CALA Midwest Conference
Developing Logic Model Workshops for Library Staff: Strategies, Challenges and Lessons

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University Library
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About the Assessment Coordinator

- Various Work Experience
- Ph.D. MEd
- Library Assessment
Agenda

- About UIC & University Libraries
- Background
- 6 Strategies
- 3 Challenges
Public Research University
15 colleges
30,000 students
4,500 faculty
One of top 5 racially and ethnically diverse universities in U.S.

4 Libraries
- Richard Daley Library
- Library of Health Science-Chicago
- Library of Health Science-Peoria
- Library of Health Science-Rockford

14 departments
56 faculty
(13 subject librarians)
74 staff
Background

- UIC Library developed strategic plans using Logic model
- Provide professional development training for library staff
- Build a culture of assessment
What is a Logic Model?

“Graphic representation of a program showing the intended relationships between investments and results” (Taylor-Powell & Henert, 2008)

Input → Output → Outcome

Theory of Change, Roadmap, Program Logic, Outcome map
6 Strategies
Strategy 1: Conduct Pilot Workshops

Two departments:
• Research Services and Resources department (n=20) and Resource, Acquisitions and Management department (n=20)
• November and December 2018
• 30 minutes during department meetings
• A total of 25 library staff participated

Feedback:
It is very difficult to fit the material into 30 minutes; I think you can omit a few examples at the end.

Spend a longer time clarifying the differences between input vs. output vs. outcome as this is essential to using a logic model. Maybe this could be done by discussing the reasons people got certain questions wrong in the game.
Strategy 2: Understanding Participants’ Needs and Prior Knowledge

Before Workshop

- Pre-survey
  - Were you aware of the logic model concept?
  - Have you had any experience using logic model?
  - What do you hope to learn from the workshop?

After Workshop

- Pre-test
  - 6 multiple choice questions of logic model concept

Workshop evaluation

- Post test
  - 6 multiple choice questions of logic model concept
Strategy 2: Understanding Participants’ Needs and Prior Knowledge (Example)

Were you aware of the logic model concept?

<table>
<thead>
<tr>
<th></th>
<th>AC2 &amp; ASC</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>14.30%</td>
<td>64.50%</td>
</tr>
<tr>
<td>Yes</td>
<td>85.70%</td>
<td>35.50%</td>
</tr>
</tbody>
</table>

Have you had any experience using the logic model?

<table>
<thead>
<tr>
<th></th>
<th>AC2 &amp; ASC</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>28.60%</td>
<td>75.90%</td>
</tr>
<tr>
<td>Yes</td>
<td>71.40%</td>
<td>24.10%</td>
</tr>
</tbody>
</table>

I hope to learn:

“Best ways to teach logic model concepts”
“How to use it for project planning”
“Fuller understanding of the model so can more freely apply the model to new projects”
“How to be better at creating outcomes vs outputs”
“I hope to get a refresher - it has been a long time”
“Who/where/when/why we are applying it in the library”
“Not sure... looking forward to it! :)”
Strategy 3: Sharing the University Dean’s Message

Why Use Logic Model?

A Message from Dean Case
Strategy 4: Group Activity

- Form groups of 3-4 people
- Each group will be given a logic model chart with cards
- Put the cards into the correct column of the logic model chart
- The first group to complete the chart correctly wins!

Photo: Staff practicing the basics of the logic model concepts by working with groups. From left to right: Erin Glasco (Special Collections), Teresa Moreno (RSR), and Jennifer Jackson (RSR).
Strategy 5: Sharing Examples

Goal: Improve swimming skills

Inputs
- Money
- Coach
- Time
- Internet
- Equipment (swim suits, goggle, ear plug)

Outputs
- Types of swimming styles (butterfly, backstroke, front crawl)
- # of lessons
- # of feedback
- # of youtube

Outcomes
- Know how to swim
- Increase confidence in swimming
- Teach others swimming
- Volunteer as a life guard
- Pursue a second career
Example 1: Goal—To Prevent Diet Related Health Problems in Adulthood

**SITUATION**
Primary school students are bringing lunches to school that are high in salt, sugar, and fat. Consumption of these unhealthy foods may lead to poor health conditions, which can have negative impacts later on in adulthood.

**INPUTS**
- Funding
- Staff
- Time
- Research
- Supplies and equipment for program activities (e.g., ingredients, stationary, equipment)

**ACTIVITIES**
- Menu planner and information sessions
- Nutrition education and food purchasing workshops
- Recipe demonstrations and food sampling

**AUDIENCE**
- Parents of primary school students
- Primary school students

**OUTPUTS**
- # of menu planners distributed
- # of information sessions held
- # of nutrition education and food purchasing workshop sessions
- # of recipe demonstrations held
- % of recipes sampled

**OUTCOMES**
- **Short-term**
  - Increased awareness of healthier food options and use of menu planner
  - Increased use of healthier food alternatives in student lunch boxes
- **Medium-term**
  - Improved nutritional intake among students
- **Long-term**
  - Establish healthy eating habits in childhood

**ASSUMPTIONS**
- Parents have an interest in healthy eating
- Parents will be interested in attending information sessions, workshops, and sampling food.
- Parents have the means to afford healthier alternatives for their children
- Food outlets that sell healthier foods are accessible to families
- Program activities will be effective in changing behaviors
- Children will maintain changed behaviors throughout adolescents and into adulthood

**EXTERNAL FACTORS**
- Preconceived notions about diet and/or personal preferences for specific foods, including cultural and ethnic cuisines
- Actual number of parents and guardians who attend information sessions, workshops, and recipe demonstrations
- Affordability and accessibility of food (e.g., fruits, vegetables)
- Influence of social environment, including family and friends
- Unexpected changes in program resources and funding

Source: Focus on- Logic model a planning and evaluation tool
Example 3: Goal - To Reduce the Prevalence of Overweight and Obesity among Adolescents by 2020

<table>
<thead>
<tr>
<th>Organization Level</th>
<th>Activities</th>
<th>Audience</th>
<th>Outputs</th>
<th>Short-term outcomes</th>
<th>Long-term outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inputs</td>
<td>Policies/procedures and standards, Identification of physical activity best practices, Evidence-informed framework and evidence generation</td>
<td>Departments and units of the organization</td>
<td>Number of policies/procedures and guidelines developed and implemented, A physical activity best practices guideline, A framework on evidence generation and use</td>
<td>Increased awareness of available resources to support capacity building in program areas</td>
<td>Improved skill set among program staff, A coordinated capacity building approach at the organization level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Activities</th>
<th>Audience</th>
<th>Outputs</th>
<th>Short-term outcomes</th>
<th>Long-term outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inputs</td>
<td>Training workshops, Consultations, Webinars</td>
<td>Internal staff working on physical activity related projects</td>
<td>Number of workshops, Number of consultations, Number of webinars</td>
<td>Increased staff knowledge on planning and evaluation</td>
<td>Increased capacity among staff to deliver evidence-informed physical activity programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Level</th>
<th>Activities</th>
<th>Audience</th>
<th>Outputs</th>
<th>Short-term outcomes</th>
<th>Long-term outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inputs</td>
<td>Bi-monthly community sports activity event at local community centre</td>
<td>Adolescents aged 12 to 17 years old</td>
<td>Number of bi-monthly community sports activities</td>
<td>Increased awareness of the importance of physical activity, Increased awareness of physical activity community programming, Increased participant attendance of community programs</td>
<td>Reduction in the prevalence of overweight and obesity</td>
</tr>
</tbody>
</table>

Source: Focus on- Logic model a planning and evaluation tool
Example 3: Framework Developed by the ALA Executive Board

Advocacy Strategy 1: Develop a sustained national advocacy campaign to increase public awareness of the value, impact and services provided by librarians and libraries of all types

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member Audience: Need an easy to use public awareness campaign</td>
<td>Staff and member time and expertise</td>
<td>Develop public awareness campaign, Libraries Transform (LT)</td>
<td># of libraries participating</td>
<td>Number and percent who learned how to implement LT in their &quot;community&quot;</td>
</tr>
<tr>
<td>General Public Audience: Increase public support of libraries</td>
<td>Money from ALA and Library Champions</td>
<td>Develop toolkit, resources for librarians</td>
<td># of retweets/reposts of social media messaging</td>
<td>Number and percent who expanded the campaign</td>
</tr>
<tr>
<td></td>
<td>Web and technology resources</td>
<td>Promote LT to the profession</td>
<td># of page views of web resources</td>
<td>Number and percent reporting increased support from community</td>
</tr>
<tr>
<td></td>
<td>Marketing consultants</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Strategic Framework developed by the ALA Executive Board, February 2014 (p.6)
Strategy 6: One-on-One Consultation after the Workshops

- Strategic Plans (October-December, 2019)
- Grant Projects (March-April, 2019)
- Onboarding Process Project (February, 2019 - Present)
- Undergraduate Engagement Program (March, 2019)
Accomplishments
Accomplishments

Date: November, 2018 - Present

- 36%: 5 Teams out of 14
- 4: Ongoing projects
- 33%: 43 Library staff participated
Challenges
Challenge 1: Preparation is Required

- Based on the survey, contents need to be tailored
Challenge 2: Lower Response Rate for Evaluation and Post test

- Presurvey and pre-test (88%)
- Post survey (58%) and post-test (37%)
Challenge 3: Promoting the Workshops
Resources

University of Wisconsin- Extension: Logic Models & Training Guides

W.K. Kellogg Foundation: Logic Model Development Guide

Focus On: Logic Model- A planning and evaluation tool

ALA example: Develop a sustained national advocacy campaign to increase public awareness of the value, impact and services provided by librarians and libraries of all types