

## 2. The OBPE Process

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## Purposes of Evaluation

**Instructors: Pass this along to participants (with Module A or earlier) to help them understand how evaluation impacts on their programs.**

IMLS believes the two most important purposes of evaluation are (1) to provide essential information for good decisions about priorities, deployment of resources, and program design and (2) to help communicate the value of initiatives (whether these are programs, services, or organizations— like libraries and museums).

- The first step in choosing an evaluation method is deciding why to do it. Here are some good reasons:
- Know the extent to which you've met your program or program goals;
- Know the progress you've made towards large or long-term goals, and what's still needed;
- Know the quality of your program or service (you define "quality" for the purpose of an evaluation—quality can include efficiency, productivity, cost control, effectiveness, value to a community, or a variety of other values);
- Know if your program warrants more resources, fewer resources, or no resources at all (should continue, expand, or cease);
- Communicate the importance of your program, service, or initiative to potential users, policy makers and/or resource allocators.

This list is not exhaustive. You may want evaluation to meet all of these needs and more. The more purposes for evaluation, the more thought you need to give its design, and the more complex and expensive it will probably be. Few organizations can afford to cover all these bases. Your choices control scale and cost.

- This table shows the four most common categories of messages about libraries or museums with some of the models for collecting and understanding information that typically support them. In order of increasing importance to most decision-makers *outside* the library and museum communities they are:

Message	Information Strategies for Understanding Museum and Library Performance
<b>How Much We Do</b>	Inputs and outputs: statistics, gate counts, Web use logs, and other measures of quantity and productivity
<b>How Well We Do It</b>	Customer satisfaction, quality benchmarks, rankings
<b>How Much We Cost/What We're Worth</b>	Return on investment, cost: benefit calculations
<b>What Good We Do/Why We Matter</b>	<i>Outcomes measurement, impact assessment</i>

See the Webography for examples of these approaches for libraries and museums. All of these messages and approaches (and others) can be valid. The *best* evaluation strategy depends on:

- The most important things that you want information to help you do or show,

- Who you hope will use the information,
- How you want them to use it, and
- What you can afford or are willing to do.

Once you make those choices, identifying an evaluation approach; choosing methods, instruments, and samples; and developing specs, creating an RFP, or choosing an evaluator are much, much easier.

## **Characteristics of Programs with Achievable and Measurable Outcomes**

**Instructors: Pass this along to participants (with Module A or earlier) to help them select an excellent program.**

### **The program is designed to address a demonstrated, clearly defined, concrete local need**

Examples:

- Many museum directors lack skills they need to develop new funding sources.
- Many children lose reading skills during summer months.
- Many students score below “basic” competency on standardized reading tests.
- Many seniors need special accommodations to support their access to museums.
- Many library staff cannot solve basic computer problems.
- Program partner staff from different disciplines (e.g. academic and public libraries, museums and schools) often lack the skills needed to collaborate effectively.

### **The program includes repeated, sustained, and/or intensive interactions between a user or participant and program services**

Basic functions (e.g. database licenses, cooperative catalogs, ILL, document delivery, exhibits, collections management, etc.) are the foundation of library and museum services, but they normally produce small, hard-to-show changes in skill, knowledge, behavior, status, or condition. A book display designed to encourage students to read during the summer is less likely to sustain reading skills than a program that engages students in learning what books interest them, talking about those books with other students, listening to authors they enjoy, and/or competing for special reading awards. A 1-hour tour of a historic house is less likely to increase knowledge of 19<sup>th</sup>-century artifacts than a workshop that shows participants how to analyze an old object for period and authenticity.

### **The program is designed to accommodate the preferences of one or more accurately characterized target audiences**

Moms in suburban Boston, retired seniors in Arizona, and biologists may all benefit from a Web site designed to identify regional plant populations and growing habits, but people in these different groups are unlikely to respond to the same user interface or Web design. Personal goals, learning style, language skills, culture, education level, gender, economic resources, and convenience are among the many characteristics that differ from audience to audience. It is nearly impossible to design a program that achieves a universal outcome for the “general public”—the public has many “market segments” whose needs, goals, and preferences can be identified to expand museum and library reach.

### **The program has concrete, short- or medium-term outcomes**

“Democracy will flourish,” and “lifelong learners” are noble visions, but their evaluation is likely to be frustrating. “Increasing first-time voters” is a concrete goal that could support democracy. Helping school media center staff strengthen their skills for finding age-appropriate online campaign information, teaching students to interpret such information, and supporting classroom teachers with online resources for discussing the political process can support lifelong learning at all three levels—media center staff, students, and teachers. Showing long-term outcomes or impact requires study outside the mission or resources of most libraries and museums.

### **Program outcomes are clearly related to program services**

A program of book recommendations; film, TV, and lectures; and voter registration services during the run up to an election might logically increase the number of first-time voter registrations or voting in the example above. An exhibit of political memorabilia might increase interest in the political process. A program of workshops and technical assistance from library experts to school media specialists could enable them to use search engines efficiently, create Web pages to support classroom teaching, and articulate the principles of information literacy for students at different levels. Those measurable, relatively fast-learned skills both represent and transmit “lifelong learning skills.” The “trick” is to identify short-term gains that, if they were sustained, and if they were achieved by many people, would logically *contribute* to a visionary change.

**The program is designed with input from its target audience(s)**

Participants or users who have been asked their goals and preferences for program services are most likely to participate or use the service at the level required to achieve its intended results. Many reasons can make it impossible to address all audience wants or needs, but consider those that are significant and feasible.

**The program follows a concrete plan to assess one or more examples of attitude, knowledge, behavior, or skill to represent its most significant outcome goals**

If program staff have no concrete plan to evaluate results for participants or users of program services, it is unlikely that useful information will be collected to show the program’s value.

- Choose at least one short-term outcome important to the program staff and stakeholders.
- Choose at least one concrete, observable behavior, item of knowledge, demonstration of skill, and/or expression of attitude that will represent the outcome to staff and stakeholder satisfaction.
- Identify a way of observing, a source for providing, or another way of getting information about the knowledge, skill, behavior, or attitude among program participants that is acceptable to participants, staff, and stakeholders. Assign the responsibility for collecting that information.
- Identify the group of participants about whom or from whom information will be collected to learn about how many “got” the outcome and to what extent.
- Pilot the way the information will be collected by observing, accessing, or otherwise gathering it for a sample of participants before implementing the program or the program’s early stages. Adjust as necessary based on the information gathered.
- Identify the times when the information will be collected for each participant or for the whole group.
- Collect the information.
- Use the information to show the value of the program, to publicize it to new participants, improve the program, and to help other libraries or museums strengthen their own practice, audiences, and programs.

## Tips: Choosing a Program to Show Outcomes

**Instructors: Pass this along to participants (with Module A) to help them plan an excellent program.**

- **Choose a program whose impact you want to know and be able to report.** Any LSTA-funded program that supports your State's Five-Year Plan and meets the criteria below is potentially appropriate.
- **Choose a program with a concrete, clearly-defined audience.** "Parents of newborns in Appalachicola County," "fifth-grade teachers and students in the Calamahari School District," or "migrant workers with low literacy skills in Monterey, Dakota," are all examples of clearly-defined audiences for which outcome measurement is possible. "All citizens of the State" are nearly impossible to evaluate (or to reach).
- **Choose a program that intends to create outcomes -- knowledge, skills, attitudes, or behaviors for participants.** For example, *Born to Read* programs hope to create a behavior--frequent reading to young children, and a knowledge--early reading experiences support child development and later academic success. Don't choose a program that will simply provide each library in the State with hardware, information content, or other materials resource. (For our purposes, "access" is a good thing, but **not** an outcome.)
- **Choose a program that is designed to provide several contacts with each participant over time,** as in a staff technology training program or a literacy program. An institutional infrastructure program (e.g. computer purchases) or a state-wide electronic database or ILL program is not normally a good candidate for OBPE.

**Dig Deeper: Prioritizing Outcomes and Indicators to Measure**

**Instructors: Pass this along to participants (with Module B or C) to help them build their logic models.**

No project can evaluate all possible results, nor would it want to. Outcomes cover the spectrum of more and less important, more or less feasible, more or less desirable, and many other dimensions. For most projects the trick is to choose a modest number of outcomes that have meaning for stakeholders, provide representative information about the extent to which the project is achieving its aims, and can be measured reasonably robustly with the resources available, using strategies that are acceptable when considering participant time, quality of experience, and privacy.

Remember that for many programs, the best you may be able to achieve in a limited period of performance is to show that a reasonable number of participants established a skill, knowledge, attitude, or behavior that, if sustained over time and extended to enough people, will result in a desired impact in the long term.

Here are some of the considerations to hold outcomes against when trying to choose among the many possible outcomes and their priority for evaluation. You will want to consider all of them to some extent, but some may not apply to your project, or may cancel others out. Of course every program or project has special considerations that create exceptions, but these are useful dimensions to consider:

Priority Consideration	Example
<p><u>Significance</u>: Very important vs. not very important to important stakeholders. This can apply to participants, program/project staff, funders, or others. Subtle, small-scale changes may be a lower priority than clear, concretely observable changes.</p>	<p>A funder may care more about whether children increase their reading skill measurably than about whether they have fun doing it (even though we all know the two may be closely connected.) Parents may care more whether a child chooses healthy snacks than about whether he or she can put foods into the right category in the USDA food pyramid.</p>
<p><u>Importance to institutional mission or program purpose</u>: Programs or projects usually produce a range of outcomes, some of which are key to achieving the organizations' fundamental purposes and some of which are not. Outcomes that clearly and directly support purpose at the institutional or program level are usually higher priority than fringe benefits.</p>	<p>A community reads project is usually designed to encourage reading and discussion of books. It may be less valuable to know how many participants found an associated field trip a good venue to socialize with friends.</p>

<p><b>Stakeholder importance:</b> Different stakeholders have greater claims on a project's activities and services, including evaluation. Decision- and policy-makers have higher priority than groups with casual interest. Funders, governing bodies, participants, key partner institutions, and staff responsible for managing or delivering a program fall on the higher-priority side of the equation. In most cases competitors, media, staff of unrelated programs, and organizations peripherally connected to your project or institution fall on the lower-priority side.</p>	<p>It's probably more valuable to address the information wants of your director and your project grant maker than it is to address the special interest of your evaluation consultant.</p>
<p><b>Timetable:</b> When an outcome is expected to occur. It may be more desirable <i>to measure</i> immediate and intermediate changes to show short-term results, even when large-scale, long-term impact is what the program hopes to produce. Since outcomes measurement is in part about continuous improvement, it may be high priority to evaluate an interim result that can tell you the extent to which you're making progress, and lower priority to evaluate an outcome that will only be apparent when the whole program (or product) is complete.</p>	<p>Strengthening democracy may be the end goal, but it's very tough for most projects to show, say, a change in individual voting patterns. On the other hand, it may be entirely feasible to ask how many program participants over 21 voted in the last local election, and how many <i>intend</i> to vote in the next one (or to register, or to work on a political campaign).</p>
<p><b>Sequence:</b> Closely related to timetable—when an outcome is expected in relation to other outcomes. Often one outcome depends on another. Here, too, immediate and intermediate outcomes may have high priority for showing if the project design or implementation needs change</p>	<p>A change in knowledge may change an attitude, and both may be needed before behavior changes. For instance, someone may need to know overweight is related to diabetes, and that exercise and diet contribute to weight control before he or she decides to make a lifestyle change; that change needs to precede weight loss. Your program may only be able to achieve the first in the time you have with participants.</p>
<p><b>Measurability:</b> Some outcomes are very hard to measure directly; their inference may depend on proxies or formal research.</p>	<p>Increased creativity may be tough to show as a generic change. It may be more important and more feasible to show that participants are willing (or more willing) to try new media or to experiment, or that they plan to explore new</p>



	ways of solving context-related problems.
<p><u>Likely frequency of occurrence:</u> If the choice is between a strong outcome that will probably happen for a very small percentage of participants or users, and a good outcome that will probably happen for many of them, the more frequent outcome is probably the best choice for measurement from a PR standpoint.</p>	<p>A program might have as its intended outcome significant improvements in the English-language level of a group of non- or minimal English speakers. Consider if it will be in the program's best interest to show what proportion of participants feel two or three increments more confident in trying to speak English, or what percentage join an English-language conversation group, or how many participate once a week in some other activity that supports them in learning English.</p>
<p><u>Achievability:</u> Some programs have genuinely visionary hopes, but are practically limited by the difficulty of the vision or the starting point of their target audience. Consider whether you are likely to be able to show the desired result in the time and with the resources available to your project or program.</p>	<p>Ending homelessness is a magnificent goal. Given all the factors that contribute to homelessness and the scale of the problem, consider if it would make your program and reporting stronger to choose a manageable outcome such as participants' routine use of temporary shelter, or their transition from emergency housing to stable housing.</p>
<p><u>Feasibility:</u> Do you have, or are you likely to be able to get, the various resources to measure an outcome? Those resources include time, skill, funds, access to participants, permissions, reliable instruments, and many other things that can impact your ability to get good evaluation data for a desired outcome.</p>	<p>It may be highly desirable to measure changes in reading skills using a standardized test, but an individual non-school program may not have the necessary working relationship with participants' schools; may not have permission from parents to access individual student results or to administer standardized reading tests; or may feel reading tests are inappropriate in context. Then the priority for measurement becomes an outcome that can reasonably stand for reading skills -- how often a child reads, or how many books in a fixed period, or how knowledgeable a child is about finding reading material that meets their needs.</p>

<p><u>Cost-effectiveness of available measures:</u> Can you afford to measure the outcome? If not, choose something more immediate, more likely, more representative of the average participant's experience, smaller scale, or easier to evaluate.</p>	<p>It might be most desirable to interview every participant in depth to understand the extent to which each individual's attitude towards the importance of diversity. It might be wonderful to know what percentage of your community has specific knowledge or an attitude related to your program. Can you afford the independent interviewer, transcription, coding and analysis of interviews? Can you afford and generate a good response rate to a reliable community-wide sample for a survey? If not, consider measuring outcomes in a way that's congruent with your project's practical resources.</p>
<p><u>Increase vs. desired benchmark:</u> If you don't have and can't establish a measurable condition that precedes your program, you can't show increase. Consider whether it will be just as useful to know if participants reached a specific level of skill, knowledge, etc.</p>	<p>Your program or project goal may make a difference in the information literacy of, say, college freshman. You may not have a source for the level of information literacy of freshman coming into your learning process, and you may not want to spend precious time testing to establish a baseline. It may be sufficient to know that after your process, freshman can distinguish reliably between high- and low-quality Web sites, can use more than one search strategy efficiently, or can find a challenging item of information within a reasonable time limit.</p>

An Example of Distinguishing Outcomes from Outputs

**Instructors: Pass this along to participants (with Module B or C) to help them build their logic models.**

**Need:** Print collections provide a wider variety of resources and perspectives than electronic sources currently provide. Print collections are essential to developing information literacy skills such as information gathering, analysis, and high-quality selection, and they are vital to broadening students' general interests and reading skills. Unfortunately print materials in K-12 media centers are becoming antiquated due to shifts in spending from print to other media and computer hardware and connection costs. Information resources in schools have become unbalanced and insufficient to fully support classroom teaching and learning. Resource allocators need to be persuaded to increase funding specifically for print materials.

Output-oriented goal	Need	Target Audience	Goal	Activity	Intended result (output)	Measure (benchmark, statistic)
	Increase spending for print materials	Resource allocators (legislators ?)	<b>Support school librarians in maintaining adequate current print collections</b>	Advocate increase in state and local funding for print materials	Improve balance of expenditures between print and non-print collections	Comparison of expenditures from before program to after program
Outcome-oriented goal	Need	Target Audience	Goal	Activity	Intended result (outcome)	Measure (indicator)
	Persuade decision makers to increase funding and earmark it specifically for print materials	Resource allocators (legislators ?)	<b>Persuade legislators to appropriate additional funds specifically for print materials in school media centers</b>  [substitute alternative target audience or goal with appropriate changes in activities]	<ul style="list-style-type: none"> <li>• Provide letters, brochure of research-based information on importance of print resources in classroom learning</li> <li>• Provide parents, teachers' association, library association with information about the</li> </ul>	legislators will support increased funds for print materials for school media centers	X% of n legislators will vote to appropriate at least \$xx additional funds specifically for print materials for school media centers in the FY '05 cycle

				<p>need and results of adequate print resources in student performance</p> <ul style="list-style-type: none"><li>• Get issue into news</li><li>• Get parents and board of ed reps on the testimonial schedule for state hearings</li><li>• Organize "contact your legislator" campaign</li></ul>		
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## 3. Logic Models

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# Logic Model Worksheet

I. Situation: program partners and stakeholders	
What is the program's <b>name</b> ?	
What <b>partners</b> are involved?	
Who are the program's <b>stakeholders</b> ? (Be sure to include yourself, your target audience, partners, funders and any other stakeholders.)	What does each <b>stakeholder</b> want to know?
II. Program planning: connecting needs, solutions, and results	
Who are the <b>audiences</b> ?	
What are the <b>needs</b> of the audience?	
What are some <b>audience considerations</b> ?	
What <b>solution</b> fulfills the needs?	
What will be the <b>desired results</b> ?	



V. Outcomes				
Outcome 1:				
Indicator(s)	Applied to	Data Source	Data Interval	Target
Outcome 2:				
Indicator(s)	Applied to	Data Source	Data Interval	Target
Outcome 3:				
Indicator(s)	Applied to	Data Source	Data Interval	Target
Outcome 4:				
Indicator(s)	Applied to	Data Source	Data Interval	Target



## Logic Model Sample with Examples

**Instructors: Pass this along to participants (with Module B or C) to help them build their logic models.**

<b>Stakeholders</b>	
<b>Rubric:</b> Includes program providers, audience, and the most important external stakeholders with questions that encompass more than just services, outputs, or outcomes.	
<b>Comment:</b> Not many possible errors can be made in this section. Less quality work in this area would include writers who put their institution as the only stakeholder. Not necessarily an error, but not very thoughtful work. Other models that show insufficient effort are those who list the stakeholders and make a corresponding list of questions which are the same for each stakeholder; same questions, no variations.	
<b>Examples:</b>	
Too broad:	Does this meet the mission -what is the budget [used for several stakeholders]
Omitted:	Publicity value for sponsors Important stakeholders

<b>Audience</b>	
<b>Rubric:</b> A <i>good</i> statement names a group from whom participants in the program can come. An <i>excellent</i> statement is more specific, and audience members should all have the same program-related need.	
<b>Comment:</b> Common problems in this area include an insufficient list of target audiences, or a list which only identifies internal institutional entities. At times there are audiences listed in this section for which there is no corresponding need in the "Needs" statement above. Another common problem is the identification of distant audiences only when outcomes are really designed for a more immediate audience.	
<b>Examples:</b>	
Confuses participants with ultimate beneficiaries	The State Library of XX provides training in computer technology for library staff across the state. [The target audiences should be the library staff for whom the training is provided. The writer of the logic model only lists "library users" as the target audience.]
	Students and other University Library patrons [for a staff-training program]

<b>Audience Needs</b>	
<b>Rubric:</b> Most items are focused on the audience, and most directly relate to the program. Should include statements that show the audience has a lack of or have inadequate knowledge, skills, behaviors or attitudes regarding some topic, content or area that needs improvement. Or that a condition exists that is detrimental to the audience that the program can fix. [Excellent]: also indicates that some explicit needs assessment has been conducted: data has been gathered to demonstrate needs.	

<b>Comment:</b> A common problem in this area for both museums and libraries are logic models that include needs statements which are entirely focused on the institution and their needs only.	
<b>Examples:</b>	
Institutional needs	Museums and Libraries need cost effective ways to store and treat the collections in order to conserve the history in the organization.
Ultimate beneficiary needs	When they ask a reference question, academic library patrons need to feel that they are consulting a qualified professional who is serious about wanting to help them conduct their research. [Program was for librarians: Librarians have poor patron communication skills].
Only weakly or indirectly linked to audience members	The Art Museum's collection includes many pieces of regional, national and international significance. However, the collection has not been widely known or used in the past either by its community or by scholars. [The needs identified in the above example shows that the resources of the museum have not been well publicized and largely unknown to the community and scholars. The resolution to this needs statement can only be increased knowledge of the museum's resources and use of these resources by the publics identified. These outcomes do not show substantial benefits for these audiences. If the writer goes on to include additional outcomes beyond those listed above, such as increased understanding or appreciation of these collections, then it is feasible that these outcomes would have some specific value to the audience.]
Describes the program, not the need the program solves	Students need to be informed of materials available for checkout in the library to help them prepare for the SAT test. [should be: Students lack information about the SAT; Students need to do as well as possible on the SAT]

<b>Audience Considerations</b>	
<b>Rubric:</b> Lists several characteristics of the audience members as well as of the program, the institution or the subject matter that will affect how the program is designed. Most items are audience-centered.	
<b>Comment:</b> Often contains items belonging to other areas; focuses exclusively on program providers or the nature of the program topic.	
<b>Examples:</b>	
Characteristics or needs of the program	Being in an Investment Club may not "seem" like an ideal place to leave their hard end EARNED money, and the legalities of forming a legal partnership following NAIC investment principles may scare them off.
	The workshop will be taught in English. Participants must be able to travel to the workshop location. This will be a three-day workshop.
Repeat of audience needs	Visitors to the museum often request brochures of information and maps of both the museum buildings and site. They often state their interest in "getting a lay of the land" and being autonomous in their decision making of how to experience the museum.
Phrased in terms of what the program will supply	Virtual and "real" Library research and use skills Basic computer skills

	The guide will empower visitors to tour at their own pace. Visitors who have difficulty seeing small type will have access to a large-print version. Visitors who speak Spanish will have access to a Spanish-language version.
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### Solution

**Rubric:** A concise description that is meaningful but avoids details that belong in other sections.

**Comment:** Poor "Solution" statements are those that seem unrelated or disconnected from the previous sections, e.g. no relationship to the needs statements or the audiences. At times this section gets bogged down in program minutiae rather than focusing on the activities and services for the target audiences that would have a direct effect on outcomes. Too vague, or language refers to the institution, or to ultimate beneficiaries.

<b>Examples:</b>	
Too broad/not tied to specific program and audience needs	Basic computer skills class for students and offer to professors as well. Virtual and "real" library research and use training for students and professors. Librarian to speak at student and faculty orientations, introducing the library and emphasizing the importance of knowing how to access information. Tours of the library at orientations. [and more: listed every possible variety of library use instruction.]
	Novice art visitor: Clear publicity; easy access; permanent advertising; clear exhibition labels and exhibition "flow." Good customer service. Art that represents the bluegrass and a show with some recognizable names and beautiful paintings. A sense of "experts" involved via tape or pictures, catalogue. Interesting items in shop. Classes for special interests. [and more]
Too vague	Families: Clear, easy to access information and programs that are at convenient times, educational fun and free. Classes for special interests.
Too technical language	circulation materials [vs. books and CDs; a logic model is a way to communicate with stakeholders who are not librarians]

### Results

**Rubric:** Results are clear, specific, concrete, and concern changes in the audience. Language is understandable by non-specialists.

**Comment:** The most common errors found in this section are a list of results which are benefits only for the institution. While it would be fine to include some institutional benefits there should be others that focus on satisfying the audience need(s) as well. Other common mistakes concern the development of a product or tool or the completion of a program that results in a resource as the final result. Writers of these logic models have a high focus on getting the program completed, or the tool developed or produced rather than looking at the use of these resources and the user's perception of these resources as results as well.  
Too broad or long-term or vague or weak.

<b>Examples:</b>	
Benefit the institution	Increased public access in the new Museum building with more schools participating in the programs and events. Increase in membership. Greater visibility for the Museum on the national and international

	scene. Advance the visibility, reputation and connections of the museum in the community. Increase museum attendance for novice art visitors, university students, and K-12 tours
Name a product or a tool to be developed	To serve as tool for future work to aging structures To provide the museum's resources in a family friendly manner A fully integrated digital database of the collections
Too long-term	Increase enrollment in graduate programs [for a display of faculty research]
Too weak	Students will gain familiarity with various digital editing software offered by the university's instructional technology department. [prefer "know" specific things rather than "gain familiarity"]
Unconnected to program	Attendees will determine the credibility [etc. of Web pages; program was to develop skills, not change behavior]
Lists program experiences rather than outcomes	Children will have fun. Students will make edible creations either at school or at home that relate to books. Students will write a recipe for their creations.

<b>Program Purpose: We do what</b>	
<b>Rubric:</b> Specific to the particular program, within the capacity of the providers, and sequentially ordered (immediate, intermediate, long-term)	
<b>Comment:</b> It is rare that this section causes any broad confusion about what should be included in this section. From time to time writers are inclined to put the whole program purpose statement in this section rather than breaking it into its component parts; what, for whom, for what outcome/benefit. Occasionally writers will be too vague to permit the reader to understand how the processes in the "what" statement can lead to the outcomes described in the program purpose statement. There should be enough described in this section (without going into too much detail) that would show the logical relationship of process to outcomes.	
<b>Examples:</b>	
Too detailed	We will create a history and culture portal for xx County, Indiana. For this Website: # We will collect and write engaging history articles. # Digitize historic photos and post them on the Website with metadata to put the photos into geographic, historic and cultural perspective. # Create with assistance from a retired teacher curriculum for this program. # Create promotional materials for the site.
	The program will provide a series of workshops and planning sessions on annual goals and objectives, gallery renovations, issues of cultural diversity and best practices in museums and leadership training for staff and volunteers to increase their interest in/awareness/knowledge of cultural diversity and its application to the museum and to expand museum activities in making institutional change to serve multicultural populations.
Insufficiently clear connection between "what" and	Provide free admission and education programs for museum audiences every week on Thursday evenings from 5-9PM.

outcome	
Does not name program	Design* an instructional course to teach Web-browsing basics to senior library patrons to allow them to successfully and comfortably navigate the Internet. ["design" is preparatory—"deliver" is the program]
Too broad	The library provides services that foster learning and access to information resources

<b>For Whom</b>	
<b>Rubric:</b> Specifies a particular audience; if applicable, distinguishes different audiences.	
<b>Comment:</b> There are rarely any errors here in this section, but when they do occur it stems from the confusion of who the immediate target audience really is. As in the example for the Results section, writers here might confuse "ultimate audiences" with "immediate audiences". If the program teaches teachers to teach, the common confusion is to identify the teachers' students in this section rather than the teachers themselves. This section should be to "whom" the program is affecting most directly. It would not be wrong to include students after teachers in this example, but it would never be exclusively students for whom the program has very little influence or control.	
<b>Examples:</b>	
Too broad	xx County and yy State residents [data will not be collected from this wide group]
	For students, faculty, staff and the community
Misses a particular audience	For preschool children [program developed outcomes for parents as well]
<i>Note: If students have received feedback on the "Audience" section, they are less likely to err here.</i>	

<b>For What Outcome</b>	
<b>Rubric:</b> Specific and targeted towards a change in the audience. This may be somewhat broadly stated (since it might encompass more than one specific outcome) but it will be anchored in the audience and change. Avoids weak verbs such as "be aware" (prefer, "knows" or does). Particularly good statements will be especially concrete, consistent with the program scope, and aimed at audience needs, sequentially mentioning desired participant changes (immediate, intermediate, long-term if applicable).	
<b>Comment:</b> There are many common errors: describing a "service" of the program -- what is being done to or for the target audience -- but this is not an outcome. The writers need to focus on what happens for the audience as a result of the service(s). A passive construction where the writer seems hopeful that something will happen after participants are encouraged. It is better to be direct and state what you hope they will do. A goal of "awareness," without concluding in a change of emotion, knowledge or skill. An institutional benefit, such as increased attendance; a participant behavior not tied to needs (e.g. that people visit a museum or library more is a changed behavior, but is it established that this change is needed--by the participants? Ultimate beneficiaries (e.g. students of teachers) rather than program participants.	
<b>Examples:</b>	
Describes service or product rather than effect	Families and youth will be introduced and invited to use new and existing strategies for looking at and interpreting works of art. [better: Families and youth use new and existing strategies for looking at and interpreting works of art (behavior)]

	Museum staff will provide engaging, relevant, and age-appropriate information and resources about the Art Museum's collection and exhibitions. [Better: Families report that staff provided engaging, relevant, and age-appropriate information and resources about the Art Museum's collection and exhibitions. (attitude) Or Families and youth agree that the museum's collection and exhibitions are engaging, relevant, and age-appropriate]
Institutional benefit	Museum attendance will be greater than it was in the past
Indirect	Families will be encouraged to interact with selected works of art on display and to pursue creative activities at home. [Better: Families interact with selected works of art on display and to pursue creative activities at home. (behavior)—note two outcomes]
Awareness or interest	Families and youth will increase their awareness of the Art Museum's programs and resources for families and youth. [Better: Families and youth know about the museum's programs and resources for youth and families, And: Families and youth use the museum's programs and resources, And: Families and youth think these programs and resources have value.
	xx County fourth grade students will demonstrate increased interest and knowledge in the history of xx County. Teachers will have increased interest, knowledge and confidence in teaching the history of xx County, as part of their state history curriculum. [knowledge and confidence are strong, interest is weak]
Not explicit about change	The community will come and visit the museum. [Better: Community members visit the museum, And: Community members demonstrate an understanding of the museum's collections]
Refers to ultimate beneficiaries	By training the reference librarians to be more amiable, library patrons will feel more comfortable asking questions at the reference desk.
Mismatched to program	To create familiarity with the SAT test in order to lessen test anxiety and obtain higher scores [program was actually to create knowledge about SAT prep materials, not the SAT itself].

<b>Inputs</b>	
<b>Rubric:</b>	Presents the most important inputs involved in both the administration and delivery of the program, without being too detailed.
<b>Comment:</b>	While there are few logic models that include errors in this section, occasionally this section will include extraneous information and a level of detail that is unjustified for the purpose of this section.
<b>Examples:</b>	
Too detailed	CD burner, blank CDs, CD markers, label paper, label markers...
Details suited to other LM sections	Staff, volunteers and special guest facilitators will use questioning and other means to encourage children to express themselves in new ways and explore phenomena.
	The adults will be responsible for assembling and arranging engaging materials and will help children use appropriate tools (physical tools as well as skills) to become more fully engaged with programs.

<b>Activities</b>	
<b>Rubric:</b> Lists important back-office functions needed to prepare for, produce, manage, and evaluate the program.	
<b>Comment:</b> With some frequency, writers will include "services" in this section, confusing management process and the program's process that engages the target audience.	
<b>Examples:</b>	
Service listed	Program implementation: communication with participants, mentoring, teaching, training, analysis and rectification of problem
	Program implementation: recruitment, registration, audio-visual support, teaching, training, problem analysis and correction. [teaching, training and problem analysis are the services provided]

<b>Services</b>	
<b>Rubric:</b> A short description of what the program does—everything here is done <i>with, to, and for</i> program participants. Everything is consistent with the "solution" and "we do what" sections.	
<b>Comment:</b> Similar to the "activities" section, this section would erroneously include a listing of both services (delivered to the target audience) and Activities (management functions). Occasionally this section would be too vague to allow the reader to conclude that the services listed could produce the desired outcomes of the program. There should be sufficient detail to understand that the services listed could produce the program's outcomes.	
<b>Examples:</b>	
Too vague	Prototype exhibit components. [There is very little information here that would lead the reader to understand the relationship between these services to the target audience and the outcome that "Parents have confidence discussing U.S. History with their children."]
Missing	Is missing a description of the actual program.
Too wordy or indirect	Hiring speakers to talk about the benefits of improving reference services and how to do just that [actual service was simply: Refresher course in providing reference services]

<b>Outputs</b>	
<b>Rubric:</b> Quantifies all of the most important activities and services for determining if the program is on-track.	
<b>Comment:</b> Some may list outcomes here. Also, frequently program goals are listed here instead. There is a tendency to list the programs "deliverables" in this section which may or may not be outputs.	
<b>Examples:</b>	
	<i>Note: LM students may write, "Number of" rather than 5 or 100 or other specific figure, if they are unable to estimate.</i>
Lists process goals	At end of year one, 100% of museum staff are trained on the community profile and core audiences. 80% of museum staff will demonstrate greater understanding of the museum's community and core audiences. Museum has 6-8 understandable strategic audiences described along 5-10 relevant attributes. [Better: 10 new docents trained 250 school groups visit the Museum

	50 classes visit the Museum for hands-on art classes 4 after school art enrichment programs are offered in schools]
Outcome	Percent of attendees who pass the searching skills test.
Phrased as task rather than quantification	Students include creative works using digital video in their class programs. Students create a finished product at the end of the class tutorial.

<b>Outcomes</b>	
<b>Rubric:</b> Statement begins with people who have been identified as in need of the program; taken all together, the outcomes statements cover the scope of the purpose of the program (nothing important is left out); outcomes can be achieved and measured within the specific program.	
<b>Comment:</b> There are many errors that occur in this section. We see program goals listed here, institutional benefits (e.g. more people come to the library, scholars use our materials more), and common outputs – what the program will produce. Institutional benefits like “Teachers see the library as a valuable resource for their students” are not incorrect, but this by itself would not generally address the needs of the target audience, so other outcomes should follow. It is very common to see outcomes written with vague, ambiguous, or esoteric concepts. These words are fine to use as long as they are well described either qualitatively or quantitatively in the indicator. In general, if the outcome is vague, the indicator is vague as well.	
<b>Examples:</b>	
Vague	Children will creatively express themselves or explore phenomena.
Does not begin with audience	Knowledge about NAIC investment club characteristics of investing regularly, reinvesting earnings, investing in quality growth companies, and diversity to reduce risk.
<i>Note: During the tutorial, feedback on Program Purpose Statement prevents many errors here. Errors tend to occur more often in the Indicators section.</i>	

<b>Indicators</b>	
<b>Rubric:</b> The indicator includes quantity and level of observable data from specific measurement tools (e.g. individual survey or test items or tasks).	
<b>Comment:</b> The most common problems are a mismatch between the outcome and the indicator (e.g. outcome is behavioral and the indicator is skills-based), or lack of specificity, or a confusion of data source and indicator, or failure to follow exact wording requirements	
<b>Examples:</b>	
Wording, lack of precision	An increase in the number of books read to children [Better: The # and % of parents who report reading more books to their children than before the program]



**Logic Model Scoring Rubric:  
Scoring Sheet with Definitions for each Rubric Category**

**Instructors: Use this document to help you evaluate participants' logic models. This scoring sheet includes definitions of each section of the logic model.**

There are three sections to the Logic Model Rubric:

- ◇ Plan Section: covers from Stakeholders through the Program Purpose Statement to Activities/Services
- ◇ Individual Outcome Section: covers each element of a single outcome
- ◇ Outcome Scope Section: evaluates how all of the outcomes for a project match the project goals and capacities

Criteria/benchmarking:

An 'acceptable' logic model scores as:

\*a **total** of 35 points in the Plan Section (Stakeholders→ Services). Do not average the scores.

\*an average score of 2.8 in the Outcomes section (average of all outcomes/indicator statements plus the scope section)

*BOTH* must be achieved for a passing score.

A "poor" logic model misses the criteria for one or the other section or both.

Overall notes:

\*In order to save space in the rubric, in some sections the Excellent Column description and examples are in addition to the "Good" column description and examples but do not repeat them. This is noted.

\*Sometimes "erroneous placement," or correct items in the wrong sections, is more serious than at other times. For example, placing an outcome in the output section is a serious error. However, describing details of services in the Solution area is not that serious. This is specifically noted in the rubric when it is a common error.

\*In most areas, there can be several items listed. An overall guideline for grading these is:

	<b>Poor, needs work 1</b>	<b>2</b>	<b>Good 3</b>	<b>4</b>	<b>Excellent 5</b>
Section with multiple items	None of the items are relevant		A preponderance of the items are correct		All of the items are correct AND no important item is omitted
	2: At least some of the items are relevant			4: All of the items are correct although one or two items may be missing	

**PLAN SECTION**

Logic Model	Evaluation Criteria				
Plan section	Poor, needs work 1	2	Good 3	4	Excellent 5
<b>Stakeholders</b>	Includes only one entity or group, or none; questions list only what the program does.		Includes the program providers and the audience; includes at least one other stakeholder; includes at least two questions other than “what does the program do?”		Includes program providers, audience, and the most important external stakeholders with questions that encompass more than just services, outputs, or outcomes.
<b>Audience</b>	Is too broad or general, or names ultimate beneficiaries, or names the institution.		Names a group from whom participants in the program can come		Is more specific, and audience members should all have the same program-related need.
<b>Audience needs</b>	Focuses exclusively on institutional needs, or needs of the program or stakeholders.		Most items are focused on the audience, and most directly relate to the program. Should include statements that show the audience has a lack of or have inadequate knowledge, skills, behaviors or attitudes regarding some topic, content or area that needs improvement. Or that a condition exists that is detrimental to the audience that the program can fix.		<as in Good column plus> Also indicates that some explicit needs assessment has been conducted: data has been gathered to demonstrate needs.
<b>Audience considerations</b>	Focuses exclusively on program providers or the nature of the program topic.		Lists several characteristics of the audience members as well as of the program, the institution or the subject matter that will affect how the program is designed. Most items are audience-centered.		<as in Good column plus:> Comprehensively lists major characteristics that will affect how (not why) the program is delivered.
<b>Solution</b>	Too vague, or language refers to the institution, or to ultimate beneficiaries.		A concise description of the program itself. It may include some details that are better placed in other sections.		A concise description that is meaningful but avoids details that belong in other sections.

<b>Desired results</b>	Results are too broad or long-term; mentions institutional reputation; lists just the activities (or products or tools developed) not outcomes.		Results are audience-specific and reasonable to the scope of the program; may not be as concrete as outcomes statements; might include some technical language.		Results are clear, specific, concrete, and concern changes in the audience. Language is understandable by non-specialists.
<b>Program purpose statement</b>					
<b>We do what</b>	Inconsistent with the 'solution' section; too broad.		Specific to the particular program and within the capacity of the providers; may include some detail that is better placed elsewhere.		Specific, concise, and sequentially ordered.
<b>For whom</b>	Includes possible or potential beneficiaries rather than specific participants; is too broad.		Specifies a particular audience.		Specific and carefully distinguishes different audiences.
<b>For what outcome</b>	Describes what the institution does, or describes the experiences of participants. Gives a broad program rationale; does not mention participant change; is incompatible with other LM sections.		Specific and targeted towards a change in the audience. This may be somewhat broadly stated (since it might encompass more than one specific outcome) but it will be anchored in the audience and change. Avoids weak verbs such as "be aware," "prefer," "knows" or "does."		<as in Good column, plus:> Is particularly concrete, consistent with the program scope, and aimed at audience needs. Sequentially mentions desired participant changes (immediate, intermediate, long-term if applicable).
<b>Inputs</b>	Blank, or includes too few or too many details.		Presents the most important inputs involved in both the administration and delivery of the program; a few inputs may be too broad or too detailed.		Lists all important categories of materials, services and other issues that will make the program possible, without being as detailed as a budget.
<b>Outputs</b>	Includes outcomes. Items not phrased as counts.		Quantifies items including at least one activity and one service; does not include any outcomes.		Quantifies all of the most important activities and services for determining if the program is on-track.
<b>Activities</b>	Includes services. Misses a key activity.		Includes at least some important administrative and preparatory tasks.		Lists all important back-office functions needed to prepare for, manage, and evaluate the program.

<b>Services</b>	Includes activities. Omits the main program.		A short description of what the program does—everything here is done <i>with, to, and for</i> program participants. Everything is consistent with the “solution” and “we do what” sections. May give too few or too many details.		No inclusion of erroneous items; description is concise and direct (and probably shorter than other sections).
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**INDIVIDUAL OUTCOME SECTION**

Score EACH outcome separately, and then score for “scope” at the end. AVERAGE the scores for outcomes, multiple indicators, and scope.

Logic Model	Individual Outcome Grid				
Outcomes section	Poor, needs work 1	2	Good 3	4	Excellent 5
<b>Outcomes statement—audience focus</b>	Statement does not start with the participants who are part of the project audience.		Statement begins with the group from which program participants come.		Statement begins with people who have been identified as in need of the program and specifies participants.
<b>Outcome statement—change</b>	Outcome is expressed in terms of experiences or activities, or attitude towards the program, not in terms of outcomes.		Outcome is phrased as a change in participant skills, attitude, knowledge, behavior, status or condition. <Some wording may be more appropriate to the indicator or data source section.>		<as in Good, plus:> The outcome is specific and does not include extra elements.
<b>Indicator</b>	The indicator is a broad category (a data source), or contains output not outcome information.		Using the specific format (# and % of program participants who X), the indicator describes a quantity and level of observable data that would indicate that the outcome has been achieved.		As in “Good” plus the indicator includes quantity and level of specific measurement tools (e.g. individual survey or test items or tasks); no format or substance errors.
<b>Data Source</b>	Nothing is given or data source could not contain the needed information.		A data source is named, which could be designed to contain the relevant information.		A data source is named that is the best source of the outcomes information, and includes specifics about where the source comes from.

<b>Applied To</b>	Nothing given, or references an entire audience		Specifically references people who have benefited from the program.		Gives details which include not just participation but a level of participation; uses a sample if appropriate
<b>Data Interval</b>	No data interval is given, or it is clearly inappropriate to the measure/outcome.		Interval is given but it is not specific enough.		Interval is given, is appropriate to the outcome and is specific.
<b>Target</b>	No target given, or target is clearly inappropriate to the project as described, or target describes audience as a whole, not participants.		Target is given, and is relevant to the size of the participants. Target does not include a percentage. <i>Put 'level' of achievement in the Indicator section.</i>		Target is given in percentage terms, and is reasonable according to instructor and participant understanding of the program.

**SCOPE SECTION**

Logic Model	Evaluation Criteria				
Scope section	Poor, needs work 1	2	Good 3	4	Excellent 5
<b>Taken all together, do the outcomes match capacities of the program and needs of the audience?</b>	Outcomes do not relate to the program's activities and services (are much broader or narrower).		Outcomes are specific to the program but there may be a mismatch between program scope and long- or medium- or short-term goals.		Outcomes are those that can be both achieved and measured within the specific project. All important outcomes are mentioned.

**Logic Model Scoring Rubric with Library and Museum Examples**

**Instructors: Use this document to help you evaluate participants' logic models. This scoring sheet includes library and museum examples to help instructors score.**

There are three sections to the Logic Model Rubric:

- ◇ Plan Section: covers from Stakeholders through the Program Purpose Statement to Activities/Services
- ◇ Individual Outcome Section: covers each element of a single outcome
- ◇ Outcome Scope Section: evaluates how all of the outcomes for a project match the project goals and capacities

Criteria/benchmarking:

An 'acceptable' logic model scores as:

*\*a **total** of 35 points in the Plan Section (Stakeholders→ Services). Do not average the scores.*

*\*an average score of 2.8 in the Outcomes section (average of all outcomes/indicator statements plus the scope section)*

*BOTH must be achieved for a passing score.*

*A "poor" logic model misses the criteria for one or the other section or both.*

Examples are for:

Library: a central library serving a city of 100,000 people, summer reading program, goal to increase reading activity in children aged 8-12.

Museum: a small art museum (staff of 10), 6-week program to teach watercolor painting techniques.

Please note: the example wording is designed for each individual point. The total of the sections does NOT make up an "ideal" logic model. For examples of complete logic models, see the Cases in the Shaping Outcomes course site.

Overall notes:

\*In order to save space in the rubric, in some sections the Excellent Column description and examples are in addition to the "Good" column description and examples but do not repeat them. This is noted.

\*Sometimes "erroneous placement," or correct items in the wrong sections, is more serious than at other times. For example, placing an outcome in the output section is a serious error. However, describing details of services in the Solution area is not that serious. This is specifically noted in the rubric when it is a common error.

\*In most areas, there can be several items listed. An overall guideline for grading these is:

	<b>Poor, needs work 1</b>	<b>2</b>	<b>Good 3</b>	<b>4</b>	<b>Excellent 5</b>
Section with multiple items	None of the items are relevant		A preponderance of the items are correct		All of the items are correct AND no important item is omitted
		2: At least some of the items are relevant		4: All of the items are correct although one or two items may be missing	

**PLAN SECTION**

Logic Model	Evaluation Criteria				
Plan section	Poor, needs work 1	2	Good 3	4	Excellent 5
<b>Stakeholders</b>	Includes only one entity or group, or none; questions list only what the program does.		Includes the program providers and the audience; includes at least one other stakeholder; includes at least two questions other than “what does the program do?”		Includes program providers, audience, and the most important external stakeholders with questions that encompass more than just services, outputs, or outcomes.
Library	Library staff: What will we have to do?		Library staff: How will we run this program? How much time will it take? Parents: Will it cost anything to participate? Will my child find good books to read? Will this help my child like reading more? Children: What kind of prizes will there be?		<as in Good column, plus:> Local school teachers: Will this program help students become more skilled readers? Library board: Will a children’s program increase overall support for the library?
Museum	Museum staff: Do we have to learn watercolor?		Museum staff: What relation does this have to our watercolor collection? Museum visitors: What will it cost in money and time? What kind of instruction will it be? Local arts council: Will this increase visibility of local artists?		<as in Good column, plus:> Local gallery owners: Will having people experience art creation increase their desire to purchase art? Museum board: Will this draw new visitors to the museum?
<b>Audience</b>	Is too broad or general, or names ultimate beneficiaries, or names the institution.		Names a group from whom participants in the program can come.		Is more specific, and audience members should all have the same program-related need.
Library	Citizens of Mytown		Children who live in Mytown		Children between the ages of 8 and 12 in Mytown.

Museum	Visitors to Myart Museum		Adults in the Myart Museum region who are interested in learning how to create art.		Adults in the Myart Museum region who are interested in learning how to create art and who have no access to affordable art classes.
<b>Audience needs</b>	Focuses exclusively on institutional needs, or needs of the program or stakeholders.		Most items are focused on the audience, and most directly relate to the program. Should include statements that show the audience has a lack of or have inadequate knowledge, skills, behaviors or attitudes regarding some topic, content or area that needs improvement. Or that a condition exists that is detrimental to the audience that the program can fix.		<as in Good column plus> Also indicates that some explicit needs assessment has been conducted: data has been gathered to demonstrate needs.
Library	The library needs to involve more citizens in library activities in order to generate broader support for expansion plans.		A national survey shows that children between 8 and 12 years of age tend to stop reading recreationally in favor of video games and other activities.		In interviews, Mytown teachers said that few students seem to talk about what they read during summer vacation. Reading scores for children tend to drop over the summer, even for good readers.
Museum	The watercolor collections at the Myart Museum are underappreciated, with less visitor traffic than other areas.		There are no adult community education course offerings in the Mytown area covering art creation.		Fifty people wrote in the “suggestions” area of the annual survey of Myart membership that they were interested in learning how to create art.
<b>Audience considerations</b>	Focuses exclusively on program providers or the nature of the program topic.		Lists several characteristics of the audience members as well as of the program, the institution or the subject matter that will affect how the program is designed. Most items are audience-centered.		<as in Good column, plus:> Comprehensively lists major characteristics that will affect how (not why) the program is delivered.



Library	The library will need to divert adult collection funds to provide additional copies of children's books.		Many juvenile library cards may be blocked due to overdue or lost books. Reluctant readers need 'high interest-low-ability' books. (etc.)		<These are highly dependent upon the particular program. Check that all Items are tied to inputs, activities, and services later in the model>.
Museum	The museum's staffing only allows Saturday not Sunday hours.		If a high percentage of class members are senior citizens, they may not be able to stand at easels for long periods or may have difficulty gripping brushes, etc. (etc.)		<These are highly dependent upon the particular program. Check that all Items are tied to inputs, activities, and services later in the model>.
<b>Solution</b>	Too vague, or language refers to the institution, or to ultimate beneficiaries.		A concise description of the program itself. It may include some details that are better placed in other sections.		A concise description that is meaningful but avoids details that belong in other sections.
Library	Parents sign their children up for a reading program.		Mytown Library will offer a summer reading program targeted at children age 8-12 with prizes for participation and a parent survey after it is done.		Mytown Library provides a summer reading program for children aged 8-12.
Museum	Museum visitors come to painting classes.		Myart Museum advertises and then signs people up for a series of painting sessions where participants learn watercolor skills.		Myart Museum provides a six-session watercolor painting class.
<b>Desired results</b>	Results are too broad or long-term; mentions institutional reputation; lists just the activities (or products or tools developed) not outcomes.		Results are audience-specific and reasonable to the scope of the program; may not be as concrete as outcomes statements; might include some technical language.		Results are clear, specific, concrete, and concern changes in the audience. Language is understandable by non-specialists.

Library	Children appreciate the Library. Most Mytown children participate in the program.		Participating children read a number of books appropriate to their age level and more than they did the previous summer.		Participating children will read more during the summer: a number of books appropriate as a 'stretch' goal for their age level. <before-after language omitted as not measured>
Museum	More people become members of Myart Museum. Mytown residents appreciate art more.		Class participants learn how to wash, hatch, shade, over-lay, point, grid-cross, and moiré by the end of the sessions.		Class participants will learn the most important technical skills of watercolor painting.
<b>Program purpose statement</b>					
<b>We do what</b>	Inconsistent with the 'solution' section; too broad.		Specific to the particular program and within the capacity of the providers; may include some detail that is better placed elsewhere.		Specific, concise, and sequentially ordered.
Library	The Library provides collections of enjoyable books for children. The Library helps children learn to love reading.		The Library runs a summer reading program for 8-12 year old children, involving parents in both signing up and responding to a survey.		The Library runs a summer reading program for children aged 8 to 12.
Museum	The Museum makes art accessible to all people.		The Museum offers Saturday classes on watercolor painting.		A museum provides a program to teach the basics of watercolor painting on six consecutive Saturdays.
<b>For whom</b>	Includes possible or potential beneficiaries rather than specific participants; is too broad.		Specifies a particular audience.		Specifically and carefully distinguishes different audiences.
Library	Any children who want to take part		Children living in Mytown.		Children aged 8 to 12 living in Mytown [potentially, Parents, if a goal is to have parents interact with the library more often (a behavioral change).]

Museum	Watercolor enthusiasts.		Myart Museum members and visitors.		Adult Myart Museum members and visitors. [potentially: Local art teachers, if they are specifically targeted]
<b>For what outcome</b>	Describes what the institution does or describes the experiences of participants. Gives a broad program rationale; does not mention participant change; is incompatible with other LM sections.		Specific and targeted towards a change in the audience. This may be somewhat broadly stated (since it might encompass more than one specific outcome), but it will be anchored in the audience and change. Avoids weak verbs such as “be aware”, “prefer,” “knows” or “does.”		<as in Good column, plus:> Is particularly concrete, consistent with the program scope, and aimed at audience needs. Sequentially mentions desired participant changes (immediate, intermediate, long-term if applicable).
Library	To increase children’s enjoyment of reading. To have children visit the library more often.		Children improve their reading habits.		A large proportion of participating children read at a level that is considered ‘extensive’ for their age group.
Museum	To increase appreciation of watercolor art. To create more museum supporters.		Workshop attendees know watercolor techniques.		Workshop attendees know specific beginning watercolor techniques.
<b>Inputs</b>	Blank, or includes too few or too many details.		Presents the most important inputs involved in both the administration and delivery of the program; a few inputs may be too broad or too detailed.		Lists all important categories of materials, services and other issues that will make the program possible, without being as detailed as a budget.

Library	300 copies of Ramona the Pest. 100 different graphic novels. <omits staff time, advertising>		Program advertising in schools, in media and on-site. Evaluation process including survey construction, distribution, analysis, and reporting. <category fine, too detailed> 500 extra copies of high-interest books. Reading logs for participants. Prizes for participants.		Program advertising, evaluation consultant, supplies, and clerical support. Foundation funding for additional library materials. Reading logs and prizes for participants.
Museum	Paint, easels. <omits instructor, space, etc.>		Brushes in six different sizes. <too detailed> Easels, drop cloths, and canvases. Staff time. <too vague> Evaluation forms, outside evaluator.		Consumable painting supplies such as brushes, canvases, and cloths (set a participation fee). Foundation support for durable equipment such as easels and drop cloths. Instructor. Evaluation design and administration (outside consultant). Museum media for advertising.
<b>Outputs—</b> Apply one score to the combined quality of input, activity and service outputs.	Includes outcomes. Items not phrased as counts. Shows outputs for only inputs or activities (omits services).		Quantifies items including at least one activity and one service; does not include any outcomes.		Quantifies all of the most important activities and services for determining if the program is on-track.

<p>Library (I=input, A=activity, S=service)</p>	<p>Staff time.</p>	<p>I: Supplies, space and staff time. A: Hours of staff time for promotional activities, cataloging, recording children's reading, and evaluating success. S: Number of children participating Numbers of books read</p>	<p>I: Grant money and volunteer service time. A: New borrower cards issued. Advertising costs (free). Media mentions. Staff time for determining prizes and for administering evaluation. Overall circulations of juvenile materials (change from school-year average). S: Number of children participating. Numbers of books read</p>
<p>Museum (I=input, A=activity, S=service)</p>	<p>Participants learn to paint. Pictures of Picasso, da Vinci, Pollack, Koons, Kingston, Murphy, and O'Keefe acquired.</p>	<p>A: Number of painting kits prepared. S: Number of participants. S: Amount of supplies consumed.</p>	<p>I: Cost of supplies consumed net of participant fees I: Total cost of rental, instructor, and unreimbursed supplies A: Number of evaluations completed; number of painting kits prepared S: Number of initial participants and number of completing participants</p>
<p><b>Activities</b></p>	<p>Includes services. Misses a key activity. (Quantification goes in the Outputs area.)</p>	<p>Includes at least some important administrative and preparatory tasks.</p>	<p>Lists all important back-office functions needed to prepare for, manage, and evaluate the program.</p>

Library	Buy books. <omits advertising>  Give out prizes. <a service>		Buy high-interest books and prepare lists of books for children and parents. Create special shelving areas for program books Advertise program. Present awards. Evaluate program.	<as in Good column, plus:> Examine existing collections for support for the program. Determine the best books for the age group. Advertise the program on-site, in schools and in local media. Prepare and conduct an effective evaluation program. Evaluate policy for blocked juvenile borrowing cards.
Museum	Offer watercolor classes. <a service> <omits arranging for an instructor—on staff or outside>		Arrange for the room for the class to be available with brushes, easels, drop clothes, and washing supplies the right equipment every Saturday. <too wordy> Hire instructor. Buy supplies. Register participants.	Arrange physical facilities for each class session. Hire instructor. Hire evaluator. Advertise and register participants. Prepare gallery for after-class show.
<b>Services</b>	Includes activities. Omits the main program		A short description of what the program does—everything here is done <i>with, to, and for</i> program participants. Everything is consistent with the “solution” and “we do what” sections. May give too few or too many details.	No inclusion of erroneous items; description is concise and direct (and probably shorter than other sections).
Library	Buy high-interest books.		Provide lists of books. Give reading prizes.	Provide lists of high-interest books to program participants. Accumulate records of children’s reading and provide prizes.
Museum	<omits Classes in watercolor painting>		Give painting classes.	Provide six watercolor painting classes on consecutive Saturday mornings.

**INDIVIDUAL OUTCOME SECTION**

Score EACH outcome separately, and then score for “scope” at the end.  
 AVERAGE the scores for outcomes, multiple indicators, and scope.

Logic Model	Individual Outcome Grid				
Outcomes section	Poor, needs work 1	2	Good 3	4	Excellent 5
<b>Outcomes statement—audience focus</b>	Statement does not start with the participants who are part of the project audience.		Statement begins with the group from which program participants come.		Statement begins with people who have been identified as in need of the program and specifies participants.
Library	The community understands that reading is a fundamental skill.		Children read more.		Children who participate in the program read more.
Museum	Watercolors are more appreciated by the public.		Art lovers develop watercolor skills.		Workshop attendees develop watercolor skills.
<b>Outcome statement—change</b>	Outcome is expressed in terms of experiences or activities, or attitude towards the program, not in terms of outcomes.		Outcome is phrased as a change in participant skills, attitude, knowledge, behavior, status or condition. <Some wording may be more appropriate to the indicator or data source section.>		<as in Good, plus:> The outcome is specific and does not include extra elements.
Library	Participants receive awards for reading levels.		Participating children read more during the summer as shown on their end of summer reports. <Change in behavior, but not specific and incorporates an indicator wording.>		Participating children read a number of books appropriate to their reading skills throughout the summer. (behavior) <i>(Based on audience needs, children generally do not do such reading already.)</i>
Museum	Participants paint watercolors.		Participants learn watercolor painting skills through attending classes. <slightly non specific, plus describes process as well as outcome>		Workshop attendees learn five specific watercolor painting skills.

<b>Indicator</b>	The indicator is a broad category (a data source), or contains output not outcome information.		Using the specific format (# and % of program participants who X), the indicator describes a quantity and level of observable data that would indicate that the outcome has been achieved.	<as in "Good," plus:> The indicator includes quantity and level of specific measurement tools (e.g. individual survey or test items or tasks); no format or substance errors.
Library	Reading diaries. Number of children signed up.  <i>Score 2 for right content in incorrect format.</i>		The # and % of children whose parents who indicate on a survey that children have read at least the target number of new books during the summer (number adjusted for age).	The # and % of children who list the names of at least X number of books they have read; X is at or above the target level for the child's age group. <no errors in substance or format>
Museum	Observation of painting classes. Number of participants in each class.		The # and % of participants whose final paintings are judged to incorporate the techniques included in the instruction.	The # and % of participants whose final paintings, judged by observers, exhibit at least three of five specific watercolor techniques without more than one technique error.
<b>Data Source</b>	Nothing is given or data source could not contain the needed information.		A data source is named, which could be designed to contain the relevant information.	A data source is named that is the best source of the outcomes information, and includes specifics about where the source comes from.
Library	Circulation statistics		Surveys	A question on a survey which asks the names of books read during the summer.
Museum	Visitor count		Participant paintings	Expert evaluations of participant paintings.
<b>Applied To</b>	Nothing given, or references an entire audience		Specifically references people who have benefited from the program.	Gives details which include not just participation but a level of participation; uses a sample if appropriate.



Library	Children.		Parents of children participating.		Parents of children who have reported their reading at least twice during the summer.
Museum	Visitors.		Participants.		Participants who have attended at least 60% of the class sessions.
<b>Data Interval</b>	No data interval is given, or it is clearly inappropriate to the measure/outcome.		Interval is given but it is not specific enough.		Interval is given, is appropriate to the outcome, and is specific.
Library	At beginning of program.		After end of sessions.		One week after end of program.
Museum	At beginning of program.		After end of program.		The second and the last instructional class sessions. <an improvement outcome>
<b>Target</b>	No target given, or target is clearly inappropriate to the project as described, or target describes audience as a whole, not participants		Target is given, and is relevant to the size of the participants. Target does not include a percentage <i>Put 'level' of achievement in the Indicator section.</i>		Target is given in percentage terms, and is reasonable according to instructor and participant understanding of the program.
Library	5		200		5% of population of that age group in service area will participate; 25% of participants will reach the desired level of reading.
Museum	100		20		75% of participants.

SCOPE SECTION

Logic Model	Evaluation Criteria				
Scope section	Poor, needs work 1	2	Good 3	4	Excellent 5
<b>Taken all together, do the outcomes match capacities of the program and needs of the audience?</b>	Outcomes do not relate to the program's activities and services (are much broader or narrower)		Outcomes are specific to the program but there may be a mismatch between program scope and long- or medium- or short-term goals.		Outcomes are those that can be both achieved and measured within the specific project. All important outcomes are mentioned.
Library	Lifelong learning		Children become recreational readers. (open-ended)		<i>This will vary according to the project as described, and both instructor and student expertise in librarianship and museum activities.</i>
Museum	Art appreciation		Participants know how to paint. (too broad)		<i>This will vary according to the project as described, and both instructor and student expertise in librarianship and museum activities.</i>

Logic Model Scoring Rubric:  
**Library Examples**

**Instructors: Use this document to help you evaluate participants' logic models. This scoring sheet includes a library example help instructors score library projects.**

There are three sections to the Logic Model Rubric:

- ◇ Plan Section: covers from Stakeholders through the Program Purpose Statement to Activities/Services
- ◇ Individual Outcome Section: covers each element of a single outcome
- ◇ Outcome Scope Section: evaluates how all of the outcomes for a project match the project goals and capacities

Criteria/benchmarking:

An 'acceptable' logic model scores as:

*\*a **total** of 35 points in the Plan Section (Stakeholders→ Services). Do not average the scores.*

*\*an average score of 2.8 in the Outcomes section (average of all outcomes/indicator statements plus the scope section)*

*BOTH must be achieved for a passing score.*

*A "poor" logic model misses the criteria for one or the other section or both.*

The example statements are appropriate for a summer reading program run by a central Public Library (serving a city of 100,000 people), whose goal is to increase reading activity in children aged 8-12.

Please that the example wording is designed for each individual section of the Logic Model. The total of the sections does NOT make up an "ideal" logic model. For examples of complete logic models, see the Cases in the Shaping Outcomes course site.

Overall notes:

\*In order to save space in the rubric, in some sections the Excellent Column description and examples are in addition to the "Good" column description and examples but do not repeat them. This is noted.

\*Sometimes "erroneous placement," or correct items in the wrong sections, is more serious than at other times. For example, placing an outcome in the output section is a serious error. However, describing details of services in the Solution area is not that serious. This is specifically noted in the rubric when it is a common error.

\*In most areas, there can be several items listed. An overall guideline for grading these is:

	<b>Poor, needs work 1</b>	<b>2</b>	<b>Good 3</b>	<b>4</b>	<b>Excellent 5</b>
Section with multiple items	None of the items are relevant		A preponderance of the items are correct		All of the items are correct AND no important item is omitted
	2: At least some of the items are relevant			4: All of the items are correct although one or two items may be missing	

**PLAN SECTION**

Logic Model	Evaluation Criteria				
Plan section	Poor, needs work 1	2	Good 3	4	Excellent 5
<b>Stakeholders</b>	Includes only one entity or group, or none; questions list only what the program does.		Includes the program providers and the audience; includes at least one other stakeholder; includes at least two questions other than “what does the program do?”		Includes program providers, audience, and the most important external stakeholders with questions that encompass more than just services, outputs, or outcomes.
Library	Library staff: What will we have to do?		Library staff: How will we run this program? How much time will it take? Parents: Will it cost anything to participate? Will my child find good books to read? Will this help my child like reading more? Children: What kind of prizes will there be?		<as in Good column, plus:> Local school teachers: Will this program help students become more skilled readers? Library board: Will a children’s program increase overall support for the library?
<b>Audience</b>	Is too broad or general, or names ultimate beneficiaries, or names the institution.		Names a group from whom participants in the program can come		Is more specific, and audience members should all have the same program-related need.
Library	Citizens of Mytown		Children who live in Mytown		Children between the ages of 8 and 12 in Mytown.

<b>Audience needs</b>	Focuses exclusively on institutional needs, or needs of the program or stakeholders.		Most items are focused on the audience, and most directly relate to the program. Should include statements that show the audience has a lack of or have inadequate knowledge, skills, behaviors or attitudes regarding some topic, content or area that needs improvement. Or that a condition exists that is detrimental to the audience that the program can fix.	<as in Good column plus:> Also indicates that some explicit needs assessment has been conducted: data has been gathered to demonstrate needs.
Library	The library needs to involve more citizens in library activities in order to generate broader support for expansion plans.		A national survey shows that children between 8 and 12 years of age tend to stop reading recreationally in favor of video games and other activities.	In interviews, Mytown teachers said that few students seem to talk about what they read during summer vacation. Reading scores for children tend to drop over the summer, even for good readers.
<b>Audience considerations</b>	Focuses exclusively on program providers or the nature of the program topic.		Lists several characteristics of the audience members as well as of the program, the institution or the subject matter that will affect how the program is designed. Most items are audience-centered.	Comprehensively lists major characteristics that will affect how (not why) the program is delivered.
Library	The library will need to divert adult collection funds to provide additional copies of children's books.		Many juvenile library cards may be blocked due to overdue or lost books. Reluctant readers need 'high interest-low-ability' books. (etc.)	<i>&lt;These are highly dependent upon the particular program. Check that all Items are tied to inputs, activities, and services later in the model.&gt;</i>
Museum	The museum's staffing only allows Saturday not Sunday hours.		If a high percentage of class members are senior citizens, they may not be able to stand at easels for long periods or may have difficulty gripping brushes, etc. (etc.)	<i>&lt;These are highly dependent upon the particular program. Check that all Items are tied to inputs, activities, and services later in the model.&gt;</i>

<b>Solution</b>	Too vague, or language refers to the institution, or to ultimate beneficiaries.		A concise description of the program itself. It may include some details that are better placed in other sections.		A concise description that is meaningful but avoids details that belong in other sections.
Library	Parents sign their children up for a reading program.		Mytown Library will offer a summer reading program targeted at children age 8-12 with prizes for participation and a parent survey after it is done.		Mytown Library provides a summer reading program for children aged 8-12.
<b>Desired results</b>	Results are too broad or long-term; mentions institutional reputation; lists just the activities (or products or tools developed) not outcomes.		Results are audience-specific and reasonable to the scope of the program; may not be as concrete as outcomes statements; might include some technical language.		Results are clear, specific, concrete, and concern changes in the audience. Language is understandable by non-specialists.
Library	Children appreciate the Library. Most Mytown children participate in the program.		Participating children read a number of books appropriate to their age level and more than they did the previous summer.		Participating children will read more during the summer: a number of books appropriate as a 'stretch' goal for their age level. <before-after language omitted as not measured>
<b>Program purpose statement</b>					
<b>We do what</b>	Inconsistent with the 'solution' section; too broad.		Specific to the particular program and within the capacity of the providers; may include some detail that is better placed elsewhere.		Specific, concise, and sequentially ordered
Library	The Library provides collections of enjoyable books for children. The Library helps children learn to love reading.		The Library runs a summer reading program for 8-12 year old children, involving parents in both signing up and responding to a survey.		The Library runs a summer reading program for children aged 8 to 12.
<b>For whom</b>	Includes possible or potential beneficiaries rather than specific participants; is too broad.		Specifies a particular audience.		Specific and carefully distinguishes different audiences.

Library	Any children who want to take part.		Children living in Mytown.		Children aged 8 to 12 living in Mytown [potentially, Parents, if a goal is to have parents interact with the library more often (a behavioral change)].
<b>For what outcome</b>	Describes what the institution does or describes the experiences of participants. Gives a broad program rationale; does not mention participant change; is incompatible with other LM sections.		Specific and targeted towards a change in the audience. This may be somewhat broadly stated (since it might encompass more than one specific outcome) but it will be anchored in the audience and change. Avoids weak verbs such as “be aware,” “prefer,” “knows,” or “does.”		<as in Good column, plus:> Is particularly concrete, consistent with the program scope, and aimed at audience needs. Sequentially mentions desired participant changes (immediate, intermediate, or long-term if applicable).
Library	To increase children’s enjoyment of reading. To have children visit the library more often.		Children improve their reading habits.		A large proportion of participating children read at a level that is considered ‘extensive’ for their age group.
<b>Inputs</b>	Blank, or includes too few or too many details.		Presents the most important inputs involved in both the administration and delivery of the program; a few inputs may be too broad or too detailed.		Lists all important categories of materials, services and other issues that will make the program possible, without being as detailed as a budget.
Library	300 copies of Ramona the Pest. 100 different graphic novels. <omits staff time, advertising>		Program advertising in schools, in media and on-site Evaluation process including survey construction, distribution, analysis, and reporting <category fine, too detailed> 500 extra copies of high-interest books Reading logs for participants Prizes for participants		Program advertising, evaluation consultant, supplies, and clerical support. Foundation funding for additional library materials. Reading logs and prizes for participants

<p><b>Outputs</b> Apply one score to the combined quality of input, activity and service outputs.</p>	<p>Includes outcomes. Items not phrased as counts. Shows outputs for only inputs or activities (omits services).</p>	<p>Quantifies items including at least one activity and one service; does not include any outcomes. Avoids too much detail.</p>	<p>Quantifies all of the most important activities and services for determining if the program is on-track.</p>
<p>Library (I=input, A=activity, S=service)</p>	<p>Staff time.</p>	<p>I: Supplies, space and staff time. A: Hours of staff time for promotional activities, cataloging, recording children's reading, and evaluating success. S: Number of children participating Numbers of books read</p>	<p>I: Grant money and volunteer service time. A: New borrower cards issued. Advertising costs (free). Media mentions. Staff time for determining prizes and for administering evaluation. Overall circulations of juvenile materials (change from school-year average). S: Number of children participating. Numbers of books read.</p>
<p><b>Activities</b></p>	<p>Includes services. Misses a key activity. (Quantification goes in the Outputs area)</p>	<p>Includes at least some important administrative and preparatory tasks.</p>	<p>Lists all important back-office functions needed to prepare for, manage, and evaluate the program.</p>
<p>Library</p>	<p>Buy books &lt;omits advertising&gt;  Give out prizes &lt;a service&gt;</p>	<p>Buy high-interest books and prepare lists of books for children and parents. Create special shelving areas for program books. Advertise program. Present awards. Evaluate program.</p>	<p>Examine existing collections for support for the program. Determine the best books for the age group. Advertise the program on-site, in schools and in local media. Prepare and conduct an effective evaluation program. Evaluate policy for blocked juvenile borrowing cards</p>



<b>Services</b>	Includes activities. Omits the main program		A short description of what the program does—everything here is done <i>with, to, and for</i> program participants. Everything is consistent with the “solution” and “we do what” sections. May give too few or too many details.		No inclusion of erroneous items; description is concise and direct (and probably shorter than other sections).
Library	Buy high-interest books.		Provide lists of books. Give reading prizes.		Provide lists of high-interest books to program participants. Accumulate records of children’s reading and provide prizes

**INDIVIDUAL OUTCOME SECTION**

Score EACH outcome separately, and then score for “scope” at the end. AVERAGE the scores for outcomes, multiple indicators, and scope.

Logic Model	Individual Outcome Grid				
Outcomes section	Poor, needs work 1	2	Good 3	4	Excellent 5
<b>Outcomes statement—audience focus</b>	Statement does not start with the participants who are part of the project audience.		Statement begins with the group from which program participants come.		Statement begins with people who have been identified as in need of the program and specifies participants.
Library	The community understands that reading is a fundamental skill.		Children read more.		Children who participate in the program read more.
<b>Outcome statement—change</b>	Outcome is expressed in terms of experiences or activities, or attitude towards the program, not outcomes.		Outcome is phrased as a change in participant skills, attitude, knowledge, behavior, status or condition. <Some wording may be more appropriate to the indicator or data source section>		<as in Good column, plus:> The outcome is specific and does not include extra elements.

Library	Participants receive awards for reading levels.		Participating children read more during the summer as shown on their end of summer reports. <change in behavior, but not specific and incorporates an indicator wording>		Participating children read a number of books appropriate to their reading skills throughout the summer. (behavior) <i>(Based on audience needs, children generally do not do such reading already)</i>
<b>Indicator</b>	The indicator is a broad category (a data source), or contains output not outcome information.		Using the specific format (# and % of program participants who X), the indicator describes a quantity and level of observable data that would indicate that the outcome has been achieved.		The indicator includes quantity and level of specific measurement tools (e.g. individual survey or test items or tasks); no format or substance errors.
Library	Reading diaries. Number of children signed up.  <i>Score 2 for right content in incorrect format.</i>		The # and % of children whose parents who indicate on a survey that children have read at least the target number of new books during the summer (number adjusted for age).		The # and % of children who list the names of at least X number of books they have read; X is at or above the target level for the child's age group. <no errors in substance or format>
<b>Data Source</b>	Nothing is given or data source could not contain the needed information.		A data source is named, which could be designed to contain the relevant information.		A data source is named that is the best source of the outcomes information, and includes specifics about where the source comes from.
Library	Circulation statistics		Surveys		A question on a survey which asks the names of books read during the summer.
<b>Applied To</b>	Nothing given, or references an entire audience		Specifically references people who have benefited from the program.		Gives details which include not just participation but a level of participation; uses a sample if appropriate
Library	Children.		Parents of children participating.		Parents of children who have reported their reading at least twice during the summer.

<b>Data Interval</b>	No data interval is given, or it is clearly inappropriate to the measure/outcome.		Interval is given but it is not specific enough.		Interval is given, is appropriate to the outcome and is specific.
Library	At beginning of program		After end of sessions		One week after end of program.
<b>Target</b>	No target given, or target is clearly inappropriate to the project as described, or target describes audience as a whole, not participants		Target is given, and is relevant to the size of the participants. Target does not include a percentage. <i>Put 'level' of achievement in the Indicator section.</i>		Target is given in percentage terms, and is reasonable according to instructor and participant understanding of the program.
Library	5		200		5% of population of that age group in service area will participate; 25% of participants will reach the desired level of reading.

**SCOPE SECTION**

Logic Model	Evaluation Criteria				
Scope section	Poor, needs work 1	2	Good 3	4	Excellent 5
<b>Taken all together, do the outcomes match capacities of the program and needs of the audience?</b>	Outcomes do not relate to the program's activities and services (are much broader or narrower)		Outcomes are specific to the program but there may be a mismatch between program scope and long- or medium- or short-term goals.		Outcomes are those that can be both achieved and measured within the specific project. All important outcomes are mentioned.
Library	Lifelong learning		Children become recreational readers. <i>(open-ended)</i>		<i>This will vary according to the project as described, and both instructor and student expertise in librarianship and museum activities.</i>

Logic Model Scoring Rubric:  
**Museum Examples**

**Instructors: Use this document to help you evaluate participants' logic models. This scoring sheet includes a museum example help instructors score museum projects.**

There are three sections to the Logic Model Rubric:

- ◇ Plan Section: covers from Stakeholders through the Program Purpose Statement to Activities/Services
- ◇ Individual Outcome Section: covers each element of a single outcome
- ◇ Outcome Scope Section: evaluates how all of the outcomes for a project match the project goals and capacities

Criteria/benchmarking:

An 'acceptable' logic model scores as:

*\*a **total** of 35 points in the Plan Section (Stakeholders→ Services). Do not average the scores.*

*\*an average score of 2.8 in the Outcomes section (average of all outcomes/indicator statements plus the scope section)*

*BOTH must be achieved for a passing score.*

*A "poor" logic model misses the criteria for one or the other section or both.*

The example wordings are for a small art museum's 6-week program to teach watercolor painting.

Please note: the example wording is designed for each individual point. The total of the sections does NOT make up an "ideal" logic model. For examples of complete logic models, see the Cases in the Shaping Outcomes course site.

Overall notes:

\*In order to save space in the rubric, in some sections the Excellent Column description and examples are in addition to the "Good" column description and examples but do not repeat them. This is noted.

\*Sometimes "erroneous placement," or correct items in the wrong sections, is more serious than at other times. For example, placing an outcome in the output section is a serious error. However, describing details of services in the Solution area is not that serious. This is specifically noted in the rubric when it is a common error.

\*In most areas, there can be several items listed. An overall guideline for grading these is:

	<b>Poor, needs work 1</b>	<b>2</b>	<b>Good 3</b>	<b>4</b>	<b>Excellent 5</b>
Section with multiple items	None of the items are relevant		A preponderance of the items are correct		All of the items are correct AND no important item is omitted
	2: At least some of the items are relevant			4: All of the items are correct although one or two items may be missing	

**PLAN SECTION**

Logic Model	Evaluation Criteria				
Plan section	Poor, needs work 1	2	Good 3	4	Excellent 5
<b>Stakeholders</b>	Includes only one entity or group, or none; questions list only what the program does.		Includes the program providers and the audience; includes at least one other stakeholder; includes at least two questions other than "what does the program do?"		Includes program providers, audience, and the most important external stakeholders with questions that encompass more than just services, outputs, or outcomes.
Museum	Museum staff: Do we have to learn watercolor?		Museum staff: What relation does this have to our watercolor collection? Museum visitors: What will it cost in money and time? What kind of instruction will it be? Local arts council: Will this increase visibility of local artists?		<as in "Good" column, plus:> Local gallery owners: Will having people experience art creation increase their desire to purchase art? Museum board: Will this draw new visitors to the museum?
<b>Audience</b>	Is too broad or general, or names ultimate beneficiaries, or names the institution.		Names a group from whom participants in the program can come		Is more specific, and audience members should all have the same program-related need.
Museum	Visitors to Myart Museum		Adults in the Myart Museum region who are interested in learning how to create art.		Adults in the Myart Museum region who are interested in learning how to create art and who have no access to affordable art classes.

<b>Audience needs</b>	Focuses exclusively on institutional needs, or needs of the program or stakeholders.		Most items are focused on the audience, and most directly relate to the program. Should include statements that show the audience has a lack of or have inadequate knowledge, skills, behaviors or attitudes regarding some topic, content or area that needs improvement. Or that a condition exists that is detrimental to the audience that the program can fix.	<as in "Good" column, plus:> Also indicates that some explicit needs assessment has been conducted: data has been gathered to demonstrate needs.
Museum	The watercolor collections at the Myart Museum are under-appreciated, with less visitor traffic than other areas.		There are no adult community education course offerings in the Mytown area covering art creation.	Fifty people wrote in the "suggestions" area of the annual survey of Myart membership that they were interested in learning how to create art.
<b>Audience considerations</b>	Focuses exclusively on program providers or the nature of the program topic.		Lists several characteristics of the audience members as well as of the program, the institution or the subject matter that will affect how the program is designed. Most items are audience-centered.	<as in Good column plus> Comprehensively lists major characteristics that will affect how (not why) the program is delivered.
Museum	The museum's staffing only allows Saturday not Sunday hours.		If a high percentage of class members are senior citizens, they may not be able to stand at easels for long periods or may have difficulty gripping brushes, etc. (etc.)	<i>&lt;These are highly dependent upon the particular program. Check that all Items are tied to inputs, activities, and services later in the model&gt;.</i>
<b>Solution</b>	Too vague, or language refers to the institution, or to ultimate beneficiaries.		A concise description of the program itself. It may include some details that are better placed in other sections.	A concise description that is meaningful but avoids details that belong in other sections.

Museum	Museum visitors come to painting classes.		Myart Museum advertises and then signs people up for a series of painting sessions where participants learn watercolor skills.		Myart Museum provides a six-session watercolor painting class.
<b>Desired results</b>	Results are too broad or long-term; mentions institutional reputation; lists just the activities (or products or tools developed) not outcomes.		Results are audience-specific and reasonable to the scope of the program; may not be as concrete as outcomes statements; might include some technical language.		Results are clear, specific, concrete, and concern changes in the audience. Language is understandable by non-specialists.
Museum	More people become members of Myart Museum. Mytown residents appreciate art more.		Class participants learn how to wash, hatch, shade, over-lay, point, grid-cross, and moiré by the end of the sessions.		Class participants will learn the most important technical skills of watercolor painting.
<b>Program purpose statement</b>					
<b>We do what</b>	Inconsistent with the 'solution' section; too broad.		Specific to the particular program and within the capacity of the providers; may include some detail that is better placed elsewhere.		Specific, concise, and sequentially ordered
Museum	The Museum makes art accessible to all people.		The Museum offers Saturday classes on watercolor painting.		A museum provides a program to teach the basics of watercolor painting on six consecutive Saturdays.
<b>For whom</b>	Includes possible or potential beneficiaries rather than specific participants; is too broad.		Specifies a particular audience.		Specific and carefully distinguishes different audiences.
Museum	Watercolor enthusiasts		Myart Museum members and visitors.		Adult Myart Museum members and visitors. [potentially: Local art teachers, if they are specifically targeted]

<b>For what outcome</b>	Describes what the institution does or describes the experiences of participants. Gives a broad program rationale; does not mention participant change; is incompatible with other LM sections.		Specific and targeted towards a change in the audience. This may be somewhat broadly stated (since it might encompass more than one specific outcome) but it will be anchored in the audience and change. Avoids weak verbs such as “be aware” (prefer, “knows” or does).	<as in "Good" column, plus:> Is particularly concrete, consistent with the program scope, and aimed at audience needs. Sequentially mentions desired participant changes (immediate, intermediate, long-term if applicable).
Museum	To increase appreciation of watercolor art. To create more museum supporters.		Workshop attendees know watercolor techniques.	Workshop attendees know specific beginning watercolor techniques.
<b>Inputs</b>	Blank, or includes too few or too many details.		Presents the most important inputs involved in both the administration and delivery of the program; a few inputs may be too broad or too detailed.	Lists all important categories of materials, services and other issues that will make the program possible, without being as detailed as a budget.
Museum	Paint, easels. <omits instructor, space, etc.>		Brushes in six different sizes. <too detailed> Easels, drop cloths, and canvases. Staff time. <too vague> Evaluation forms, outside evaluator.	Consumable painting supplies such as brushes, canvases, and cloths (set a participation fee). Foundation support for durable equipment such as easels and drop cloths. Instructor, Evaluation, design and administration (outside consultant). Museum media for advertising
<b>Outputs</b> Apply one score to the combined quality of input, activity and service outputs.	Includes outcomes. Items not phrased as counts. Shows outputs for only inputs or activities (omits services).		Quantifies items including at least one activity and one service; does not include any outcomes. Avoids too much detail.	Quantifies all of the most important inputs, activities and services for determining if the program is on-track.



Museum (I=input, A=activity, S=service)	Participants learn to paint. Pictures of Picasso, da Vinci, Pollack, Koons, Kingston, Murphy, and O'Keefe acquired.		A: Number of painting kits prepared S: Number of participants S: Amount of supplies consumed		I: Cost of supplies consumed net of participant fees I: Total cost of rental, instructor, and unreimbursed supplies A: Number of evaluations completed; number of painting kits prepared S: Number of initial participants and number of completing participants
<b>Activities</b>	Includes services. Misses a key activity. (Quantification goes in the Outputs area)		Includes at least some important administrative and preparatory tasks.		Lists all important back-office functions needed to prepare for, manage, and evaluate the program.
Museum	Offer watercolor classes. <a service> <Omits arranging for an instructor—on-staff or outside.>		Arrange for the room for the class to be available with brushes, easels, drop cloths, and washing supplies the right equipment every Saturday. <too wordy> Hire instructor. Buy supplies. Register participants.		Arrange physical facilities for each class session. Hire instructor. Hire evaluator. Advertise and register participants. Prepare gallery for after-class show.
<b>Services</b>	Includes activities. Omits the main program.		A short description of what the program does—everything here is done <i>with, to, and for</i> program participants. Everything is consistent with the “solution” and “we do what” sections. May give too few or too many details.		No inclusion of erroneous items; description is concise and direct (and probably shorter than other sections).
Museum	<omits Classes in watercolor painting>		Give painting classes.		Provide six watercolor painting classes on consecutive Saturday mornings

**INDIVIDUAL OUTCOME SECTION**

Score EACH outcome separately, and then score for “scope” at the end.  
 AVERAGE the scores for outcomes, multiple indicators, and scope.

Logic Model	Individual Outcome Grid				
Outcomes section	Poor, needs work 1	2	Good 3	4	Excellent 5
<b>Outcomes statement—audience focus</b>	Statement does not start with the participants who are part of the project audience.		Statement begins with the group from which program participants come.		Statement begins with people who have been identified as in need of the program and specifies participants.
Museum	Watercolors are more appreciated by the public.		Art lovers develop watercolor skills.		Workshop attendees develop watercolor skills.
<b>Outcome statement—change</b>	Outcome is expressed in terms of experiences or activities, or attitude towards the program, not outcomes.		Outcome is phrased as a change in participant skills, attitude, knowledge, behavior, status or condition. <Some wording may be more appropriate to the indicator or data source section>		<as in "Good" column, plus:> The outcome is specific and does not include extra elements.
Museum	Participants paint watercolors.		Participants learn watercolor painting skills through attending classes. <slightly non specific, plus describes process as well as outcome>		Workshop attendees learn five specific watercolor painting skills.
<b>Indicator</b>	The indicator is a broad category (a data source), or contains output not outcome information.		Using the specific format (# and % of program participants who X), the indicator describes a quantity and level of observable data that would indicate that the outcome has been achieved.		<as in “Good” plus:> The indicator includes quantity and level of specific measurement tools (e.g. individual survey or test items or tasks); no format or substance errors.

Museum	Observation of painting classes. Number of participants in each class.		The # and % of participants whose final paintings are judged to incorporate the techniques included in the instruction.		The # and % of participants whose final paintings, judged by observers, exhibit at least three of five specific watercolor techniques without more than one technique error.
<b>Data Source</b>	Nothing is given or data source could not contain the needed information.		A data source is named, which could be designed to contain the relevant information.		A data source is named that is the best source of the outcomes information, and includes specifics about where the source comes from.
Museum	Visitor count		Participant paintings		Expert evaluations of participant paintings.
<b>Applied To</b>	Nothing given, or references an entire audience		Specifically references people who have benefited from the program.		Gives details which include not just participation but a level of participation; uses a sample if appropriate
Museum	Visitors		Participants		Participants who have attended at least 60% of the class sessions.
<b>Data Interval</b>	No data interval is given, or it is clearly inappropriate to the measure/outcome		Interval is given but it is not specific enough		Interval is given, is appropriate to the outcome, and is specific
Museum	At beginning of program		After end of program		The second and the last instructional class sessions <an improvement outcome>.
<b>Target</b>	No target given, or target is clearly inappropriate to the project as described or target describes audience as a whole, not participants		Target is given, and is relevant to the size of the participants. Target does not include a percentage <i>Put 'level' of achievement in the Indicator section.</i>		Target is given in percentage terms, and is reasonable according to instructor and participant understanding of the program.
Museum	100		20		75% of participants.

**SCOPE SECTION**

Logic Model	Evaluation Criteria				
Scope section	Poor, needs work 1	2	Good 3	4	Excellent 5
<b>Taken all together, do the outcomes match capacities of the program and needs of the audience?</b>	Outcomes do not relate to the program's activities and services (are much broader or narrower)		Outcomes are specific to the program but there may be a mismatch between program scope and long- or medium- or short-term goals.		Outcomes are those that can be both achieved and measured within the specific project. All important outcomes are mentioned.
Museum	Art appreciation		Participants know how to paint. ( <i>too broad</i> )		<i>This will vary according to the project as described, and both instructor and student expertise in librarianship and museum activities.</i>

## Logic Model Hotspots

**Instructors: Use this document to help you evaluate participants' logic models. You can also share it with participants to help them identify 'hot spots' or problem areas in their logic models.**

Program partners and stakeholders	
What is the program's <b>name</b> ?	<p>[too broad]</p> <p>[J] I THINK YOU NEED TO RENAME THIS "LEARNING ABOUT SAT TEST PREP RESOURCES" IF YOU HAVE IT LIKE THIS, IT SEEMS TO MEAN YOU WILL BE DOING THE PREP YOURSELF.</p>
What <b>partners</b> are involved?	<p></p> <p></p> <p></p> <p></p>
Who are the program's <b>stakeholders</b> ?	<p><b>What do they want to know?</b></p>
	<p>[omitted publicity value]</p> <p>[B] NOT NECESSARY, BUT ONE THING MANY STAKEHOLDERS ARE INTERESTED IN IS HOW THE PROJECT WILL PROJECT THEIR NAME TO A WIDER AUDIENCE: IN SHORT, WILL IT MAKE THEM LOOK GOOD... FOR EXAMPLE, THE IMA MIGHT WANT TO GENERATE GOOD PUBLICITY TO HELP DEVELOP CONTACTS FOR FUTURE PROJECTS.</p>
	<p>[too broad: "will it achieve its goals"/ will it help?]</p> <p>[E] YOU CAN BE MORE CONVERSATIONAL/BLUNT IN THIS SECTION: FOR EXAMPLE, "DOES IT MAKE THE UNIVERSITY LOOK GOOD" / WHILE YOU DON'T NEED TO BE MORE EXPLICIT HERE SINCE UNDERGRADUATES ARE YOUR AUDIENCE (A SPECIAL CLASS OF 'STAKEHOLDERS') YOU MIGHT THINK ABOUT HOW TO BE MORE SPECIFIC.</p>
	<p>[omitted important stakeholder]</p> <p>[E] THERE ARE OTHER STAKEHOLDERS: WHAT ABOUT THE FACULTY MEMBERS WHOSE WORK YOU WILL BE DISPLAYING? [P] GOOD START. CONSIDER ADDING AS A STAKEHOLDER THE CHILDREN'S TEACHERS (YOU CAN IMAGINE A SCHOOL THAT HAS NO MEDIA SPECIALIST OF ITS OWN).</p>
	<p>[omitted stakeholders other than program providers and participants]</p> <p>[F] THINK A LITTLE MORE BROADLY, TOO. SENIOR GROUPS</p>

	<p>MAY WANT TO KNOW IF IT WILL BE A BENEFIT TO THEIR MEMBERS; RETIREMENT COMMUNITIES MIGHT WANT TO KNOW IF THEIR RESIDENTS WILL BE BETTER ABLE TO USE THEIR COMPUTER LAB...SENIORS` CHILDREN MAY BE HAPPY THEIR PARENTS` ARE COMPUTER LITERATE. THE NICE THING ABOUT STAKEHOLDERS IS THAT YOU DON`T NEED TO `MEASURE` OUTCOMES FOR THEM--WHAT YOU ARE DOING IS THINKING, IF I WRITE AN ARTICLE ABOUT THIS PROGRAM, WHO WOULD BE INTERESTED IN READING IT? WHAT WOULD THEY WANT TO KNOW? THAT POOL IS LARGER THAN JUST THE LIBRARY STAFF AND PATRONS.</p> <p>[N] YOU CAN ADD SOMETHING FOR THE SENIOR CITIZEN HOMES.</p>
	<p>[omitted more general/non-participant outcomes]</p> <p>[G] REMEMBER THAT SOME STAKEHOLDERS CAN HAVE NON-OUTCOME-ORIENTED GOALS. FOR EXAMPLE, SOMEONE WHO DONATED MATERIALS TO THE HISTORICAL COLLECTION MAY WANT TO KNOW IF MORE PEOPLE WILL APPRECIATE UNCLE WALLY`S REMINISCENCES ABOUT THE COUNTY.</p> <p>[S] THESE AREN`T BAD—BUT THINK A BIT MORE BROADLY. WILL THIS TECHNOLOGY COURSE REFLECT WELL ON YOUR COLLEGE/THE SCHOOLS INVOLVED? ARE TEHRE ANY LOCAL COMPANIES WHO WOULD BE INTERESTED IN GRADUATES WITH THESE SKILLS? HOPEFULLY, THE IDEAS YOU COME UP WITH (PROGRAMS TO RUN) ARE OF BROAD INTEREST</p>
	<p>[omitted a stakeholder consideration]</p> <p>[J] [teachers] YOU MIGHT ASK WHAT THEY MIGHT WANT TO DO IN THEIR CLASSES TO COMPLEMENT WHAT GOES ON IN THE PREP.</p> <p>[N] [librarians] HOPEFULLY THIS WILL REDUCE THE NUMBER OF TIMES THEY HAVE TO HELP PEOPLE WITH SIMPLE TASKS.</p> <p>[R] (HOW ABOUT: WILL MORE PEOPLE BECOME INTERESTED IN THEATER?)</p>

Program context	
<p>Who are the audience?</p>	<p><i>Note: some errors here have been moved to the “For Whom” section below.</i></p> <p>[institution as audience]</p> <p>[B] NOT QUITE. YOUR AUDIENCE IS/ARE PEOPLE...PEOPLE NEED KNOWLEDGE (OR BEHAVIOR OR SKILLS OR ATTITUDES). FOR BETTER OR WORSE, IN OBPE YOU CAN`T MAKE ITEMS (THINGS TO BE CONSERVED) OR INSTITUTIONS (MUSEUMS OR LIBRARIES) THE BENEFICIARIES OF YOUR PROGRAM.</p>

	<p>[left blank]</p> <p>[E] HERE, THINK ABOUT WHY YOU ARE DOING A DISPLAY CASE AND NOT SOME OTHER METHOD OF INFORMING UNDERGRADUATES. ARE UNDERGRADUATES (PRESUMED TO BE) MORE INTERESTED IN PROMOTIONAL DISPLAYS VS. NEWS-ABOUT-RESEARCH STORIES? THINK ABOUT WHY THE DISPLAY CASES ARE A GOOD WAY TO REACH UNDERGRADUATES.</p> <p>[ultimate beneficiaries as audience, not participants]</p> <p>[I] I THINK IT WILL BE BETTER FOR THE 'LOGIC' OF THE MODEL TO PHRASE THIS IN TERMS OF THE LIBRARIANS (WHO ARE BEING TRAINED) AS THE AUDIENCE. THEY HAVE A NEED FOR THE SKILL OF PROJECTING AN AIR OF APPROACHABILITY. STUDENTS ARE THE ULTIMATE BENEFICIARIES, BUT YOUR PROGRAM PARTICIPANTS ARE REALLY THE REFERENCE LIBRARIANS.</p> <p>[included audience considerations here see below]</p> <p>[N]</p>
<p>What are the <b>needs</b> of the audience?</p>	<p>[institution needs]</p> <p>[B] THE ABOVE PART IS MOSTLY ABOUT YOUR AUDIENCE. IN SHORT, YOUR PARTICIPANTS START OUT THINKING CONSERVATION IS TOO COSTLY; THEY LACK THE KNOWLEDGE TO IMPLEMENT COST-EFFICIENT METHODS. &lt;ANOTHER PROJECT MIGHT BE TO TEACH THEM TO FUND-RAISE...&gt;</p> <p>[Project needs]</p> <p>[C] It is better to phrase "needs" in audience terms, rather than in what project planners "need." Thus, "boys sometimes need hands-on activities to engage them. Low-income students can't afford to provide materials."</p> <p>[mis-placed activities and services/program description]</p> <p>[B] THE REST OF THIS BELOW BELONGS TO THE ACTIVITIES (ADMINISTRATIVE ELEMENTS) AND SERVICES (WHAT YOU DO FOR YOUR AUDIENCE, THAT IS, HOLD TRAINING SESSIONS). YOU CAN MOVE THESE SECTIONS THERE. WHAT YOU MIGHT WANT TO THINK ABOUT ENHANCING HERE IS WHAT CHARACTERISTICS OF YOUR AUDIENCE MAKE YOU DESIGN YOUR PROPOSED WORKSHOP IN A PARTICULAR WAY: FOR EXAMPLE, YOU WILL HAVE TO AT LEAST IMAGINE A) THAT THEY CAN SPARE THE TIME TO COME TO AN IN-PERSON WORKSHOP, AND THAT B) THEY ARE TOO POOR TO BUY THE SERVICES OF AN ON-SITE CONSERVATION CONSULTANT (HENCE YOU NEED THE MONEY FOR THE WORKSHOP). KEEP THE FOCUS ON THE AUDIENCE MEMBERS AT THIS POINT. THESE CHARACTERISTICS ARE ALL IN A SENSE "ADJECTIVES" DESCRIBING THE AUDIENCE. THINGS THAT DESCRIBE YOUR PROGRAM GO IN THE ACTIVITIES/SERVICES AREA.</p>

	<p><b>[confused needs and characteristics]</b>  [F]  THINK THROUGH THIS PARAGRAPH AND DIVIDE ITS CONTENT INTO AUDIENCE "NEEDS"--THE ABILITY TO TELL WHETHER A BOOK IS IN OR TO FIND MEDICARE INFORMATION; AND `CHARACTERISTICS` SUCH AS THEY MAY NEVER HAVE USED COMPUTERS IN THEIR WORK LIFE OR HAVE ONE AT HOME, OR THEY FIND COMPUTERS FRUSTRATING. YOUR THINKING IS CORRECT, BUT TAKE IT A BIT FURTHER: YOU WILL TAKE CHARACTERISTICS INTO CONSIDERATION WHEN YOU DESIGN A PROGRAM TO MEET NEEDS. FOR EXAMPLE, YOU MAY HOLD YOUR CLASSES DURING THE DAY, BECAUSE YOUR AUDIENCE MEMBERS ARE RETIRED, AND THEY DON'T LIKE TO DRIVE AFTER DARK (CHARACTERISTICS).</p> <p><b>[spoke of needs of ultimate beneficiaries, not program participants]</b>  [I]  YOU CAN SAY THAT REFERENCE LIBRARIANS NEED A REFRESHER BECAUSE....  ....[second draft] POSSIBLY YOU COULD PHRASE IT AS, LIBRARIANS ARE NOT AWARE OF HOW MUCH HESITATION STUDENTS</p> <p><b>[broader audience needs than the program provided for]</b>  [J]  DO YOU MEAN STUDENTS NEED TO LEARN ABOUT ("OF") FREE SAT TEST PREP OR STUDENTS NEED FREE STAT TEST PREP?</p> <p><b>[Omitted needs discussed elsewhere]</b>  [H]  You have a parental outcome (a behavior of reading to their children) but you don't mention it in audience considerations (e.g. "Parents sometimes do not know about the importance of reading to their children"). A logic model is strongest when it is consistent from bottom to top</p>
<p>What are some <b>audience considerations</b>?</p>	<p><b>[phrased in terms of characteristics of the subject matter/program content]</b>  [D]  HERE, IT WOULD BE BETTER TO FOCUS MORE ON AUDIENCE CHARACTERISTICS. FOR EXAMPLE, YOU MENTION IN THE `NEED` ABOVE THAT PEOPLE FIND `FIRST STEPS` OVERWHELMING. THAT CAN GO HERE. DON'T PREMATURELY START ON YOUR `SOLUTION` IN THIS SPACE. PHRASE IN TERMS OF WHAT YOUR PRE-PROGRAM AUDIENCE IS FEELING: IGNORANT, SCARED, BROKE!</p> <p>[Q]  THIS SECTION SHOULD BE ABOUT CHARACTERISTICS OF THE AUDIENCE—YOU WILL WANT TO MOVE THESE CHARACTERISTICS OF THE PROGRAM DOWN TO THE ACTIVITIES/SERVICES AREA. THINK ABOUT WHAT ABOUT YOUR TARGET AUDIENCE WILL SHAPE HOW YOU DESIGN THE PROGRAM. FOR EXAMPLE, A CHARACTERISTIC COULD BE THAT MANY HAVE NOT HAD MEDICAL-SPECIFIC PROFESSIONAL EDUCATION. IF TRAVEL AND 3-DAYS ARE NEEDED (TO CONVEY THE INFORMATION PROPERLY) YOU</p>



	<p>MAY WANT TO PROVIDE FUNDING FOR THIS (YOU ARE WRITING A GRANT AFTER ALL) IN WHICH CASE ONE AUDIENCE CHARACTERISTIC IS THAT THEY DON'T HAVE THEIR OWN MONEY (OR TIME) TO SPEND ON INTENSIVE PROFESSIONAL DEVELOPMENT.</p> <p>[phrased in terms of program needs not audience needs] [L] YOU'RE FOCUSING ON THINGS NOT PEOPLE. HERE, THINK OF WHAT CHARACTERISTICS OF THE AUDIENCE MAKE AN OFF-SITE DROPBOX MORE FEASIBLE: STUDENTS ARE COMMUTERS, OR STUDENTS GO TO THE LIBRARY ONLY A FEW TIMES, OR OTHER ASPECTS OF STUDENT BEHAVIOR. ALSO HERE YOU MIGHT MENTION OVERDUES. THOSE COULD BE AN INDICATION THAT THERE IS A PROBLEM</p> <p>[confused needs and characteristics] [failed to think about considerations as affecting program design] [F and H] [F] second draft: I THINK YOU NEED TO EXPAND THIS: DON'T MAKE IT A 'FILTER' DISCUSSION ('ONLY THOSE WHO...') BUT A DESCRIPTION OF YOUR AUDIENCE AND WHY YOU WILL DESIGN YOUR PROGRAM THE WAY YOU DO: FOR EXAMPLE, YOUR SENIORS LIKE TO IDENTIFY BOOKS BUT SOMETIMES CAN'T REMEMBER TITLES OR AUTHORS. YOUR SENIORS DON'T ALREADY KNOW HOW TO USE COMPUTERS. YOUR SENIORS SEEM CONFUSED ABOUT THE ONLINE CATALOG. IN OTHER WORDS, MOVE SOME STUFF FROM YOUR NEEDS SECTION. [H] YOU MIGHT ADD SOME STUFF IN HERE ABOUT HOW THE KITS NEED TO BE FREE, OR THAT UNEDUCATED PARENTS MIGHT NEED EXTRA (TYPES OF) OUTREACH. THESE AUDIENCE CONSIDERATIONS WILL EXPLAIN--AND JUSTIFY-- WHY YOU HAVE SET YOUR PROGRAM UP THE WAY YOU HAVE. [put into the audience "who" section] [N] **MOVE THIS TO CONSIDERATIONS→who feel intimidated by the increasing reliance upon web technology to accomplish basic everyday needs</p>
<p>What is the <b>solution</b> to the needs?</p>	<p>[probably too ambitious] [F] [spoke about ultimate beneficiaries vs. this program] [I] AGAIN, PHRASE IN TERMS OF THE PROGRAM YOU ARE PROVIDING. [too technical language] [J] FOR AN OUTSIDE FUNDER YOU MIGHT WANT TO PHRASE "CIRCULATION MATERIALS" AS "BOOKS AND CDS A STUDENT COULD BORROW" [N] [too broad] *YOU ARE DESCRIBING ONE SPECIFIC PROGRAM. YOU WILL</p>

	OFFER AN INSTRUCTIONAL COURSE THAT WILL DO....
What will be the <b>desired results?</b>	<p>[listed activities as outcomes]</p> <p>[C]  <b>**THE STARRED ITEMS ARE PART OF THE SOLUTION (THE PROCESS) NOT THE RESULTS. THE RESULTS ARE TO BE THOUGHT OF AS **CHANGES** IN YOUR AUDIENCE MEMBERS. STUDENTS DEVELOP CRITICAL THINKING SKILLS (BY MAKING EDIBLE BOOKS, WRITING RECIPES) COMING TO THE MEDIA CENTER CAN BE CONSIDERED A CHANGE IN BEHAVIOR IDENTIFYING THE MEDIA CENTER AS A FUN PLACE CAN BE CONSIDERED A CHANGE IN ATTITUDE (AFFECTIVE OUTCOME).</b></p> <p>[S]          THIS IS REALLY A PROCESS, NOT AN OUTCOME. NECESSARY, BUT NOT THE POINT OF THE PROGRAM.  <b>[long-term, broad outcome ("increase enrollment") too far from project specifics]</b></p> <p>[E]          THIS IS A LONG-TERM DESIRED OUTCOME. YOUR SHORT-TERM RESULT IS SIMPLY THE INCREASED KNOWLEDGE.</p> <p>[I]  <b>[long-term, ultimate outcome, not tied to program specifics]</b>          .&lt;--THIS IS A LONGER-TERM OUTCOME. YOU WON'T MEASURE IT WITHIN THE CONFINES OF THIS PROJECT.  <b>[non-change goal—'interest']</b></p> <p>[G]          INCREASED INTEREST IS NOT A VERY STRONG GOAL. INCREASED KNOWLEDGE IS A GOOD GOAL. YOU MAY END UP RE-THINKING `INTEREST.`  <b>[non-change goal—'have fun']</b></p> <p>[O]          IN YOUR `DESIRED RESULTS` SECTION YOU SAY "CHILDREN WILL HAVE FUN."          HUMMMM...          OBPE FOCUSES ON PROGRAMS THAT CREATE <b>**CHANGES**</b> AND HAVING AN EXPERIENCE IS NOT A CHANGE. IT CAN BE THE MEANS TO A CHANGE, THOUGH: TO HAVE FUN AT A LIBRARY MAY CHANGE CHILDREN'S IDEAS OF HOW FUN A LIBRARY CAN BE.          YOU CAN LEAVE IT BECAUSE YOUR PROGRAM PURPOSE STATEMENT IS CLEARER, BUT DON'T DRIFT INTO HAVING AN OUTCOME THAT IS "TO HAVE FUN."</p> <p>HAVING FUN IS A MEANS, NOT (IN THIS MODEL) AN END.</p> <p><b>[weak goal: gain familiarity]</b></p> <p>[S]          BE A LITTLE STRONGER: THEY WILL GAIN SKILLS.</p> <p><b>[unnecessary pre-post language]</b></p> <p>[N]          AN "IMPROVEMENT" GOAL REQUIRES A PRE-TEST. YOU CAN JUST SAY "HAVE BASIC ONLINE SEARCH SKILLS"  <b>[phrased in terms of subsequent behavior but the program is skills-</b></p>

	<p><b>based]</b>                  [Q]                  Attendees will HAVE THE SKILLS TO determine</p>
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Program Purpose Statement	
<p>We <b>do</b> what?</p>	<p><b>[too detailed]</b>                  [G]                  YOU WILL WANT TO MOVE MOST OF THIS "DOWN" TO THE "ACTIVITIES" AND "SERVICES" PART OF THE LOGIC MODEL AS YOU PROCEED. HERE, BE BRIEF: WE WILL CREATE A WEBSITE AND CURRICULUM MATERIALS RELATING THE HISTORY OF OUR COUNTY.  <b>[broader than the specific program]</b>                  [I]                  NO...We will &lt;&lt;provide more effective reference services&gt;&gt; TRAIN &lt;&lt;by training&gt;&gt; the reference staff to use appropriate customer service skills and be more approachable. THE 'WE' IS THIS PARTICULAR PROGRAM. YES IT CONTRIBUTES TO THE OVERALL GOAL...                  [L]                  IN THIS AREA, TAKE YOUR BASIC IDEA AND MAKE IT VERY FOCUSED. FOR EXAMPLE, YOUR 'RESULTS' ABOVE ARE QUITE BROAD—YES WE WANT ALL OF THEM TO HAPPEN, AND YES WE IMAGINE THAT OUR PROGRAM WILL (HELP) ACHIEVE THEM—BUT FOR THIS PARTICULAR PROGRAM'S PURPOSE STATEMENT, CONFINE YOURSELF TO VERY SPECIFIC THINGS: WE WILL DO ORIENTATION TOURS. STUDENTS WILL KNOW X Y AND Z ABOUT THE LIBRARY. YOU WON'T REALLY BE ABLE TO MEASURE THE CONTRIBUTION OF YOUR PROGRAM TO "INCREASED STATE FUNDING" AND OTHER 'RESULTS.'  <b>[too broad]</b>                  [L]                  The major weakness of this as a project logic model is that your 'program' is not 'discrete' (see rubric). Too much of this is a description of what a library does as normal part of its operations, not as a special project. I'm glad that you used the logic model thinking to orient your activities towards your audience needs, but it is important to have a logic model that describes one self-contained project.  <b>[too indirect]</b>                  [N]                  OFFER: Design* an .....                  *DESIGN IS WHAT YOU DO INTERNALLY (IT IS AN "ACTIVITY" IN THE NEXT SECTION. WHAT YOU ARE DOING FOR YOUR AUDIENCE IS OFFERING IT (NOW THAT IT IS DESIGNED).</p>
<p>For <b>whom</b>?</p>	<p><b>[too inclusive/broad]</b>                  [G]                  THE PEOPLE YOU MENTION HERE WILL NEED TO HAVE OUTCOMES DATA COLLECTED FROM THEM. THUS IT IS LESS FEASIBLE TO LIST "INDIANA RESIDENTS" AS AN AUDIENCE. YOU AREN'T EXCLUDING THEM, YOU JUST AREN'T TARGETING THEM SPECIFICALLY.</p>

	<p>[J] BE MORE DIRECT HERE: "STUDENTS WHO ARE PLANNING ON TAKING THE SAT TEST IN THE NEXT YEAR." OBPE IS VERY CONCRETE AND DOESN'T PHRASE THINGS IN CAPABILITIES OR POSSIBILITIES BUT IN ACTUALITIES (NOT STUDENTS MIGHT OR STUDENTS COULD BUT STUDENTS WILL)</p> <p>[L] BE MORE DIRECT. OBPE IS VERY DIRECT: NOT PEOPLE WHO MIGHT OR COULD, BUT WHO WILL. HERE, IT IS PEOPLE WHO HAVE BOOKS CHECKED OUT.</p> <p>[S] MATCH YOUR "FOR WHOM" WITH YOUR AUDIENCE IDENTIFICATION ABOVE.</p> <p>[two different (potential) audiences]</p> <p>[H] IN OTHER WORDS... EITHER HAVE ONE PART OF YOUR PROGRAM TARGETING PARENTS (E.G. HAVE TRAINING SESSIONS) WITH PARENT OUTCOMES (BE ABLE TO HELP KIDS WITH PRE-LITERACY SKILLS), OR USE THE PARENTS AS PART OF YOUR DELIVERY METHOD. THE DISTINCTION IS IN WHO EXACTLY YOUR AUDIENCE IS. YOU WILL NEED TO SPELL OUT OUTCOMES FOR YOUR AUDIENCE MEMBERS AND MEASURE THOSE, BUT YOU DON'T HAVE TO HAVE OUTCOMES (OR MEASURES) FOR PEOPLE WHO ARE PART OF THE PROCESS (AND NOT PART OF THE OUTCOME).</p> <p>[S] IF YOU HAVE A FACULTY OUTCOME, YOU HAVE TO HAVE A FACULTY "NEED" DESCRIBED ABOVE. IF YOU DO INCLUDE THIS, REMEMBER YOU CAN SAY FACULTY CHARACTERISTICS MIGHT BE LESS COMPUTER SAVVINESS!</p> <p>[ultimate beneficiaries, not program participants]</p> <p>[I] NO, YOU NEED YOUR AUDIENCE HERE: LIBRARIANS. PLEASE IMAGINE THAT THESE LIBRARIANS DO WANT TO BE SUCCESSFUL! AND THINK THEY NEED TO BE MORE APPROACHABLE!</p>
<p>For what <b>outcome</b>/benefit(s)?</p>	<p>[could include affective outcome]</p> <p>[A] IT IS OKAY TO HAVE AN AFFECTIVE OUTCOME: TO FEEL POSITIVE ABOUT READING, FOR EXAMPLE, OR TO FEEL CONFIDENT.</p> <p>[consider both knowledge and behavioral outcomes]</p> <p>[B] ABOVE, CONSIDER HAVING TWO OUTCOMES, ONE KNOWLEDGE (WILL KNOW COST-EFFECTIVE WAYS) AND ONE BEHAVIORAL (WILL IMPLEMENT TECHNIQUES) OUTCOME.</p> <p>[S]</p>

SLIGHTLY OFF: STUDENTS WILL HAVE THE ABILITY TO USE...(YOU PROVE THEY HAVE THE ABILITY BY ASKING THEM TO DEMONSTRATE IT). THIS IS A SKILL OUTCOME. YOU COULD HAVE A BEHAVIORAL OUTCOME IN WHICH STUDENTS WOULD DO PROJECTS (BUT THAT IS BETTER LEFT TO THE FACULTY OUTCOME, AS THE PREMISE IS THAT STUDENT BEHAVIOR IS DETERMINED BY FACULTY REQUIREMENTS).

[non-audience outcome]

[B]

{*preservation of items*} THIS IS AN 'IMPACT' LONG-TERM OUTCOME. IT IS CERTAINLY PART OF YOUR THOUGHT PROCESS, BUT BECAUSE IT IS NOT AUDIENCE-CENTERED, LEAVE IT FOR A GRANT INTRODUCTION OR CONCLUSION.

[L]

YOU WILL NEED TO DELETE THIS SECOND OUTCOME. OBPE IS ABOUT AUDIENCE OUTCOMES, AND THE LIBRARY CAN'T BE THE AUDIENCE. (YES I KNOW IN REAL LIFE "WE" CARE ABOUT THE LIBRARY—BUT FUNDERS CARE ABOUT LIBRARY PATRONS).

[tentative—does not focus on participants but on any potential patron]

[D]

YOU SHOULD SLIGHTLY REVISE HOW YOU WORD THE ABOVE. SAY "PEOPLE" NOT "ANY PEOPLE." FOR OUTCOMES, SAY "PARTICIPANTS"...

LIBRARIES VERY OFTEN THINK OF THINGS "WELL ANYONE CAN USE THEM IF THEY WANT." OBPE IS VERY DIRECT AND SPECIFIC.

THINK ABOUT WHAT OUTCOMES YOU WANT TO MEASURE \*\*JUST FOR YOUR PROGRAM\*\*. WILL YOUR PROGRAM BE A SUCCESS IF YOUR PARTICIPANTS KNOW ENOUGH TO MAKE A SMART DECISION ABOUT INVESTMENT CLUBS? IF THEY FEEL MORE CONFIDENT ABOUT FINANCIAL DECISIONS? YOU MAY NOT NEED TO ARTICULATE AN OUTCOME OF ACTUALLY JOINING A CLUB. HOWEVER, IF YOU DO, I SUGGEST IN THE OUTCOMES AREA THAT YOU HAVE A RELATIVELY LOW "TARGET"--E.G. 20% OF PARTICIPANTS WILL JOIN AN INVESTMENT CLUB. THE REST LOOKS JUST FINE.

[non-change goal: 'interest']

[G]

'INTEREST' IS SOMEWHAT DIFFICULT. CONFIDENCE IS A GOOD EMOTIONAL OUTCOME. THINK ABOUT HOW YOU COULD MEASURE 'INTEREST' AND CONSIDER DROPPING IT.

[broad rationale vs. program participant changes]

[I]

SEE IF YOU CAN RE-PHRASE THIS IN THE TERMS I MENTIONED ABOVE. AGAIN, YOU HAVE AN OVERALL 'IMPACT' GOAL (BETTER REFERENCE SERVICE) BUT YOUR SPECIFIC PROGRAM HAS VERY SPECIFIC OUTCOMES.

	<p>PROGRAM-OUTCOMES ARE NARROWER THAN THE RATIONALE FOR THE PROGRAM'S EXISTENCE.</p> <p>[unclear purpose]</p> <p>[J] YOU NEED TO MAKE A DECISION HERE. ONE OUTCOME WOULD BE TO INCREASE STUDENT KNOWLEDGE OF (FREE) SAT PREP RESOURCES. A DIFFERENT OUTCOME WOULD BE TO INCREASE STUDENT KNOWLEDGE OF SAT PRACTICES (REAL SAT PREP.) YOUR PROGRAM WOULD BE FINE IF IT JUST FOCUSED ON THE FIRST. IF IT DOES, THEN YOU WILL MEASURE THAT OUTCOME. THE HIGHER TEST SCORES ARE AN INDIRECT CONSEQUENCE.</p> <p>[missed a relevant outcome]</p> <p>[L] THINK ABOUT ADDING AN OUTCOME OF "HAVING FEWER OVERDUE BOOKS" THIS IS SORT OF A BEHAVIORAL OR STATUS OUTCOME, AND "FEELING MORE POSITIVE ABOUT BOOK CIRCULATION" (AN AFFECTIVE OUTCOME).</p> <p>THIS MAY SEEM WEIRD...BUT REALLY. WHAT IS THE POINT OF HAVING DROP BOXES? SO THAT PEOPLE DON'T BECOME IRRITATED AT HAVING TO WALK TO THE LIBRARY, AND/OR SO THAT PEOPLE GET THE BOOKS BACK ON TIME SO THEY DON'T GET FINED.</p>
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Program elements	
Inputs	Outputs
No errors here	<p>[outcomes vs. outputs]</p> <p>[F] ----THE FOLLOWING ARE MORE OUTCOME, THAN OUTPUT MEASURES.</p> <p>[I] THESE ARE MAINLY OUTCOME MEASURES. ACTUALLY, OUTPUTS FOR YOUR PROGRAM ARE MUCH SIMPLER: NUMBER OF LIBRARIANS ATTENDING THE WORKSHOPS, NUMBER OF CONTACT HOURS.</p> <p>[S] Your "outputs" are really outcomes: outputs should be the number of activities or services, such as the number of sessions offered, or the number of participants.</p> <p>[S] EXPRESS THESE AS NOUNS: # OF CREATIVE WORKS, # OF EQUIPMENT USES.</p> <p>[put outcomes in here: mistook results for the process]</p> <p>[E] NO, THAT'S THE RESULT. THE SERVICE IS HOW THAT WILL BE DONE: HERE, YOU PUT UP DISPLAY CASES.</p> <p>[Q]</p>

	<p>NO: THIS IS AN OUTCOME MEASURE. IN THIS SECTION WE FOCUS ON SIMPLE NUMERICAL OUTPUTS.</p> <p>[!] [omitted some simple output measures]</p> <p>DON'T FORGET SOME MORE TRADITIONAL MEASURES: HERE IS WHERE YOU PUT CIRCULATION STATS FOR THE SAT ITEMS. THEY ARE NOT AN OUTCOME MEASURE BUT THEY ARE INDEED AN OUTPUT MEASURE.</p>
	<p>[specified exact numbers]</p> <p>[!] YOU DON'T HAVE TO SAY HOW MANY HERE. YOU CAN SAY, "NUMBER OF TIMES PROGRAM IS OFFERED IN HOMEROOM, AFTERSCHOOL, AND BEFORE SCHOOL." "NUMBER OF STUDENTS WHO PARTICIPATE."</p> <p>[O] ACTUALLY IN YOUR PLAN YOU WOULD HAVE THIS AS "# OF PARTICIPANTS" AND "# OF PROGRAMS PRESENTED." IN OTHER WORDS, YOU DON'T NEED TO INDICATE HOW MANY (YOUR TARGET)--JUST WHAT YOU WILL COUNT.</p>
	<p>[listed an activity]</p> <p>[Q] NOT NEEDED: (develop workbook)</p>
	<p>[left blank]</p> <p>[R] HERE`S WHERE YOU PUT HOW MANY: HOW MANY CHILDREN ATTEND? HOW MANY BOOKS DO THEY READ? OBPE SAYS THESE OUTPUT MEASURES ARE NOT ENOUGH...BUT CERTAINLY, IF NO ONE COMES, YOU WON`T GET ANY OUTCOMES EITHER.</p> <p>[x] Think of "outputs" as related to the project as a whole: how many students? How many teachers? How many lessons delivered?</p>
<b>Activities</b>	<b>Services</b>
<p>[listed services in the activities section]</p> <p>[E] MOST OF YOUR PROGRAM DESIGN AND PROGRAM IMPLEMENTATION ITEMS ARE THE ACTUAL SERVICES: YOU PUT UP DISPLAY CASES. PUBLIC RELATIONS AND COMMUNICATION (ABOUT THE DISPLAY CASES) WOULD BE ACTIVITIES.</p> <p>[!] THIS IS A 'SERVICE': THIS IS WHAT IS</p>	<p>[failed to state the actual program description]</p> <p>[F] HERE YOU PUT, RUN THE SESSIONS.</p> <p>[Q] THIS IS REALLY QUITE SIMPLE: YOU WILL GIVE A WORKSHOP. (CONCEIVABLY YOU MIGHT HAVE HANDOUTS OR WEB TUTORIALS ETC. ALSO, BUT JUST DOING THE WORKSHOP IS FINE).</p> <p>[R] THIS IS ACTUALLY PRETTY SIMPLE: WHAT WILL</p>

<p>DELIVERED DIRECTLY TO / WITH / FOR YOUR AUDIENCE (LIBRARIANS)</p> <p>[S] SOME OF THIS NEEDS TO GO IN THE "SERVICES" AREA: RECRUITMENT IS ADMINISTRATIVE, BUT TEACHING/TRAINING IS WHAT YOU ARE DOING DIRECTLY TO/WITH/FOR THE TARGET AUDIENCE.</p>	<p>YOU BE DOING WITH THE CHILDREN? YOU COULD SIMPLIFY WHAT YOU HAVE UP ABOVE (PROGRAM PURPOSE) AND MOVE THE DESCRIPTION DOWN HERE.</p> <p>[X] In your logic model, your "Services" include actually running the workshops/sessions. Those are what you are doing to/with/for the audience members. [too wordy/indirect]</p> <p>[I] YOU CAN SIMPLY SAY, PROVIDE CUSTOMER SERVICE TRAINING WORKSHOP. 'SERVICES' IS QUITE SIMPLE, IN THESE SMALL PROGRAMS. [omitted part of program]</p> <p>[J] DON'T FORGET TO MENTION THE INSTRUCTION YOU WILL PROVIDE—THOSE "HOMEROOM" SHOWS MENTIONED BELOW.</p>
<p>[R] [omitted an activity] EITHER "PUBLICITY" OR SPECIFICALLY, RECRUITMENT OF PARTICIPANTS</p>	

<p><b>Outcome 1</b></p>	
<p>Outcome</p>	<p>[too broadly stated] [Q] Attendees will have the skills TO SEARCH EFFECTIVELY ...to become effective searchers. [Needs audience as subject] [D] Your first outcome needs to be re-worded to have your audience members as the subject of a verb: participants will know NAIC principles, etc. [stated as behavior rather than skill] [S] YOU NEED AN OUTCOME THAT IS: STUDENTS HAVE VIDEOMAKING SKILLS. THAT IS THE CORE OF YOUR PROGRAM. THESE OTHERS ARE SOMEWHAT SECONDARY.</p>
<p>Indicator</p>	<p>[irrelevant indicator] [H] [outcome was:] Children will learn to appreciate and enjoy books and the library IF YOU USE THIS OUTCOME, YOU NEED TO MEASURE IT DIRECTLY [indicator was: An increase in the number of books read to children. BEING READ TO IS A PROCESS/MEANS TO AN END, NOT THE END. And THE ABOVE MEASURES MATCH A PARENTAL GOAL, BUT NOT A CHILDREN'S GOAL [too broad to match program purposes] [I] I THINK THAT RELATED TO PEOPLE SKILLS YOU'D HAVE TO FOCUS ON "COMPLETELY" WHICH MIGHT DEPEND UPON PEOPLE SKILLS, VS. 'CORRECTLY' WHICH MIGHT DEPEND MORE ON SUBJECT KNOWLEDGE. YOU'RE WORKING ON ONLY ONE ASPECT OF REFERENCE SERVICE: THAT'S ALL RIGHT. [incorporated target into indicator]</p>



	[Q] HERE—YOU WILL WANT TO SAY, “INDICATOR: KNOWLEDGE OF STANDARDS FOR REPUTABLE CHI WEBSITES YOUR TARGET WOULD BE “80% OF ATTENDEES CAN NAME AT LEAST 5 STANDARDS”
Data Source	[inefficient source] [O] IT IS OKAY TO SURVEY PARENTS, TOO--MIGHT BE MORE APPLICABLE FOR YOUR YOUNGER CHILDREN. ALSO, PERHAPS STATE AS "AT LEAST 30 MINUTES PER DAY"  [wording of survey] [O] YOU COULD JUST ASK THEM HOW FUN THEY THINK THE LIBRARY IS. ...
Applied to	[too broadly stated ] [F] THIS CAN BE: PARTICIPANTS IN SESSIONS.
Data Interval	
Target	[unnecessary pre-post] [O]YOU DON'T HAVE TO USE A PRE-TEST (AND THAT WOULD BE DIFFICULT LOGISTICALLY)--YOU DEFINE SUCCESS AS 70% OF THE PARTICIPANTS SAMPLED REPORTING AT LEAST 30 MINUTES PER DAY....YES, THEY COULD HAVE BEEN GOOD READERS TO BEGIN WITH, WHICH IS WHY THIS IS EVALUATION, NOT RESEARCH.

<b>Outcome 2</b>	
Outcome	
Indicator	
Data Source	
Applied to	
Data Interval	
Target	

<b>Outcome X</b>	
Outcome	
Indicator	
Data Source	
Applied to	
Data Interval	
Target	

**Feedback on final product:**

[A]

Very good, concise project and plan.

[B]

You have a good logic model: your outcomes and indicators are especially good: focused but with a creative approach to the indicators.

[C]

Logic model: It is better to phrase “needs” in audience terms, rather than in what project planners “need.” Thus, “boys sometimes need hands-on activities to engage them. Low-income students can’t afford to provide materials.”

[D]

Your first outcome needs to be re-worded to have your audience members as the subject of a verb: participants will know NAIC principles, etc.

[E]

Interesting project, well-presented within the logic model framework. Your questions and comments at the end address important issues (and yes, it is often hard to tell direct effects of library activities! A weakness of the logic model perspective in general).

[G]

Nice description of a common library project (or at least, very fashionable these days). Good attention to both outcomes and to the necessary quality.

[H]

You have a generally clear program. You need to integrate into the “upper” part of your logic model the reasons for your outcomes: you have a parental outcome (a behavior of reading to their children) but you don’t mention it in audience considerations (e.g. “Parents sometimes do not know about the importance of reading to their children”). A logic model is strongest when it is consistent from bottom to top.

[I]

Very nice. Thorough and correct logic model

[J]

Good, concise and direct logic model.

[L]

You have a very engaged approach to your program...the major weakness of this as a project logic model is that your ‘program’ is not ‘discrete’ (see rubric). Too much of this is a description of what a library does as normal part of its operations, not as a special project. I’m glad that you used the logic model thinking to orient your activities towards your audience needs, but it is important to have a logic model that describes one self-contained project.

[M]

An interesting challenge to fit that project within the OBPE framework but you did succeed! If you are involved in grant writing, remember that it requires a more direct and less ‘thorough’ style.

[N]

Very nice. Your project and its logic model are clear and coherent.

[O]

Very good. Tackles a common activity of libraries, and orients it towards outcomes. A 500-person survey will be pretty expensive, though (ask for grant money specifically for that!). (I think your targets are too ambitious..)

[P]

Well-written and coherent logic model.

[Q]

Nice, direct, well-written logic model. Your commentary touches on the elements which are necessary for a successful offering of workshops.

[R]

Good program, well-designed. I understand your process considerations and measures, but you should change the word “outcomes” in their grids to indicate something like “process.” Heaven forbid we confuse anything with the “outcomes” themselves!

[S]

Your “outputs” are really outcomes: outputs should be the number of activities or services, such as the number of sessions offered, or the number of participants.

<not included>

In your logic model, your "Services" include actually running the workshops/sessions. Those are what you are doing to/with/for the audience members. Think of "outputs" as related to the project as a whole: how many students? How many teachers? How many lessons delivered?

Quizzes

Quizzes

B-Plan:

Wed-0 wrong

1- not a need = curators lack training

1- complete purpose statement = web master creates best-practices web page

C-Build:

4-service = evaluator surveys participants

4-activity = volunteers tutor kids

3-service = director hires counselors

2-supportive tasks = outputs

1-input = web site hit

1-resources needed = activities

1-supportive tasks = services

1-work with participants = input

1-work with participants = activities

1-work with participants = outcome

1-measure of the amount or quantity = service

1-measure of the amount or quantity = activity

D-Evaluate:

1-targets based on = past performance [vs. all of the above]

1-test scores measure = dramatic arts skills

1-focus group measures = dramatic arts skills

2-observations of final projects measures = archaeology field students

1-observations of final projects measures = children's reading skills

3-program logs measure = dramatic arts skills

## Logic Model Hotspot Summary

**Instructors: Use this document to help you evaluate participants' logic models. You can also share it with participants to help them identify 'hot spots' or problem areas in their logic models.**

Program partners and stakeholders	
What is the program's <b>name</b> ?	[too broad] [J]
What <b>partners</b> are involved?	
Who are the program's <b>stakeholders</b> ?	<b>What do they want to know?</b>
	[omitted publicity value] [B]
	[too broad: "will it achieve its goals"/ will it help?] [E]
	[omitted important stakeholder] [E] [P]
	[omitted stakeholders other than program providers and participants] [F] [N]
	[omitted more general/non-participant outcomes] [G] [S]
	[omitted a stakeholder consideration] [J] [N] [R]

Program context	
Who are the audience?	<i>Note: some errors here have been moved to the "For Whom" section below.</i>  [institution as audience] [B]

	<p>[left blank] [E]</p> <p>[ultimate beneficiaries as audience, not participants] [I] [included audience considerations here see below] [N]</p>
<p>What are the <b>needs</b> of the audience?</p>	<p>[institution needs] [B] [Project needs] [C] [mis-placed activities and services/program description] [B]</p> <p>[confused needs and characteristics] [F] [spoke of needs of ultimate beneficiaries, not program participants] [I] [broader audience needs than the program provided for] [J] [Omitted needs discussed elsewhere] [H]</p>
<p>What are some <b>audience considerations</b>?</p>	<p>[phrased in terms of characteristics of the subject matter/program content] [D] [Q]</p> <p>[phrased in terms of program needs not audience needs] [L] [confused needs and characteristics] [failed to think about considerations as affecting program design] [F] second draft: [H] [put into the audience "who" section] [N]</p>
<p>What is the <b>solution</b> to the needs?</p>	<p>[probably too ambitious] [F] [spoke about ultimate beneficiaries vs. this program] [I] [too technical language] [J] [N] [too broad]</p>
<p>What will be the <b>desired results</b>?</p>	<p>[listed activities as outcomes] [C] [S] [long-term, broad outcome ("increase enrollment") too far from project specifics] [E] [I] [long-term, ultimate outcome, not tied to program specifics]</p>

	<p>[non-change goal—'interest'] [G] [non-change goal—'have fun'] [O]  [weak goal: gain familiarity] [S]  [unnecessary pre-post language] [N] [phrased in terms of subsequent behavior but the program is skills-based] [Q]</p>
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Program Purpose Statement	
We <b>do</b> what?	<p>[too detailed] [G] [broader than the specific program] [I] [L] [too broad] [L] [too indirect] [N]</p>
For <b>whom</b> ?	<p>[too inclusive/broad] [G] [J] [L] [S]  [two different (potential) audiences] [H] [S]  [ultimate beneficiaries, not program participants] [I]</p>
For what <b>outcome</b> /benefit(s)?	<p>[could include affective outcome] [A] [consider both knowledge and behavioral outcomes] [B] [S]  [non-audience outcome] [B] [L]  [tentative—does not focus on participants but on any potential patron] [D] [non-change goal: 'interest'] [G] [broad rationale vs. program participant changes]</p>

	[I] [unclear purpose] [J] [missed a relevant outcome] [L]
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Program elements	
Inputs	Outputs
No errors here	[outcomes vs. outputs] [F] [I] [S] [S] [put outcomes in here: mistook results for the process] [E] [Q] [I] [omitted some simple output measures] [J]
	[specified exact numbers] [I] [O]
	[listed an activity] [Q]
	[left blank] [R] [x]
	Quizzes: 7 errors confusing activities with services
Activities	Services
[listed services in the activities section] [E] [I] [S] Quizzes: 7 errors confusing activities with services	[failed to state the actual program description] [F] [Q] [R] [X] [too wordy/indirect] [I] [omitted part of program] [J] Quizzes: 7 errors confusing activities with services
[omitted an activity] [R]	

Outcome 1	
Outcome	[too broadly stated] [Q] [Needs audience as subject] [D] [stated as behavior rather than skill]

	[S]
Indicator	[irrelevant indicator] [H] [too broad to match program purposes] [I] [incorporated target into indicator] [Q]
Data Source	[inefficient source] [O] [wording of survey] [O] Quizzes: 5 errors in matching data source to appropriate type of outcome
Applied to	[too broadly stated ] [F]
Data Interval	
Target	[unnecessary pre-post] [O]

Quizzes—more than one error

C-Build:

4-service = evaluator surveys participants

4-activity = volunteers tutor kids

3-service = director hires counselors

2-supportive tasks = outputs

D-Evaluate:

3-program logs measure = dramatic arts skills

2-observations of final projects measures = archaeology field students