Defining Success

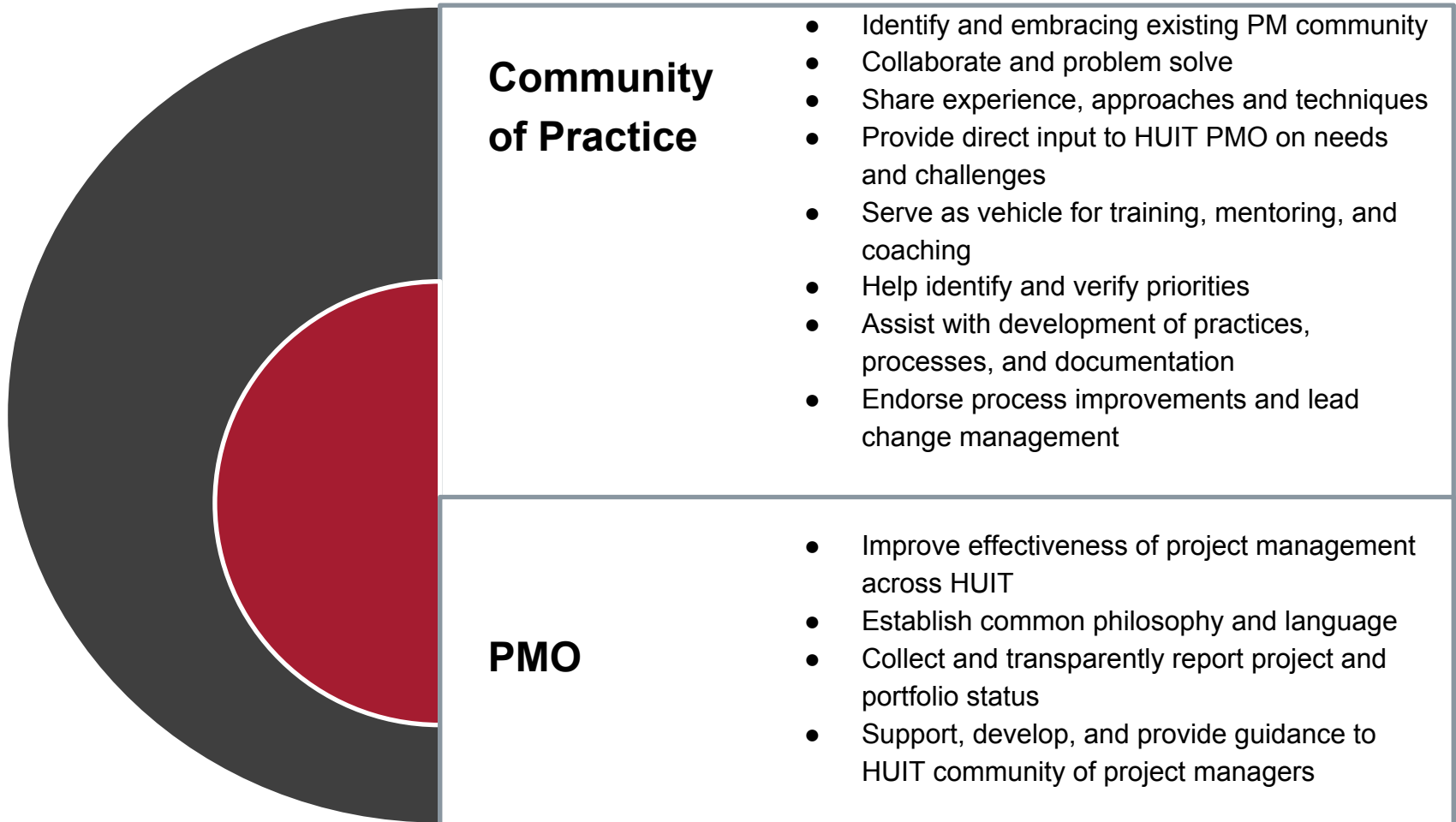## The Logic Model Framework

September 17, 2014

Agenda

- Welcome and Workshop Overview (5 min)

- Common Grounding (30 min)

    - HUIT project vision framework

    - Program evaluation and role of logic model

    - Identifying outcomes

    - Logic model framework

- Apply and Share (30 min)

    - Small group exercise

    - Report out

Who We Are

Community of Practice

- Identify and embracing existing PM community
- Collaborate and problem solve
- Share experience, approaches and techniques
- Provide direct input to HUIT PMO on needs and challenges
- Serve as vehicle for training, mentoring, and coaching
- Help identify and verify priorities
- Assist with development of practices, processes, and documentation
- Endorse process improvements and lead change management

PMO

- Improve effectiveness of project management across HUIT
- Establish common philosophy and language
- Collect and transparently report project and portfolio status
- Support, develop, and provide guidance to HUIT community of project managers

3

HUIT Project Vision Framework

Vision

This should be a succinct statement of what the future state will look like
after the project is delivered.

Strategic Objectives

1. List 3 – 5 objectives that will drive towards achieving the vision

2. Start with an action verb

Guiding Principles

1. List 3 – 5 guiding principles that will serve as foundation and guide rails for the project.

Key Performance Indicators

1. For each objective describe how you will measure success. What metrics or KPIs will be used to confirm that the objective has been met?

2. Every objective should have a KPI.

Teaching and Learning Technologies Program Vision

Vision

Provide a continually evolving set of faculty-friendly, student-focused technologies that support teaching and learning across all Harvard schools, facilitate pedagogical innovation, and contribute to educational research.

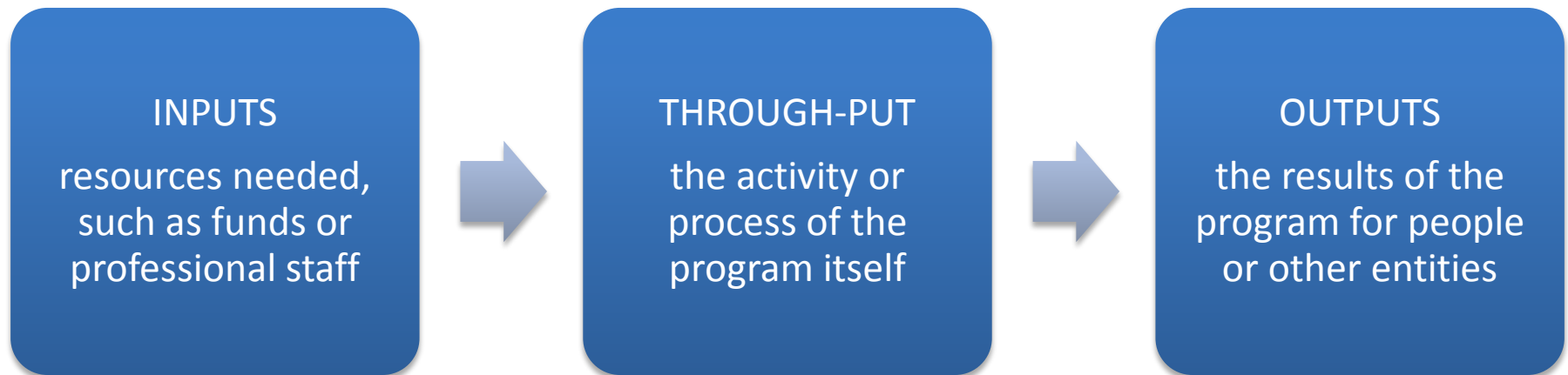| Strategic Objectives	Guiding Principles	Key Performance Indicators
- Provide core teaching and learning technologies to all Schools - Support pedagogical innovation and research on learning - Establish strong Harvard community based on actual partnerships with faculty and with academic support professionals - Cultivate open source community around component development that complements core technologies - Deliver high-quality program on time, on budget, in scope	- Communicate and socialize program across the University - Balance need to move quickly with thoughtful planning - Seek early and continuous faculty input from across the Schools - Transition program to ongoing services with sustained community and sustained vision - Embrace fluidity - Full-time staff focus is the rule; divided time is the exception	- University-wide migration from previous platform(s) to core technologies - Usable data from teaching and learning activities is available for research - Meaningful engagement with faculty / teaching teams and with academic support professionals around needs - Harvard-specific technology enhancements and applications generated by open source community - Program delivered on time and on budget

Introducing Tools to Use

Program Evaluation Approach

Measuring Outcomes

Logic Model

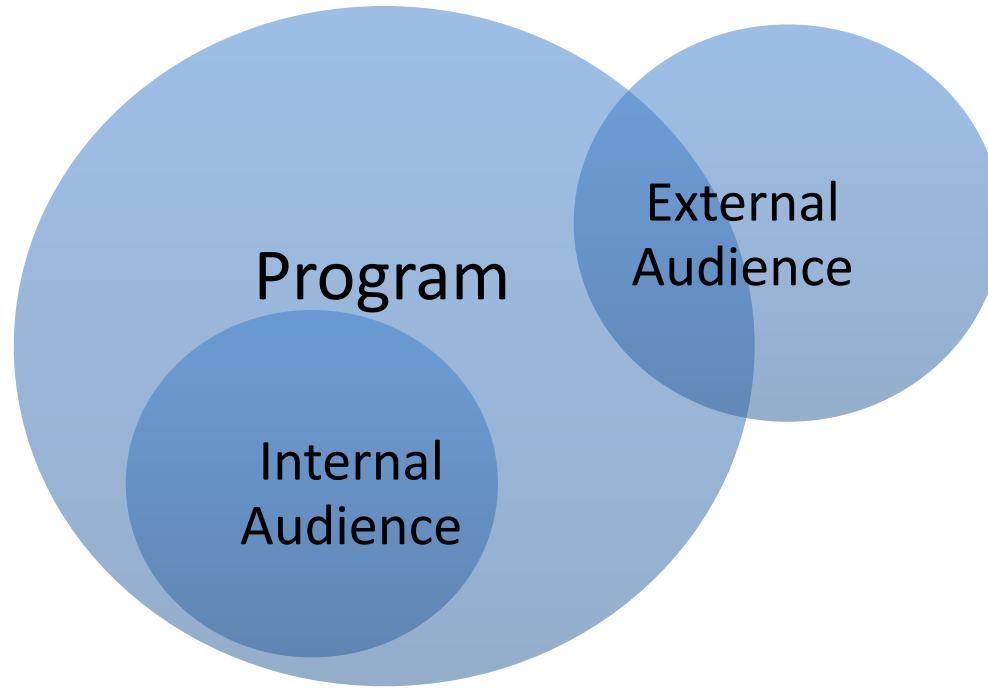# Program Evaluation and "Program"

INPUTS		THROUGH-PUT		OUTPUTS
resources needed, such as funds or professional staff	→	the activity or process of the program itself	→	the results of the program for people or other entities

Logic Model

Program Name					
Resources (Inputs)	Activities (Actions)	Outputs (Counts)	Outcomes		
			Short-Term	Medium-Term	Long-Term

Holistic – visualizing the whole program
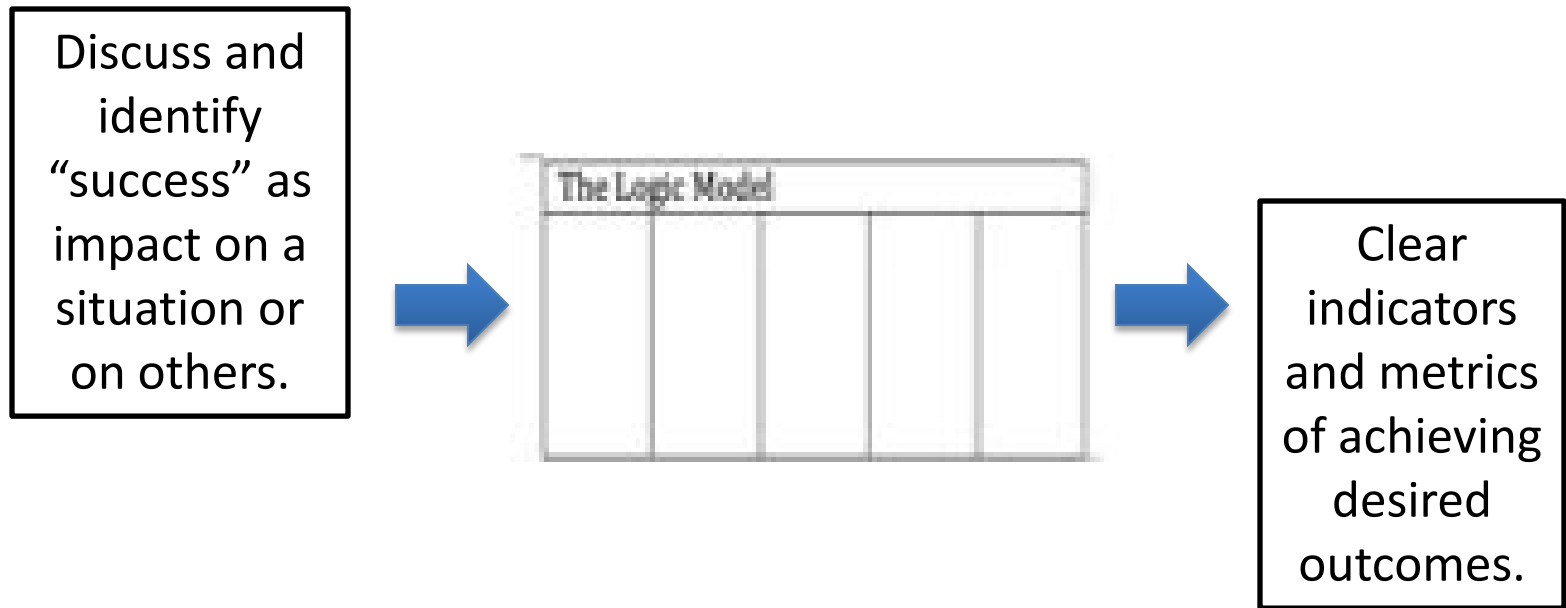Process-orientation
Towards an articulated goal

Telling the Story with Data

Audiences for reporting and data:
- Internal (management)
- External (support)

Role of the Logic Model

Discuss and identify "success" as impact on a situation or on others.

The Logic Model

Clear indicators and metrics of achieving desired outcomes.

Value of Logic Model

- ## Articulate how the program works
  - Shared internal conversation about goals
  - Clarify mission and process

- ## Communicate to others about the program
  - Convey program goals and how they will be achieved
  - Gain support and eyes on the process
  - Demonstrate how the program works in a one-page overview

- ## Evaluate the program
  - Create an "evaluation" or research plan
  - Collect data relevant to decision-making internally
  - Measure progress for internal and external audiences

Outcomes-Orientation:
Begin with the End in Mind

Three Examples:

Start Thinking Here	Design and Plan in Advance
Specific Statement to Make	Data Needed For that Statement
Outcomes Desired	Program To Get There (Logic Model)
Report to Write for Audience	Questions to Ask to Write that Report

Planning for Data Collection: Map of Audiences and Perspectives

Outcomes and "Success"

- How an individual's situation changes: BASK-C
  - Behaviors
  - Attitudes
  - Skills
  - Knowledge
  - Condition
- How groups or a a general situation changes
  - Processes
  - Dynamics
  - Opportunities

Useful Measures

- It's an aggregate story, not an individual story
  - Program (project) story
  - Larger organization's story
- Three Principles of Story and Data:
  1. Power of Simple Data
  2. Variation is key to valuable story
  3. "Success" as focus – specify, define, track that

Data Sources

Operational Metrics

Newly Collected Original Data

(e.g. surveys, interviews, focus groups)

Available Records

Analytics

Electronic Trails

Map of Constituencies

Logic Model

- Walk through the columns
- Examples to share
- Pitfalls and "Tearless" logic model process

Basic Logic Model

Problem Statement: *What is the situation you are seeking to address with your program?*

Target Population: *Who are the beneficiaries of your work?   Tearless Logic Model: Who Are You Ultimately Trying to Serve?*

Program Theory: *How do you believe the work brings about the change that you are seeking?*

Assumptions and External Factors: *These affect the decision-making process or options.*

The Logic Model

Resources (Inputs)	Activities (Actions)	Outputs (Counts)	Outcomes		
			Short-Term	Medium-Term	Long-Term
What resources are needed to support the project or program?	*What will the program staff and providers do, in terms of activities, to achieve goals?*	*How many and what sort of observable/ tangible results will be achieved?* *4*	*What will occur as a direct result of the activities & outputs? (typically, changes in knowledge, skills, attitudes)*	*What results should follow from the initial outcomes? (typically changes in behavior, policies, practice)*	*What results should follow from the initial outcomes (typically, changes in broader conditions)*

Logic Model: PLS Example

Developed from program's materials and conversations:

- **Problem Statement and Program Goal**

- **Target Population**

- **Theory of Change**

- **Assumptions and External Factors**

- Logic Model: inputs, activities, outputs, outcomes, impact

Inputs and Resources	Activities	Outputs	Outcomes (1-3 years)	Impact (Long-Term Outcomes)

Spring Canvas Pilot Example

- Developed logic model with key staff
  - Outcomes for populations: faculty and students
  - Activities lead to Outputs: available analytics
- Surveys guided by identified goals
- Reporting:
  - "Easy" analytics: identified, accessible, relevant
  - Survey results addressed staff concerns
  - Audiences for reporting: internal and external

"Tearless" Logic Model Map

Tearless Logic Model: Group Process Questions

What do we need to make it happen? **STEP 6**	What Must be Done? **STEP 4**	What Can be Measured/Counted? **STEP 5**	If We Got it Right, What Would it Look Like? **START HERE/STEP 1** **STEP 2: Who Are We Trying to Serve? (Populations)** **STEP 3: THEN RETURN TO OUTCOMES, LONG TO SHORT**		
			Short-Term **c. Finally Here – BASK-C** **What Are the First Changes We Expect?** **Behaviors, Attitudes, Skills, Knowledge, Conditions**	*Medium-Term* **b. Then Here - Behaviors** **Who Would Change? How? What will the people you serve do/experience differently?**	*Long-Term* **a. Start Here - Policies** **What Larger Situations Would Change? What makes the end-goal possible and visibly real?**

Adapted from: Wingate www.evalu-ate.org and "Tearless Logic Model" by Lien et. al. *Global Journal of Community Psychology Practice*

"Tearless" Flip Chart Headings

- **If We Got it Right, What Would it Look Like?**

- **Who Are We Trying to Serve?**

- **What Are the First Changes We Expect?** (Long, Medium, Short-Term Outcomes)

- **What Must be Done?**

- **What Can be Measured/Counted?**

- **What Do We Need to Make it Happen?**

Small Group Activity

- Your Task:
  - Identify a project (as a program) to address
  - Optional: Complete a brief map for the program
  - Step through the "Tearless" Logic Model script
  - Connect discussion to Logic Model format
- Assigned Roles for Discussions:
  - Facilitator – ask questions
  - Recorder – record relevant responses
  - Reporter – tell us how it went: easy or difficult

Report Out

- How well did this framework apply to the your project perspective?

- What was easy or difficult about the logic model conversations?

- What questions do you have about how to use this tool in your work?

Thank You

Contact

Shirah W. Hecht, Ph.D.

AcTS Program Evaluator