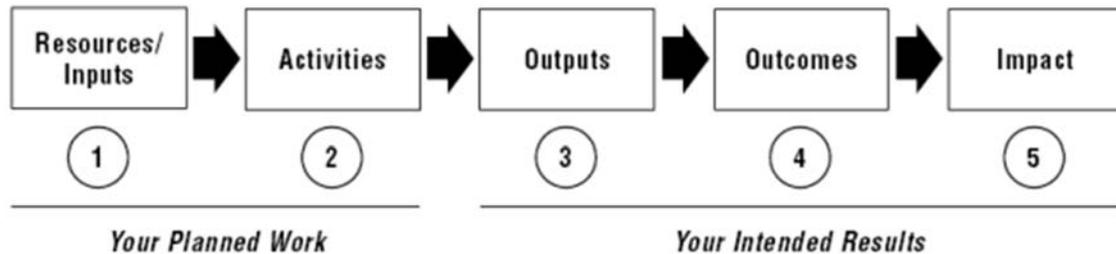


Program Evaluation Logic Model

1. Resources	2. Activities	3. Outputs	4. Outcomes	5. Impact

Logic Model Basics¹

“A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.”



YOUR PLANNED WORK - what resources you think you need to implement your program and what you intend to do.

1. Resources include the human, financial, organizational, and community resources a program has available to direct toward doing the work. Sometimes this component is referred to as Inputs.

2. Program Activities are what the program does with the resources. Activities are the processes, tools, events, technology, and actions that are an intentional part of the program implementation. These interventions are used to bring about the intended program changes or results.

YOUR INTENDED RESULTS - include all of the program's desired results (outputs, outcomes, and impact).

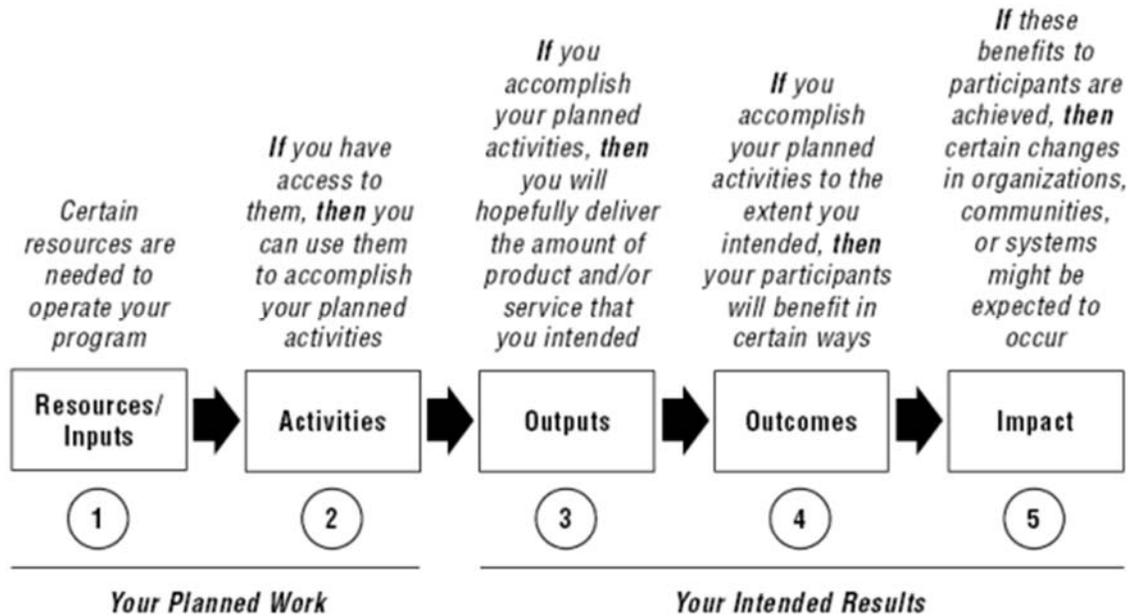
3. Outputs are the direct products of program activities and may include types, levels and targets of services to be delivered by the program.

4. Outcomes are the specific changes in program participants' behavior, knowledge, skills, status and level of functioning. Short-term outcomes should be attainable within 1 to 3 years, while longer-term outcomes should be achievable within a 4 to 6 year timeframe. The logical progression from short-term to long-term outcomes should be reflected in impact occurring within about 7 to 10 years.

5. Impact is the fundamental intended or unintended change occurring in organizations, communities or systems as a result of program activities within 7 to 10 years.

¹ Excerpted from W.K. Kellogg Foundation's *Logic Model Development Guide*

A Sequence of IF-THEN



Standards for Proficiencies for Instruction Librarians and Coordinators
Association of College and Research Libraries

<http://www.ala.org/acrl/standards/profstandards>

The proficiencies are organized alphabetically into the following 12 categories:

- | | |
|--|--------------------------------|
| 1. Administrative skills | 6. Instructional design skills |
| 2. Assessment and evaluation skills | 7. Leadership skills |
| 3. Communication skills | 8. Planning skills |
| 4. Curriculum knowledge | 9. Presentation skills |
| 5. Information literacy integration skills | 10. Promotion skills |
| | 11. Subject expertise |
| | 12. Teaching skills |

Each category contains core skills for instruction librarians and many categories contain additional skills for instruction coordinators. The standards define 41 core proficiencies for instruction librarians and 28 additional proficiencies for instruction coordinators.

7. Leadership skills

The effective instruction librarian:

- 7.1. Demonstrates initiative by actively seeking out instruction opportunities or instruction committee work within the library, at the institution, and in regional or national organizations.
- 7.2. Encourages librarians and classroom faculty to participate in discussions, ask questions, and to share ideas regarding instruction.

The effective coordinator of instruction:

- 7.3. Mentors librarians and provides constructive feedback to improve instruction.
- 7.4. Works effectively with the head of the library and other supervisors to promote and develop library instruction on campus.
- 7.5. Seeks leadership roles within the library and institution that promote library instruction initiatives.
- 7.6. Advocates for improving instructional services through support for training or improving skills of instruction librarians, better facilities, increased emphasis on library instruction by library administration, and dedication of resources to these areas.