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**Logic Model**

**This is a basic logic model that can be used to visualize goals and activities. It is best to “work backwards” with a logic model. Begin with your outcomes (long term, medium term, short term) and then plan the deliverables (measurable outputs) and then the activities that support the deliverables, and lastly the resources (inputs) that can support these activities.**

**Project:**

resources

OUTCOMES

 Short Medium Long-Term

deliverables
(OUTPUTS)

ACTIVITIES

(

* SSSC

Assumptions:

External Factors:

**Some Definitions**

Resources (Inputs) – are the resources we use to accomplish the services and activities at our colleges. Typically this will include facilities, staff, funding, etc.

Activities – are programs, services and specific actions delivered. At a college, our typical activities are the courses and student services deliver. Within an intervention strategy, the activities will be more specific to the issue being addressed. Activities for a mandatory orientation might be: recruiting students, developing advertising materials, writing the curriculum for the orientation, following up with students, etc.

Deliverables (Outputs) – are typically the number and percent of student or faculty/staff who complete or receive our activities. Some examples might be: 200 students were recruited, 150 (75%) attended an orientation session, 300 brochures were mailed out, 15 faculty and staff members developed and delivered the orientation sessions, etc.

Outcomes – are the benefits our participants receive as a result of their participation in our programs and services. Outcomes are changes in knowledge, attitude, values, behaviors, or condition, improved situation, increase potential, etc. Some outcomes happen immediately and others take years to accomplish.

Short-term outcomes can typically be seen during or at the immediate conclusion of a program or service. Students who participate in an academic skills course might have short term outcomes of: better understanding of their learning style, improved study habits and evidence of engagement in the institution.

Mid-range outcomes may not be seen for months or years and typically are a result of students internalizing and applying the short-term outcomes to a large challenge. Students who participate in an academic skills course might have mid-range outcomes of: declaring a major, accruing 18 hours in a discipline or continuous grade point averages of 3.0 and higher.

Long-term outcomes may not be seen for years and happen after the mid-range outcomes occur. Students who participate in an academic skills course might have long term outcomes of: graduating from the college, transferring to a four year college, being in good academic standing at the university, finding a job in their field, making a contribution to their field, etc.



