Generic Logic Model for CSREES Education Reporting

Situation

Description of challenge or opportunity

Workforce Needs

- Meeting increasing challenges from globalization
- Opportunity to improve agriculture in technologically-driven world economy
- Identifying core competencies in students matriculating in food and agricultural sciences
- Highly-trained Multicultural Workforce
- Align with future workforce needs in Bioenergy; Agricultural Biosecurity; Obesity crisis
- Environmental Sustainability

Inputs

What is invested:

- Faculty
- Staff
- Students
- Infrastructure
- Federal, state and private funds
- Time
- Knowledge
- Management
- Developed Performance Metrics (indicators of success)
- Amassing pertinent data and information to align training to CSREES Strategic Plans and Priorities

Activities

What we do (Activities):

- Design and conduct training program
- Publish scientific articles
- Develop training methods and procedures for technical and communication competencies
- Teach/train students in meeting challenges of globalization
- Conduct student experiential learning
- Provide mentoring
- Develop products (curriculum & resources)
- Implement Strategic and sound Recruitment and Retention approaches

Who we reach (Participation):

- Other educators/scientists and researchers
- Training Faculty
- Students
- Federal Agencies, state & private funders
- Wide Array of Publications
- Policy and decision-makers
- Agricultural, environmental, life & human science industries
- Public

Outputs

Students graduated with identified core competencies in food and agricultural sciences

- Competent communication skills modules developed
- Practical knowledge for policy and decision-making attained
- # of trained students with Skilled Communication competencies across disciplines and audiences
- # of Scientific publications completed
- New methods & technology developed
- # of Websites developed as training guide for other educators
- Information, skills & technology for individuals, communities and programs completed
- # of graduates with core competencies entering workforce or further training
- # of Participants reached
- # of Patents developed

Outcomes

Knowledge

Occurs when there is a change in knowledge or the participants actually learn:

- Student Gained New fundamental or applied knowledge
- Increased number of graduates with competent technical and communication skills
- Applied technology
- Developed Globally - oriented technical skills
- Increased knowledge of decision-making, and application approaches
- Policy knowledge increased
- New improved methods for transdisciplinary training across the food and agricultural sciences developed

Actions

Occur when there is a change in behavior or the participant's act upon what they've learned and:

- Apply improved fundamental or applied knowledge in workforce or further training
- Adopt new improved skills to function in agriculture in technologically-driven world economy
- Directly apply information from training and publications in meeting goals of CSREES
- Apply bioenergy concepts to reduce fossil fuel dependency
- Apply agricultural biosecurity fundamentals in securing national food and agricultural system
- Enhanced communication skill in sharing technical information with technical and non-technical audiences
- Actively apply practical policy and decision-making knowledge

Conditions

Occur when a societal condition is improved due to a participant's action taken in the previous column.

For example, specific contributions to:

- Increased global participation and greater economic competitiveness
- Increased use of bioenergy
- Higher productivity with sustainable environmental practices
- Competitive, highly – trained, diverse agricultural workforce
- Safer food and agricultural supply
- Reduced obesity and improved nutrition & health
- Greater incorporation of sustainability elements in decision-making and policy development

ASSUMPTIONS - These are the premises based on theory, research, evaluation knowledge etc. that support the relationships of the elements shown above, and upon which the success of the training program, or project rests. For example, training students with transdisciplinary skills that will lead to improved expertise in food and ag.

EXTERNAL FACTORS - A brief discussion of what variables have an effect on the training program or project, but which cannot be changed by managers of the portfolio, program, or project. For example, a plant breeding program's success may depend on the variability of the weather...etc.