

**Economics & Commerce**  
**Planning & Program Evaluation Logic Model (2009-2013)**

**Brief Program Summary**

The University of Arkansas Division of Agriculture's Economics and Commerce faculty will work in a coordinated effort to address research, education and extension needs. The program focuses on increasing the economic and financial well being of businesses, communities, and families. The Community Development Economics and Commerce faculty plans to conduct research and provide educational assistance to help elected officials and rural communities with the public-decision making process, and identify and implement new rural and community economic development strategies. To enhance the rural economic setting of businesses, communities, and families the Community Economic and Commerce program offers educational and technical assistance to encourage economic diversification through entrepreneurship, small business and value-added development. The program also provides the only in-state program that focuses exclusively on helping Arkansas businesses sell products and services to public agencies, and helps public agencies meet their diversity goals. The Agricultural and Agribusiness Economics and Commerce program will educate farmers, marketers, consumers, policy makers and others through research. The research will improve the economic well-being of those associated with production and consumption by seeking efficient and equitable solutions to agricultural production, finance, environmental, marketing and management, trade and policy issues. Research will address the dynamic changes facing Arkansas food and agricultural industry. Plans are to assist producers in developing and maintaining successful agricultural enterprises, taking advantage of consumer driven markets, understanding the implications of public policy and discovering new farm and non-farm economic opportunities. Projects will focus on: economic evaluation of new technologies and products; analysis of government policies including trade, environmental, farm and macroeconomic policies; assessment of financial markets and their implications for credit availability for agriculture; and the study and evaluation of changes in the structure of Arkansas agriculture. The Individual and Family Economics and Commerce programs key focus is helping people incorporate sound financial management strategies into their daily lives. The program will help Arkansans learn to effectively manage their resources to achieve financial security. County Family and Consumer Sciences agents are trained to disseminate financial management information. Resource management programs teach youth and adults financial literacy concepts, skills and practices. Arkansas families who learn financial management skills can lay the foundation for a secure financial future and gain increased economic opportunities.

**ASSUMPTIONS**

Strong interactions with leadership from promotion boards, farm organizations, recognized progressive farmers, consumers, industry and public representatives have identified the priority areas addressed by the program. The basic premise of Extension Family Resource Management educational programs is that through the programs, citizens will increase knowledge and skills. The knowledge and skills will lead to behavior change and the consumer will begin to use recommended financial management techniques. Then, the use of recommended financial management techniques will lead to increased financial security. Rural communities are willing to invest resources to building community capacity for economic development and identifying and implementing appropriate economic development strategies.

Inputs Resources & Activities	If, then	Methods	If, then	Target Audience(s) Participation	If, then	Short-Term Impact	Medium-Term Impact	If, then	Long-Term Impact
<ul style="list-style-type: none"> <li>Conduct research and facilitate the development and adoption of new technologies and products that will enhance global competitiveness</li> <li>Conduct economic and policy research and evaluations that may increase economic efficiencies and improve socioeconomic conditions.</li> <li>Create and distribute educational products and materials using print and electronic mediums.</li> <li>Develop and conduct educational meetings</li> <li>Provide professional services to clientele</li> <li>Develop, evaluate, and disseminate education programs and curricula, incorporating new research.</li> <li>Develop county and economic profiles for educational purposes.</li> <li>Convene issue forums for both internal and external audiences</li> </ul>	➔	<p><b>Direct Methods</b></p> <ul style="list-style-type: none"> <li>Other 2 (Professional presentations)</li> <li>One-on-One Intervention</li> <li>Group Discussion</li> <li>Other 1 (Service participation)</li> <li>Education Class</li> <li>Demonstrations</li> <li>Workshop</li> </ul> <p><b>Indirect Methods</b></p> <ul style="list-style-type: none"> <li>Web sites</li> <li>Other 2 (Publish scientific articles)</li> <li>Other 1 (Train students and volunteers)</li> <li>TV Media Programs</li> <li>Newsletters</li> <li>Public Service Announcement</li> </ul>	➔	<ul style="list-style-type: none"> <li>Producers - Small, large, limited resource, retirement, other</li> <li>Businesses - Industry, small, large, rural, urban, consultants, other</li> <li>Consumers - Limited resource, families, retired, youth, middle age, other</li> <li>Elected Officials – City, county, state, and federal</li> <li>Organizations - Civic, community, producer, consumer, nonprofit and other</li> <li>Government Personnel - Public agencies and administrators, other</li> <li>Voters - Research, Extension and teaching professionals Other</li> </ul>	➔	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>Number of participants who increase knowledge, understanding, awareness, and/or application skills of economics and commerce.</li> <li>Peer Reviewed Publications.</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>Number of participants who indicate a change in behavior or act upon or plan to act upon what they've learned about economics and commerce</li> </ul>	➔	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>Number of non-business bankruptcy filers in Arkansas</li> <li>Sustainable, vibrant and globally competitive agricultural sector for Arkansas as indicated by Arkansas Cash Farm Receipts (in thousand dollars) (NASS)</li> <li>Sustainable, vibrant and globally competitive agricultural sector for Arkansas as indicated by Arkansas Net Farm Incomes (in thousand dollars) (ERS)</li> <li>Number of jobs created or retained through educational programs</li> <li>Dollars of revenue generated by businesses as a result of educational programs</li> </ul>

EXTERNAL  
INFLUENCES



**Data Collection Plan:**

1. Who? ( will collect data & enter into AIMS or AES Survey)
2. How? (survey method/instrument?)
3. When? (When will the data be collected & entered?)