**Site Visit Report**



**Report to the Faculty, Administration, and Students of the:**

*(****ADD NAME OF PROGRAM HERE****)*

**At:**

***(ADD NAME OF SCHOOL HERE)***

***(ADD DATE OF VISIT HERE)***

**By:**

A Site Visit Team Representing the Accreditation Commission for Programs in Hospitality Administration (ACPHA)

Instruction began: (INSERT DATE PROGRAM BEGAN)

Students first graduated in the Program: (INSERT YEAR OF FIRST GRADUATING CLASS)

Total Students in Program: (INSERT NUMBER)

Date of last accreditation review: (INSERT “Initial” or the YEAR of last accreditation

President: (INSERT NAME)

VP for Academic Affairs: (INSERT NAME)

Dean: (INSERT NAME)

Program Administrator: (INSERT NAME)

ACPHA Site Visit Team: (INSERT NAME AND TITLE AND SCHOOL NAME-CHAIR)

INSERT NAME AND TITLE AND SCHOOL NAME-TEAM MEMBER 1)

INSERT NAME AND TITLE AND SCHOOL NAME-TEAM MEMBER 2)

*This Site Visit Report represents the views of the Site Visit Team as interpreted by the Chairperson; it goes directly to the Institutional Program before being considered by the Commission. It is a confidential document prepared as an educational audit and a service for the benefit of the program. All comments in the Site Visit Report are made in good faith and are based solely on an educational evaluation of the Program and of the manner in which it appears to be achieving its educational objectives.*

***Revised 9/2/2020***

**INTRODUCTION**

The purpose of the accreditation process is to assure the quality of the program and provide assistance for its improvement by evaluating the program against the standards of the Accreditation Commission for Programs in Hospitality Administration (ACPHA). As such, ACPHA does not prescribe specific practices, but is concerned, from a qualitative standpoint, that

1. the Program has clearly defined, appropriate objectives,
2. the Program has established the conditions under which those objective can be achieved,
3. the Program is in essence achieving their objectives presently, and
4. the Program is able to continue to achieve its objectives in the foreseeable future.

Accreditation serves as a vehicle that allows the Program to examine itself in relation to a specific set of standards. The Program is analyzed by objective outsiders, using the same set of standards and the stated Program mission as a frame of reference. The analysis is designed to recognize and commend Program strengths and to be open about the Program concerns.

The Self-Study Report, prepared by faculty members of the **(name of the Program)** is a comprehensive document that reflects hard work and insight of the faculty and should become a valued reference for on-going program evaluation and planning.

This report is offered in a spirit of helpfulness and not as a series of prescriptions or solutions. The Program has the opportunity to respond to the Site Visit Report as a further dimension of the evaluation process.

The Site Visit Team recognizes and appreciates the cooperation of the faculty, staff, students, administrators, alumni, and Advisory Board members. All were candid and open in providing information about the Program.

Several terms may be used in this report.

**Strengths** – A program should be commended for those aspects of its life that are considered by the team to be especially valuable and that need to be emphasized both to commend and to make clear that these are things that should not be permitted to weaken as changes occur.

**Suggestions** – A suggestion is one that offers, for consideration by the Program, a course of action the team believes would contribute to the improvement of educational quality, even though such action is not necessary to comply with the commission’s standards. It must be understood that these suggestions are advisory only.

**Concerns** – Concerns are aspects of a program life that the team believes requires major attention. Some of these may currently be affecting adversely the quality of the educational program. Others may have the potential for adverse effects.

**Recommendations** – Recommendations are developed from the team’s concerns. A recommendation indicates that in the team’s professional judgment that certain conditions so affect the Program’s ability to meet the standards that these conditions must be changed. Recommendations to alter such conditions are not just advice because they bear substantively on the issue of accredited status.

**STANDARD AREA I: MISSION AND OUTCOMES**

I a. A clearly stated mission statement for the Program exists, is aligned with the mission(s) of the School/College and the parent institution, and is publicly available.

* State the University/College/School and Program mission statements.
* The Program mission statement is appropriate for higher education.
* Demonstrate how the Program mission flows from the institutional mission(s).
* The Program mission statement is documented in printed materials and electronic domains.

**Standard Met or Not Met?**

I b. There are identifiable and measurable program learning outcomes (PLO’s) for each degree program.

* State the Program learning outcomes for each degree program.
* Program learning outcomes are written in measurable terms for each degree program.
* Program learning outcomes clearly state what knowledge, skills, and abilities (KSA’s) graduates should have attained at the completion of the degree program(s).
* Program learning outcomes are documented in printed materials or electronic domains for each degree program.

**Standard Met or Not Met?**

I c. There are separate identifiable and measurable program learning outcomes (PLO’s) for each degree concentration that is within the control of the Program. If applicable, differentiate these outcomes from the Program level learning outcomes.

Commentary

If a program mandates or prescribes a particular course of study for a degree concentration, then this standard area **IS** applicable. For example, students take a common core of tourism and hospitality courses, but then must choose a degree concentration between lodging management, event management, or restaurant management for the remainder of their major courses. If a program has tourism and hospitality free electives that students can choose to take and there is not a prescribed set of courses that lead to a degree concentration, then this standard area **IS NOT** applicable.

**Standard Met or Not Met?**

**STANDARD AREA II: ADMINISTRATION AND GOVERNANCE**

II a. The Program is structured with sufficient operational independence (decision-making over curriculum and program offerings), consistent with the mission and objectives of the Institution, to enable the Program to achieve its mission successfully.

* The organizational structure and administrative chain of command allows the Program sufficient operational independence to function efficiently and operate effectively.

**Standard Met or Not Met?**

II b. The structure of the programmatic unit provides opportunity for effective leadership that promotes the objectives of the programmatic unit.

* The organizational structure allows and encourages effective leadership in promoting the objectives of the programmatic unit.
* The institution understands and supports the objectives of the Program.
* Effective communication between and among administration, staff, faculty, and students is present.

**Standard Met or Not Met?**

II c. Courses that constitute the common core of knowledge in hospitality are under the administrative prerogative of the Hospitality Program.

**Standard Met or Not Met?**

**STANDARD AREA III: PLANNING**

III a. There is evidence of the following:

* + Strategic Plan (The strategic plan must include: a) current mission, vision and values; b) goals; c) measureable objectives; d) target dates for accomplishment of objectives; e) designation of primary person or organizational unit responsible for attainment of objectives; and f) a strategic plan status report (see sample template on the following page).
  + Curriculum Review Process (Documentation of course additions, deletions, and modifications; updated degree plans; and other evidence of curriculum improvement and faculty ownership. This documentation shall include summary information about the sources of input (e.g., faculty, students, and professionals).

**Standard Met or Not Met?**

III b. There is evidence that planning documents are in alignment with the parent institution and the results used for programmatic changes.

**Standard Met or Not Met?**

III c. The Program periodically tracks its graduates and utilizes the information for planning.

* Evidence of a program alumni survey is present.

**Standard Met or Not Met?**

III d. There is evidence that the Program obtains significant input from additional stakeholders including, faculty, students, and industry partners for planning.

* Evidence such as faculty meeting minutes, advisory board meeting minutes, senior exit interviews, focus groups or surveys are present.

**Standard Met or Not Met?**

**STANDARD AREA IV: CURRICULUM**

IV a. The curriculum must provide students not only with a common body of knowledge in hospitality administration/management but also with opportunities for students to receive exposure to critical thinking skills as well as a broad education and awareness of values, skills, and attitudes that will prepare them for responsible citizenship roles in business and society.

* General Education Academic Experience – Discuss how you satisfy your institutional, state, and/or your regional/national accreditation requirements on general education in the following areas:
  + natural and physical sciences
  + social sciences
  + communication including both oral and written form
  + arts and humanities
  + quantitative reasoning

* Hospitality Academic Experience - Provide the course number and name that satisfies the following content areas:
  + overview of the hospitality industry and the profession
  + the operations relative to lodging management
  + the operations relative to food service management
  + human resources
  + the marketing of goods and services
  + accounting procedures/practices
  + the legal environment
  + the economic environment
  + management information systems
  + organizational theory and foundations of management

The following additional content areas may or may not be covered in 2 year program, but must be covered in a 4 year program.

* + - facility operations maintenance and management
    - financial management
    - ethical considerations and socio-political influences affecting organizations
    - provisions for allowing students to develop a depth of knowledge or a broad exposure to the diverse segments of the industry
    - strategic management
    - leadership theory
    - provision for an evaluative culminating experience
* Field Experience
  + Relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision by the industry and the academic program.
    - Detail the objectives of the field experience and how they support the program learning outcomes.
    - Detail the structure of the field experience – discuss:
    - Credit or noncredit bearing
    - Number of hours required
    - Paid or unpaid
    - Methods of monitoring
    - Methods of assessment
    - Relationship between the Program and industry partners

**Standard Met or Not Met?**

IV b. The curriculum is designed to

* Meet the Program’s mission and learning outcomes.
* Follow a sequential and logical progression in coursework.
* Include an appropriate mix of theoretical and applied experiences.
* Provide flexibility in hospitality elective offerings.
* Permit advanced course work in hospitality subject areas.

**Standard Met or Not Met?**

IV c. In curricula designed with more than one area of concentration, specialization, or emphasis that are within the control of the Program, including distance education, the requirements and learning outcomes of each are clearly distinguished.

**Standard Met or Not Met?**

IV d. For each course offered specifically by the degree or under the prerogative of the Program, there is a detailed and organized syllabus.

* The syllabus contains the course learning outcomes (CLO’s) written in a measurable taxonomy.
* The syllabus contains the linkage between course learning outcomes and program learning outcomes.
* The syllabus contains a timeline of the subject matter covered, learning activities and methods of assessment.

**Standard Met or Not Met?**

IV e. In the event that the Program involves any relationship (internships/co-ops, shared services) with organizations outside of the institution, such a relationship must include a written agreement defining the learning activity and responsibilities involved and assuring that the relationship is consistent with the mission of the Program.

**Standard Met or Not Met?**

**STANDARD AREA V: ASSURANCE OF STUDENT LEARNING**

V a. There is evidence that the Program maintains an ongoing and up-to-date assessment plan for all Program learning outcomes.

**Standard Met or Not Met?**

V b. There is evidence that there are both direct and indirect metrics used for assessment and they are suitable and appropriate for their intended use.

**Standard Met or Not Met?**

V c. There is evidence that both formative and summative measurement tools exist to collect data used to evaluate achievement of established metrics.

**Standard Met or Not Met?**

V d. There is evidence to demonstrate that results of the assessment plan are used to improve curricula that support students in achieving Program learning outcomes.

**Standard Met or Not Met?**

**STANDARD AREA VI: INSTRUCTIONAL RESOURCES**

VI a. The faculty is numerically sufficient to achieve the objectives of the Program and to perform the responsibilities assigned to it: instruction, advisement, academic planning, curricular development, and program direction.

**Standard Met or Not Met?**

VI b. The preparation and qualifications of all members of the instructional staff are suited to the field and level of their assignments. Those in conventional academic fields hold advanced academic degrees or present evidence of scholarship or creative achievement appropriate to their positions; those in professional or technical fields have equally appropriate preparation and attainments.

**Standard Met or Not Met?**

VI c. Professional, clerical, and paraprofessional staff members are available and adequate to assist instructional faculty in materials preparation, supervision, tutoring, and other general tasks.

**Standard Met or Not Met?**

VI d. Conditions of service, including appointment, promotion, salary, workload, etc. are equitable and administered ethically.

* The Program clearly defines the duties and responsibilities of the individual faculty members.
* The conditions of service for faculty, including policies and procedures on tenure and promotion, workload, salary, etc. are defined and discussed.

**Standard Met or Not Met?**

VI e. The faculty is substantively involved in curricular development and evaluation and in the formulation of academic policies and practices.

**Standard Met or Not Met?**

VI f. Mechanisms are in place and regularly utilized for evaluating full- and part-time faculty teaching effectiveness and effectiveness in career and academic advisement.

* Describe the mechanisms in place for evaluating teaching effectiveness and the frequency by which they occur.
* Describe the mechanisms used to evaluate effectiveness of faculty in career and academic advisement and the frequency by which they occur.

**Standard Met or Not Met?**

VI g. There is an appropriate balance between full- and part-time faculty to enable the Program's objectives to be realized.

**Standard Met or Not Met?**

VI h. Members of the faculty (full- and part-time) demonstrate continuous professional growth, productivity, and enhancement of experience in their areas of expertise.

**Standard Met or Not Met?**

VI i. There is evidence that the professional development of the faculty (full- and part-time) is encouraged, supported, and evaluated.

**Standard Met or Not Met?**

**STANDARD AREA VII: STUDENT SUPPORT SERVICES**

VII a. Accurate and clearly stated information about admission, progression, retention, dismissal, and graduation requirements is available in written form and on-line. These requirements meet or exceed the minimum standards of the parent institution.

* Describe how the Program communicates to its students concerning its academic policies and procedures. This would include information about the program's admission, progression, retention, dismissal, and graduation requirements.
* Describe, if applicable, the Program's policies and procedures governing the number of hours a student can receive credit for activities outside the classroom such as life experience, fieldwork, directed study, etc.

**Standard Met or Not Met?**

VII b. Transfer credit is granted for courses taken at another institution only when the course work and the level of the transfer applicant’s achievement permits the student to complete satisfactorily the remaining upper division professional course work.

* Describe the Program's transfer/change of major policies and practices from both within the institution and from another institution.

**Standard Met or Not Met?**

VII c. Opportunities for appropriate and confidential academic advising and counseling are available to all students.

**Standard Met or Not Met?**

VII d. Opportunities exist for students to receive exposure to career preparation services.

* Describe the efforts of the Program to enable the student to develop an awareness of the values and norms of the hospitality industry.
* Discuss any career symposiums with hospitality industry or career fairs available.
* Discuss whether there is a career advisement and placement center and if the services offered appropriate and adequate to serve the mission of the Program and the needs of the students.

**Standard Met or Not Met?**

VII e. Effective procedures exist to assure the reasonable progress of students toward meeting stated graduation requirements.

* Describe the policies and procedures for developing and maintaining satisfactory records for each student in the Program. Document how this information is secured.

**Standard Met or Not Met?**

VII f. The Program maintains an active website that contains updated information including the program overview, mission and learning outcomes, professional placement, and student retention data as reported to ACPHA, faculty profiles, curricular offerings, and academic policies. Direct links to these informational items should reside on the Program landing page.

**Standard Met or Not Met?**

VII g. Support services are available for traditional students, non-traditional students, special needs students, and those students participating in distance education.

**Standard Met or Not Met?**

**STANDARD AREA VIII: PHYSICAL AND LEARNING RESOURCES**

VIII a. The Program has access to appropriate physical resources, such as classroom space, office space, and facilities, and equipment in order to satisfactorily meet the Program’s mission, and learning outcomes.

Commentary

These may include facilities for experiential learning in food and beverage, housekeeping, property management or design, etc., and must be of adequate size relative to enrollment in the Program. Laboratory (e.g., kitchen) experiences shall take place in facilities that are approved by federal, state, and local agency codes and have sufficient experienced personnel and adequate equipment to enable the Program's outcomes to be satisfied and to ensure student safety. Classroom multi-media teaching equipment and materials are appropriate and adequate to meet the needs of both the faculty and the students. Offices are available for the Program Administrator, faculty, and staff as needed. Every effort is made to ensure that those who are involved with student counseling and advisement have access to quarters that provide privacy and ensure confidentiality.

**Standard Met or Not Met?**

VIII b. Physical resources and facilities are equitably available for daytime, evening, and distance sessions and are located so that each student or group of students has access to them.

* If off campus facilities are used for programmatic instruction, describe the contractual obligations involved in retaining the use of these facilities.

**Standard Met or Not Met?**

VIII c. Appropriate learning resources and facilities (libraries) are available to support the Program’s outcomes.

**Standard Met or Not Met?**

VIII d. The library access system (including technical and non-technical reference materials, books, journals, and online databases) reflects the current needs of both the students and faculty in meeting the Program’s mission and outcomes.

* Describe the extent that faculty and students involved in the formulation and implementation of library policies and procedures in the selection of learning resources.

**Standard Met or Not Met?**

**STANDARD AREA IX: FINANCIAL RESOURCES**

IX a. Financial resources are sufficient to support the educational objectives and meet contractual obligations.

**Standard Met or Not Met?**

IX b. Evidence indicates the Program has sufficient financial stability to enable it to continue to meet its contractual obligations and achieve its educational objectives over a reasonable future period.

* Discuss where there are any current significant financial problems that will affect the Program's ability to achieve its mission and outcomes over the next five years. The commentary should identify any assumptions such as enrollment trends, retention rates, and consolidation of programs or other significant factors on which expectations are based.

**Standard Met or Not Met?**