What issue or problem are you trying to address?

<table>
<thead>
<tr>
<th>Inputs/Resources</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available resources &amp; inputs</td>
<td>If you have access to resources &amp; inputs, then you can implement activities</td>
<td>If you implement activities, then a quantity will be produced</td>
<td>If a quantity is produced, then participants will benefit in some way and will hopefully witness some kind of change</td>
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</tbody>
</table>

Ex. Staff, students, time, money, equipment, technology, space, partners.

Ex. A cultural awareness program, a civic engagement information campaign, or a program that targets low-income students with affordable food.

Ex. # of participants in a cultural awareness program, # of graduates, or # of meals served to low-income students.

Students who feel differently about diversity, graduates who are more civically engaged, low-income students who witness reduced hunger.
LOGIC MODEL TEMPLATE & DEFINITIONS
SESSION 1: BUILDING EVALUATION WITH LOGIC MODELS

<table>
<thead>
<tr>
<th>Element</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inputs</td>
<td>The resources that go into a program including staff time, materials, money, equipment, facilities, volunteer time.</td>
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</tbody>
</table>
| Activities | Activities are the actions that are undertaken by the project or program to bring about desired ends. Examples:  
- A cultural awareness program.  
- A civic engagement information campaign.  
- A program that targets low-income students with affordable food. |
| Outputs | Outputs describe who we reach and how many. Examples:  
- # of participants in a cultural awareness program.  
- # of graduates.  
- # of meals served to low-income students. |
| Outcomes | Outcomes describe the *difference* made by the outputs. Without outcomes, outputs would be almost irrelevant. Examples:  
- Students who feel differently about diversity after participating in a cultural awareness program.  
- Graduates who are more civically engaged.  
- Low-income students who witness reduced hunger.  
Sometimes programs describe their outcomes as short-term, medium-term, and long-term. |
| Impacts | Impacts are the degree to which an outcome is directly attributable to your program. They are the social, economic, civic and/or environmental consequences of the program. Impacts tend to be longer-term and so may be equated with goals. Impacts may be positive, negative, and/or neutral: intended or unintended. Examples:  
- Students who change their behavior as a result of program-participation (as opposed to other factors).  
- Graduates who volunteer in civic activities due to the impact of the program (as opposed to other factors, like maturity).  
- Low-income students with reduced hunger who get better grades.  
Impacts are the most difficult to measure and, in some cases, may be almost impossible.  
In some situations, it may be better to just focus on outcomes, and substitute long-term outcomes for impact (see the figure below). |