

ELEMENTS (aka Symplectic Elements)

Elements is being implemented for all faculty on the West Lafayette campus for conducting annual reviews. It is led by the Provost’s office, managed by Institutional Data Analytics + Assessment (IDA+A), and shared across all Colleges/Schools.

Here is Purdue University’s “Elements” website for all West Lafayette Campus Colleges and Schools:

[Provost Link for Elements.](#)

The College of Ag and Extension website for Elements is:

<https://ag.purdue.edu/department/arge/elements/index.html>

For help with Elements, email COAelements@purdue.edu.

In Elements, Extension has 2 custom screens (aka “Activity Types”) for documenting data required for reporting to the United States Department of Agriculture’s (USDA) National Institute of Food and Agriculture (NIFA).

CONTENTS

ELEMENTS (aka Symplectic Elements)	1
LOGIN	2
EXTENSION IMPACT STATEMENT	3
PRIVACY.....	5
TIPS.....	5
IMPACT STATEMENT DETAILS.....	5
Start Date & End Date.....	5
Title	6
EVALUATION	6
NARRATIVE OR IMPACT STORY	6
ISSUE	7
WHAT HAS BEEN DONE (describe program).....	7
PARTICIPANTS (learners/attendees by roles, numbers demographics)	7
RESULTS.....	7
TEAM – PEOPLE AT PURDUE	8
Engagement	8
PK-12	9
NIFA CRITICAL ISSUES.....	9
MULTISTATE.....	9
PROGRAM AREA THEMES	10
ADDITIONAL INFORMATION	10
EXTENSION OUTCOMES – SHORT-TERM	11

EXTENSION & WORKFORCE DEVELOPMENT OUTCOMES – MEDIUM-TERM 12

EXTENSION OUTCOMES – LONG-TERM 12

COMMUNITY DEVELOPMENT & NORTH CENTRAL REGION OUTCOMES 13

LOGIN

- The URL to access the Elements site is: <https://purdue.elements.symplectic.org/>
- Log in with career account and Duo Mobile.

HOMEPAGE

- Elements is built for faculty/researchers to document their publications, grants, teaching, a service.
 - It is structured like a curriculum vita (CV)
 - Entries for faculty in this CV format are considered “activity types”:
 - **“Service & engagement”** – engagement activities which include Extension
 - **“Grants”** – external funding uploaded monthly via a Purdue feed
 - **“Scholarly & creative works”** –publications which are “harvested” every 2 weeks from publicly available resources like ORCID, figshare, Scopus, and many others
 - **“Learning & teaching”** – Purdue courses which are uploaded at the end of each semester

EXTENSION

- Located in **“Service & engagement”** are 2 custom “activity types”
 - Learning Events
 - Impact Statements
- Click **“Add New”** to get started

Homepage

The screenshot shows the user's homepage with the following elements:

- MY ACTIONS** header with a menu icon.
- Add your ORCID iD** section with an illustration of a browser window and an ORCID ID card, and an **ADD** button. Text below reads: "Adding your ORCID ID can help us find your scholarly & creative works across the web."
- User Profile** for Cheyenne Kleist, College of Agriculture, with email ckleist@purdue.edu and an **EDIT MY PROFILE** link.
- Scholarly & creative works** card: Shows "Claimed" status and "You have no claimed scholarly & creative works." with **+ ADD NEW** and **VIEW ALL** buttons.
- Grants** card: Shows "Claimed" status and "You have no claimed grants." with **+ ADD NEW** and **VIEW ALL** buttons.
- Service & engagement** card: Shows "You have no activities." with **+ ADD NEW** and **VIEW ALL** buttons.
- Learning & teaching** card: Shows "You have no activities." with **+ ADD NEW** and **VIEW ALL** buttons.

EXTENSION IMPACT STATEMENT

Homepage

MY ACTIONS

Add your ORCID iD

Adding your ORCID ID can help us find your scholarly & creative works across the web.

ADD

Scholarly & creative works

Claimed
You have no claimed scholarly & creative works.

+ ADD NEW VIEW ALL

Grants

Claimed
You have no claimed grants.

+ ADD NEW VIEW ALL

Add a new service & engagement

Select service & engagement type

Award/Honor	Broadcast Interview	Clinical Practice	Committee Membership
Community Partnership/Service Learning	Conference Reviewing/Refereeing	Consulting/Advisory	Editorial
Event Administration	Event Participation	External Connection/Partnership	Fellowship
Global/International Service	Grant Application Review	Institutional Review	Journal Reviewing/Refereeing
Membership	Office Held	Peer Mentoring	Promotion/Tenure Review
Text Interview	Extension Learning Event	Extension Impact Statement	

CANCEL

Add extension impact statement

What do I need to do?

Instructions and resources for reporting Impact Statements in Elements are on the College of Agriculture's Elements website: <https://aq.purdue.edu/department/arqe/elements/index.html>. Look for sections by role:

- Faculty,
- Extension Specialists, or
- Extension Educators.

Report an impact statement for a specific effort, program, project, or team, and provide the narrative/story of the impact on Indiana's people, communities, businesses, operations, environment, and beyond.

Program outcomes are entered in the "Additional Information" section at the bottom of the screen unless already reported in the Extension Learning Event (do not report the same outcomes on both screens).

- Extension & Workforce Development (WFD) outcomes
 - Short-term
 - Medium-term
 - Long-term
 - Program Areas
 - ANR, CD, & HHS use these Extension & WFD outcomes.
 - 4-H does not report any outcomes. Instead, Common Measures 2.0 survey results are combined and reported in one annual statewide impact statement.
- Community Development & North Central Region (NCR) outcomes
- Information about reporting outcomes is shared on the logic model screen of the Extension Hub: <https://puext.in/ExtLogicModels>.
 - Purdue Extension Logic Model
 - Purdue Extension Workforce Development Logic Model
 - PROGRAM AREAS
 - 4-H – Common Measures 2.0 Surveys
 - ANR
 - CD & NCR
 - HHS

RUNNING REPORTS

- Instructions for running Extension reports are on the College of Ag's Elements website: <https://aq.purdue.edu/department/arqe/elements/index.html>.

For your QUESTIONS about:

- Program evaluation, email evaluation@purdue.edu
- Reporting in Elements, email COAelements@purdue.edu

PRIVACY

Service & engagement privacy

PRIVATE INTERNAL PUBLIC

This service & engagement may be displayed publicly by Purdue University.

* Relationship privacy

PRIVATE INTERNAL PUBLIC

This service & engagement may be displayed publicly by Purdue University. Its relationship to you will be visible to other users of Elements but should not be displayed publicly.

Privacy settings are set as INTERNAL so that you can set up others at Purdue to “be on your team” for Learning Events and Impact Statements.

TIPS

* Red asterisk = Required

? Question mark = Click to view a [Help Tip](#)

CANCEL SAVE

= SAVE and CANCEL buttons are at the **bottom**.

IMPACT STATEMENT DETAILS

Essential Information

* Start Date



* End Date



* Title



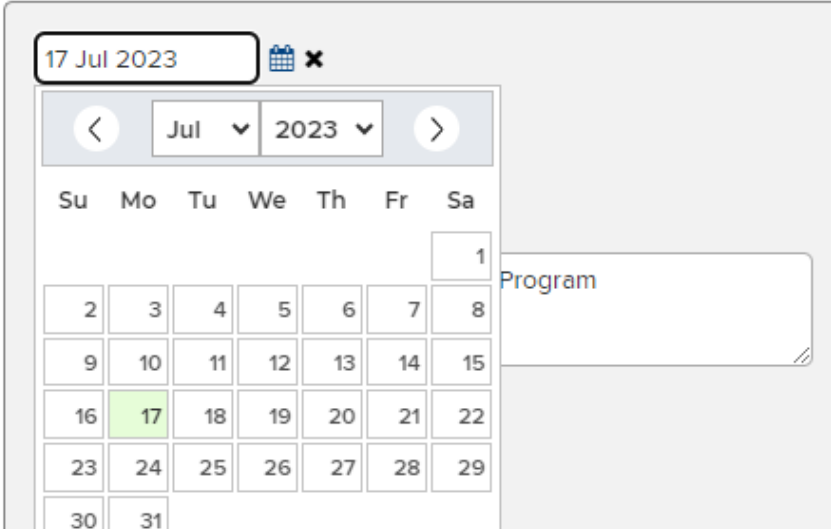

Select month, date, year that you are reporting program impact.



Start Date & End Date

- **DATE – MONTH – YEAR** --- Elements is a global company. Documenting the date is done differently from what we are used to. Dates are shown with **DAY first**, then MONTH, then YEAR.

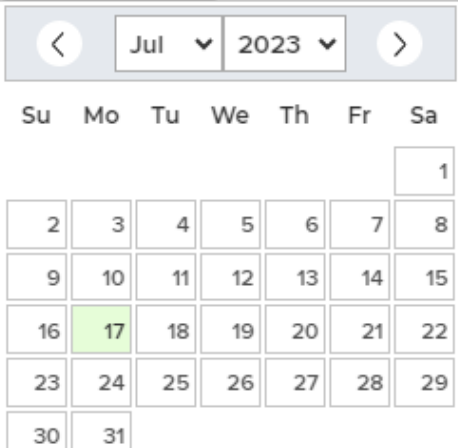
Essential Information

* Start Date  

* End Date

* Title

* County



- START DATE = Select date, month, year for reporting the impact.
- END DATE = Select the same date, month, year for the impact.

Start Date:	17 Jul 2023
End Date:	17 Jul 2023
Title:	Julie's Statewide ABCD Extension Test Program

Title


- Type the title of your impact statement. This is more than simply the title of your program. Think about creating a news headline. Share a glimpse of the story you are going to tell. This is a catchy headline to give a hint at what is to come in the impact statement.

EVALUATION

* What is your evaluation plan or method? (select all that apply)

- Did not evaluate
- Formative evaluation (feedback about learning event)
- Post-evaluation of outcomes (at end of learning event)
- Follow-up evaluation of outcomes (after time has passed since the learning event ended)
- Focus Group
- 4-H Common Measures 2.0
- Other

* # participants who completed the evaluation

 If an evaluation was completed, select method(s). Not every activity has to be evaluated. If no evaluation, select "Did not evaluate".



- If you completed an evaluation, select the method(s) used.
- Not every activity has to be evaluated.
- If you did not complete an evaluation, select "Did not evaluate."

NARRATIVE OR IMPACT STORY

* Issue	<input type="text"/>	?
* What Has Been Done (describe program)	<input type="text"/>	?
* Participants (learners/attendees by roles, numbers, demographics)	<input type="text"/>	?
* Results	<input type="text"/>	?

- Create your narrative. DO YOUR WRITING OUTSIDE of Elements! Best practice would be to create, edit, finalize, and save your impact statement in WORD, then cut and paste it into Elements.

ISSUE

- In about three sentences, state the issue or problem addressed by the Extension program.
- Look to the situation statement of the logic model – the ISSUE comes from that information.
- Describe the problem, need, concern, or situation. Examples of issues may include: obesity, drought, lack of leadership knowledge or skills, or the need for stronger science education.
- Explain the relevance of this issue. Why is it important?
- Share any needs assessment data you have gathered to indicate the prevalence or importance of this issue.
- Introduce any statistics that may illustrate the problem or issue in the state or among the population.

WHAT HAS BEEN DONE (describe program)

- In about three to five sentences, describe what you or your team did.
- Give the title of the program.
- Describe the delivery or implementation, include quantity of activities (e.g., four-session weekly series; six communities).
- Indicated that topics that were presented.
- Look to the inputs and outputs section of the logic model – WHAT HAS BEEN DONE comes from that information.
- Avoid using acronyms, abbreviations, and jargon.
- Write as if you are explaining the program to someone who doesn't know anything about it.

PARTICIPANTS (learners/attendees by roles, numbers demographics)

- Who was the audience (aka learners)?
- Describe the audience by their roles (e.g., high school youth, childcare providers, parents, farmers, community leaders, agency representatives, land owners).
- Look to the outputs section of the logic model – details for this section can come from that.
- How many Youth and/or how many Adults attended? Give the unique number of program participants. Provide participant self-reported demographics information – gender, ethnicity, race and age from evaluation survey, 4-H Online, Survey Builder, Common Measures 2.0 surveys.
- Provide the total number of learners (youth and/or adult) who completed the evaluation, if applicable.

RESULTS

- This is a description about what changed because of the program.

- Share results from the program from the perspective of the audience.
 - What did they learn? Knowledge, attitudes, skills, aspirations.
 - What practices did they adopt or behaviors did they change?
 - How did they benefit from those practices or behaviors?
- Look to the Outcomes-Impact section of the logic model. Use those to help you create a narrative of the results.
- Include numbers or percentages to report your evaluation.
- Include economic indicators if appropriate.
- As appropriate, combine quantitative data (e.g., number, percentage, dollars, etc.) and qualitative data (e.g., anecdotes or narratives or quotes from participants on program evaluation. (Don't share names).
- Describe the difference your program made for the people of Indiana, and the communities, families, youth, businesses, environment, etc.

TEAM – PEOPLE AT PURDUE

* People at Purdue University

[edit](#)

[Add another person](#)

? Select Purdue team members.

- Select all team members as appropriate.

Engagement

* Is there at least one community partner* collaborating** that meets the definition of engagement?

Which best describes the role of the community partner(s) on this activity?

Indicate the community partner/agency(s)

No Indicate the community partner/agency(s) - please add...

Organisation

Department

?

*A Community Partner/Agency is any organization or individual(s) independent of Purdue University

**In this collaboration, the community partner:

- makes decisions with Purdue about the activity, and/or help conduct the activity (i.e., a community partner is considered to be a co-researchers, co-educators, or co-creators in this activity/process),
- --OR--
- provides guidance to Purdue about design and/or other aspects of the activity

- Select "Yes" if organization or individual(s) are independent of Purdue AND either make decisions with Purdue and/or provide guidance to Purdue. Select "No" if organization aren't independent of Purdue AND either doesn't help make decisions with Purdue, provides guidance to Purdue, and/or provide access to resources.
- If you indicated Yes, select the role that best fits the role of community partner
 - Option 1: Community partner(s) make decisions with the University about the activity and/or help conduct the activity (i.e. community partner(s) are considered co-researchers, co-educators, or co-creators in this process)

e.g., decisions based on planning, implementation, and conducting the event or helping deliver the program
 - Option 2: Community partner(s) do not make decisions about the design or conduct of the activity but provide guidance to the University about design and/or other aspects of the activity

e.g., advising, recommending, suggesting, offering feedback on a curriculum or program

- Option 3: Community partner(s) only provide access to resources needed for the activity (e.g., study participants, project site). They are not involved with any other aspect of the activity
e.g., resources can include meeting spaces or venues, equipment or supplies, and funding

If you indicated Yes, type the community partner/agency(s) in the organization and click add

PK-12

* Did event include arrangements with or location at PK-12 schools, preschools/Headstart?

[Select an option] v

* NIFA Critical Issue

[Select an option] v

? Select YES if arranged/coordinated with or located at PK-12 schools, preschools, or Headstart.

? This does not simply refer to an event that has youth participants in grades PK-12.

- Select YES if the learning event included arrangements and/or coordination with PK-12 school systems/corporations, preschools, or Headstart. Select “No” if not.
- This does not simply refer to an event that has youth participants in grades PK-12.

NIFA CRITICAL ISSUES

* NIFA Critical Issue

[Select an option] v

* Multistate

If multistate, indicate states (select states other than Indiana that apply)

[Select an option]

- 1 Climate Change, Natural Resources and the Environment, and Sustainable Energy
- 2 Workforce Development
- 3 Positive Youth Development and 4-H Opportunities
- 4 Big Data, Internet of Things, Broadband Access, Digital Literacy, Inclusion, and Innovation
- 5 Human, Family, and Community Health
- 6 Food Production, Security, and Safety
- 7 Urban Agriculture and Urban Extension

? Select a NIFA Critical Issue

A Critical Issue is used to document Purdue Extension's 2 annual reports: 1) Plan of Work (POW) & 2) Annual Accomplishments Report. See examples: [https://puext.in/NIFA-Critical-Issues](#).

- Select one NIFA Critical Issue that best fits the **primary** activity of the program.
- NIFA Critical Issues are used to document Purdue Extension’s two annual reports: 1) Plan of Work (POW), and 2) Annual Accomplishments Report, submitted to NIFA each year.
- To help you select a NIFA Critical Issues, descriptions and examples are posted here: <https://puext.in/NIFA-Critical-Issues>.

MULTISTATE

* Multistate

If multistate, indicate states (select states other than Indiana that apply)

[Select an option] v

- All
- Alabama
- Alaska
- Arizona

? MULTISTATE is when Purdue Extension personnel collaborate with Extension personnel from other states to provide education events or research opportunities. It does NOT refer to state residency of learners.

- Multistate = other states than Indiana.
- If you indicate multistate, select all state(s) involved.
 - We are required to report to USDA NIFA about multistate efforts.

- Multistate refers to situations where Purdue Extension personnel collaborate with Extension personnel from other states to provide education events or research opportunities.
- It does NOT refer to attendees of the event.
- If you use a research article from another Extension service to help with your program, that is NOT integrated or multistate, as these terms refer specifically to working with other Extension professionals.

PROGRAM AREA THEMES

* Program Area Theme(s) - limit 3

- 4-H Adult Volunteer Development
- 4-H Civic Engagement
- 4-H College & Career Readiness / Workforce Development
- 4-H General
- 4-H Healthy Living
- 4-H Leadership
- 4-H Science / STEM
- ANR Animal Science / Livestock
- ANR Diversified Farming & Food Systems
- ANR Farm & Agribusiness Management
- ANR Field Crops
- ANR Horticulture
- ANR Natural Resources & Land Use
- CD Community Economics & Workforce Development
- CD Community Health
- CD Community Planning
- CD Leadership & Civic Engagement
- HHS Financial Resource Management
- HHS Foods & Nutrition
- HHS Health & Wellness
- HHS Human Development



- Select one, two, or three themes from Extension’s program areas (4-H, ANR, CD, HHS).
- Exception: four themes may be selected only if 4 Program Areas work on collaboration

ADDITIONAL INFORMATION

Additional Information
30 additional fields
▼

Click to open

Open the Additional Information section to report:

- Outcomes
 - Extension & Workforce Development – Short-, Medium-, and Long-term Outcomes
 - Community Development & North Central Region Outcomes


EXTENSION OUTCOMES – SHORT-TERM

E1.1 Knowledge - # participants who self-report learning something new

E1.2 Attitudes - # participants who increased awareness of or confidence about a topic

E1.3 Skills - # participants who learned new skills

E1.4 Aspirations - # participants who aspire/intend to “try, adopt, change, apply” what they learned

 All Program Areas report EXTENSION short-term outcomes.

EXTENSION & WORKFORCE DEVELOPMENT OUTCOMES – MEDIUM-TERM

E2.1 # participants who self-report adopting practice/behavior	<input type="text"/>
E2.2 # new certifications, licenses, jobs, or employment achieved	<input type="text"/>
E2.3 # participants who took on new volunteer/leadership roles/opportunities in the community	<input type="text"/>
WFD2.4 # participants who advanced their job/work/career responsibilities	<input type="text"/>
WFD2.5 # participants who made new connections to job/career resources, networks, or opportunities	<input type="text"/>
WFD2.6 # participants who shared what they learned with peers and/or others in the workplace	<input type="text"/>

? All Program Areas report EXTENSION & WORKFORCE DEVELOPMENT medium-term outcomes.

EXTENSION OUTCOMES – LONG-TERM

E3.1 # participants who self-report benefits or results from adopted practice/behavior	<input type="text"/>
E3.2 \$ impact adoption of practice/behavior	<input type="text"/>
E3.3 # social, environmental, economic, or community conditions impacted/improved	<input type="text"/>
E3.4 # participants who attribute benefits/results realized to Purdue Extension	<input type="text"/>

? All Program Areas report EXTENSION long-term outcomes.

COMMUNITY DEVELOPMENT & NORTH CENTRAL REGION OUTCOMES



CD1.1 # unique generated data items/reports/publications produced

CDNC2.1 # community or organizational plans/policies developed

CDNC2.2 # community or organizational plans/policies adopted and/or implemented

CD2.3 # networks, partnerships, or collaborations created

CD2.4 # community or organizational systems changed or created

CD2.5 # community or organizational strategies changed or created

CDNC2.6 # business plans developed

CDNC2.7 # businesses created

CDNC2.8 # volunteer hours for community-generated work

CDNC3.1 \$ value grants and resources leveraged/generated by communities

CDNC3.2 # jobs created

CDNC3.3 # jobs retained

CDNC3.4 \$ value resources leveraged by businesses

CDNC3.5 \$ value efficiencies and savings

CDNC3.6 \$ value volunteer hours leveraged to deliver programs (Independent Sector value)

CDNC3.7 \$ value organization and/or community-generated volunteer hours (Independent Sector value)

