

Resource 1. LOG Evaluation Logic Model Worksheet



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**Learning Opportunities Grant (LOG)  
Evaluation Logic Model Worksheet**

**Required**

**Venue Name:** San Diego Science Festival

**Venue Location:** Petco Park

**Contact person for LOG evaluation planning:** Diane Baxter,

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Sections marked “required” are the components of the abbreviated evaluation plan. Pale gray sections are “optional,” but recommended. Sections not marked required or optional are strongly recommended.

**Required:** 1. What is the title of the LOG project whose outcomes you will evaluate?

All About 3D

**2. What partner institutions are involved in the project? [Optional]**

San Diego Supercomputer Center and UCSD College of Extension

3a. Who are the project's key influencers? [Optional]	3b. What will they want to know about your project participants' outcomes? [Optional]
San Diego Supercomputer Center	How many people visited our exhibit? How many people engaged in each type of activity? How many people asked about our SDSC Education program and took informational literature? Did we give away all of our freebees?
UCSD Extension	How many people took informational literature about UCSD Extension K-12 summer workshops?
San Diego K-12 students interested in science	Will this exhibit engage me? Will I learn interesting things about 3D that I can use as a student? Will the information from this exhibit provide me with opportunities to grow as a student?
Parents of K-12 students	Will this exhibit engage my child? Will my child learn interesting things about 3D they can use as a student? Will the information from this exhibit provide my child with opportunities to grow as a student?
San Diego K-12 science teachers	Will this exhibit help me acquire new ways to engage my students? Does this exhibit provide me with professional development opportunities (with real PD credit)?
<b>4. What is the purpose of the project?</b>	
<p><b>Required: 4a. What need did you identify that led you to create the project or product?</b></p> <p>3D stereo technology is becoming more commonplace in entertainment and industry. Many people are not aware of the many ways in which 3D can be used, and they do not understand the simple idea behind how 3D stereo technology works. Deeper insight into 3D technologies, both low-tech and high-tech, should give K-12 students more career opportunities in whichever field they pursue.</p>	
<p><b>4b. What information did you use to identify this need? [Optional]</b></p> <p>Past participation in Science Festivals  Experience working in cyberinfrastructure education, outreach, and training  3D workshops offered by SDSC to K-12 students and teachers</p>	
<p><b>Required: 4c. What group of people has that need (who is your target audience)?</b></p> <p>K-12 students and their teachers are the primary audience with the needs addressed by our exhibit.</p>	<p><b>4d. What general characteristics of that group will be important for project design decisions? [Optional]</b></p>

**Required: 4e. What services will you provide to address the need?**

Activities will be provided which give K-12 students and teachers a deeper understanding of 3D stereo. Lessons on how to make your own 3D stereoscope.

**Required: 4f. What will your audience learn that will help meet their need?**

Students will learn about 3D stereo.

**5. What are the key project inputs? [Optional]**

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**6. What key administrative activities will the project need? [Optional]**

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**7. What are the anticipated outputs of the project?**

Greater awareness of the role the San Diego Supercomputer Center plays in the greater San Diego community.  
 10% increase in enrollment in our TeacherTECH and StudentTECH summer workshops  
 10% increase in SDSC internship applications

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**Required: 8. What key outcome have you designed your project to have? (What outcome will you measure?)**

<b>8a. Outcome 1</b>				
<b>8b. Indicator(s)</b>	<b>8c. Applied to</b>	<b>8d. Data Source</b>	<b>8e. Data Interval</b>	<b>8f. Goal</b>
Number of people consistently at our booth.	San Diego K-12 students, parents, and teachers attending the SciFest	Periodic Photos of the exhibit, stack of literature gradually reduced	Each hour	100/per hour
Participants are clearly engaged in the activities they are taking part in.	San Diego K-12 students, parents, and teachers attending the SciFest	Observation by staff	Ongoing	Happy faces, lots of smiling and laughing

<b>9a. Outcome 2 [Optional]</b>				
<b>9b. Indicator(s)</b>	<b>9c. Applied to</b>	<b>9d. Data Source</b>	<b>9e. Data Interval</b>	<b>9f. Goal</b>
Number of people engaging In each activity	San Diego K-12 students, parents, and teachers attending the SciFest	Booth staff counting	Ongoing throughout the day's event	500-1000 participants engaging
Identifying which activities are most/least engaging	San Diego K-12 students, parents, and teachers attending the SciFest	Survey	However often a participant is willing to take a survey	100 surveys completed