

# PURDUE UNIVERSITY NORTH CENTRAL STRATEGIC PLAN 2008-2014

## SUMMARY

Purdue University North Central will continue to serve its students and community by adopting this Strategic Plan for 2008-2014. By concentrating in the core areas of Student Access and Success, Communication and Collaboration, Community Involvement and Resources, the campus will become a place where students and the community come for education, information and culture. Realizing that society is more global than ever before, PNC will broaden its scope to assure that a global awareness is incorporated into all plans and activities.

The first core area, *Student Access and Success*, will be achieved by improving recruitment and retention, enriching the student experience at PNC, increasing the number of interdisciplinary and global awareness programs and making the instructional experience positive for both students and faculty.

*Communication and Collaboration*, the second core area, will be achieved by improving campus wide communications and improving communication with outside constituencies. In addition, more collaborative activities will be sought with both internal and external constituents, including alumni.

The third core area, *Community Involvement*, will be achieved by PNC expanding its role in economic development and forming additional partnerships with other organizations. The campus will also broaden the range of its cultural offerings.

Finally, the fourth core area, *Resources*, will be achieved by providing resources for fulfilling the other core areas of the strategic plan, providing a competitive salary and benefits program for employees and improving and expanding the physical space on campus to support instruction.

Succeeding in these core areas will take commitment and hard work from everyone on campus. By the beginning of the 2008 fall semester, the functional groups will develop final assessments for the various strategies. It will also be very important to assess revenues and to determine the reallocation of resources to achieve these goals. At the end of the time frame for this strategic plan, PNC will be well positioned to move to the next level.

## TRANSITION FROM WORKING GROUPS TO FUNCTIONAL GROUPS

In the development of this strategic plan, eight working groups were created. These groups included: *Quality of Life in the Workplace, Large Scale Research and Infrastructure, Globalization, Economic Development, Synergies between Science/Technology/Liberal Arts/Social Sciences, Attracting New Students to STEM Careers, the Student Experience and Campus Design.*

Each of these working groups was responsible for gathering information for its specific area, holding open forums on their topics to get input from the campus community and developing a white paper on their area. The white papers (appended to this plan) were well written and reflective of where the campus is and where it plans to go in the next five years.

The eight working groups will now transform into functional groups whose duties will include working on specific aspects of the plan as outlined in the white papers. Membership of the functional groups will include some of the original members of the working group along with the addition of other faculty, staff and students.

The functional groups will also be responsible for assessment of these specific areas and for making recommendations for mid-course corrections or changes that become necessary as the plan is implemented. For instance, if resources are simply not available for some aspect of the plan, the functional group could recommend that another strategy be used to meet this goal.

In addition to the eight functional groups, it is also recommended that the current Strategic Plan Steering Committee function as an executive committee to oversee the implementation of the plan. This executive committee will be responsible for the annual report on the plan and would take recommendations from the various functional groups if changes become necessary. This committee will also work closely with the PNC Institutional Data Specialist and the Purdue West Lafayette Office of Institutional Research in the development of metrics for the plan. Final authority for the plan will continue to rest with the Chancellor, President and Board of Trustees.

By transitioning these groups, the plan will be stronger and will render it more likely to succeed and will position the campus well for the next strategic planning process in 2014.

### **Community Involvement Functional Group Members**

|                         |                 |
|-------------------------|-----------------|
| Alan Krabbenhoft, Chair | Derek Bjonback  |
| Gary Bushue             | Natalie Connors |
| Purna Das               | Carol Kurmis    |
| Fred McNulty            | Mark Smith      |
| Jonathan Swarts         | Laura Weaver    |

## CORE AREA: COMMUNITY INVOLVEMENT

### Business & Economic Development

- **Create a Center for Economic Development and Research (CEDaR)**
  - *Establish PNC as a key component in economic development in the region, state and beyond.*
  - *Work with various constituents to identify financial support for the CEDaR allowing sustainability.*
  
- **Support Regional Workforce Development**
  - *Partner with representatives from P-12 programs, WorkOne, Northern Indiana Human Resource Management Association and other staffing organizations to identify opportunities for improvement of overall workforce preparation in the region and beyond.*
  - *Serve as a data collection site for information on economic development that can be used by the greater business community.*
  - *Expand contract training to meet the needs of local business and industry.*
  
- **P-12 Collaboration**
  - *Develop initiatives to improve collaboration and communication with P-12 schools in order to better prepare the college bound population.*
  - *Create a staff position to serve as a liaison between the P-12 schools and PNC.*
  - *Host PNC “experiences” on campus to address issues related to the types of degrees available, careers that can be pursued at PNC, etc. Include PNC faculty and students as well as other staff members as appropriate for the experience.*
  
- **Heighten Awareness of Career Opportunities**
  - *Provide career opportunities and educational requirements to be readily communicated to high school counselors, students, and parents.*
  - *Expand opportunities for high school counselors to provide them with information about each academic discipline, especially STEM.*
  - *Enlist the assistance of additional local businesses and community leaders in the promotion of career opportunities and career preparation.*

### Cultural Awareness & Enrichment

- *Provide programming to raise the international awareness of students, faculty, staff, and the greater community.*
- *Establish a Globalization Forum with a connection to the Sinai Forum.*
- *Create an annual week-long cultural festival to highlight different cultures each year.*
- *Establish a “Year of Globalization” with regularly scheduled cultural awareness events throughout the year.*

## Assessment Tools: COMMUNITY INVOLVEMENT

### Action Items

1. Establish a centralized role for PNC in regional economic development (ED).  
**Assessment: Evaluate what progress has been made to develop an ED advisory board, and establish and maintain partnerships with key ED groups.**

#### Progress to Date:

Approval for the creation of the Center for Economic Development and Research (CEDaR) was just recently obtained. The mission of CEDaR is to foster the economic development of northwest Indiana by: (1) offering educational opportunities related to economic development; (2) conducting research related to regional economic and public policy initiatives; (3) offering contract training services that support workforce development; and (4) serving as a repository for regional reports and data.

Efforts are underway to make connections with various members of the economic development community both in Northwest Indiana and SW Michigan. Initial responsiveness of the ED community membership has been highly supportive and encouraging. It is hoped that through these initial meetings with the ED community leaders that a group of individuals will be identified who may play key roles in establishing the advisory board for CEDaR. Upon doing so the Advisory Board can begin to establish organizational bylaws.

In April 2009, the Graduate School in West Lafayette approved the delivery of a Graduate Certificate in Economic Development. The first of the three courses in the Graduate Certificate began in September 2009. In order to obtain feedback on course content, and build support for the program, during September and October of 2009, College of Business faculty have met with 26 people in the Northwest Indiana and Southwest Michigan region. These people are directly involved in the economic development function, as an elected official or economic development professional, or in related public and private sector activities, such as electric and gas utilities, and railroads. The meetings have been successful in obtaining insight on priorities within the teaching program, and providing key information on emerging trends in economic development that can be built into the program as it evolves.

During the Spring 2010 semester the College of Business offered the course "Topics in Economic Development. The course was taught by team of experts including both full time faculty members and external professionals. Collectively they brought a wealth of experience in various areas of economic development. The course was offered as a "triple-track" whereby the persons enrolled in the course included undergraduates and MBA students who were each able to apply the course to their respective degrees, as well as business community members,

many of which were involved in the economic development community, who registered as non-credit attendees. This course offered a very engaged learning.

In Fall 2011, the College of Business will again offer the three course sequence that will enable individuals to pursue a graduate certificate in Economic Development.

The Center for Economic Development and Research continues to build connections with numerous economic development members the region. This includes various organizations such as the NWI Forum, NIRPC, and the other entities as well as beginning an undertaking involving a very bold initiative to partner with the other universities (IUN, PUC, VU, ITCC) and various economic development community members to identify what role the higher educational institutions can play and continue to support the region. This includes utilizes the collective knowledge base of the various institutions' economists to facilitate the gathering and public dissemination of data.

2. Identify sources of sustainable financial support.

**Assessment: Measure internal and external budgetary commitment to the CEDaR.**

Progress to Date:

Financial support for CEDaR will be obtained external through the several of the activities identified in the center's mission. These include the provision of "for credit" and "non-credit" educational offerings in the area of economic development, engagement in economic and public policy impact studies and other funded research, and the offering of contract training related to workforce development support. Each of these areas are anticipated to provide revenues to support the mission and activities of CEDaR.

A total of eight outside professionals registered as non-credit students for the previously mentioned course in Topics in Economic Development. This resulted in approximately \$4,000 in additional revenue of which approximately \$500 was channeled directly back to CEDaR and a even larger amount was retained by the Office of Continuing Education, which is now a subunit of CEDaR.

3. Partner with regional representatives from P-12 programs and various workforce development organizations.

**Assessment: Evaluate what progress has been made to develop and maintain partnerships with key ED groups.**

Progress to Date:

Customized/Contract Training is a highly regarded segment of Purdue University North Central's Continuing Education offerings.

Developing the workforce has been identified as the most effective way for companies to remain competitive in the twenty-first century. Courses are designed to address specific needs of the organization by using the latest information and PNC professionals. CE's customized educational programs and facilitators have received local, national, and international recognition.

CE has presented several topics through Customized/Contract training:

- Team Building
- Conflict Resolution
- Professional Licensing Renewal Programs
- Computer Application Training
- Statistical Process Control
- Supervisory Training
- Self-Directed Work Groups
- Total Quality Management
- Leadership Development
- Cellular Manufacturing
- ISO 9000
- International Quality
- Occupational Safety & Health Training
- **Financial and Budget Analysis**

Through community involvement, CE will continue to expand its contract training segment throughout the region to meet the needs of local business and industry.

PNC has established a relationship with LaPorte County WorkOne to assist with workforce related grant writing. WorkOne of LaPorte County has established office hours on the PNC campus. They are on campus to coordinate and support displaced individuals that may be eligible for Workforce Accelerated Grant (WAG) funding through the State of Indiana. These funds are to be used to allow unemployed or under employed individuals monies so that they may acquire specialized certifications or specific Associate degree programs in occupational areas that are currently in high demand.

**CEDaR continues to support the previously identified efforts. In addition, CEDaR, the College of Business, its faculty and students have been involved in a number of initiatives. These include projects related to assisting in community planning for the cities of Hebron, Indiana and Bridgman, Michigan as well as assistance related to human resource management for Beverly Shores, Indiana.**

As mentioned above, the Office of Continuing Education is now overseen by CEDaR. While this year training relationships with many existing clientele were continued, new clientele came forward looking for similar program and a least one former client requested new program related to budgetary and financial training for their unit managerial staff.

PNC has become increasingly involved in supporting veterans within our region. This support extends beyond those that are students at PNC. Such efforts can be seen through PNC's leading role in planning the upcoming Veteran's Transition Fair. This fair will provide returning veterans a centralized opportunity to obtain valuable information regarding regional opportunities for education and training, career and employment, social and personal resources including activities, counseling, and other social services. On campus, the student-led PNC Veterans Club and Veterans Advisory Board are both dedicated to supporting the transition of student veterans and others. Furthermore, a representative from the U.S. Veteran's Affairs maintains a regular presence to serve all veterans in the region and provide support and information about benefit eligibility.

4. Create a staff position to serve as a liaison between the P-12 schools and PNC.  
**Assessment: Determine if a PNC to P-12 liaison position has been created.**

Progress to Date:

A position has not yet been created.

5. Host PNC Day/Night at local schools to address issues related to the types of degrees available, careers that can be pursued at PNC, financial aid, etc. Include PNC faculty and students as well as other staff in the experience.  
**Assessment: Evaluate faculty, departmental, and college reports for faculty, student and staff activities involving local schools.**

Progress to Date:

Currently, there have not been any PNC Days/Nights scheduled at local schools. There have, however, been senior day visits and financial aid nights as well as the PNC Open Houses hosted at PNC each semester

Academic year 2010-2011, (8) Financial Aid Nights were scheduled in the months of December (1), January (4), February (3) at these high schools Marquette, Westville, Chesterton, South Central, New Prairie, North Judson, Wheeler, and Boone Groove.

PNC participates in the College Goal Sunday with is an event that assist student with completing the Federal Application for Free Student Aid as well as hosting a Financial Aid Weekend at PNC.

6. Establish a Globalization Forum with a connection to the Sinai Forum.  
**Assessment: Annually determine if at least one of the Sinai Forum speakers focused on global issues.**

Progress to Date:

The Sinai Forum, now identified as “The Sinai Forum presented by Purdue North Central”, continues to expand its support base beyond LaPorte County and Michigan City. Increasing efforts are also underway in working with PNC’s Office of Development to expand funding sources for the Forum. Efforts are continuously underway to identify speakers for the Forum and this includes identifying those that address global issues.

Two of the speakers in the 2010 Sinai Forum series provided outstanding presentations that provided first-hand knowledge and insight into understanding various global issues. Lisa Ling revealed from her own personal experiences and that of her sister, who is held captive in North Korea, an inside look into the country and its President, Kim Jung Il. Dr. Gebisa Ejeta discussed his life growing up in the impoverished nation of Ethiopia and how this experience resulted in his relentless commitment to find a solution to the World Food Crisis. His remarkable work, acknowledged through the awarding the World Food Prize, and the personal experiences he related allowed provided an eye-opening opportunity for the audience.

7. Recruit and retain a diverse population of students by targeting schools with diverse populations and having PNC students visit P-12 schools to speak to individual classes about their experiences at PNC, inviting P-12 students to come to PNC to engage in activities and build interest in the campus and all that it has to offer.  
**Assessment: Evaluate level of interactions between targeted P-12 programs and PNC faculty, students and staff and evaluate recruitment and retention success with these particular schools.**

Progress to Date:

Purdue North Central supports two pre-college programs: Success Through Education - a federal Educational Talent Search program and College Bound – a PNC program. Each project provides opportunities for low income/first generation participants to succeed in their pre-college performance and ultimately in their higher education pursuits. A full-time Director for Success

Through Education/Talent Search was hired. This person also oversees the PNC College Bound program.

Success Through Education/Talent Search is a federally funded program which has been providing education advising to students in LaPorte, Starke and Porter counties since 1988. STE targets 700 participants annually in 14 middle and high schools. It is a Pre-College Program (6-12) designed to provide students with the necessary skills and motivation needed to achieve academic success, graduate from high school and enroll in a postsecondary program. Talent Search also provides services to students who are interested in obtaining a G.E.D. or reentering high school and adults who wish to apply to college. Program participants are primarily students who meet the federal low income guidelines and are first generation college students (parents did not obtain a bachelor's degree).

The College Bound initiative grew out of a growing concern that a relatively small percentage of the area's high school students are pursuing a college education, which is leaving a negative effect on the area's (LaPorte, Porter) economy.

Chancellor Dworkin introduced the program in 2005. PNC College Bound is a scholarship assistance program for middle and high school students who attend the Michigan City, LaPorte and Portage public schools. Currently, there are three high schools and seven middle schools identified. Students at these schools are identified at the conclusion of 7<sup>th</sup> grade and enrolled in the program in 8<sup>th</sup> grade. Upon successful completion of the program, College Bound students are awarded a full tuition scholarship to Purdue University North Central for up to 8 semesters. The first class of 21 College Bound students, from Michigan City, will graduate in June 2010. Of these 21, 7 have committed to begin attending PNC in the Fall 2010. In June 2011, 54 College Bound students – 21 from Michigan City and 34 from LaPorte – will graduate. Of the Michigan City students, 7 have committed to attend PNC while the yield from LaPorte is not yet known. Similar numbers of graduates from Michigan City and LaPorte are anticipated for 2012, however, the yield for Fall 2012 is not certain.

In Fall 2009, of the 113 graduating high school seniors in Success Through Education/Talent Search, 27 began their studies with PNC in Fall 2009. While the Juniors and Seniors at the numerous schools have not yet been polled, it is anticipated that approximately 26 students will annually choose to attend PNC the fall after graduation from high school.

In addition, work is being done in Porter County. Presentations sharing PNC programs and activities have been made with Ben Franklin Middle School Presentations and the Boys and Girls Club has had a tour of the PPC campus.

Several members of Purdue North Central Faculty and Staff have participated in "Envision the Future," which is a chamber sponsored event. Envision the Future, is a program that is geared toward 8th grade students in the Porter County area schools that teaches students to make real world decisions based on a hypothetical scenario in which they are 28 years old, that parallels real life. Students pick an occupation and are given a wage, they are allowed to determine if they are married, single, and how many children they would have and then they move onto real world dilemma's like the typical household expenditures.

The College Bound program continues to show remarkable success on many fronts. The program has expanded exponentially with a total of 288 students in 8-12 grades participating from the Michigan City, LaPorte, and Portage school districts. This year a total of 52 seniors from Michigan City and LaPorte will be graduating. Of these, at least 19, and possibly as many as 28, intend to enroll at PNC for the Fall 2011 semester.

As the academic year 2010-2011, the Director, for Enrollment Management and Program Support now recruits at these Porter County High Schools: Boone Grove, Hebron, Portage, Porter County Career and Technical Center, and Valparaiso. Ivy Tech's Grad Fest and other College Visits within Porter County are also being done.

8. Increase private funding for scholarships and the PNC College Bound program.  
**Assessment: Evaluate resources committed to scholarships and PNC College Bound.**

Progress to Date:

The Office of Development has indicated that in 2008-09 approximately \$360,000 was dispersed to students in scholarships. In 2008, College Bound funding amounted to \$55,000 which was up from \$43,000 in 2007. Total scholarship funding via endowments, pledges, and pass through in 2008 amounted to approximately \$375,000. This was up considerably from 2007 when the total scholarship funding was approximately \$68,000.

9. PNC will provide programming that raises the international awareness of students, faculty, staff, and the greater community.  
**Assessment: Evaluate programming held to determine its effectiveness and make changes as appropriate.**

Progress to Date:

As study abroad programs are open to the larger community, they are part of PNC's Community Engagement efforts. PNC currently offers a study abroad program to Peru, next scheduled for summer 2010. Other potential study abroad opportunities are currently being explored. Standard policies governing study abroad programs have also been drafted and instituted.

PNC' study abroad programming will expand to include the MBA when a group of MBA students travel to Birmingham, England to participate in a one week field consultancy and participate in teams to assist companies in Birmingham address various business related issues.

Further supporting our efforts to become more globally focused, a survey of PNC faculty members was recently conducted. The purpose of the study was to identify the extent to which they incorporate global issues in their classes, speak a foreign language, have lived or have extensive overseas experiences, and or have degrees from non-U.S. institutions. The results were encouraging in that more than 1 in 4 faculty members identified at least one of these attributes and thus this presents PNC with an incredible opportunity to engage these faculty members to continue to broaden the focus of students and persons within our region.

10. Annually hold a one-week Cultural Festival.

**Assessment: Hold the first annual Cultural Festival. Determine if faculty, students and community members were involved in this project. Plan additional cultural festivals.**

Progress to Date:

Programming is increasingly being developed to help raise the international awareness of students, faculty, staff and the greater community.

Establish a Cultural Festival Week. While a formal campus-wide "Cultural Festival Week" has not been established a significant number of activities have been initiated that aim to raise international awareness within the university and the larger community. These events, all of which were open to the public, include:

- Multicultural Club activities
  - Global Café (foods from around the world) (Spring 2009)
  - Chinese Lanterns (Spring 2009)
  - Day of Peruvian Dance and Culture (Spring 2009)
  - International Film Series (Fall 2009)
  - PNC Celebrates Hispanic Heritage Month with Dance, Food and Music (Fall 2009)

- Latin American Film Series
- Books and Coffee Series (with international authors)
  - *Ines of My Soul* (Isabel Allende)
  - *Cellophane* (Marie Arana)
- Public Forums with Latin American Guest Speakers
  - Tanya Golash-Boza
  - Marc Becker
  - Greg Wilpert
  - An Evening with PNC in Peru
- Public Forums by PNC Faculty and Students
  - Latin American Current Events: Bolivia and Venezuela
  - Active Voices on Climate Change
  - Peru: One of the New 7 Wonders of the World
  - PNC in Peru: Student Reflections

Efforts continue to support and expand the activities of both the multicultural club and the global focus of the Books and Coffee Series. Where recently the Books and Coffee series has involved faculty leading discussions on global issues there has been both active involvement of the multicultural club as well as occasional attendance by members from the community.

11. Establish a yearly theme and hold events on and off campus related to the theme. The first year will focus on globalization issues.

**Assessment: Determine what yearly themes were used and what events, both on and off campus were held throughout the year related to the theme.**

Progress to Date:

While a yearly theme was not established for 2009-10, the Diversity Brownbag Series continues to offer presentations on global themes. The campus-wide Multicultural Education Committee also enters its second year.

12. Collect and promote information regarding faculty and staff areas of expertise to establish a comprehensive speaker's bureau and contract training resource.

**Assessment: Determine if the information above regarding faculty and staff is easily accessible and current. Measure requests for such information, including web hits, as well as the number of engagements with which faculty and staff are involved.**

Progress to Date:

The Speakers Bureau is updated annually and the information is posted on the PNC Website at: <http://www.pnc.edu/speakers/index.html> This list is regularly updated with new names added as the additional information is returned to the office of public relations. There are generally more than 100 persons identified from the ranks of full-time and part-time faculty as well as administrators and staff. Once compiled this information is distributed in a press release to media within the 9 counties in our area. The Speakers Bureau is utilized approximately twice per month by groups looking for potential speakers for their organizations. Furthermore, the media regularly (3-5 times per week) contact PNC for persons to offer perspectives related to news items. Since, July 1, 2009, PNC and or its faculty have been identified within news articles more than 400 times.

13. Begin formal partnerships between all STEM programs and the Education Department

**Assessment: Evaluate faculty, departmental, and college reports for faculty, student and staff activities and interactions between Education and STEM.**

Progress to Date:

While a “formal” partnership has not yet been created there is ample evidence that faculty from within the STEM programs are becoming increasingly collaborative with the Education Department and also engaging with external stakeholders regarding education in the STEM disciplines. Evidence of such can be seen as follows:

The new College of Science Interdisciplinary Research Center (CSIRC) has been quite involved in external relations that involve the STEM disciplines.

Dr. Rosa-Rivera Hainaj of Biology/Chemistry Department and Aaron Warren of Mathematics/Statistics/Physics Department have provided professional development opportunities in science to regional K-12 teachers. Activities include hands-on workshops and mentoring. These activities have been funded by the Indiana Department of Education and the ISTEM Northwest Indiana grants.

Other examples of involvement include:

1. Dr. Rosa Rivera-Hainaj is the PNC co-director of LSAMP program that aims to help students from underrepresented backgrounds to complete degrees in STEP fields. She mentors and tutors students
2. Dr. Rosa Rivera-Hainaj brings chemistry demonstrations to local schools as part of her community outreach.

3. Dr. Aaron Warren brings physics demonstrations to local schools as part of his community outreach.

4. Dr. David Feikes' EDCI 364 students each have a math penpal in a local school. About every two weeks they exchange letters. EDCI 364 students make math problems each week and then the students at schools solve them. When they are done, they are returned, graded, and sent back to the students.

The ET Department also has a strong relationship with the Michigan City Area School district in the Science, Technology, Engineering, and Mathematics (STEM) area. A series of Lego MindStorm workshops are used to stimulate STEM interest in the gifted and talented summer school program. Led by Dr. Thomas Brady for the past three summers, over one hundred fifth through eighth graders have been introduced to engineering principles through the use of the worldwide Lego platform. As an outgrowth of this program, a group of 3<sup>rd</sup> graders from Springfield Elementary participated in the international First Lego League competition.

Drs. Hainaj and Warren completed the final year of the S4L: Science for Life-Long Learning grant and finished out with a series of workshops in June 2010 in Michigan City Area Schools.

Currently, planning is underway for Dr. Warren to assist in design/implementation of the 2011 STEMstitute (w/ Michigan City schools).

Dr. Warren will be assisting with 2011 PNC Summer Camp (to be held in June 2011), designing/performing a 2hr lesson plan for each of 4 days, with roughly 35 different students attending each day.

Dr. Warren will be serving as Science question-asker for 2011 Porter County Academic Super Bowl in March, which he has done for the last 4 years.

Dr. Warren is currently serving as mentor for one student, as part of the Hours for Ours program (Michigan City schools).

Dr. Warren also has served as a judge for the St. Paul's Science Fair (in Michigan City) in January 2011.

Since Fall 2010, Dr. Warren has been promoting the Astronomy Club, he helped found, to the greater community and will be presenting a public talk about string theory on April 5, 2011 and a movie viewing event planned for the end of the spring semester.

Dr. Warren also helped facilitate the donation of a sundial from the North American Sundial Society and Dr. John Davis, received in September 2010.

Dr. Warren, Dr. Bricker, Prof. DeGroot, Prof. Karunaratne, and Limited Term Lecturer Kim Griffiths maintain a positive partnership with high school teachers and counselors through dual credit assessment visits.

Dr. Feikes conducted follow-up visits with the Michigan City elementary teachers in their classrooms for the ACE grant, March-May 2010. He was also the guest speaker for the Valparaiso Boys & Girls Club Career Night (for students in grades 1-8). At the state level, Dr. Feikes serves as a member of the Indiana Department of Education State Mathematics Advisory Board and on the Indiana Council of Teachers of Mathematics (ICTM).

14. Provide a realistic picture of career opportunities and educational requirements in a manner that can be readily communicated to high school counselors, students, and parents. Target high school counselors for providing information about each discipline, especially STEM, including the opportunities at PNC.  
**Assessment: Measure whether school counselors, students and families are increasingly aware of educational opportunities at PNC by tracking the percentage yield of high school graduates attending PNC, SAT/ACT scores reported to PNC.**

Progress to Date:

PNC has for five years hosted a workshop for high school counselors at PNC. There is one scheduled for December 11, 2009.

The ET Department was awarded a grant from the Indiana Department of Workforce Development to develop and deliver a workshop for middle school students that focused on manufacturing careers. This program, attended by eighteen students, was held in the summer of 2008 as part of the MCAS summer school program. Dr. Brady served on a team that successfully wrote a proposal for the MCAS STEMstitute program; a three year project funded for \$581,877 by the Indiana Department of Education and will play a role in the implementation of the grant.

15. Enlist local businesses and community leaders to promote PNC, career opportunities and career preparation, particularly in the area of STEM.  
**Assessment: Determine if local businesses and community leaders are involved with PNC, career promotion and preparation center.**

Progress to Date:

Advisory Committees that include business and community leaders from the area exist for the following programs: Computer & Information Technology, Construction Engineering & Management Technology, and Industrial Engineering Technology. Membership varies from year to year. While these committees have not been particularly active in the recent past, they are part of the strategy to keep these programs relevant as technology needs evolve.

#### Appendix - Service Learning

During meetings of the Community Involvement Functional Committee, it was identified that the CI's action items were lacking a component related to Service Learning. As is identified in the examples below, Service Learning is another critical element in which PNC and its faculty support Community Involvement.

The CIT Department implemented new course CNIT485, a capstone project for seniors, which has as its basis community involvement through service learning. This past summer, the class developed a new system for the Porter County Salvation Army. The Salvation Army "Angel Tree Program" provides families in need with food, clothing, and children's gifts for Christmas. In Porter County, almost 400 families and 1500 children are served by this program. The CNIT485 class developed and implemented a sophisticated computer system to handle the substantial paperwork involved in supporting this program, which was primarily done through many hours of manual effort.

In the OLS program, OLS 494 is a capstone course where students engage in team based projects in support of local area profit and non-profit organizations. Specifically, the students in OLS 494 provide assistance to the different organizations in regards to the development and refinement of their respective strategic plans. Each semester the course is offered there are generally 3-4 different external organizations involved, and over the last several years nearly 30 companies in the area have been assisted. This thus provides an excellent example of engaging students in service learning.

Service Learning has, and continues to be, a significant community involvement initiative at PNC. The college, its faculty and its students recognize that considerable learning takes place outside the traditional four walls of a class room. In this regard, PNC applied and was by the Carnegie Foundation for the Advancement of Teaching, the 2010 Community Engagement Classification. This recognition acknowledges the institution's mission and culture, and its commitment of resources and practices, to support community engagement that is mutually beneficial to faculty, students and the community. Evidence of such excellence can be found in the following facts:

- From 2009-2010 a total of 8,200 hours of community service were performed involving 1,200 PNC students. Such service may have involved service learning, one-time volunteering, or ongoing community service.

- During the 2009-10 AY a total of 17 service learning courses were taught. This increased to 18 for the 2010-11 academic year
- Of PNC's 19 current baccalaureate programs 16 offer experiential and service learning components as part of the program.
- During 2009-10 PNC faculty members collectively were awarded over \$9,000 in grants from the Indiana Campus Compact. This amount increase to over \$12,000 for the 2010-11 academic year.
- The During the first 5 months of participation, the 11 members of PNC's AmeriCorp Service Engagement Corps have completed nearly 1,500 hours of service.