Participants: Eleanour Snow, Gillian Goldhagen, Sue McGeary, Karen Viskupic						
Inputs	Outputs – goods and services delivered which can include:		Outcomes (e.g.changes in knowledge, attitudes, skill, policy)			
(students, faculty, technology, facilities)	Strategies or Activities		Short-term or initial	Medium-term	Long-term – could be final impact	
students	Sophomore Core (3 courses)	retention rates	more students graduate with geology degrees	Recognition of achievement within University	could increase diversity	
faculty	Centralized advising	graduation numbers	enrollment numbers in upper division courses	Publication of results	BSU grduates enter the profession	
traditional curriculum			Cohort develops		Model spreads to other universities	
Local geoogical context			culture of advising			
Program theory (How a program is understood	to contribute to a specific set of outcomes?):					
Changing the sophomore experience will increase						
Problem based sophomore experience will provide	context for upper division courses					
Centrallized advising provides a level of comfort						
Context (Are there aspects of the program that	are dependent on a particular context?)					

How will experiential, interdisciplinary learning adapt through the time of COVID-19? What will be					
the factors that affect the decision-making process					
in programs like Williams-Mystic, the School for Field Studies and SEA Semester?					
ricid Studies and SEA Semester:					
Inputs	Outputs – goods and service	es delivered which can include:	Outcom	es (e.g.changes in	knowledge, attitudes, skill, policy)
(students, faculty, technology, facilities)	Activities	Participation	Short-term or initial	Medium-term	Long-term – could be final impact
Covid-travel restrictions	-Surveying and interviewing faculty and administrators at experiential learning programs to understand the decision-making processes moving forward (were the changes in sustainability forced or intentional?	Number of students participating	Identify how programs are adapting sustainability practices to short term challenges	Programs travel less	Determine how the coronavirus pandemic has invited institutions to reexamine their sustainability values and how this can impact decisions about learning outcomes in field based programs
Sustainability goals			Forced shifts that programs had to make during COVID		Creating or adapting programs in light of policy and research findings
Program theory (How a program is understood to contribute to a specific set of outcomes?): Possibly Henderson et al (2011): emergent change and prescribed change in the context of individuals and envi		denominants			
Possibly Heriderson et al (2011), emergent change a	ind prescribed change in the context of individuals and env	nonnents			
Context (Are there aspects of the program that are de	ependent on a particular context?)				
Programs that are resource intesive but creating mea					
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Logic Model for Conservation of local coral reefs in Jamaica					
c Model for Conservation of local coral reefs in Jam	1				
Inputs	Outputs – goods and service	es delivered which can include:	Outcomes (e.g.changes	in knowledge, attitudes, s	kill, policy)
(students, faculty, technology, facilities)	Activities	Participation	Short-term or initial	Medium-term	Long-term – could be final impact
local community	Workshops	community members	increase sense of place	Conveying knowledge to	protect reefs
East Portland Special fishery conservation area	Design evaluations tools	Fisherman	increase systems thinking	Locals collaborating in wr	protect rivers
Jackson School of Geosciences	Design educational materials	Farmers	Motivation to participate in conservation		
University of West Indies, Jamaica	Evaluation of program	Teachers	Communication among groups (social network	analyzes?)	
	Interviews/surveys/focus groups	Touristic Operators	workshop materials for intervention		
		Local authorities			
		Local partners (marine sanctuary, University)			
Program theory (How a program is understood to co	ontribute to a specific set of outcomes?):				
educate/involve local community to protect rivers that will protect coral reefs					
Context (Are there aspects of the program that are dependent on a particular context?)					
Jamaica; East Portland Special fishery conservation	area; partnership with Jackson School				
PhD project					

Logic model for Career Prep workshop	Sue Ebanks, Lisa Gilbert, Larry Collins, Catherine Riihimaki				
Inputs	Outputs – goods and services delivered	which can include:		Outcomes (e.g.changes in knowledge, attitudes, skill, policy)	
(students, faculty, technology, facilities)	Activities	Participation	Short-term or initial	Medium-term	Long-term – could be final impact
Grad students/post-docs	Post-workshop review application materials (DEI, teaching, Research statements)	30-40 participants per year	participants get a job in academia	diversify the Geosciences in Academia	Transform institution & workforce
Conveners	Workshop	5 leaders	Grow network/community for participants	Increase geoscientists across non-TT jobs in academia	Solve issues like climate change, biodiversity los
structure of a meeting	Pre-workshop homework	Support staff		produce the next generation of mentors for geo-ed related careers.	
Meeting space or Zoom					
Program theory (How a program is understood	to contribute to a specific set of outcomes?):				
Immersion in pre, during, and post-workshop as	tivities including mentoring sessions, peer-peer/facilitator interactions will provide stude	nts with knowledge/skills to acquire a position in academia.			
Context (Are there aspects of the program that	are dependent on a particular context?)				
Stand-alone versus part of EER?					
Specific to geosciences					
Theory of Change: Supplementing primary mer	storing provided by a supervisor in a neutral/safe space				
More clear as we worked together:	time scales of outputs, broadly speaking (outcomes vs. outputs)				
Muddier as we worked together:	Program theory vs. theory of change? Which are we addressing for sure with what	it we said?			
	Community of practice!				

Inputs	Outputs – goods and services delivered which can include:		Outcomes (e.g.changes in knowledge, attitudes, skill, policy)			
(students, faculty, technology, facilities)	Activities	Participation	Short-term or initial	Medium-term	Long-term – could be final impact	
Attendance "scoreboard"	Interview students to find out what influenced their performance in the class, ending by starting specifically about the attendance "scoreboard"	Students in intro geography courses	Improved attendance	Better grade (lov	More majors, more positive reputation of	n campus
Variety of instructors						
Size of classroom						
i .						
Program theory (How a program is understood to						
Seeing an "attendance scoreboard" will provide so	ocial pressure to encourage attendance, which in turn will imp					
	Theory of change something related to extrinsic motivati	on, gamification				
Context (Are there aspects of the program that are	e dependent on a particular context?)					
Attendance "scoreboard" within FERPA guidance	since it's only being shown to students in the classroom.					

Inputs	Outputs – goods and	services delivered which can include:	Ou	tcomes (e.g.chan	ges in knowledge, attitudes, skill, policy)
(students, faculty, technology, facilities)	Activities	Participation	Short-term or initial		Long-term – could be final impact
				-	
Program theory (How a program is understood to o	contribute to a specific set of outcomes?):				
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Context (Are there aspects of the program that are	dependent on a particular context?)				

Innute	Outputs goods and soni	ces delivered which can include:		0	tcomes (e.g.changes in knowledge, attitudes, skill, policy)
Inputs (students, faculty, technology, facilities)					
(students, faculty, technology, facilities)	Activities	Participation	Short-term or initial M	ledium-term	Long-term – could be final impact
Program theory (How a program is understood to o	ontribute to a specific set of outcomes?):				
Context (Are there aspects of the program that are	dependent on a particular context?)				