Credit: Big thank-you to Thomas Chapel, Chief Evaluation Officer for the CDC

-Much of the content of this presentation is based on his presentation at the 2016 AALHE conference
Logic Puzzler!

There are two towns. “Liarville” and “Truthtown.” Residents of Liarville only tell lies. Residents of Truthtown only tell the truth.

You bump into a person on the road exactly halfway between Liarville and Truthtown.

What ONE question can you ask that person that will tell you where that person came from?

I’ll give you the answer at the end of our session ☺️
How a logic model helps

What problems are we hoping to solve with logic models?
1. Describing how my program is designed to produce the desired result
2. Mapping short- and long-term outcomes
3. Examining how my program works together with other programs to meet a big goal
4. Supports assessment planning
Program funding and staff time

Research and theory base

Tutoring and Study Skills Training
- Study Guide and Assignment Notebook with Study Tips
  - Learn Study Skills, Increase Knowledge
    - Pass Classes

Film Festival Experience
- Exposure to Art Films and Film Creators
  - Build Enthusiasm for Film
    - Choose to Major in Film Studies
      - Graduate and Make Contribution to Improving American Cinema

Film appreciation club
- Relationships between Students and Alumni, Scholarships
  - Networking and Collaborations
    - Participate in Internships
  - Increase Interest in Pursuing Career in Film
    - Identify Area of Film Expertise (e.g., directing)

Context and assumptions:
- Financial cost to students (Provide scholarships)
- Study skills lapse later in the semester (Offer late-semester refreshers)
- Transportation to film festivals (Rent bus)
Today’s Session

A. What vs. So What
B. The big “need” to which your program contributes
C. Claiming your accountable outcome
D. Strong activities lead to strong outcomes
E. Considering context and assumptions
F. Putting it all together
A. What vs. So What
What: “What a program does” – the ACTIVITIES

So What: “Who or what will change because of your program” – the RESULTS
What: My program offers film studies *tutoring sessions*, *weekend trips* to art film festivals, and a student film *appreciation club*.

So What: Students will increase their knowledge of the art of filmmaking, apply their classroom learning to learn about film critique, and develop networks with other students interested in film.
Activities → Short-term Outcomes → Intermediate Outcomes → Long-term Outcomes/Impacts

- **What** the program *does*...
- **So What**: *Who or what will change* because of the program...
**Activities**

**What the program does...**
- Tutoring, weekend trips, appreciation club

**Short-term Outcomes**

**So What: Who or what will change because of the program...**
- Knowledge of the art of filmmaking, apply learning to film critique, develop social networks

**Intermediate Outcomes**

**Long-term Outcomes/Impacts**
Differentiating between where we want to go and how we will get there
B. The Big Need
• *The Big Need* is the ultimate, long-term goal the program seeks to achieve

• Important to recognize that the long-term goal may be supported by dozens of other programs, departments, influences, etc.

• Okay to be lofty:
  – “Prepare students for future lives in service to their communities”
  – “Advance the work of cinema in the United States”
  – “Win an Oscar”
Tutoring for film students

1. Learn study skills, increase knowledge
2. Pass classes
3. Graduate and make contribution to American cinema

What the program does...

So What: Who or what will change because of the program...
Tutoring for film students

1. Learn study skills, increase knowledge
2. Pass classes
3. Graduate and make contribution to American cinema

What the program does...

So What: Who or what will change because of the program...

The BIG Need
Many programs, services, activities, both at NDSU and elsewhere are designed with this goal in mind: It would likely be nearly impossible (or very difficult) to show that your program, by itself, causes this.

**What** the program does...

1. Learn study skills, increase knowledge
2. Pass classes
3. Graduate and make contribution to American cinema

**So What:** Who or what will change because of the program...
Tutoring for film students

1. Learn study skills, increase knowledge

2. Pass classes

3. Graduate and make contribution to American cinema

A few programs, services at NDSU might address this outcome; it should be possible to assess whether or not your programs are influencing this.

What the program does…

So What: Who or what will change because of the program…
Your program might be the ONLY co-curricular program addressing this outcome: should be able to easily assess whether or not your program is producing this and it should be something you can influence directly.

What the program does…

So What: Who or what will change because of the program…

1. Learn study skills, increase knowledge
   - Tutoring for film students
   - 2. Pass classes
   - 3. Graduate and make contribution to American cinema
How to decide what should be selected for the outcomes?

Caution: In the accreditation world, for example, if you stake a claim on something you will be asked to provide evidence that you’ve achieved it!

Nothing wrong with lofty outcomes, but those might be more “downstream” from where your program operates.
C. Claiming your Accountable Outcome
Relevant

- Want your accountable outcome to matter to stakeholders
- “28 students attended the film festival” (who cares?)
- “Students learned to write a film critique that clearly communicated the strengths of the film as a work of art”

Responsive

- Want your accountable outcome to be something you can actually influence
- “Hollywood will release better movies” (you really have no control over this)
- “A well-prepared pool of future employees who know how to make great movies” (film studios would love this outcome and it may actually result in better movies, which might be the long-term outcome!)
Your Accountable Outcome: Example

• The Student Affairs Learning Outcomes could be considered long-term outcomes (i.e. BIG needs)
  – E.g.: Critical thinking – lots of programs and courses address critical thinking and we probably want to know if students develop critical thinking as a result of attending NDSU
  – Is your 4-hour program really going to make a big change in students’ critical thinking skills? Is critical thinking ability going to be “responsive” to your program?
  – But maybe you could address the application of critical thinking to film criticism, and this is something you could impact and assess as part of your program – this is your accountable outcome!
One big place where people get stuck in assessment is figuring out their accountable outcome!

Don’t worry too much about how to assess it at this point – if it is a well-written outcome that is responsive and relevant, we can figure out how to assess it.
D. Strong Activities Lead to Strong Outcomes
We have discussed outcomes, now let’s look more closely at the left side of the logic model: the activities!
Resources needed for the program…

What the program needs…

Who or what will change because of the program…

that can be used for the planned activities…

What the program does…

that will deliver certain outputs…

that benefit participants in certain ways…

that can be used for the planned activities…

that will deliver certain outputs…

which produce longer-term results…

that are related to the big thing we want!

Who or what will change because of the program…

that can be used for the planned activities…

that will deliver certain outputs…

that benefit participants in certain ways…

which produce longer-term results…

that are related to the big thing we want!
Weak Activities

- “Tutoring is available if you want, if you’re not too busy.”
- “Tutors will answer questions if you have them.”
- “We encourage students to go to the film festival and offer some discounted tickets.”
- “There is a student film appreciation club.”
Stronger Activities

• Tutoring SO GOOD it leads to improved study skills and increased knowledge

• Film festival experience SO GOOD students begin to view films in a new way

• Film appreciation club SO GOOD it builds relationships between students with similar interests and recent alumni
Strong activities point to strong outcomes and strong assessment

• “Tutoring is available” – there’s nothing to assess here!
• Tutoring SO GOOD it leads to improved study skills and increased knowledge – that directly points to a strong outcome and connects with strong assessment activities!
E. Context and Assumptions
STUDENT AFFAIRS ASSESSMENT

- **Inputs**: What the program needs...
- **Activities**: What the program does...
- **Outputs**: Who or what will change because of the program...
- **Short-term Outcomes**: Who or what will change because of the program...
- **Intermediate Outcomes**: External factors that influence getting to outcomes
- **Long-term Outcomes/Impacts**: Context and Assumptions
Context: Moderating Factor

• Example: Many students can’t afford to attend the film festival due to travel cost and missing work
• Example: Use of study skills lapses later in the semester because of decay of the training
Identify actions you can take to address moderating factors

• Scholarships for film festival participation
• Study skills refresher training session in mid-semester
F. Putting it All Together
Program funding and staff time

Inputs

Research and theory base

Activities

Film Festival Experience

Film appreciation club

Outputs

Tutoring and Study Skills Training

Study Guide and Assignment Notebook with Study Tips

Learn Study Skills, Increase Knowledge

Pass Classes

Choose to Major in Film Studies

Participate in Internships

Graduate and Make Contribution to Improving American Cinema

Short-term Outcomes

Build Enthusiasm for Film

Networking and Collaborations

Increase Interest in Pursuing Career in Film

Intermediate Outcomes

Identify Area of Film Expertise (e.g., directing)

Long-term Outcomes

Context and assumptions:

- Financial cost to students (Provide scholarships)
- Study skills lapse later in the semester (Offer late-semester refresher sessions)
- Transportation to film festivals (Rent bus)
Context and assumptions:
Financial cost to students (Provide scholarships)
Study skills lapse later in the semester (Offer late-semester refreshers)
Transportation to film festivals (Rent bus)
Context and assumptions:
- Financial cost to students (Provide scholarships)
- Study skills lapse later in the semester (Offer late-semester refreshers)
- Transportation to film festivals (Rent bus)
Program funding and staff time

Research and theory base

Inputs

Activities

Implementation Fidelity Assessment
- Tutoring and Study Skills Training

Film Festival Experience

Film appreciation club

Outputs

Operational Assessment
- Study Guide and Assignment Notebook with Study Tips

Exposure to Art Films and Film Creators

Relationships between Students and Alumni, Scholarships

Outcomes Assessment (Accountable Outcomes)
- Learn Study Skills, Increase Knowledge

Build Enthusiasm for Film

Networking and Collaborations

Increase Interest in Pursuing Career in Film

Short-term Outcomes

Good to Assess and to Track but these are Shared Outcomes Across Many Areas and it is Hard to Make Causal Case

Pass Classes

Choose to Major in Film Studies

Participate in Internships

Identify Area of Film Expertise (e.g., directing)

Intermediate Outcomes

Long-term Outcomes

Graduate and Make Contribution to Improving American Cinema

Context and assumptions:
- Financial cost to students (Provide scholarships)
- Study skills lapse later in the semester (Offer late-semester refreshers)
- Transportation to film festivals (Rent bus)
ACTIVITY: Work on the Logic Model for Your Program
Logic Puzzler solution!