

Quality Enhancement Plan
Logic Model
 January 24, 2017; Updated February 17, 2017
Draft

Resources	Activities	Outputs	Short Term Outcomes	Long-term Outcomes	Impact
<i>In order to accomplish out set of activities we will need the following:</i>	<i>In order to address our problem (or assets) we will accomplish the following activities:</i>	<i>We expect that once accomplished these activities will produce the following evidence:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 semesters:</i>	<i>We expect that if accomplished these activities will lead to the following in 2 to 3 years:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 4-6 years:</i>
<ul style="list-style-type: none"> University faculty University advisors University librarians Undergraduate students University administrators Career Development Center staff QEP team Specialist for Integrative Advising Exploratory Advising Department of Counseling & Human Development QEP Budget Learning Technologies Learning Spaces 	<ul style="list-style-type: none"> Develop& launch QEP course <ul style="list-style-type: none"> Develop clear student learning outcomes Develop & execute integrative advising approaches Conduct ongoing faculty/advisor development opportunities Recruit undergraduate students to participate in the QEP course and create a scaling-up recruitment plan. Develop recruitment plan for ongoing faculty involvement/participation Establish a QEP steering committee Develop a comprehensive evaluation plan <ul style="list-style-type: none"> Develop process for assessing student learning Develop database or protocol for tracking students who complete the course 	<ul style="list-style-type: none"> Student learning outcomes <ul style="list-style-type: none"> Student will exhibit an ability to participate in an inquiry-based learning process (currently identifying key constructs and/or dimensions-<i>TBD</i>) Students will enhance their ability to think critically, including life decisions and career direction (currently identifying key constructs and/or dimensions-<i>TBD</i>) Students will report an increase in their sense of academic and social belonging or "fit" Students will report an increase in their sense of decidedness, engagement, and self-regulated learning Assessment instruments and technology 	<ul style="list-style-type: none"> Students will declare their (<i>suitable</i>) major, which aligns with their academic interest within one semester after successful completion of the QEP course Students will persist at a higher rate into their third year Instructional team will report increased team functionality Students leaving the institution report a clearer vision of fit or direction (<i>for both students leaving UofL in short term and those who complete their degree</i>) 	<ul style="list-style-type: none"> A higher percentage of entering GRS students will successfully complete their academic programs within six-years of start The gap between differing populations of incoming students persisting into the third year will decline Higher percentage of students are participating in the QEP project annually 	<ul style="list-style-type: none"> Students successfully completing an undergraduate degree program will self-report gains in specific "fit" measures related to the QEP upon completion of program Best practices from the QEP are implemented and integrated into the student services and/or learning at the institution

Definition of a Logic Model

“A logic model is a systematic and visual way to present and share your understanding of the relationship among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.” (*W.K. Kellogg Foundation, 2004*)

Beginning in the spring of 2015, the QEP development committee has been actively engaged in developing our University's next Quality Enhancement Plan (QEP). Based on 2 years of research, data analysis, and conversations with university administrators, faculty, staff, and students, the decision was made to address issues specific to the second-year learning experience. The QEP team has led ongoing efforts to gather feedback and engage the university campus in conversation pertinent to the development of the QEP. This logic model was developed to bring focus to the planning, implementation and evaluation of the upcoming QEP. This model makes explicit the resources and activities needed to establish the project as well as clear articulation of the intended outcomes of the QEP.

The QEP logic model consists of six elements: Resources, Activities, Outputs, Short-term Outcomes, Long-term Outcomes, and Impact.

- **Resources**, sometimes referred to as inputs, identifies the support, aid, and assets needed to conduct the activities or services envisioned for a given project.
- **Activities** are those efforts developed from the resources in addressing a problem or carrying out a given goal.
- **Outputs** link the activities or services to the intended group or beneficiary of the overall project.
- **Outcomes** are the intended changes we expect from the project that are measurable. We have articulated both a *short-term* (within a year) and *long-term* (beyond a year) outcome that communicates our intended accomplishments.
- **Impact** is the overall intended change that we expect within four to six years of the project.

References

W.K. Kellogg Foundation. (2004). *Logic Model Development Guide*. <https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>