



IVY TECH VISION

Ivy Tech Community College students will earn 50,000 high-quality certifications, certificates, and degrees per year aligned with the needs of our workforce.

HOSPITALITY MISSION STATEMENT

The Ivy Tech Community College Hospitality Administration program mission is to offer accessible, affordable, world-class education and adaptive learning. We empower our students to achieve their hospitality related career and transfer aspirations. We embrace the college vision of economic transformation inspired by the education and earnings attainment of our citizens, the vitality of our workforce, and the prosperity of our unique and diverse communities.

OUR CORE VALUES

1. Student-centered
2. Outcome-driven
3. Inclusive
4. Collaborative
5. Trustworth and transparent



GOAL 1: STUDENT SUCCESS

Ensure every student persists towards their educational objective

Strategy	Action Plan	Target Year
1.1 Ensure basic needs of students are met	1. Identify students that have unmet basic needs and refer them to wraparound services available on campus. Create log sheet for uniform usage system. Create reporting system for all faculty to track students in need of books/uniforms/tool kits.	Year 1- complete by Fall, 2021
	2. Assist students with identified needs of loaner uniforms, equipment, and textbooks where applicable.	Year 1- complete by Fall, 2021
	3. Create partnership with IvyCares to determine what assistance could be offered for purchase of books/uniform/knife kit.	Year 1- complete by Fall, 2021
	4. Contact Systems Office for status of book inclusion fees and continue to petition for inclusion of uniform and knife kits into HOSP student fees in first semester.	Year 3-5- complete by Fall, 2025
	5. Train academic advisors, annually, about uniform/knife kit needs for students enrolling in lab courses to fully prepare students for lab coursework.	Year 1- complete by Fall, 2021
	6. Standardize messaging via orientation, student handbook and first day announcements regarding book/uniform/knife kit policy.	Year 1- complete by Fall, 2021
1.2: Support students to succeed in gateway courses on first attempt	1. Identify new students each 8 week start to receive orientation video and be added to Hospitality Student Portal page in IvyLearn. Promote and conduct required Hospitality specific orientation (on-boarding) sessions for new students each term with purpose to communicate programmatic expectations and resources, and tracking	Year 1- complete by Fall, 2021

	engagement hours. Provide in-person orientation for those that request it.	
	2. Increase student awareness through intentional assignments and internal marketing efforts of linear curriculum pathways that align to individual student educational goals- including confirmation with their academic plan.	Year 1- complete by Fall, 2021
	3. Intentionally assign highly effective faculty in gateway courses to nurture students to success in their first attempt.	Year 3- complete by Fall, 2023
	4. Produce orientation video that can be viewed in gateway courses- HOSP 114, 101, 102, 105.	Year 1- complete by Fall, 2021
	5. Review pass rates in gateway courses, review class evaluations to determine if faculty are well-suited for each class, placing them in best fit for students and faculty.	Year 3- complete by Fall, 2023
1.3 Expand capacity for programming to address evolving needs of the Hospitality industry in our service area.	1. Complete development of Catering Certificate with approval from the Statewide Curriculum Committee and the Higher Learning Commission.	Year 1- complete by Fall, 2021
	2. Develop SOP's for use of food truck, to include recruitment efforts at dual credit high schools, college-wide recruiting events, college marketing and possible sponsorship(s) with industry partners.	Year 1- complete by Fall, 2021
	3. Develop new coursework for operation of a food truck.	Year 3- complete by Fall, 2023
1.4 Faculty advisors connect with assigned subset of students to confirm academic pathway, completion plan and assist with scheduling for continuous enrollment based upon student completion timeframe	1. Conduct follow-up training sessions for faculty advisors with updates on the advising process (completion plans, PIN number assignment and use of Ivy Advising). Faculty contact active advisees each semester to emphasize importance of meeting with their HOSP faculty advisor for most accurate and helpful information and track those meetings in Ivy Advising. Increase presence of academic advisors in the building or virtually for student advising sessions throughout each term.	Year 1- complete by Fall, 2021
	2 Investigate structured/block scheduling as practiced in other regions for successes and failure and determine if it is helpful for retention and completion.	Year 3- complete by Fall, 2023

	3. Confirm annually with Academic Affairs/ Student Support Services that students are assigned appropriately in IvyAdvising to the correct Faculty Advisor.	Year 1- complete by Fall, 2021
1.5 Faculty advisors encourage student engagement in student clubs and learning opportunities both in and outside the classroom and support student success with career coaching and mentorship	1. Include students in HOSP clubs to participate in planned class field trips instead of planning separate, or club specific field trips, where possible.	Year 1- complete by Fall, 2021
	2. Track engagement hours in Org Sync to quantify student engagement.	Year 1- complete by Fall, 2021
1.6 Utilize IvyLearn and other technologies available to students to provide a more seamless and intuitive student experience from start to finish	1. Identify continuity from class to class in meeting program learning outcomes.	Year 1- complete by Fall, 2021
	2. Review the COR's for each HOSP course and schedule PLO's that are measured as planned each year.	Year 1- complete by Fall, 2021
	3. Verify course mentor faculty meet with mentees to discuss and class format and use of technology prior to the start of each 8 week start confirming continuity between sections.	Year 1- complete by Fall, 2021
	4. Explore technology that would provide virtual use of textbooks and other classroom and departmental experiences. Review already existing technologies held by the college for possible use in instruction and communication.	Year 3- complete by Fall, 2023



GOAL 2: RECRUITMENT & ENROLLMENT

Recruit and enroll Hoosiers from every demographic into high-demand/high wage career pathways

Strategy	Action Plan	Metric
2.1 Promote programmatic Open House sessions each term with facility tour and program overview for potential students	1. Host a progressive dinner open house format with more engagement of program students at the end of each 8-week term or once a semester in alignment with class practical assessments.	Revenue Generating Headcount: Year 1= 588, Year 3= 630, Year 5- 750
2.2 Nurture relationships with K-12 Dual Credit instructors and students to increase their awareness and connection to the program. Schedule campus tours for High School students to increase their connection and cultivate more transitions of students into the program. Support K-12 Hospitality/Culinary education by hosting Skills USA regional and state contests and judging for Indiana FCCLA/ProStart competitions.	1. Assign specific FT faculty members as mentors to Dual Credit instructors to nurture the relationship and increase their connection to the program.	Year 1- Assign specific FT faculty members as mentors to Dual Credit instructors to nurture the relationship and increase their connection to the program. Year 1 - Implement NOCTI assessments for HOSP 102 and HOSP 105 courses with Dual Credit instructors. Year 1 - Increase dual credit matriculation by 10%. Year 3 - Increase dual credit matriculation by 30%. Year 5 - Increase dual credit matriculation by 50%.
	2. Utilize NOCTI assessments as required end of course assessments in dual credit courses of HOSP 102 and HOSP 105.	
	3. Engage industry partners to sponsor food and supplies needed for NOCTI performance assessments hosted by the program to expand engagement of industry stakeholders to include impact on our dual credit students.	

	Increase awareness of dual credit students through the use of virtual tours, demos, and campus visits to increase connections that will lead to a higher percentage of dual credit students that matriculate into the program.	
2.3 Promote Hospitality education and professional development through certification to industry personnel through industry associations and community events that support the hospitality industry.	1. Establish program offerings through marketing on the websites of industry associations in the campus service area. (ACF, INRLA, MPI and IDMA)	Year 1 - Establish program offerings through marketing on the websites of industry associations in the campus service area. (ACF, INRLA, MPI and IDMA) Year 1 - Establish a new scholarship opportunity through the Foundation for Student Advocate to encourage increased student engagement and advocacy of the program that would lead to peer referrals of new students. Year 3 - Collaborate with Career Coaching and Employer Connections department to market NRAEF ManageFirst series courses that lead to MFP credential to industry partners.
	2. Develop a student Advocate role to increase student engagement and encourage peer-worker referral to the program to increase the number of Hospitality industry workers seeking professional development through education.	
	3. Collaborate with Career Coaching and Employer Connections department to market NRAEF ManageFirst series courses that lead to MFP credential to industry partners.	



GOAL 3: COMPLETION

Students earn 200 high-quality certificates, certifications, and degrees annually

Strategy	Action Plan	Metric
3.1 Collaborate with academic advisors in a team-based approach with faculty advisors to provide intentional advising for students to make well-informed decisions toward attaining their educational goals and career goals.	1. Provide continuous advising throughout the student experience (<i>semester to semester</i>) developing academic plans with focus on students following linear pathways that lead to completion of industry-based certifications, CTs, TCs and AAS or AS degrees.	1st year- 50% locked, preferred academic plans. 3rd year- 75% locked, preferred academic plans. 5th year- 95% locked, preferred academic plans
	2. Investigate the possible use of standardized templates in academic plans that provide a prescribed track for following four week and/or eight-week course sequences in linear pathways from first semester to completion.	
3.2 Nurture the dual credit relationship with K-12 by providing guidance and assistance through the delivery of aligned curriculum that prepares dual credit students for seamless transition into the program.	1. Establish full-time faculty to dual credit teacher mentoring assignments for training, professional development and evaluation purposes that strengthen the relationship with dual credit instructors and improve success rates of dual credit students transitioning into the program.	Percent of Students Completing (100% timeframe) Year 1=8%, Year 3= 14%, Year 5=22%
	2. Increase training of program faculty and dual credit teachers on the NOCTI assessments to be used as end of course assessments in HOSP 102 and HOSP 105.	

3.3 Increase the number of credentials completed in the program	1. Emphasize to students the importance of industry-based certifications earned in linear pathways through the academic advising and faculty coaching process.	Percent of Students Completing (150% timeframe) Year 1=15.8%, Year 3- 22.4%, Year 5= 30%
	2. Increase program marketing of industry-based certifications imbedded in program curriculum.	
	3. Leverage data mining to identify earned credentials.	
3.4 Work with articulation partners to identify and increase the number of reverse transfer degrees awarded	1. Identify inter-collegiate process for reverse transfer agreements with our academic partners in four-year institutions.	
	2. Provide more training of faculty on transfer opportunities of students to increase their awareness of articulation agreements in place for student advising.	



GOAL 4: WORKFORCE

Students are placed into and succeed in high-demand, high-wage jobs

Strategy	Action Plan	Metric
4.1 Focus on preparing HOSP students in curriculum pathways that lead to high-wage, high-demand Hospitality industry jobs. Track and report to stakeholders the number of students placed in HOSP jobs and what those wages are.	1. Track and report to stakeholders the number of students placed in HOSP jobs and what those wages are.	Year 1 Attain 30% graduate (1st year) survey response to report to stakeholders. Year 3 Attain 50% graduate survey response to report to stakeholders. Attain 10% response rate to alumni (3 year and 5 year) surveys. Year 5 Attain 60% graduate survey response to report to stakeholders. Attain 15% response rate to alumni (3 year and 5 year) surveys.
	2. Seek employer endorsement of HOSP programming through Achieve your Degree agreements in various HOSP industry sectors (i.e. Hotels, Senior Living, Restaurant Groups, etc..)	Year 1: 3 the number of Hospitality related Achieve your Degree agreements. Year 3: 5 the number of Hospitality related Achieve your Degree agreements. Year 5: 8 the number of Hospitality related Achieve your Degree agreements.
4.2 Increase "stage"/job shadow experiences imbedded in HOSP courses. Encourage internships and work experiences in Hospitality industry settings to prepare students for transition to careers	1. Require a minimum number of work-and-learn experiences for students and align them to courses across the curriculum.	Year 1 Imbed work experiences in 2 classes in at least two of the hospitality concentrations. Year 3 Imbed work experiences in 3 classes in all the hospitality concentrations.
4.3 Increase engagement with HOSP employers as guest speakers, demos, field	1. Require a minimum number of employer engagement activities in HOSP classes and explore	Year 1 Complete an adjunct skills assessment survey to ascertain special skills or experiences that may be

<p>trips, panel discussions, employer info sessions and job fairs on campus to increase placement of students to meet workforce needs.</p>	<p>creative options for virtual field trips, demos, and guest speakers where possible.</p>	<p>presented in other classes. Year 1 Imbed an employer engagement in 50% of hospitality classes. Year 3 Imbed an employer engagement in 90% of hospitality classes. Year 5 Imbed an employer engagement in all hospitality classes.</p>
<p>4.4 Collaborate with career development office for placement of students in high-demand, high-wage HOSP jobs</p>	<p>1. Integrate a career-ready certificate in programming that demonstrates to employers that students are workforce ready. The certificate could highlight industry-based, third-party certifications students have acquired in the program as well as confirm soft skill development for workforce readiness.</p>	<p>Year 1 Assess feasibility of having a hospitality centered career coach as well as viability of the workforce readiness certificate for the program. Year 3 Based on feasibility Attain 25% of students working with a career coach and graduating with a workforce readiness certificate. Year 5 Based on feasibility Attain 75% of students working with a career coach and graduating with a workforce readiness certificate.</p>



GOAL 5: EMPLOYEE

Become known as a great place to work

Strategy	Action Plan	Metric
<p>5.1 Increase retention of HOSP high-performing, talented employees (Faculty and Staff)</p>	<p>Schedule monthly happy hour/social connections within the department. Bridge the gap between full time and adjunct faculty with office set up. Engage more adjunct faculty in curriculum development and program standard operating procedures</p>	<p>5.1.1 Year 2 Establish a time for social connection of faculty and staff, once a semester conducive to majority – create casual topics or themes for each gathering with majority participation Make it in conjunction with courses – food and drink provided – wait staff for set up and clean up</p> <p>5.1.2 Year 1 Commit full-time faculty to intentionally drop into adjunct office for minimum of 10 minutes in order to make contact, answer questions, etc. Year 1 Schedule each full-time faculty would be scheduled once a week when classes are in session</p> <p>5.1.3 Year 3 Form curriculum review teams with full-time and adjunct faculty – meet annually – could include text book and other material recommendations – PLO – COR review</p> <p>5.1.4 Year 3 Hold best practices forum including SOPs once a semester, conducted by professional development team mandatory participation Engagement and Insights Survey: Year 1= 72%, Year 3= 74%, Year 5= 76%</p>

<p>5.2 Foster creativity and increase innovation in faculty and staff</p>	<p>1. Establish a HOSP "Kitchen Cabinet" made up of Faculty (FT and PT) and staff to foster creativity and innovation</p>	<p>5.2.1 Year 1 Define innovation and creativity – aspects include: scheduling, staff relations, teaching techniques, outreach, food waste and reuse, and others</p> <p>5.2.2 Year 2 Create a cabinet of seven faculty and student members, which will meet twice a year to develop and implement creativity and innovation initiatives. Identify a committee leader and establish the structure and membership of the committee. By end of year 2, have at least two detailed initiatives ready for implementation.</p> <p>5.2.3 Year 3 During non-instructional meetings, committee will report to faculty and staff on their findings, recommendations, and progress toward completing initiatives</p>
<p>5.3 Recruit high-performing, talented employees (Faculty and Staff)</p>	<p>1. Intentionally schedule full time faculty in night class sections to increase the connection with adjunct faculty</p>	<p>5.3.1 Year 1 Re-implement mentor evening office hours. M-R schedule at least one full-time faculty to be available until 7:00 pm</p> <p>5.3.2 Year 2 Encourage promotion readiness among current faculty and staff – use evaluations as a means motivating professional development and ascension to higher positions of responsibility within the department.</p> <p>5.3.3 Year 2 Develop active recruiting and training process to include qualified individuals from diverse backgrounds – engage Hire IVY, HR, other resources</p> <p>Year 1 Advertise open positions in a minimum of three hospitality recruiting sights</p>
<p>5.4 Build a world-class adjunct faculty model</p>	<p>1. Develop an adjunct faculty recognition program to reward instructional impact and years of service. Identify resources to pay</p>	<p>5.4.1 Year 1 Create rubric for assessing faculty impact</p> <p>5.4.2 Year 2 Use skills assessment from 5.4.1 to develop individualized</p>

	for ACF membership fees and encourage their involvement with the Indy ACF chapter.	<p>action plans and make professional development recommendations, provide resources</p> <p>5.4.3 Year 1 Identify meaningful recognition and rewards</p> <p>5.4.4 Year 1 Create survey that indicates how adjuncts would like to be recognized – Survey Monkey</p> <p>5.4.5 Year 2 Hold recognition event – integrate with grad dinner – present Instructor of the year award – other forms of recognition and incentives</p>
5.5 Develop written program Standard Operating Procedures to provide consistency for faculty and staff	1. Engage program faculty and staff to review and revise program standard operating procedures on a more regular basis to keep them relevant to program needs	<p>5.5.1 Year 1 Review current HOSP SOPs for possible clarification and improvements – invite all adjuncts and all staff to be involved in the process</p> <p>5.5.2 Year 2 Divide the SOPs into manageable areas and assign work groups to make recommendations to the committee at large</p> <p>5.5.3 Year 2 Require that all staff and faculty assert by signature that they have read, understand and will abide by the SOPs Establish review committee, conduct annual review, and if necessary update SOPs to meet current need</p>
5.6 Develop a program continuation and succession plan.	1. Establish departmental crisis management team to develop HOSP continuation and succession plans in alignment with college resources and standards	<p>5.6.1 Year 1 Define continuation and succession plan Jeff, Lauri, Paul, Thom, Christine</p> <p>5.6.2 Year 1 Develop contingencies in the case of a displacement event – crisis management</p> <p>5.6.3 Year 2 /3 Develop succession strategies – prep for admin roles / filling</p>

		exiting personnel positions, etc. – work with HR and the Dean, leadership training, professional development – explore options – may be dependent on college wide stance
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GOAL 6: FINANCIAL

Ensure the institution has sufficient financial resources to achieve our mission

Strategy	Action Plan	Metric
6.1 Work with Foundation and external stakeholders to attract and secure more external funding	1. Develop more lab-naming opportunities. Reach out to other companies such as Albert Uster, Callebut, Guittard, etc.	Year 1- \$50,000 in annual scholarship funds. 2 leads for lab-naming potential. Year 3- \$75,000 in annual scholarship funds. 4 leads for lab-naming potential. Advanced Pastry Lab named. Year 5- \$1000,00 in annual scholarship funds. 6 leads for lab-naming potential. Advanced Culinary Lab named.
	2. Plan fundraising events that align to course objectives and engage students in experiential learning to provide scholarship resources for students.	
	3. Plan alumni engagement-cultivation events in collaboration with campus alumni association.	
6.2 Better leverage capital assets to create revenue.	1. Develop a plan to utilize the food truck for experiential	Year 1 – confirm SOPs and marketing plan for use of the food truck.

	learning and recruiting asset of the program. (year 1)	<p>Year 3- Identify equipment on hand that can be disposed of properly.</p> <p>Year 3-ongoing- negotiate pricing contracts with vendors to obtain optimal pricing.</p> <p>Year 3- Secure 3 sponsorships for the food truck</p> <p>Year 5- secure 5 sponsorships for the food truck</p>
	2. Plan pop up events with food truck as community engagement, recruiting and possibly fundraising opportunities for scholarships. (5 year)	
	3. Seek sponsors for the food truck including corporate sponsors and Alumni sponsors utilizing electronic recognition board on truck instead of decals. (Year 3)	
	4. Determine if equipment not in use can be repaired and restored to service or if it can be disposed of per college guidelines (Year 3)	
	5. Renegotiate leases/ prices/ vendors (Morgan, Eggs, US Foods, different local vendors) (Year 3)	
6.3 Maximize current allocation of resources. Increase efficiency in labs and operational areas to reduce waste while maintaining a culture of excellence that leads to student success	1. Integrate the James Beard "Waste Not" initiative for source reduction in curriculum to increase awareness of food waste	Zero waste goal (defined as less than 5% waste)

	for students while teaching them the value of food costs and maximize lab resource budget. Investigate program and start implementation. (Year 1)	
	2. Use leftover food more productively to address food insecurity on campus, connecting with the campus food pantry and HOSP student clubs to identify more efficient ways to provide hunger relief while eliminating food waste. (Year 1)	
	3. Manage compost and identify food waste, showing students better ways to utilize ingredients and minimize food waste. (instructor checks compost before going outdoor) (year 1)	
	4. Sending food scraps to HOSP 102 and HOSP 103 lab classes to help newer students understand the scope of food waste and how to minimize it. (Year 1)	
	5. Investigate the flow of food throughout departmental programming to identify what is cut in meat fabrication class does get used within the week and still meets class objectives (Year 3)	
	6. Utilize POS system to calculate food quantities for café (reprogramming of buttons, open	

	food button needs eliminated) (Year 3)	
	7.Establish a universal “Waste Not” module for each class for students to learn how to compost, cut veg, reduce paper/plastic waste, masking tape (is compostable) & use sharpies instead of labels- implement proper labeling training, initiate a “waste not” certificate for students who pass the module (Year 3)	
	8. Eliminate paying for compost bin and utilize our own compost (bones for charcoal) (Year 5)	



GOAL 7: COMMUNITY

Effectively engage with and serve our unique communities

Strategy	Action Plan	Metric
7.1 Work collaboratively with community and HOSP industry leaders. Participate in industry-based organizations to understand how we can best support each other	1. Choose appropriate organization(s) to be actively involved in – Indiana Restaurant and Lodging Assoc., Visit Indy, American Culinary Federation, Indiana Meeting Professionals International, Minorities in Hospitality, United States Bartenders Guild, Society of Wine Educators, Center for Advancement of Foodservice Education, American Career and Technical Education Assoc., ProStart, SkillsUSA, Retail Bakers Association	Year 1
	2. Report involvement in professional organizations at faculty and staff meetings	Year 1, ongoing
	3. Develop plan for adjunct faculty membership and engagement in professional organizations and conventions	Year 3
7.2 Identify and engage directly with HOSP community to address its most pressing needs	1. Increase engagement with HOSP advisory council and professional organizations throughout the year to keep them engaged and informed (e.g. direct invitation to Courses Restaurant, class visits, field trips, practical exam assessors)	4 times per year by Year 1; 6 times per year by Year 3; 8 times per year by Year 5

	2. Develop survey/assessment for HOSP alumni and advisory council to better understand community needs and current trends	Year 1
	3. Cultivate alumni relationship by providing regular engagement opportunities throughout the year	Year 3
7.3 Leverage best practices across campuses that have a HOSP program for consistency through best practice sharing	1. Utilize IvyLearn to increase intentional communication between campuses that have HOSP programs regarding new initiatives, shared learnings, convention/continued education opportunities and best practices	Year 1
	2. Hold annual virtual best practices session for faculty and staff	Year 1
	3. Hold annual meeting for all HOSP programs at a location that offers continuing education to encourage fellowship among programs	Year 3
7.4 Understand the unique opportunities and challenges in our service area and leverage statewide policy and processes to best address them	1. Collaborate with stakeholders in our service area and departments across the college to determine the best way to address their opportunities and challenges as a relevant partner by utilizing a community needs assessment and IvyCares resources	Year 1
	2. Continue support of community organizations that address food insecurity	Year 3
	3. Encourage involvement at community events and experiential learning opportunities from our students, faculty, and staff	Year 3



GOAL 8: DIVERSITY, EQUITY, & BELONGING

Establish a sustainable culture of diversity, equity, and belonging

Strategy	Action Plan	Metric
8.1 Eliminate systemic inequities for students	1. Integrate student club activities with class activities. Create more hospitality experiences for students.	Year 1
	2. Create policies, practices, and protocol with respect to diversity, equity and belonging.	Year 1-3
	3. Training for staff/faculty regarding diversity, equity and belonging.	Ongoing, began June 2020
	4. Full time staff member involved in the diversity committee at Ivy Tech	Year 1-2, ongoing
8.2 Leverage leadership's power and privilege to drive positive change	1. Include a diversity and inclusion statement, added to our mission and goals	Year 1
	2. Addressing Black Lives Matter and the systemic racism that has occurred and continues to permeate the lives of many of our students, staff, and community	Year 1
	3. Mindful of developing diverse activity groups	Year 2-3

	4. Learn about partners, potential advisory council members of diverse backgrounds	Year 1-5
8.3 Implement new structures to ensure faculty and staff diversity	1. Reach out to diverse trade organizations when filling positions. Ask under-represented groups how they would like to be more involved with the program.	Year 1-5
	2. Ensure diverse voices are part of the HOSP program advisory board.	Year 2-5
8.4 Increase diversity in leadership	1. Create clear promotional pathways for staff and faculty.	Year 1-5, ongoing
	2. Promote open positions in sectors that include diverse groups.	Year 2-5
	3. Increase diversity in advisory council, sub committees	Year 1-5
8.5 Ensure everyone in our college community feels like they belong	1. Purposefully validate the viewpoint of others and ensure our spaces communicate a sense of belonging.	Year 1-5
	2. Develop a system for uncomfortable conversations at the college.	Year 2-5
	3. Create a system to communicate concerns related to belonging	Year 2-5
	4. Open Educational Resources to supplement a course	Year 2-3