Part I

1. What does your unit do and how does it support the mission of the university?

The HTM department operationalizes the mission of IPFW in practical terms that are designed to precisely determine the desired output against which its purpose and goals are developed and measured. We define our overarching goal as “credentialing students for their future in the hospitality industry and health promotion management”.

By focusing the department on credentialing we are precisely defining the “product” and believe this is an essential initial step. This answers the question: “what do we get up in the morning to produce”.

Focusing on credentialing sidesteps the utilitarian trap of a direct connection between education and employment by emphasizing the role credentials have as a vehicle for social mobility and not a specific employment after graduation. In turn this addresses the issue of the comprehensive university by focusing on the finality of any course of study which in our case is employment in leadership positions and not vocational training.

In these perspectives credentialing may be a central tenant of what a “metropolitan” university may be. It also defines us clearly in relation to our potential student market, competitor institutions, state funded R1’s and employers.

Adding “for the future” is a critical aspect. Given the unpredictable nature of “the future” credentialing for the future implies educating deutero-learners, critical thinkers and adaptable individuals that are equipped to face, conquer and strive in environments we cannot predict with enough certainty. This is an essential recognition that the pace of change has accelerated and therefore fossilized curriculum and teaching that prepares people for specific operational skills is not the business of higher education programs.

We will thus seek to achieve a delicate balance between offering students the necessary entry-level specific talent together with the ability to evolve in a competitive, challenging and evolving professional and personal life.

The Nutrition Unit of HTM offers high quality courses in nutrition, food systems, food history and culture and a study abroad course on the cuisine and culture of Italy. In addition, independent study courses are offered on a regular basis. These courses
are provided as requirements and/or electives for students in HTM as well as numerous other areas of study at IPFW.

In addition to our current course offerings for students across IPFW, the Nutrition Unit main goal reported in the 2014 USAP report was to submit a proposal for a new 4-year interdisciplinary undergraduate degree in the area of health promotion and management to meet the demands of the 21st century job market. An update and further elaboration of this goal will be provided in this document.

More specific details on the dpt’s goals are organized by bulleted headings in bold that directly draw from IPFW’s mission and 2020 goals followed by the dpt’s support statement.

**IPFW mission: “Access to globally recognized baccalaureate”**

- **III.A. Expand meaningful collaborations and research opportunities with regional, national, and global partners.**
- **I.C.2. Review, prioritize, and expand international agreements.**

The HTM department offers a Bachelor Degree Program in Hospitality Management that is accredited by “Hotel Schools of Distinction” a global network of leading hotel management schools. The association’s focus is set to develop, maintain and leverage a productive relation between industry and education. Because of the global nature of the industry we prepare our students for leadership position, this fits particularly well with the mission of IPFW from several standpoints none the least the access local students have to a globally recognized education.

- **I.E.4. Promote majors and programs with strong job placement opportunities in the region and beyond.**
- **I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects.**

The HTM program prepares students for a broad range of employment opportunities. In collaboration with Purdue West Lafayette we participate in an industry specific job fair that attracts some 50 employers twice a year. Our students are prepared and participate in this fair within the context of a 1CR professional development course that is required in the HTM degree. The employment history of graduates attests to the recognition by industry thus addressing this important aspect of IPFW’s mission towards its community.
I.B.1. Increase opportunities for engaged and experiential learning including service learning and internship programs.

The HTM program requires students to complete 50 residency hours, 300 hours of practicum and 300 hours internship work experience. In addition the program has a number of courses that engage students in experiential learning in operational, managerial and strategic management (HTM 21400, HTM 18100, HTM 30100, HTM 30200, HTM 31000, HTM 43000, HTM 49200)

I.B.5. Transform the concept of the college classroom and the delivery of education.

I.D.1. Develop activities and experiences that promote multiculturalism as a value.

The department offers opportunities for students to study and complete their internship in a resort in Florida (HTM 37600, HTM 37700, HTM 37800) and a summer abroad course open to students and members of the community in Italy that explores culinary traditions of Tuscany.

The Nutrition Unit contributes to the department and university goals as follows.

I.A.1. Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources.

FNN 30300 Essentials of Nutrition and FNN 40300 Advanced Nutrition: Farm to Fork have been approved as General Education courses effective Fall 2014.

I.A.2. Use assessment data to improve student learning.

An assessment plan has been developed for each of our two General Education courses (noted above). The assessment plans are being used to collect data on student mastery of outcomes with subsequent modification as necessary to improve student learning.

I.B.2. Expand impact and profile of Honors Program.

Honors options have been completed during the last 3 years with students in FNN 30300 courses.

I.B.4. Expand use of high-impact instructional and advising interventions.

Classroom Assessment Techniques (CATs) are extensively used in the nutrition courses to engage students and collect feedback on learning.

Just in Time Teaching (JITT) practices have been added to many of the nutrition courses to encourage students to come to each class session with necessary preparation for a richer classroom experience.
High-impact instructional techniques are used in numerous nutrition courses including but not limited to:

Diversity/Global Learning – Ongoing Culinary Traditions of Tuscany study abroad course

Undergraduate Research - Faculty mentor for senior research project of Chapman Scholar 2012-2014

**I.B.5. Transform the concept of the college classroom and the delivery of education.**

Study Abroad – Culinary Traditions of Tuscany was added to the curriculum in 2011 to offer an alternative concept to the traditional college classroom and delivery of education.

Distance sections of FNN 30300 Essentials of Nutrition have been added to the curriculum in addition to the face-to-face sections. We typically offer 8 to 10 distance sections of this course per year.

Constructive Controversies as noted above have been added to FNN 40300 to develop and enhance critical thinking skills.

We have increased the use of technology to support teaching in all of our courses. Our FNN 30300 courses are part of the IN-Cluded program with extensive use of technology.

**I.C.1 Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs.**

In process of developing an interdisciplinary undergraduate degree in the area of health promotion and management.

**I.D.1. Develop activities and experiences that promote multiculturalism as a value.**

Included in FNN 20400 Food History and Culture as well as the study abroad course Culinary Traditions of Tuscany.

**III.D. Provide non-credit enrichment experiences for the community.**

Eight community members joined the students summer 2015 Culinary Traditions of Tuscany.

**IV.B.4. Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation.**

In process development of 4-year undergraduate degree program in Integrated Health Promotion and Management.
2. Please list significant accomplishments from the last fiscal year not included in your goals.

A number of specific goals we set to achieve in the past year have been completed and therefore not included in this report’s goals in order to comply with its limits, namely:

1) S&E budget has been adapted by increasing the funds available on a recurring basis for the maintenance, depreciation and replacement of equipment used in our laboratories and simulations.

2) Successful search for the replacement of a full time member of faculty who left us in December 2014 resulted in appointment in August 2015. In addition the department has been awarded a new Continuing Lecturer line (Fall 2016) thus fulfilling a long standing request to have a full time member of faculty in charge of operational courses and responsible for the maintenance and operation of our laboratory. These positions will give the department a much needed faculty base from which to design, maintain and assess the curriculum and student support.

3) Faculty have worked in partnership with industry in the critical areas of revenue management and hospitality analytics delivering keynote addresses to industry, developing relations with industry that have profoundly influenced curriculum development and course content and offered students to attend national and international conferences meeting leaders of this sector of the industry.

4) Palm Island semester (study and internship opportunity for students in a upscale resort in Florida) and Culinary Traditions of Tuscany (summer study abroad program) were both successful in 2015 offering our students life-changing experiences that enhance their knowledge and maturity.

5) The Purdue Board of Trustees approved the department name change in the summer of 2015 from Consumer Family Sciences to Hospitality & Tourism Management thus better reflecting the mission and purpose of the department.

Note: A comprehensive mapping of all last years USAP objectives and progress is available from the department.
Professional development

All faculty teaching for the Nutrition Unit maintain their Registered Dietitian credentials with the Academy of Nutrition and Dietetics (formerly American Dietetic Association) – Registered Dietitian (RD) credentials require 75 hours of professional continuing education every 5 years.

Faculty in associated with the HTM program have attended a number of industry specific technology and data management conferences some of which were also attended by students who received free registration and were able to enjoy extraordinary opportunities to network with key executives.

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<td>To what extent did the unit provide evidence that accomplishments align with the mission of the University? (Only include accomplishments that are not included with goals)</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

3. What program-specific accreditations or federal & state laws impact what you do?

- The HTM program is accredited by Hotel Schools of Distinction a global network of elite schools seeking to encourage and develop professional education in our field.
  - The benefits of this accreditation:
    1. Endorsement-self study review by peers (high quality international universities)
    2. Endorsement by industry required as part of the self study.
    3. Network of schools that is focused on alignment of teaching/learning with industry needs, thus aligning with IPFW’s mission and goals
    4. Opportunities for collaborative work such as in HTM 43000 Strategic Management where students from 3 HSD schools participate competitively in a complex hotel business simulation.
5. Scholarly opportunities such as presentation by Dr. Niser and President of HTC in Norway to a group of industry professional.
6. Bi annual meetings that offer updates on industry trends and bespoke curriculum development research

- The accreditation criteria are in the process of being revised and our review will come up in 5 years.
- The other potential professional accreditation is ACPHA, our program would not qualify for this accreditation because we would fall short in our Full time faculty ratio (some 70% of our course are offered by adjuncts). Furthermore the “research” focus of ACPHA does not fit our “industry driven” curriculum development objectives as well as HSD.
- There are no Federal or State mandates for hospitality management studies.
- albeit for voluntary food safety certification (ServSafe) that we require our students to pass (HTM 21400) which helps them when applying for Practicum /Internship positions and allows us to comply with State food safety standards in our operational courses.
- We require degree seeking HTM students to pass food safety certification (ServSafe) and CHIA (Certification in Hotel Industry Analytics).

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<td>The program has (or is working toward) accreditation but did not provide any information regarding constraints and/or benefits.</td>
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<td>The program has (or is working toward) accreditation and provided a basic list of constraints and/or benefits but did not analyze their impact.</td>
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<td>The program has (or is working toward) accreditation and analyzed the impact of their constraints and/or benefits.</td>
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<th>TASK FORCE COMMENTS AND/OR QUESTIONS:</th>
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<td><strong>To what extent did the unit identify and analyze how Federal/State laws and/or mandates impact the unit?</strong></td>
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<td>The unit did not address this question.</td>
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<td>The unit listed Federal/State laws/mandates that affect their unit but did not analyze the impact.</td>
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<td>The unit listed Federal/State laws/mandates that affect their unit and analyzed the impact.</td>
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| TASK FORCE COMMENTS AND/OR QUESTIONS: |
4. Upon review of your department data, are there any data you wish to comment on or contextualize? (Note: Populated metrics will be distributed to departments in January.)

The apparent erosion of incoming students into the program (new admits and transfers) is particularly worrying especially for 2014 however the metrics appear to not show an accurate picture of the past and present situation.

We inquired with the university Office of Institutional Research and Analysis, these are the comments we received from that office:

*The matrix only accounts for Fall terms. The census new admits for HTM, Fall 2013 is 17 w/ 2 not becoming actual HTM majors. Therefore we are seeing 15 and not 12 as in the departmental profile.*

The line “influx of new students” only reflects “new admits” and does not as column “n” of the excel sheet describes sum the “beginner, transfer and re/re Enrolled”

The office if Institutional Research & Analysis provided us with the following information for HTM 2013-14:

- 11 major net changes, 
- 16 new beginners, 
- 7 transfers and 
- 3 re-admits for an updated total of 37.

The next concern is that data presented in the metrics does not differentiate between credit hours delivered to majors from non-majors. In our case a considerable amount of FNN (nutrition) hours are produced for non-majors.

The third concern relates to the number of students graduating. The calculation presented in the metrics appears to show calendar year graduates albeit the numbers are inconsistent with Cognos reports. The heading however indicates “fall terms” ? The metrics report shows 26 for 2013 and 15 in 2014 whereas Cognos records show:

- Spring 2013: 13
- Summer 2013: 7
- Fall 2013: 10
- Spring 2014: 8
- Summer 2014: 3
- Fall 2014: 4

If the number of degrees awarded reports calendar year results, other data in the table appears to follow the academic year calendar such as the calculation of new student influx thus creating inconsistencies when looking at the overall picture.
All sets of data show a drop in total UG students however the reported numbers are inconsistent between the metric report and the departmental profiles. There is nevertheless some doubt as to the basis for the total UG students where we believe “total UG” reflected “active students” up to a certain point in time whereas later the number is calculated on actual enrolled students.

Total UG students as shown in “Metrics” versus “Dpt Profile”

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<th>2009</th>
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<tr>
<td>Difference</td>
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<td>36</td>
<td>21</td>
<td>36</td>
<td>26</td>
<td>15</td>
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Nevertheless both sets of data show a decline with high points coinciding with the economic depression that hit the hotel industry from 2008 to 2011. Our department has partly offset the lower number of UP students by successfully offering more credit hours and generating a net increase in tuition revenue that far exceeds the tuition increases over the past years.

Tuition revenue has increased by 38% in the past seven years ($856,373 in 2007 to $1,383,460 in 2014) with a corresponding increase in net revenue of 35% thus providing evidence good husbandry.

A further analysis is merit worthy comparing industry trends with enrolment. The Smith Travel Research chart hereunder tracks Revenue Per Available Room (RevPAR), a key performance indicator in our sector. Comparing RevPAR and total HTM student enrollment illustrates the possible link between hotel industry’s decline in the recession (2008 – 2012) and our highest student enrolment period.

Total US actual monthly RevPAR (source STR)
The decrease in total HTM UG students may therefore be strongly influenced by an anti-cyclical demand for hospitality management studies. In our case, most of our students are employed and the hotel industry has experienced the best results on record in 2015 following a strong upward trend in 2014. This bright economic situation for our sector also means there is a tightening of supply on the job market making it more attractive for students to join full time employment.

The department profile also reveals that the number of credit hours delivered to Majors has increased by 28% from 1,372 in 2006-07 to 1,908 in 2014-15 while credits offered to non-majors has declined by 39% in the same time period. We have achieved this without increasing faculty or staff resources while offering our students courses that are better preparing them for their careers within the major.

UG Major’s Hours compared to UG Major’s hours Outside Major.
Variables the department controls that may affect enrollment are limited to programmatic offerings and requirements, graduation rates and in our case placement. The program’s admission criteria have not changed and the department loosened its rules regarding required general education courses in order to help transfer students.

In 2015 we have opened new labs, our department has been re-named and we continue to be members of Hotel Schools of Distinction which all offer marketing and promotion opportunities that have not been adequately supported. The continued success in placement and successful track record in graduation rates should also be positive factors that normally encourage students to a program but, as far as we can see, they are not proactively used to promote the degree albeit in the limited control we have on our website.

Marketing unfortunately was not able to support the name change because other priorities took precedence last fall (email evidence is available to support this statement). The department carried out, at its own expense, an annual breakfast with high school councilors held in fall 2015. The department conducted a survey of alumni using its own database gathering photographs and testimony of twelve recent graduates which could be used for promotional activities and website enhancement should we be given appropriate support.

The HTM program provides fantastic career opportunities and places practically all its graduates, graduates progress in interesting managerial careers. It would appear our program graduates its students within reasonable time and looses only a few on the
way. There is a fantastic story to be told about a program that meets many of the 20/20 goals that is simply not told or supported by marketing and admissions.

Lastly when reading the data one has to consider that retention and persistence analysis is challenging for this program. Nearly half of the new HTM students are transfers, their sanding henceforth with the University does not necessarily reflect their true progression towards earning an HTM degree.

5. Who provides advising to your students? (Please check as many as apply)

☐ Faculty  ☐ Peer  ☐ Professional  ☐ N/A

6. Are your students required to meet with an advisor each semester?

No

Comments: See comments in 7

7. Does your department have formal advising policies that are to be followed?

To date we have tried several formulae that went from putting holds on all students’ accounts to the current system that encourages students to come in for advising each semester.

The HTM program is structured which means students are obliged to take courses in a prescribed order, in turn this does encourage them to follow their plan of studies however we are not completely satisfied with the current model and want to move towards a more intrusive advising model.

The faculty is currently working on a revised curriculum that would include three 1CR courses distributed over the three final years of study of our four year structured program building on the success of the existing HTM 45200 Professional Development course that is required in the senior year.

In practical terms each one of the above mentioned proposed 1CR course will be designed to gradually prepare and mentor students towards graduation and employment, they will include mandatory advising, academic support and professional development.
8. Do you collect employment data for your graduates?

This is the first year we are working in joint collaboration with Career Services; previously the department produced its own survey. The response rate we achieved when we administered the survey just before graduation was better than the one we had this year whereby Career Services sends out the survey after graduation. We need to review this together with Career Services.

9. If you answered “Yes” to Question #8, what % of your graduates from the last academic year (2014-2015) are employed in their field of study or enrolled in another educational program? NOTE: If you do not collect this data by department, we will refer to Destination Survey: [http://www.ipfw.edu/microsites/usap/destination-survey/index.html](http://www.ipfw.edu/microsites/usap/destination-survey/index.html).

Consumer & Fam. Sci. (n=10)

CONITUNING EDUCATION 10%

FULL TIME 40%

PART TME 30%

SEEKING EMPL 20%

OTHER 0%

EMPL OR CONT ED. 80%

10. If you reported data in question #9, how was this data collected?

Joint effort with Career Services
11. Upon review of your department data as reflected in the Destination Survey, are there any data you wish to comment on or contextualize? To view this report, visit: http://www.ipfw.edu/microsites/usap/destination-survey/index.html.

We have surveyed students just before graduation in the past and found that 75% of our students were in full time employment before they graduated. This fact together with the limited response rate in 2015 and lack of significant longitudinal data must be taken into account when reading these statistics.

From our own observation using social media (LinkedIn and Facebook) we can see that the number of graduates in full time employment exceeds 40% in 2015 however this is not reliable data.

A much more detailed analysis of employment data is essential as we would be wise to be in a position to determine the return on investment our students enjoy i.e. answering the questions: does their degree make a significant difference in their earning potential and career progression?

We need earning data and career progression data up to five years after graduation. This data is all the more important because typically students will join a corporate employer in a management track program that is only open to HTM graduates, designed to prepare them for leadership position within five years.

12. Upon review of your department data as reflected in the Employment Demand Report, are there any data you wish to comment on or contextualize? To view this report, visit: http://www.ipfw.edu/microsites/usap/employment-outlook/index.html.

The employment demand report suffers from the fact that our graduates work in a wide range of hospitality related fields that are not limited to food service, hotels and recreation.

It is to note that the occupation projections only list category (13-1121 Meeting, Convention, and Event Planners) requiring an undergraduate degree. Over 50 employers come twice a year to our HTM career fair in West Lafayette specifically recruiting undergraduate students for positions in the hospitality industry. Dr. Niser sits on the ICHRIE industry board since five years, the “college recruiters” from several national hotel and restaurant chains as well as industry service providers all target undergraduate students having completed a four-year degree in hospitality. Either the
employment opportunities in the hospitality sector are listed in other categories or the statistics presented do not reflect the reality of the job market.

The job projections suffer from a different problem in so far as the NAICS category 72 (Accommodation and Food Services) includes vocational/operational such as NAICS 7225 (restaurant and other eating places) maybe NAICS 7139 (Other amusement and recreation industries, for example Bowling, sports centers, concessions etc) jobs as well as the leadership positions our graduates are seeking to obtain such as NAICS 5511 (Management of Companies and Enterprises), NAICS 5615 (Travel Arrangement and Reservation Services), NAICS 5418 (Advertising, Public Relations, and Related Services).

However some categories could contain hourly paid, supervisory and managerial jobs such as for example NAICS 7211 (Traveler Accommodation) NAICS 4248 (Beer, Wine, and Distilled Alcoholic Beverage Merchant Wholesalers), NAICS 1133 (lodging).

Notably there are no specific categories for hotel and restaurant management, growth areas such as revenue management that are driving the industry’s growth and highly sought after skill sets.

In light of the above it would be hard to reliably measure the performance of the HTM program in relation to the categories in the documentation provided. A much finer analysis as well as a geographic area informed by the professional opportunities that are available to our students is needed.

13. Do you wish to provide any response to last year’s task force comments?

In last year’s report we answered the first question about the unit goal with the understanding that this section should reflect the overall goal of the department aligned with the overall mission of the university. Specific SMART goals followed in the four 2020 goal areas, these specific goals were totally ignored in the task force comments. Instead they lazily cut and pasted their initial comment that was that that we stated our mission and this was not a SMART goal.

We were very disappointed with these comments. They appeared to demonstrate a lack of attention to the detailed objectives and measurements we set out, the readers did not read
our report with the attention it deserved and did not seek our input when they apparently did not find what they were looking for in the place they thought it should be.

14. Please list the names of the authors of this USAP report.

   Dr. John Niser
   Dr. Martha Coussement
   Dr. Haeik Park
   Associate Professor Linda Lolkus
Part II

Instructions: Report the status of goals created last year and add any new goals in order to have a minimum of three and no more than five “currently active” goals that you are working on. Currently active goals include goals from last year that you are still working on plus any new goals you are adding this year. Part 2 is pre-populated with last year’s goals along with space to report on up to five new goals. For example, if your unit had 8 goals last year, your report will come with space to report on up to 13 goals total (8 from last year + 5 potentially new goals). In the event that you have completed or eliminated last year’s goals you will add 3-5 entirely new goals, hence the space for five additional goals.

The task force determined that in the interest of aligning resources to strategic priorities, it is best to focus on 3-5 goals for each unit and that those goals should include a mix of maintenance and aspirational goals. Goals that were reported last year and are now completed or eliminated do not count in this number (although you will be asked to provide an update). We recognize that you may be required to eliminate goals from last year’s report simply to fit within the limit and it is up to units to decide which 3-5 they wish to focus and report on. Highly strategic units may very well have more than 5 goals they are working towards but the task force requests that you identify which of those are “active” for USAP-purposes. Leave any unused goals blank.

Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.
Goal 1

1. Enter a unit goal:

   Better assessment of program’s courses outcomes to HTM goals (I.A.1)

   Status: IN PROCESS

2. Status of goal:

   □ Completed  □ Eliminated  □ Modified  □ In Process  □ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

   If this goal was completed, skip to the next goal.

4. If eliminated or modified, state reason:

   □ No funding for supplies and expenses  □ Priorities shifted
   □ No funding for salary & wages  □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   □ Other: If ‘Other’, click here to explain.

   If this goal was eliminated, skip to the next goal.

5. Type of goal:

   □ Create/Develop  □ Eliminate/Discontinue  □ Improve/Enhance
   □ Increase Efficiency  □ Maintain  □ Stretch
   □ Other: IMPROVE/ENHANCE
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. **Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.**

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

*Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.*

Select up to three Plan 2020 Goals to align with. **Choose only one goal for each row.**

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<thead>
<tr>
<th>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
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**Area I: I.A.1 and I.A.2**

7. Is the unit goal a high, medium or low priority?

Medium priority

8. Why is this goal important to your unit, the university or both?
Assessment is an essential component of a healthy program development strategy and an institution’s need to comply with its regulatory environment. It is medium priority because this is a long term objective that requires resources and talent development.

9. If continuing your goal, what progress have you made or which action steps have been completed?

The action identified in last the report was “The department needs full time faculty to develop a comprehensive assessment of the program; this has not been the case recently however a full time replacement faculty line and a CL position have both been approved. The FT faculty was hired in summer 2015 and search will begin Spring 2016 for the CL position.

We can now move on and develop an assessment plan that takes into account the limited resources of our department since although we have a new faculty we still continue to rely on adjunct faculty to teach some 70% of the courses we offer.

10. What action(s) does your unit plan to take to support this unit goal?

Working with the director of assessment we will:

1) Revisit the program Student Learning Outcomes and identify the high priority learning outcomes for the HTM program

2) Identify specific courses (mid program and capstone) that allow measurement of student progression towards SLO’s.

3) Develop an instrument and process that will allow us to measure long-term effectiveness of program for HTM alumni.

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| TASK FORCE COMMENTS AND/OR QUESTIONS: |

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
1) Define 5 high priority Student Learning Outcomes

2) Identify two or three mid program courses and two capstone courses that will allow us to put in place assessment tools. Develop assessment tools for each of these courses.

3) By end of year 2016, have researched best practice in program assessment models adapted to alumni in our field of study and chosen one that will be possible to implement in 2017

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

   Yes

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

   We will choose courses that are currently taught by full time faculty who will develop the SLO’s and assessment tools.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

   N/A
15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

Click here to enter text.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

CUL - # of positions needed  
Benefited  

S & W — Recurring  
Non Recurring  

S & E — Recurring  
Non Recurring  

Equipment — Recurring  
Non Recurring  

Other: Describe:  

Other — Recurring  
Non Recurring  

17. If you were to receive the additional resources outlined in question #16, how will they be used?

N/A
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

N/A

19. What is your timeline for accomplishing this goal?

2016

Dates: 1) Define 5 high priority Student Learning Outcomes (Fall 2015, Spring 2016)
2) Identify two or three mid program courses and two capstone courses that will allow us to put in place assessment tools. Develop assessment tools for each of these courses. (Completed by end of summer 2016)
3) By end of year 2016, have researched best practice in program assessment models adapted to alumni in our field of study and chosen one that will be possible to implement in 2017
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 2

1. Enter a unit goal:

   Develop concentrations within HM degree

   Status: NEW

2. Status of goal:

   □ Completed    □ Eliminated    □ Modified    □ In Process    □ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?
   
   Click here to enter text.

   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:

   □ No funding for supplies and expenses    □ Priorities shifted
   □ No funding for salary & wages        □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   □ Other: If ‘Other’, click here to explain.

   **If this goal was eliminated, skip to the next goal.**

5. Type of goal:

   □ Create/Develop    □ Eliminate/Discontinue    □ Improve/Enhance
   □ Increase Efficiency    □ Maintain    □ Stretch
   □ Other: CREATE/DEVELOP
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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Area II: II.M.2a

Area III: III.A (HSD, Palm Island, Italy)

7. Is the unit goal a high, medium or low priority?

High priority
8. Why is this goal important to your unit, the university or both?

This goal fits the unit’s goal of “credentialing for the future” by offering students a clearer and better-defined employment pathway. It also increases our chances of recruitment, persistence and graduation rates in so far as students have more choices that suit their aspirations, are engaged in a more “relevant” set of courses from their own perspective and have better chances of engaging with a sector of the industry they aspire to join. It should be noted that this goal is born from discussions with industry recruiters, consulting work undertaking by Hotel Schools of Distinction (our accrediting body) and supported by recently published peer reviewed research.

9. If continuing your goal, what progress have you made or which action steps have been completed?

N/A

10. What action(s) does your unit plan to take to support this unit goal?

1. Proposal discussed within faculty meeting
2. Development of detailed curriculum plan and formal proposal
3. Submission of proposal within IPFW process
4. Produce promotion materials and dpt webpage changes

| RUBRIC |
|-----------------|----------------|-----------------|
| Do the unit goals align with the University's goals? | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University's goals. |

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

1. Produce formal proposal production and approval of proposal by dpt (includes student survey)
2. Submission and college curriculum committee of proposal within IPFW process

3. Implementation in 2016 Bulletin
4) Have modified the web site and developed promotional materials
5) Once concentrations are offered use metrics :I.M.1 and I.M.2

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12. Are you able to accomplish this unit goal with your current monetary and staffing resources?
Yes

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?
Faculty and staff will work on this within their current remit

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.
N/A

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?
Click here to enter text.
16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

CUL - # of positions needed  Click here to enter text.
Benefited  Select Yes/No

S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

S & E — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Equipment — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Other: Describe:  Click here to enter text.

Other — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

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| TASK FORCE COMMENTS AND/OR QUESTIONS: |
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

N/A, specialization tracks require IPFW approval processes only

| RUBRIC |
|-----------------|-----------------|-----------------|
| Are clearly stated challenges identified for each goal? (A challenge is 'clearly stated' if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal. | Challenges are not included in the unit's report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

19. What is your timeline for accomplishing this goal?

2016

Dates: 1) Define 5 high priority Student Learning Outcomes (Fall 2015, Spring 2016)

2) Identify two or three mid program courses and two capstone courses that will allow us to put in place assessment tools. Develop assessment tools for each of these courses. (Completed by end of summer 2016)

3) By end of year 2016, have researched best practice in program assessment models adapted to alumni in our field of study and chosen one that will be possible to implement in 2017
### RUBRIC

| Are time frames included for each performance measure (metric)? | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 3

1. Enter a unit goal:

   Develop a graduate degree “Accelerated Strategic Revenue Management”

   The program is a graduate degree designed to prepare professionals to take on strategic responsibilities in the field of hotel industry revenue management; an area that includes electronic distribution (the plumbing), marketing, managing distribution channels, content, payment methods, social media and consumer review sites, traditional revenue management, data analytics and the understanding of the electronic pathways, systems communication and data storage distribution has to use.

   Status: NEW

2. Status of goal:

   ☐ Completed   ☐ Eliminated   ☐ Modified   ☐ In Process   ☐ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

   Click here to enter text.

   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:

   ☐ No funding for supplies and expenses   ☐ Priorities shifted
   ☐ No funding for salary & wages   ☐ Loss of staffing
   ☐ No funding for equipment / maintenance of equipment
   ☐ Other:  If ‘Other’, click here to explain.

   **If this goal was eliminated, skip to the next goal.**
5. Type of goal:

☐ Create/Develop  ☐ Eliminate/Discontinue  ☐ Improve/Enhance
☐ Increase Efficiency  ☐ Maintain  ☐ Stretch
☐ Other:  CREATE/DEVELOP

6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

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Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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Area II: II.A. and II.C. and II.M.3
Area III: III.A. and III.B. and III.E.
7. Is the unit goal a high, medium or low priority?

   High priority

8. Why is this goal important to your unit, the university or both?

   Hospitality Education is challenged because education for operational employment that results in students earning low wages cannot and should not be the goal of any Hospitality program albeit for those housed in vocational/technical schools. The focus of hospitality management programs has to be turned towards developing programs that offer students the opportunity to aspire to high value employment in specialized areas of our industry. The challenge and opportunity is that often these areas are evolving rapidly. This offers the university an opportunity to offer state of the art education to professionals and therefore help enrollment. The challenge in these areas is that the production, dissemination and consumption of knowledge have moved away from traditional education models and institutions. In turn this offers IPFW a unique opportunity because well-established institutions do not necessarily have the “know how”, up-to-date knowledge or delivery methodology to meet the “market needs” i.e. the expertise potential students are looking for to advance their careers.

9. If continuing your goal, what progress have you made or which action steps have been completed?

   Click here to enter text.

10. What action(s) does your unit plan to take to support this unit goal?

   1) Leverage our well-established contacts within the hotel electronic distribution professional network to develop the conceptual framework, industry support, funding and practical steps leading to a formal program proposal. In practical terms this will result in the development of a GANTT chart that outlines all the necessary steps we need to take for the successful launch of this graduate program.

   2) Create a program specific advisory board sub committee (the President of HTC is on our current advisory board and will serve as a “committee chair” for this sub committee).
3) Progressively work on the action items on the aforementioned GANTT chart in a timely manner.

4) Present project to industry partners to seek seed funding to cover development costs

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**RUBRIC**

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

1) Aforementioned GANTT chart produced Oct 2015 (completed)

2) Five members to join advisory board sub committee and first meeting scheduled (Spring 2016)

3) Program outline and draft proposal completed (Summer 2016)

4) Industry partner presentation produced to seek seed funding (Fall 2016)

5) Raising $10,000 seed funding from industry partners by the end of summer 2016

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**RUBRIC**

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Yes for the proposal stage of this objective

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

Department Chair is piloting this goal

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

N/A

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

Click here to enter text.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

CUL - # of positions needed  
Benefited  
S & W — Recurring  
Non Recurring  
S & E — Recurring  
Non Recurring  
Equipment — Recurring  
Non Recurring
Other: Describe: We are seeking seed funding from industry to cover development costs.

Other — Recurring Select Yes/No $$: Click here to enter amount.
Non Recurring Select Yes/No $$: Click here to enter amount.

17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

| RUBRIC |
|------------------|------------------|------------------|------------------|
| **Are clearly stated budget plans included for each goal?** (A budget plan is considered 'clearly stated' if it includes an amount and the funding source.) | No budget information is provided. | Budget plan is included but is not clearly stated. | Goal has a clearly stated budget plan. |

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Click here to enter text.
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### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

We would anticipate the Accelerated Strategic Revenue Management graduate program to be offered for the first time at the earliest in Fall 2017 but this date will obviously be affected by variables outside of our department’s control.

**Dates:**
1. Aforementioned GANTT chart produced Oct 2015 (completed)
2. Advisory board sub committee determined and first meeting scheduled (Spring 2016)
3. Program outline and draft proposal completed (Summer 2016)
4. Industry partner presentation to seek seed funding (Fall 2016)
5. Raising $10,000 seed funding from industry partners by the end of summer 2016

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### TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 4

1. Enter a unit goal:
   - Offer a new four-year undergraduate degree in Integrated Health Promotion and Management. This degree will have an interdisciplinary focus. Graduates of the program will be prepared for careers in developing, managing, marketing and implementing health promotion policies and activities. Human resources, leadership and management and policies of health promotion and management will be an important component.

   Status: Continuing

2. Status of goal:
   - □ Completed  □ Eliminated  □ Modified  □ In Process  □ New

   In Process

3. If goal has been completed, what was the impact on your unit and Plan 2020?

   In Process

   If this goal was completed, skip to the next goal.

4. If eliminated or modified, state reason:
   - □ No funding for supplies and expenses  □ Priorities shifted
   - □ No funding for salary & wages  □ Loss of staffing
   - □ No funding for equipment / maintenance of equipment
   - □ Other: If ‘Other’, click here to explain.

   If this goal was eliminated, skip to the next goal.
5. Type of goal:

☐ Create/Develop ☐ Eliminate/Discontinue ☐ Improve/Enhance
☐ Increase Efficiency ☐ Maintain ☐ Stretch
☐ Other: Create/Develop – Improve/Enhance

6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

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Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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I.C.1 Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs.

I.E.1. Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions.

I.E.4. Promote majors and programs with strong job placement opportunities in the

7. Is the unit goal a high, medium or low priority?
   High

8. Why is this goal important to your unit, the university or both?

   The proposed program in Health Promotion Management is consistent with the mission of IPFW to offer high quality educational opportunities to students in Northeast Indiana and beyond as well as provide future needed employees to meet the needs of the regional job market.

   The program will involve collaboration with Fort Wayne and the greater Northeast Indiana region for educational opportunities as well as employment needs.

   - Preliminary research indicates interest by students in many areas of study.
   - Preliminary research indicates the employment outlook to be high in the region served by IPFW.
   - Interest in this program by other departments within the College of Health and Human Services as well as other Colleges at IPFW has been significant.
   - The program is being developed to take advantage of existing courses and resources such as:
     - College of Health and Human Services – i.e. courses in Nutrition and Human Services.
     - College of Arts and Sciences – i.e. courses in Biology, Chemistry, Sociology, Psychology, English, Mathematics.
     - College of Education and Public Policy – i.e. courses in Public Policy related to Health Care Management.
• College of Engineering, Technology, and Computer Science – i.e. minor in OLS.

- The inclusion of the emphasis on the human resources, leadership, management and policies of health promotion and management uniquely distinguishes this program from other health related programs.

- Needed faculty expertise exists at IPFW. Expertise exists within CFS and will also be drawn upon from other departments on campus.

The program utilizes the Baccalaureate Framework as its foundation and develops Health Promotion Management Specialists with not only entry-level discipline specific knowledge and skills for health educators, but adds value with its emphasis on human resources, leadership and management.

The proposed bachelor’s degree in Health Promotion Management will prepare the graduate for positions in: hospitals, clinics, health plans, schools, universities, state and local public health departments, business and industry, non-profit and voluntary organizations. The program graduate may plan and market evidenced-based health programs, translate technical health data to clients, promote healthy behaviors and environments, promote healthy food policies, coordinate emergency preparedness, plan worksite wellness programs and collaborate and work with families and communities to promote good health and safety habits.

This field of study will prepare the graduate to assist in identifying risks that lead to disease, reducing medical costs, reducing costly premature deaths and disabilities and enhancing quality of life of citizens of northeast Indiana, or whatever the locale the graduate serves.

Graduates of the program will be prepared to take the Certified Health Education specialist (CHES) examination through the National Commission for Health Education Credentialing, Inc. (NCHEC). The core competencies for this certification will be met by the proposed program.

Overall objectives of the proposed program are to:

- Develop highly qualified health promotion management professionals for employment in a variety of settings.
- Promote the development of critical thinking, problem analysis and ethical decision making skills.
- Educate individuals who will be professionally prepared for leadership and managerial positions in health promotion management.
- Develop professionals who are committed to the free pursuit of truth, have respect for other cultures, customs and perspectives and are engaged in the community in which they live and work.

The program graduate will learn critical skills related to:

- Planning and marketing evidenced-based, cost-effective health promotion/health education programs and initiatives.
• Promoting healthy behaviors and environments for the prevention of disease and promotion of wellness.
• Developing, evaluating and promoting policies for the promotion of health and wellness.
• Planning and managing worksite wellness programs.
• Working with individuals, groups and communities to promote good health and safety habits.

This field of study will prepare the graduate to:

• Identify risks that lead to disease.
• Reduce medical costs.
• Reduce costly premature deaths and disabilities.
• Enhance the quality of life of citizens of northeast Indiana and beyond.

9. If continuing your goal, what progress have you made or which action steps have been completed?

• The Program Planning Committee includes:
  o Committee Chair Linda Lolkus, Associate Professor Foods and Nutrition, Director of Nutrition, IPFW
  o Marcia Crawford, LTL Nutrition, IPFW
  o Erma Fernando, LTL Nutrition, IPFW
  o Judy Tillapaugh, Wellness Coordinator, IPFW
  o Tina Sullivan, HR IPFW
  o Mary Schalliol, Former LTL Nutrition, IPFW
  o Marsha Worthington, Community Representative

• The Program Planning Committee has:
  o Met with numerous professionals with companies and organizations who are potential employers of graduates in the area
  o Met with representatives from departments at IPFW to determine which existing courses are available and ascertain which would enhance and be pertinent for students majoring in HPM
  o Refined the degree specifications and learner outcomes
  o Collected community, employment and student data on needs for the program documenting:
    ▪ Positive employment outlook
    ▪ Community and industry support
    ▪ Student interest
  o Formulated the curriculum and plan of study

• The pre-proposal has been submitted to and unanimously approved by the faculty of HTM and the Curriculum Committee of the CHHS.
• The Dean of the College of Health and Human Services forwarded the Pre-proposal to the VCAA and we have been told to proceed with the full proposal development.
10. What action(s) does your unit plan to take to support this unit goal?

- Final proposal in process – anticipated date of submission July 2016
- During program review process
  - Address questions as they arise
  - Develop program marketing plan
- Upon program approval:
  - Implement marketing plan
  - Notify collaborating departments of numbers of students and expected needs for students taking the specified courses
  - Identify and orient additional LTLs needed for the program
  - Identify and organize internship opportunities in the community

Proposed implementation date revised from fall 2016 to fall 2017

| RUBRIC |
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| Do the unit goals align with the University's goals? | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University's goals. |

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

- In the USAP report submitted in 2014 we specified the following metrics for assessing progress towards accomplishing this goal.
- We will use the accomplishments of the following by the dates indicated to assess progress towards accomplishing this Unit Goal:
  - Submission of proposal by August 2015.
  - Approval of new degree by August 2016.
  - First class of 10 to 20 students begin by Fall 2017.
- USAP Committee feedback indicated our timeline for 2014 was “ambitious”. We have found the deadlines we proposed in 2014 to be overly ambitious in part due to:
  - The learning curve necessary for new program planning.
o One of our nutrition LTLs was unable to continue teaching causing reallocation of teaching loads with Linda Lolkus, Chair of the HPM committee, taking a teaching overload of 12 credit hours in both fall 2014 and spring 2015.

o Additional workload for the Chair with moving and setting up kitchen laboratory facilities for courses fall 2014 and again spring 2015.

o Unexpected challenges conducting the needs assessment.

- Revised metrics for assessing progress towards accomplishing this unit goal follow. Timeline after program proposal submission will be dependent upon questions that may be raised during the proposal review process.

  o Final full proposal to be submitted by July 30, 2016

  o During program review process - address questions and concerns as they arise

  o Develop overview of marketing plan for the program to implement upon anticipated program approval

  o Upon program approval:
    - Implement marketing plan
    - Notify collaborating departments of numbers of students and expected needs for students taking the specified courses
    - Identify and orient additional LTLs needed for the program
    - Identify and organize internship opportunities in the community

Proposed implementation date revised with the first students beginning the program in fall 2017 rather than fall 2016.

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<td>The unit provided performance measures but they are not clearly stated.</td>
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12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

- Partial – The department will be able to initiate the program with the current faculty with the addition of a 0.5 FTE secretary. An additional full-time faculty will be required at the beginning of the 3rd year.
• Library resources needed upon program approval have been identified at approximately $3500 annually
• Upon program approval will need funds for marketing

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

N/A

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

N/A

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

For the marketing phase and the first two years the program is offered, we will not need additional faculty other than perhaps one or two additional LTLs

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

Half-time secretary at approximately $12,000 plus benefits.
Faculty position beginning third year at approximately $60,000 plus benefits.
Marketing of program costs to be determined.
Additional cost will be requested, as the program warrants and tied to its success in enrollment.

CUL - # of positions needed  Click here to enter text.
Benefited  Select Yes/No
S & W — Recurring
Select Yes/No
$$: Click here to enter amount.

Non Recurring
Select Yes/No
$$: Click here to enter amount.

S & E — Recurring
Select Yes/No
$$: Click here to enter amount.

Non Recurring
Select Yes/No
$$: Click here to enter amount.

Equipment — Recurring
Select Yes/No
$$: Click here to enter amount.

Non Recurring
Select Yes/No
$$: Click here to enter amount.

Other: Describe: Click here to enter text.

Other — Recurring
Select Yes/No
$$: Click here to enter amount.

Non Recurring
Select Yes/No
$$: Click here to enter amount.

17. If you were to receive the additional resources outlined in question #16, how will they be used?

- Half-time secretary to assist program director with program administrative functions, student needs and program promotion.
- Additional full-time faculty to teach new program classes, advise students and assist with overall program needs along with program director.
- Marketing funds to promote the program and recruit students.
- Library costs specified are for journal and other resources identified as necessary for student and faculty needs.

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| TASK FORCE COMMENTS AND/OR QUESTIONS: |
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

- The program proposal must be submitted to the CHHS Curriculum Committee for review and for recommendations.
- The program proposal must be reviewed and accepted to go forth as is or with revisions after:
  - IPFW Remonstrance
  - Review approval by the IPFW Curriculum Committee
  - Review and approval by the IPFW Vice Chancellor for Academic Affairs
  - Review and approval by the IPFW Chancellor
- The program proposal must be reviewed and go forth as is or with revisions by:
  - Purdue Remonstrance
  - Review and approval by Purdue
- The program proposal must be reviewed and go forth as is or with revisions by ICHE

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

19. What is your timeline for accomplishing this goal?

Dates:  
- Submission final full program proposal by July 30, 2016
- First class of students beginning August 2017
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<td>Are time frames included for each performance measure (metric)?</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

-----------------------------------------------
New Goals for 2015-2016 - #1

1. Enter a unit goal:

Refresh the HTM advisory board to support HTM department goals and objectives

Status: IN PROCESS

2. Status of goal:

☐ Completed  ☐ Eliminated  ☐ Modified  ☐ In Process  ☐ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

Click here to enter text.

If this goal was completed, skip to the next goal.

4. If eliminated or modified, state reason:

☐ No funding for supplies and expenses  ☐ Priorities shifted
☐ No funding for salary & wages  ☐ Loss of staffing
☐ No funding for equipment / maintenance of equipment
☐ Other: If ‘Other’, click here to explain.

If this goal was eliminated, skip to the next goal.

5. Type of goal:

☐ Create/Develop  ☐ Eliminate/Discontinue  ☐ Improve/Enhance
☐ Increase Efficiency  ☐ Maintain  ☐ Stretch
☐ Other: IMPROVE/ENHANCE
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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7. Is the unit goal a high, medium or low priority?

High

8. Why is this goal important to your unit, the university or both?
The department’s goal is to offer professionally driven education, the composition and engagement of an industry board representative of the variety and quality of employment opportunities is essential to curriculum development, fund raising and most importantly networking opportunities for our faculty and students. The current board created in 2009 was recognized by the outgoing president and some of its members as needing some “new blood” that could help the program in its ambitions to offer more specialized tracks and graduate level offerings geared towards professionals.

The industry board it therefore an important support in reaching our the department goals as well as the university’s mission and 2020 goals notably in its objective to increase enrolment (the board acts as an important endorsement of our program to future students), academic quality and relevance in programs that have high placement rates (the board helps our program continue to meet industry needs as they evolve) and development (our board will help us raise resources that support the program and university).

9. If continuing your goal, what progress have you made or which action steps have been completed?

N/A

10. What action(s) does your unit plan to take to support this unit goal?

1. Replace current president who is ending his five year term
2. Rewrite job description of HTM advisory board members
3. Review current membership
4. Invite new members
5. Convene new board for new member orientation and board meeting
RUBRIC

| Do the unit goals align with the University's goals? | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University's goals. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

1) Replace outgoing president by Oct 2015 (Completed)

2) Identify and invite at least 8 board members (includes the production of new job description) by December 2015

3) Develop orientation presentation for new members (completed by December 2015)

4) Convene board meeting (send invitation, send agenda and organize event to be held by end of January 2016)

RUBRIC

| Are clearly stated performance measures provided for each goal? (Performance measures are considered 'clearly stated' if a benchmark and quantitative measurement is included). | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Yes

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

Dpt Chair is managing the goal with the help of full time faculty
14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

N/A

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

Click here to enter text.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

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<tr>
<th>Category</th>
<th>Recurring</th>
<th>Non Recurring</th>
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<td>CUL - # of positions needed</td>
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Other: Describe:  

Click here to enter text.

Other — Recurring | Select Yes/No | $ : Click here to enter amount. |
| Non Recurring    | Select Yes/No | $ : Click here to enter amount. |

17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

N/A

19. What is your timeline for accomplishing this goal?

The new board should be operational by January 2016

Dates:

1) New board membership defined, invitation sent and final board member list produced by December 2015 (includes new board leadership, job descriptions and correspondences)

2) Orientation workshop offered and completed by new members by end of January 2016

3) First “renewed” board meeting convened by end of January 2016.
| RUBRIC |
|------------------|------------------|------------------|
| **Are time frames included for each performance measure (metric)?** | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #2

1. Enter a unit goal:
   
   Click here to enter text.

2. Status of goal:
   
   □ Completed    □ Eliminated    □ Modified    □ In Process    □ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?
   
   Click here to enter text.

   If this goal was completed, skip to the next goal.

4. If eliminated or modified, state reason:
   
   □ No funding for supplies and expenses    □ Priorities shifted
   □ No funding for salary & wages    □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   □ Other: If ‘Other’, click here to explain.

   If this goal was eliminated, skip to the next goal.

5. Type of goal:
   
   □ Create/Develop    □ Eliminate/Discontinue    □ Improve/Enhance
   □ Increase Efficiency    □ Maintain    □ Stretch
   □ Other: If ‘Other’, click here to explain.
How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. **Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.**

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

**Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.**

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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7. Is the unit goal a high, medium or low priority?

Click here to choose.

8. Why is this goal important to your unit, the university or both?

Click here to enter text.
9. If continuing your goal, what progress have you made or which action steps have been completed?

Click here to enter text.

10. What action(s) does your unit plan to take to support this unit goal?

Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

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12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Click here to choose.
13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

Click here to enter text.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

Click here to enter text.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

CUL - # of positions needed

Benefited

S & W — Recurring

Non Recurring

S & E — Recurring

Non Recurring

Equipment — Recurring

Non Recurring

Other: Describe:  

Click here to enter text.
17. If you were to receive the additional resources outlined in question #16, how will they be used?

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What is your timeline for accomplishing this goal?

Click here to choose.

Dates:  Click here to enter text.

| RUBRIC |
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| Are time frames included for each performance measure (metric)? | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #3

1. Enter a unit goal:
   Click here to enter text.

2. Status of goal:
   □ Completed    □ Eliminated    □ Modified    □ In Process    □ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?
   Click here to enter text.
   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:
   □ No funding for supplies and expenses    □ Priorities shifted
   □ No funding for salary & wages          □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   □ Other:  If ‘Other’, click here to explain.
   **If this goal was eliminated, skip to the next goal.**

5. Type of goal:
   □ Create/Develop    □ Eliminate/Discontinue    □ Improve/Enhance
   □ Increase Efficiency    □ Maintain    □ Stretch
   □ Other:  If ‘Other’, click here to explain.
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. **Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.**

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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7. Is the unit goal a high, medium or low priority?

Click here to choose.

8. Why is this goal important to your unit, the university or both?

Click here to enter text.
9. If continuing your goal, what progress have you made or which action steps have been completed?

Click here to enter text.

10. What action(s) does your unit plan to take to support this unit goal?

Click here to enter text.

| RUBRIC |
|------------------|------------------|------------------|------------------|
| Do the unit goals align with the University’s goals? | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University’s goals. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Click here to enter text.

| RUBRIC |
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| Are clearly stated performance measures provided for each goal? (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included). | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Click here to choose.
13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

Click here to enter text.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

Click here to enter text.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

CUL - # of positions needed  Click here to enter text.  
Benefited  Select Yes/No

S & W — Recurring  Select Yes/No  $$: Click here to enter amount.  
Non Recurring  Select Yes/No  $$: Click here to enter amount.

S & E — Recurring  Select Yes/No  $$: Click here to enter amount.  
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Equipment — Recurring  Select Yes/No  $$: Click here to enter amount.  
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Other: Describe:  Click here to enter text.
Other — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

| RUBRIC |
|-----------------|-----------------|-----------------|
| **Are clearly stated budget plans included for each goal?** (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.) | No budget information is provided. | Budget plan is included but is not clearly stated. | Goal has a clearly stated budget plan. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Click here to enter text.

| RUBRIC |
|-----------------|-----------------|-----------------|
| **Are clearly stated challenges identified for each goal?** (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal. | Challenges are not included in the unit's report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:  Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #4

1. Enter a unit goal:
   Click here to enter text.

2. Status of goal:
   □ Completed  □ Eliminated  □ Modified  □ In Process  □ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?
   Click here to enter text.
   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:
   □ No funding for supplies and expenses  □ Priorities shifted
   □ No funding for salary & wages  □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   □ Other: If ‘Other’, click here to explain.
   **If this goal was eliminated, skip to the next goal.**

5. Type of goal:
   □ Create/Develop  □ Eliminate/Discontinue  □ Improve/Enhance
   □ Increase Efficiency  □ Maintain  □ Stretch
   □ Other: If ‘Other’, click here to explain.
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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7. Is the unit goal a high, medium or low priority?

Click here to choose.

8. Why is this goal important to your unit, the university or both?

Click here to enter text.
9. If continuing your goal, what progress have you made or which action steps have been completed?

Click here to enter text.

10. What action(s) does your unit plan to take to support this unit goal?

Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Click here to choose.
13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

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14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

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    CUL - # of positions needed  Click here to enter text.
    Benefited  Select Yes/No

    S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
    Non Recurring  Select Yes/No  $$: Click here to enter amount.

    S & E — Recurring  Select Yes/No  $$: Click here to enter amount.
    Non Recurring  Select Yes/No  $$: Click here to enter amount.

    Equipment — Recurring  Select Yes/No  $$: Click here to enter amount.
    Non Recurring  Select Yes/No  $$: Click here to enter amount.

Other: Describe:  Click here to enter text.
Other — Recurring  Select Yes/No  $$: Click here to enter amount.  
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17. If you were to receive the additional resources outlined in question #16, how will they be used?

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:  Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #5

1. Enter a unit goal:
   Click here to enter text.

2. Status of goal:
   □ Completed    □ Eliminated    □ Modified    □ In Process    □ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?
   Click here to enter text.
   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:
   □ No funding for supplies and expenses    □ Priorities shifted
   □ No funding for salary & wages    □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   □ Other: If ‘Other’, click here to explain.
   **If this goal was eliminated, skip to the next goal.**

5. Type of goal:
   □ Create/Develop    □ Eliminate/Discontinue    □ Improve/Enhance
   □ Increase Efficiency    □ Maintain    □ Stretch
   □ Other: If ‘Other’, click here to explain.
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

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Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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7. Is the unit goal a high, medium or low priority?

Click here to choose.

8. Why is this goal important to your unit, the university or both?

Click here to enter text.
9. If continuing your goal, what progress have you made or which action steps have been completed?

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

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CUL - # of positions needed  
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S & W — Recurring  
Non Recurring  

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S & E — Recurring  
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Equipment — Recurring  
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17. If you were to receive the additional resources outlined in question #16, how will they be used? 

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
19. What is your timeline for accomplishing this goal?

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**