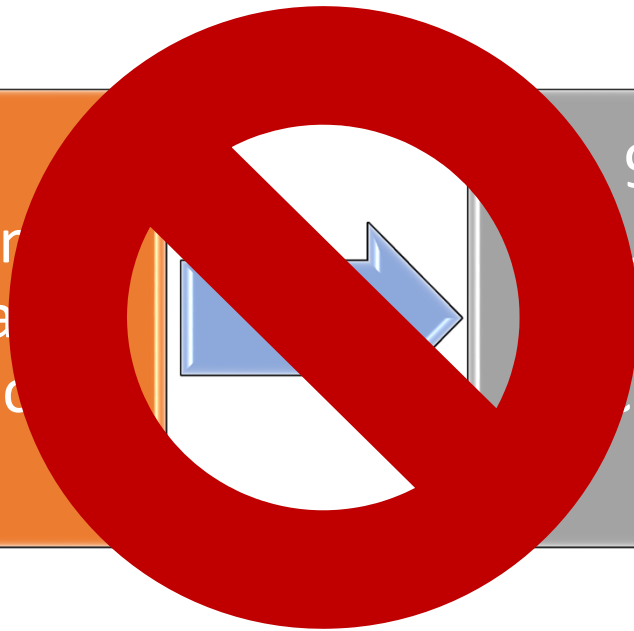
It is unlikely that a program/intervention/experience can be expected to impact first year student success *as measured by an institutional metric.*



Premise 1

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Mandatory Student
Success Session at
ASCEND Conference



90% of first year
students are in good
academic standing at
conclusion of first
semester

Premise 2

Programs and support services typically address one facet of student journeys, and thus contribute to but are not wholly responsible for student success.



Good Academic Standing

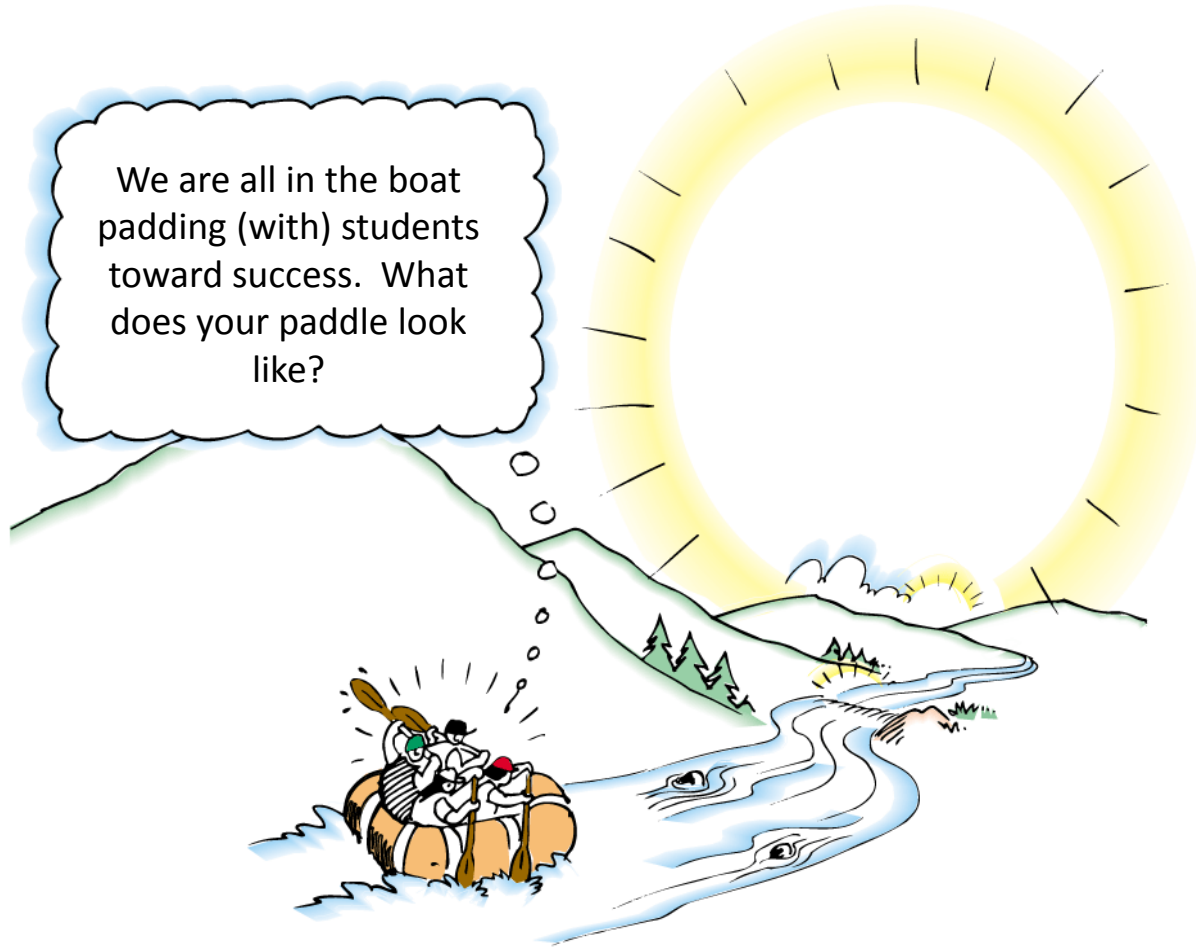
Premise 3

Student success is....

- ❖ an institutional effort
- ❖ the result of multiple complementary programs collectively addressing the needs of students (student populations) in relation to a shared intended outcome (e.g. good standing at the end of the first semester).



We are all in the boat
padding (with) students
toward success. What
does your paddle look
like?



Logic Model

Designing a Paddle

Logic Model: A series of proposals to generate a desired impact.



Logic models are presented, not developed, in this order.

Many kinds but a single example

Rationale: A consistent campus approach to logic modeling facilitates

- Interpreting each other logic models
- Linking logic models to assessment
- Aligning unit efforts in support of a campus goal like retention

Some Logic Model Definitions for UCM



1. The fundamental change occurring in an organization (i.e. UCM).

E.g. High rate of good academic standing at end of the first semester.

Some Logic Model Definitions for UCM



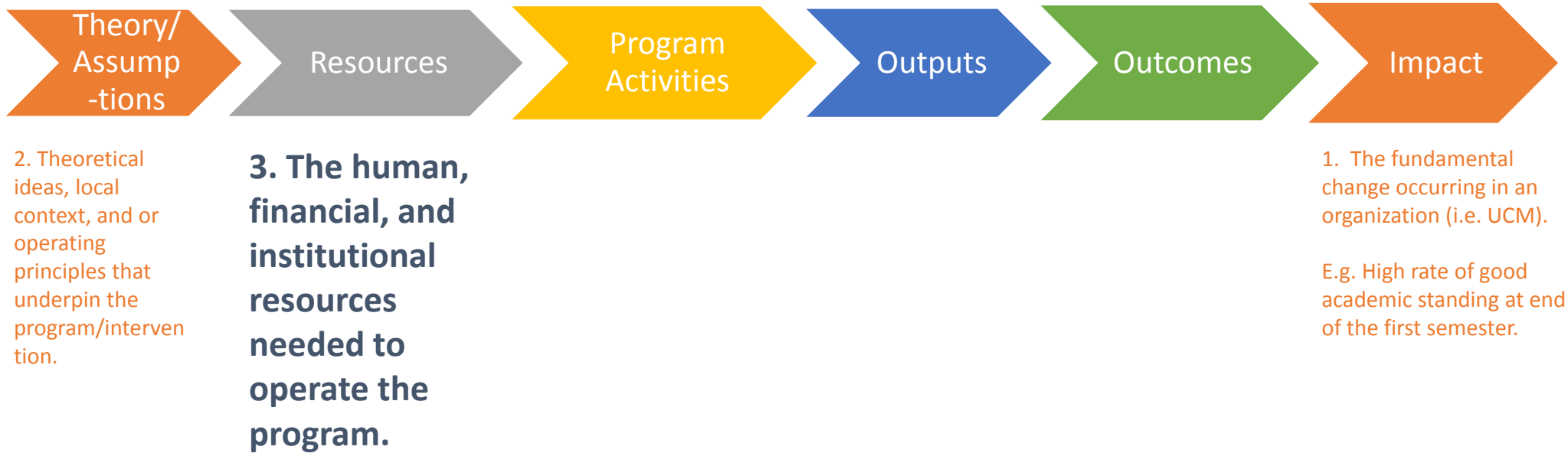
2. Theoretical ideas, local context, and or operating principles that underpin the program/intervention.

- What the literature says works.
- The local reasons (data, context, etc.) for thinking the literature-based solution could work here and rationale for any local modifications.
- Principles and/or values that guide the design of the program.

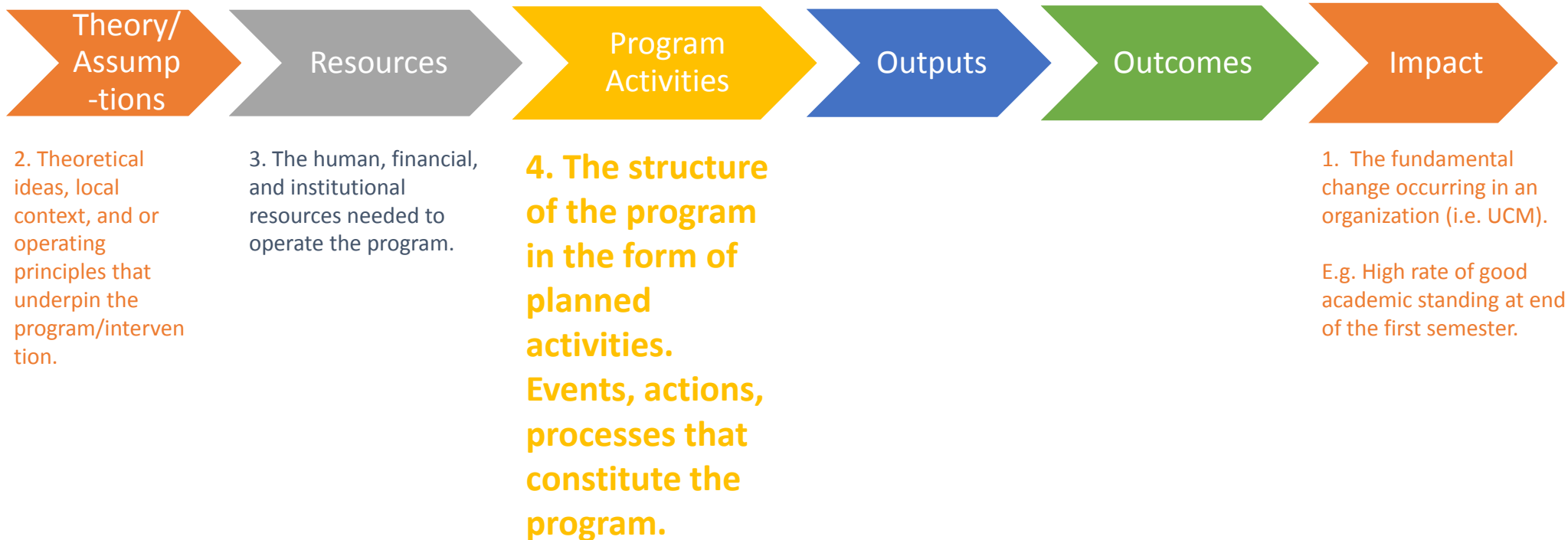
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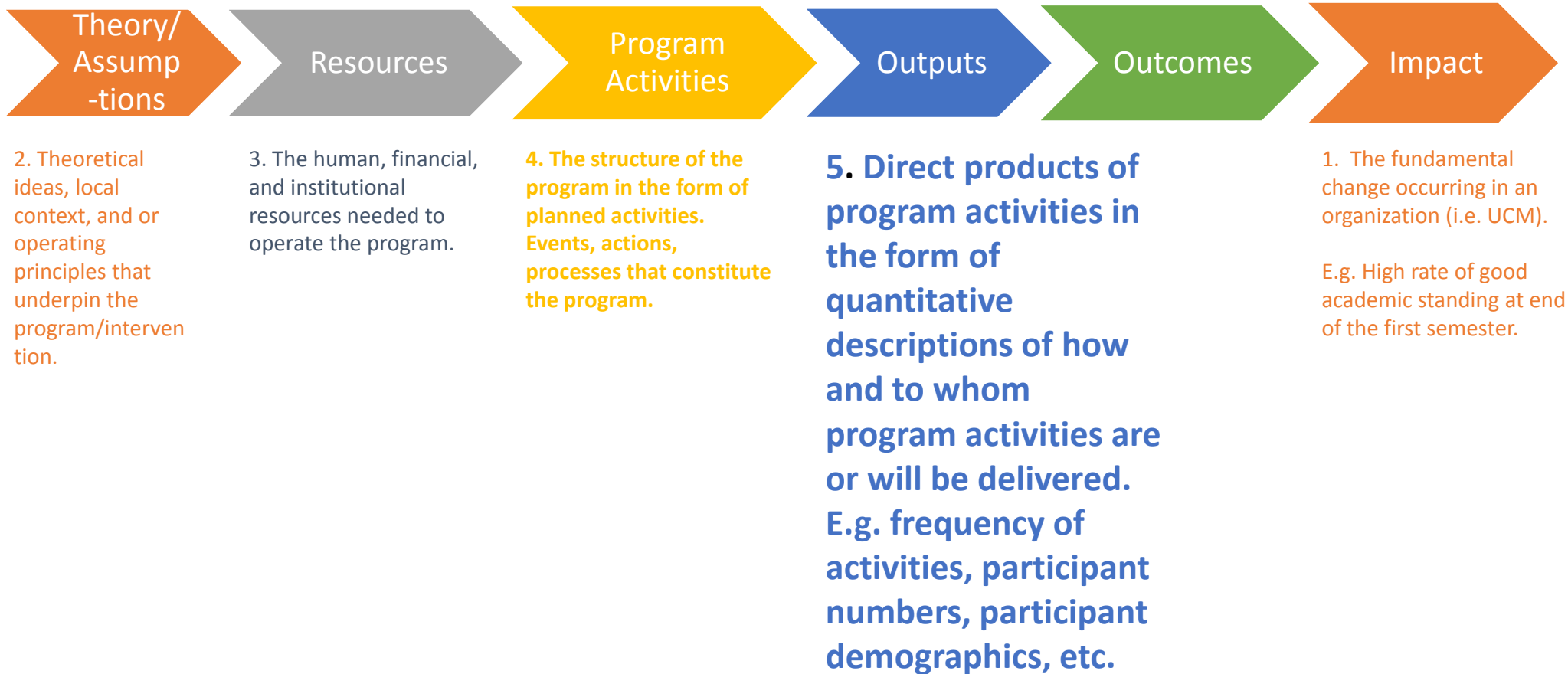
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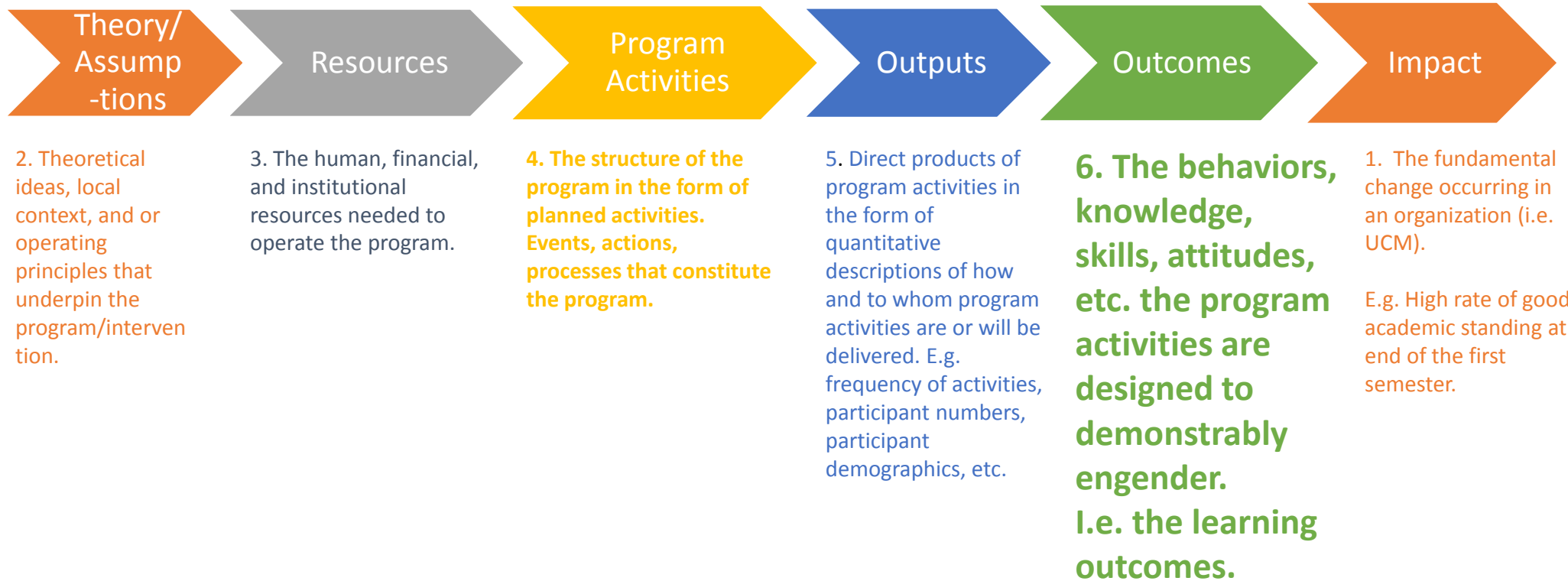
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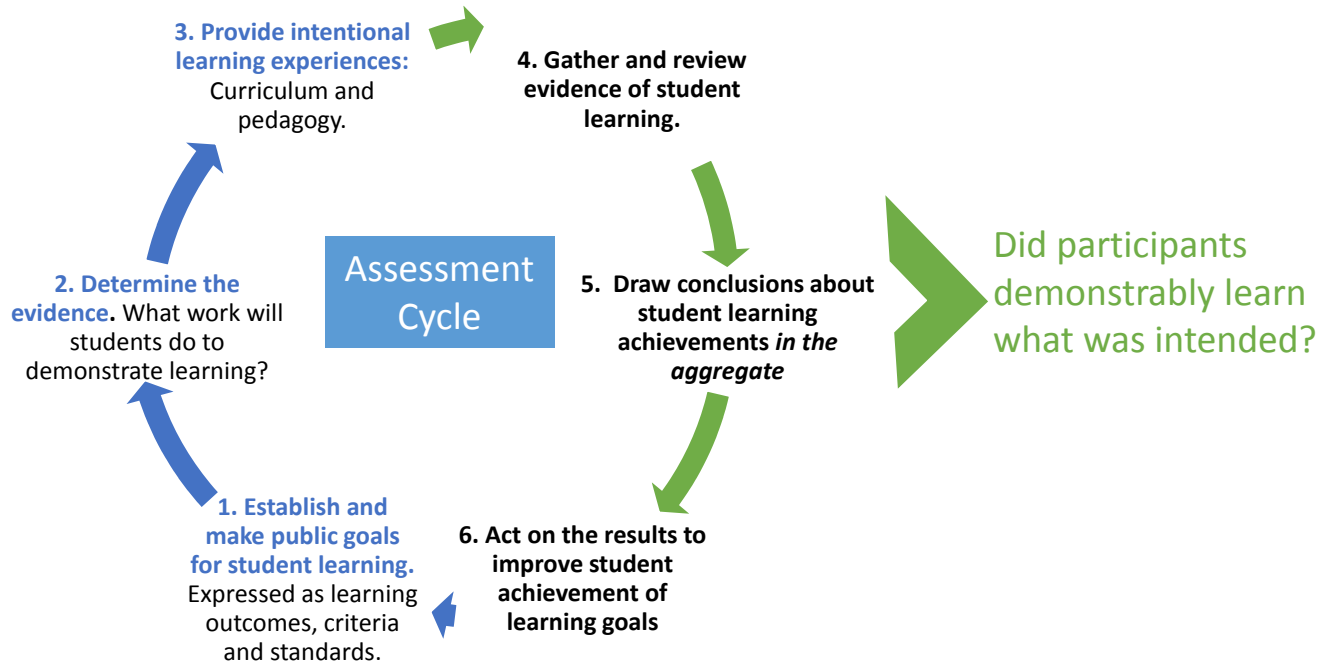
Some Logic Model Definitions for UCM



Logic Models & Assessment

Is your paddle effective?

Assessment
+
Logic Model



Intended participant audience, rates, etc. Variables describing to whom and how the program is delivered in detail

Did the right people participate in the right numbers?

Your turn to practice

In groups of three, at your table:

- A. Develop the logic model for a program described in Round Table 1, using the logic model template. Working from the outcomes, describe
 1. The outcomes
 2. The outputs
 3. The program activities
- B. Chose one outcome and complete the assessment cycle on the back to plan how you would assess it.

Reflection Questions

- What is one thing you find helpful about logic models?
- What one question do you have about logic modeling and/or assessment?



Power of Logic Models

- Facilitate alignment of all elements of a program to increase likelihood of achieving intended outcomes and contributing to impact
- Clarify the program's contribution to institutional priorities
- Illustrate and communicate program's contribution to institutional goals
- Analyze program effectiveness with a focus on intended audience and intended outcomes



Help with Logic Modeling

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