

**Minnesota Historical Society Logic Model—REVISED June 20, 2011**

**Inputs:** To preserve, maintain, and restore historical evidence for future generations and make information, artifacts, and places accessible to all Minnesotans, the activities of the Minnesota Historical Society (MHS) are supported by Legislative appropriations and other funding sources, as well as administrative functions including development, finance, membership, grantmaking, marketing and communications, partnerships, and website development.

**Activities**

**Outputs**

**Outcomes (immediate — intermediate — long term)**

**Ultimate outcome**

**Education:**  
MHS teaches history to diverse audiences through sites, museums, curricula, and programs

# of public programs  
# and characteristics of users:  
• Students, grades 4-12  
• Teachers  
• Adults age 50+  
• Families with children  
• Young adults  
• Web visitors

Students have a positive learning experience as they learn about history

• Students develop creativity as well as research, critical thinking and analysis skills, collaboration, and communication skills  
• Students have increased perspective of how history relates to their daily lives

Students, teachers, participants, users, visitors, and all Minnesotans build an appreciation for history

**Preservation:**  
MHS acquires and preserves a wide range of sites, artifacts, records, and materials chronicling Minnesota's history of people (families, immigrants, and notables) and place, and teaches others these skills

# of properties listed on the National Register of Historic Places  
# of collection units acquired and preserved  
# of heritage entities and partners served  
# and amt of historic preservation grants  
# of public programs  
# of users trained in preservation techniques

Teachers have a positive experience and learn how to integrate MHS resources into the classroom in support of state standards

Teachers integrate MHS resources into the classroom and teach students how to use historical information

Diverse individuals, communities, organizations, donors, funders, the Minnesota Department of Education, and the Minnesota Legislature see MHS as a valuable resource for teaching and preserving history and provide ongoing support to the Society to continue its work

**Access:**  
MHS catalogues, digitizes, and makes accessible a wide range of artifacts, records, and materials chronicling Minnesota's history of people (families, immigrants, and notables) and places — These materials are made available through exhibits, libraries, publications, programs, and on-line

# of collection units exhibited and/or digitized  
# of members (% new, % renewed)  
# of volunteers (% new, % renewed)  
# of interns/fellows  
# of partners  
# and amt of grants awarded  
# of publications  
# of magazine subscriptions  
# of books sold  
\$ raised from MHS stores  
\$ raised from publications  
# and characteristics of users:  
• Students, grades 4-12  
• Teachers  
• Adults age 50+  
• Families with children  
• Young adults  
• Researchers and professional historians  
• Web visitors

Diverse participants, users, and visitors have a positive experience as they learn about history

Diverse participants, users, and visitors have increased perspective of how the past impacts the present and future

Diverse individuals, communities, organizations, donors, funders, the Minnesota Department of Education, and the Minnesota Legislature see MHS as a valuable resource for teaching and preserving history and provide ongoing support to the Society to continue its work

Geographically diverse partners and stakeholders learn how they can actively access, support, promote, and protect historic resources

Geographically diverse partners and stakeholders have increased perspective of how the past impacts the present and future, and increased capacity to work in partnership with the Society to preserve and promote access to historic resources

Minnesotans and other users of MHS demonstrate that they value history in their personal lives and society at large, and they pursue opportunities to preserve historical evidence and to learn more about history

