

Logic Model Worksheet

Name of program:

Name of evaluator:

Program goals (5+ years)	Inputs	Activities	Outputs	Intermediate outcomes	Outcomes	Impact

Assumptions:

Context:

Logic Model Worksheet: GUIDE & EXAMPLE

Name of program: Example name CBE program				Name of evaluator: Heather Ross		
Program goals	Inputs	Activities	Outputs	Intermediate outcomes	Outcomes	Impact
<p><i>These are the big-picture ideas underlying your CBE program.</i></p> <p><i>What change will the program make?</i></p> <p>Example: More health workers will provide quality community-level care during careers in underserved locations</p>	<p><i>These are the key resources of your program.</i></p> <p>Examples: Staff Curriculum Partner institutions Funding Facilities</p> <p>Indicate in parenthesis those resources provided through MEPI - for example (with MEPI funding)</p>	<p><i>These are things done by your program that reach participants or others</i></p> <p>Examples: Workshop on {topic} Research project Clinical practical experience</p> <p>Indicate in parenthesis the activities supported by MEPI – for example (MEPI activity)</p>	<p><i>These are tangible products/by-products of activities (but not whether students learned anything)</i></p> <p>Examples: Certificates of completion Records of actions by participants (i.e. log books) Number of students at clinical site</p> <p>Indicate in parenthesis when each output should have been, or should be, achieved – for example (by May 2014)</p> <p><i>Evaluation of outputs most closely aligns with level 1 of the Kirkpatrick model</i></p>	<p><i>This is learning connected to activities</i></p> <p>Examples: Students understand {topic} Students are able to {skill}</p> <p>Indicate in parenthesis when each outcome should have been, or should be, achieved – for example (by May 2014)</p> <p><i>Evaluation of short-term outcomes most closely aligns with level 2 of the Kirkpatrick model</i></p>	<p><i>These are effects connected to activities or intermediate outcomes such as changes in behavior, action, or decision making</i></p> <p>Examples: Graduates apply knowledge to {context} Graduates use new method to perform {action} Graduate chooses to practice in {geographical area}</p> <p>Indicate in parenthesis when each outcome should have been, or should be, achieved – for example (by May 2014)</p> <p><i>Evaluation of medium-term outcomes most closely aligns with level 3 of the Kirkpatrick model</i></p>	<p><i>This may be ultimate impacts, connected to medium- and short-term outcomes.</i></p> <p>Examples: Better care of patients More graduates working in community</p> <p><i>Evaluation of long-term outcomes most closely aligns with level 4 of the Kirkpatrick model</i></p>
<p>Assumptions: <i>Beliefs and thought patterns about how and why a program is expected to succeed which are not otherwise explicitly stated; also, things that would prevent a program from achieving long-term outcomes.</i></p> <p>Examples: The approach to learning used in this program is effective for our students. The program will have access to the resources needed through funders and partners for the entire program cycle.</p>						
<p>Context: <i>Information about the setting or history of the program; the environment in which the program takes place; and the participants. Paint a good but concise picture of the program.</i></p> <p>Example: Program is held within a rural hospital affiliated with the university. Students are in their third-year of earning an MBCHB.</p>						