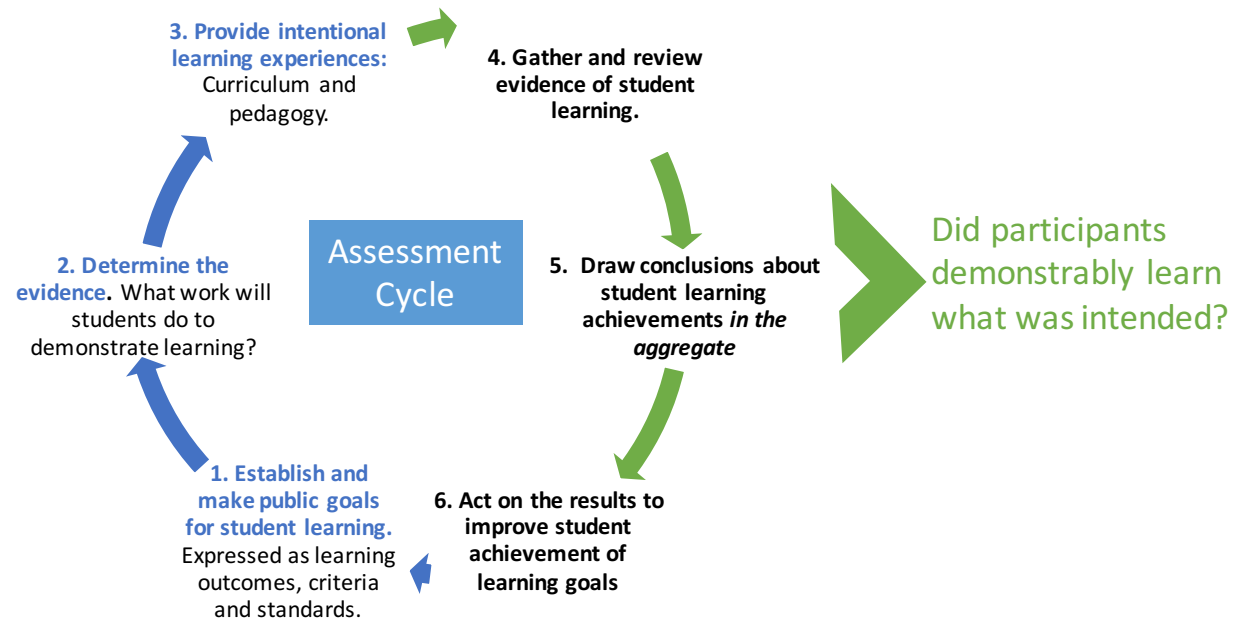# Improving Program Impact – Logic Models and Outcomes Assessment

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OVERVIEW

Outcomes assessment, academic or administrative, helps us examine the extent to which we are achieving our intended goals and, in turn, contributing to institutional priorities. A program's impact, however, can be affected by many factors, for instance the assumptions that underlie program design, the alignment of resources with program priorities and intentions, etc. To examine the interplay of program design, outcomes and impact, we have developed a tool that integrates traditional outcomes assessment (e.g. Suskie 2009) with the logic model (Kellogg Foundation 2004), a commonly used heuristic in program evaluation. Our hope is that this new hybrid model will facilitate thinking, planning, analysis, and communication about program objectives and actual accomplishments. This poster presents the methods of how to use this tool, while applications of our tool are revealed in other UCM examples.

3. Provide intentional learning experiences: Curriculum and pedagogy.

4. Gather and review evidence of student learning.

2. Determine the evidence. What work will students do to demonstrate learning?

Assessment Cycle

5. Draw conclusions about student learning achievements *in the aggregate*

Did participants demonstrably learn what was intended?

1. Establish and make public goals for student learning. Expressed as learning outcomes, criteria and standards.

6. Act on the results to improve student achievement of learning goals

Theory/ Assumptions → Resources → Program Activities → Outputs → Outcomes → Impact

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

Did the right people participate in the right numbers?