**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 7/13/2021***

**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 objectives 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**

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).

**Key Element Met or Not Met?**

I b. The Program mission statement is documented in printed materials and electronic domains.

**Key Element 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), is consistent with the mission and objectives of the Institution and enables 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.

**Key Element Met or Not Met?**

II b. The hospitality unit maintains a governance system that facilitates the accomplishment of its mission and objectives.

**Key Element Met or Not Met?**

II c. The Program has access to the course concepts, regardless of administrative location of the course, that have been determined to meet the common core of knowledge in hospitality.

**Key Element 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) measurable 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.

**Key Element Met or Not Met?**

III b. There is evidence of the following:

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.

**Key Element Met or Not Met?**

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

**Key Element Met or Not Met?**

III d. The Program tracks graduates within the first five years of graduation to seek feedback on programmatic activities at least once during every accreditation cycle and utilizes the information in the planning process. Note: this standard is required for four-year programs and optional (though strongly suggested) for two-year programs.

**Key Element Met or Not Met?**

III e. 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.

**Key Element Met or Not Met?**

**STANDARD AREA IV: CURRICULUM**

IV a. The curriculum must provide students with a common body of knowledge in hospitality administration/management. The Curriculum should be designed to

* Meet the Program’s mission and ACPHA Program Learning Outcomes.
* follow a sequential and logical progression in coursework.
* Include an appropriate mix of theoretical and applied experiences.
* Provide flexibility in hospitality course offerings.

For the purpose of this self-study, the required curricular elements are organized around the five ACPHA Program Learning Outcomes listed below.

Required Curricular Elements Within Each ACPHA Program Learning Outcome

1. Identify and apply the knowledge and skills necessary for hospitality and tourism operations

* Overview of the hospitality industry, guest experience, and the profession
* Operations relative to lodging management
* Operations relative to food service management
* Relationship of tourism to hospitality management
* Field experience

\* Required only for four-year programs

* Operations relative to facility maintenance and management \*
* Allow students to develop a depth of knowledge or a broad exposure to the diverse segments of the industry \*
* An evaluative culminating/capstone experience \*

2. Develop and integrate a core set of business skills necessary to successfully operate a hospitality and tourism organization

* Marketing of goods and services relative to business operations
* Accounting procedures/practices relative to business operations
* Legal environment relative to business operations
* Economic environment relative to business operations
* Technology relative to business operations
* Organizational theory and foundations of management

\* Required only for four-year programs

* Financial management relative to business operations \*
* Ethical considerations and socio-political influences affecting organizations \*
* Strategic management relative to business operations \*
* Leadership theory relative to business operations \*

3. Demonstrate competence in the communication skills necessary for hospitality and tourism management

* Written communication skills required for hospitality and tourism management
* Oral communication skills required for hospitality and tourism management
* Interpersonal communication skills required for hospitality and tourism management
* Digital communication skills required for hospitality and tourism management

4. Formulate business decisions in hospitality and tourism management

* Analytical skills required for hospitality and tourism management
* Critical thinking skills required for hospitality and tourism management
* Problem solving skills required for hospitality and tourism management

5. Evaluate leadership principles necessary in the diverse and global hospitality and tourism industry

* Leadership skills necessary to effectively manage in the hospitality industry
* Relationship between ethical leadership, culture, and performance
* Exposure to internal and external stakeholders from diverse backgrounds and cultures

**Key Element Met or Not Met?**

IV b. Each student will complete a relevant field experience. The field experience is an operational and/or management experience in some facet of the hospitality industry, with guidance and supervision by the industry and the academic program. It may be approved work experience or an authorized internship, but the experience must be in the industry, not part of a laboratory experience.

* The objectives of the field experience support the program learning outcomes.
* The field experience is structured in such a way that its objectives are achieved. Include the following as part of the response.
* Credit or noncredit bearing
* Number of hours required
* Paid or unpaid
* Methods of monitoring
* Methods of assessment
  + - * + 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.

**Key Element Met or Not Met?**

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

**Key Element Met or Not Met?**

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

V a. ACPHA Program Learning Outcomes are documented in printed materials and electronic domains for each degree program

**Key Element Met or Not Met?**

V b. The Program maintains an ongoing and up-to-date assessment plan for the ACPHA Program Learning Outcomes (see sample template on the following page).

**Key Element Met or Not Met?**

V c. Both direct and indirect metrics used for assessment, and they are suitable and appropriate for their intended use.

**Key Element Met or Not Met?**

V d. Both formative and summative measurement tools exist to collect data used to evaluate achievement of established metrics.

**Key Element Met or Not Met?**

V e. Results of the assessment plan are used to improve curricula that support students in achieving Program learning outcomes.

**Key Element Met or Not Met?**

**STANDARD AREA VI: INSTRUCTIONAL RESOURCES**

VI a. The program maintains sufficient full and part-time faculty to achieve the objectives of the Program, including instruction, advisement, academic planning, and curricular development.

**Key Element 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.

**Key Element 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.

**Key Element 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.

**Key Element 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.

**Key Element Met or Not Met?**

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

**Key Element Met or Not Met?**

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

**Key Element Met or Not Met?**

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

**Key Element 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.

**Key Element 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.

**Key Element Met or Not Met?**

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

**Key Element 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.

**Key Element 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.

**Key Element 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 annually, faculty profiles, curricular offerings, and academic policies. Clear and direct links to these informational items should reside on the Program landing page.

**Key Element Met or Not Met?**

VII g. Support services are available for traditional students, non-traditional students, special needs students, international students, and online students.

**Key Element Met or Not Met?**

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

VIII a. The Program has access to appropriate physical resources for in-person, hybrid, and online programming, such as classroom space, office space, and facilities, equipment, and technology.

**Key Element Met or Not Met?**

VIII b. The Program has access to appropriate resources and support for online/distance/virtual programming, such as equipment, technology, and broadband access in order to satisfactorily meet the Program’s mission and learning outcomes.

**Key Element Met or Not Met?**

VIII c. The library access system (including technical and non-technical reference materials, books, journals, and databases) is easily accessible and reflects the current needs of not only in-person and online students but also faculty in meeting the Program’s mission and outcomes.

**Key Element Met or Not Met?**

**STANDARD AREA IX: FINANCIAL RESOURCES**

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

**Key Element 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.

**Key Element Met or Not Met?**