Logic Model – Kilgore College Title III Project

**Resources (Inputs)**
- USDE funding
- Title III staff
- KC faculty
- KC Internal Evaluation Team
- KC IT staff
- Acquired equipment and supplies
- KC contributed resources (support staff in procurement, finance, etc.)
- Best practices research to inform project design and implementation strategies

**Activities**
- Provide faculty prof. devt. on use of online course devt./instruction technology tools
- Dev./redesign Gen. Ed., Computer Networking, & Criminal Justice online courses
- Develop & pilot online services (Online Readiness Assess., Orientation, Tutoring, Advising)
- Renovate/equip facilities to support student success
- Upgrade IT infrastructure
- Train faculty on use of new systems and equipment
- Implement Online Advising, supported by moderate evidence of effectiveness
- Carry out project evaluation
- Facility: 1 Faculty Innovation Ctr.
- Courses: 50 new or redesigned online courses (Gen. Ed., Com. Netwk., Cr. Jus.)
- Programs: 2 new 100% online academic prog. (Com. Netwk. & Criminal Justice)
- Stud. Services: 4 online support services (academic and non-academic)
- Faculty: 100 faculty trained in use of online course dvlpmt. strategies
- Students: # of students enrolled in course pilots
- Students: # of students participating in pilots of new online support services
- Increased # of students participating in online support serv.: - Tutoring - Advising - Orientation - Readiness assessmt. to take online courses
- Incr. faculty knowledge & comfort in using modern technology tools to develop effective online courses
- Increased number of students enrolled in online courses
- Improved academic performance among students receiving tutoring services

**Short-Term Outcomes**
- Increased, consistent use of technology tools among faculty to create engaging online courses
- Increased, consistent use of effective online teaching strategies among faculty
- Increased number of low-income students enrolled in a postsecondary educ. program
- Increased number of low-income students enrolled in online courses leading to a postsecondary degree

**Mid-Term Outcomes**
- Increased, consistent use of low income (l-i) students persisting from one year to the next
- Increased # and proportion of l-i students completing an associate degree program on time (within 3 years of enrollment)
- Increased number and proportion of l-i students with an associate degree participating in the workforce in a professional capacity
- Improved socioeconomic status among area residents