

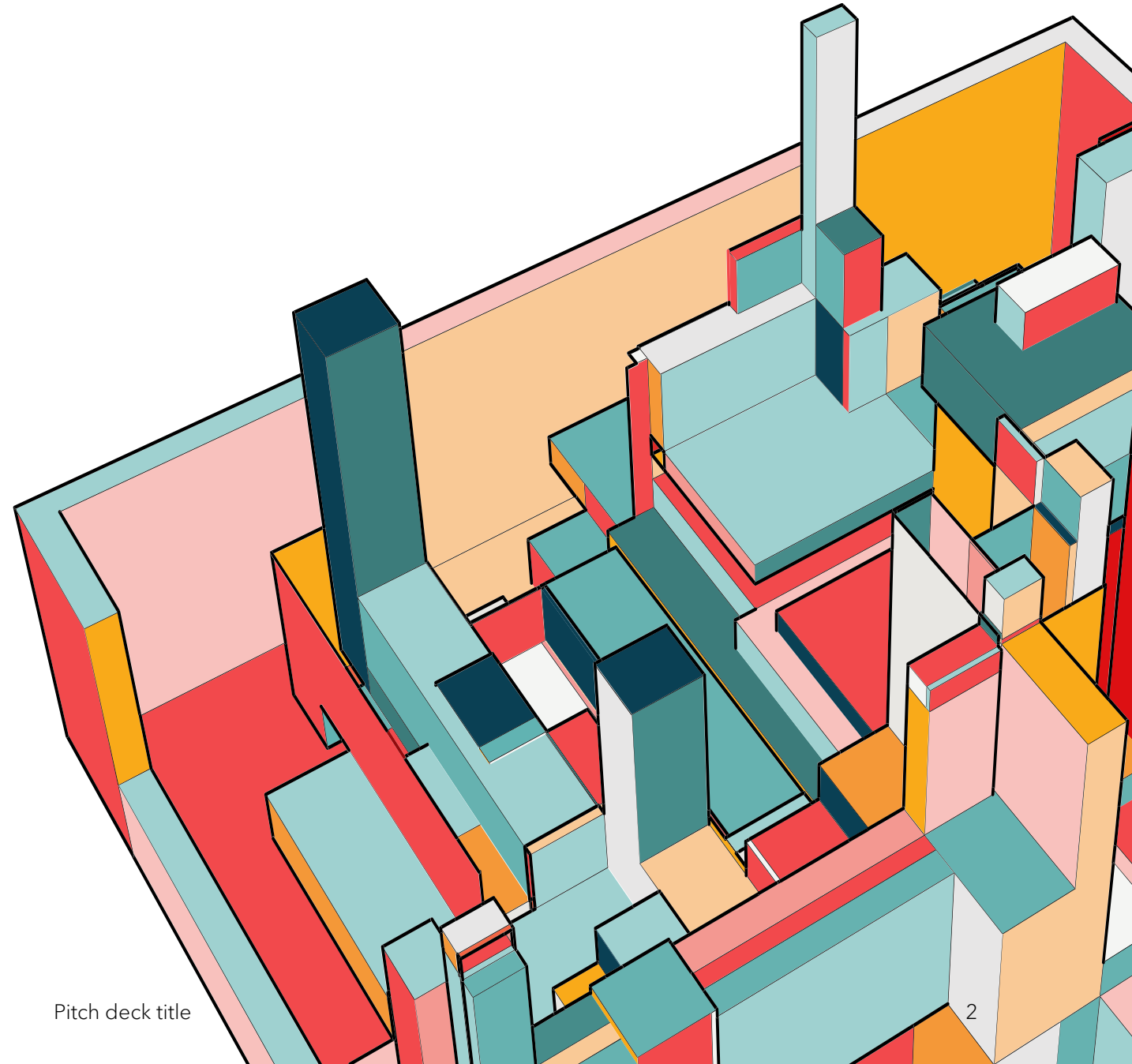


ACPHA SELF-STUDY STANDARDS I, II, III TRAINING

Presented by former ACPHA Commissioner
Derek Allen

AGENDA

- Why a self-study is important
- Overview of the Self-Study
- Timeline of the Self-Study
- Standard I
- Standard II
- Standard III



IMPORTANCE OF THE SELF-STUDY

IMPORTANT REPORT

The Self-Study Report is the first and arguably most significant endeavor in the accreditation process.

MAJOR TASK

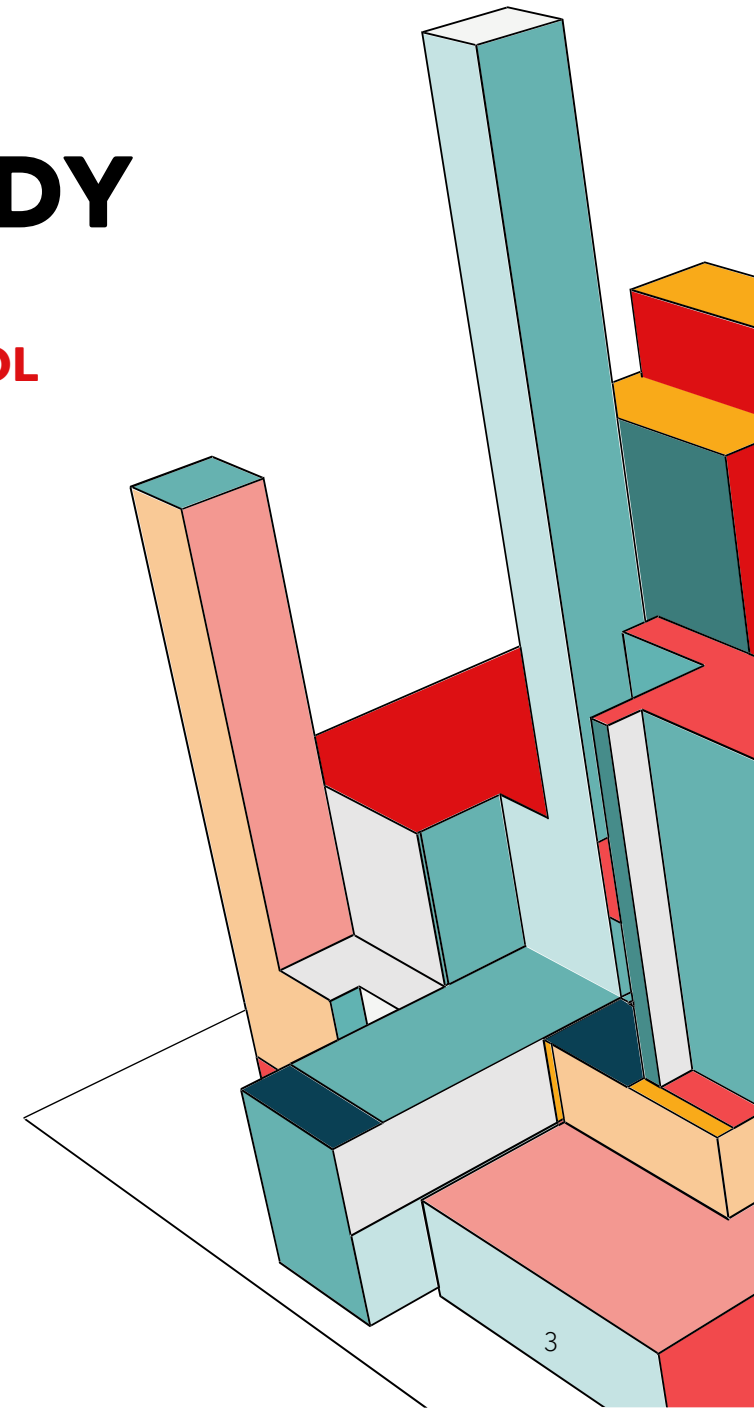
The Self-Study process is a major undertaking rather than a superficial review of the Program.

ASSESSMENT/BENCHMARKING TOOL

It serves as an opportunity for all associated with the Program to engage in a process of serious self-assessment and to benchmark itself against nationally acknowledged quality indicators.

EVALUATION

The resulting Self-Study Report is used by the visitation team as a crucial document in the Commission's evaluation of the Program.





OVERVIEW OF THE SELF-STUDY

THE SELF-STUDY REPORT PRESENTS CLEAR AND CONCISE EVIDENCE OF COMPLIANCE WITH EACH OF THE STANDARDS IN ORDER TO BECOME ACCREDITED BY ACPHA AND ALSO SERVES AS A MECHANISM FOR CONTINUAL IMPROVEMENT AND ASSESSING THE EFFECTIVENESS OF THE PROGRAM. IN DOING SO, A PROGRAM WILL DOCUMENT THE CURRENT COMPETENCE IN ACHIEVING COMPLIANCE TO THE STANDARDS IN THE FOLLOWING AREAS: **MISSION, ADMINISTRATION AND GOVERNANCE, PLANNING, CURRICULUM, ASSURANCE OF STUDENT LEARNING, INSTRUCTIONAL RESOURCES, STUDENT SUPPORT SERVICES, PHYSICAL AND LEARNING RESOURCES AND FINANCIAL RESOURCES.**

I. MISSION

IA. 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.



A 1. State the University, College, School and Program mission statements.



A 2. The Program mission statement is appropriate for higher education.



A 3. Demonstrate how the Program mission flows from the institutional mission(s).

EXAMPLE

THE SCHOOL OF HOSPITALITY
MANAGEMENT & CULINARY ARTS
PROVIDES STUDENTS FROM DIVERSE
BACKGROUNDS WITH INNOVATIVE,
APPLIED, AND QUALITY EDUCATION IN
PREPARATION FOR LEADERSHIP ROLES IN
HOSPITALITY, TRAVEL/TOURISM,
HOTEL/LODGING, NUTRITION, CULINARY
ARTS, BAKING, PASTRY ARTS, AND
RESTAURANT MANAGEMENT.
COLUMBUS STATE COMMUNITY COLLEGE-
DEPARTMENT MISSION

TO EDUCATE AND INSPIRE,
PROVIDING OUR STUDENTS WITH
THE OPPORTUNITY TO ACHIEVE
THEIR GOALS.

**COLUMBUS STATE COMMUNITY
COLLEGE-MISSION**

THREE KEY ELEMENTS TO A MISSION STATEMENT

DESCRIPTION

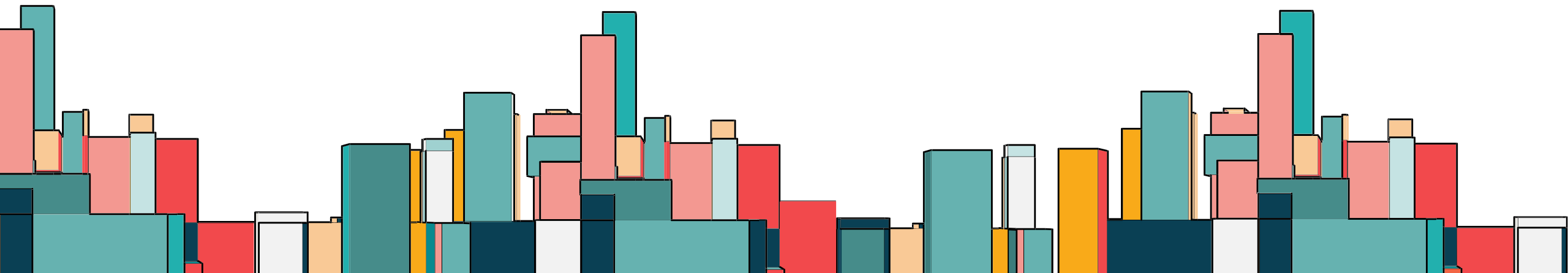
Basic Description of the
dept/college/university

PURPOSE

Purpose of the
dept/college/university

GOALS

Goal(s) of the
dept/college/university



APPROPRIATE FOR HIGHER EDUCATION:

CAREER FOCUSED

SENSE OF PURPOSE FOCUSED

LEARNING FOCUSED

GOAL ACHIEVEMENT FOCUSED

ADVANCEMENT FOCUSED

BETTER OPPORTUNITIES FOCUSED





FLOW FROM INSTITUTIONAL MISSION

IS THERE A DIRECT RELATIONSHIP FROM THE INSTITUTIONAL MISSION TO THE COLLEGE/DEPARTMENT MISSION?

1B. WHERE IS THE MISSION LOCATED?



WEBSITE

Department/College
website (easy to
locate?)



ACCESSIBLE

On the Bulletin
Board?

In the Learning
Management
System?



HAND-OUTS

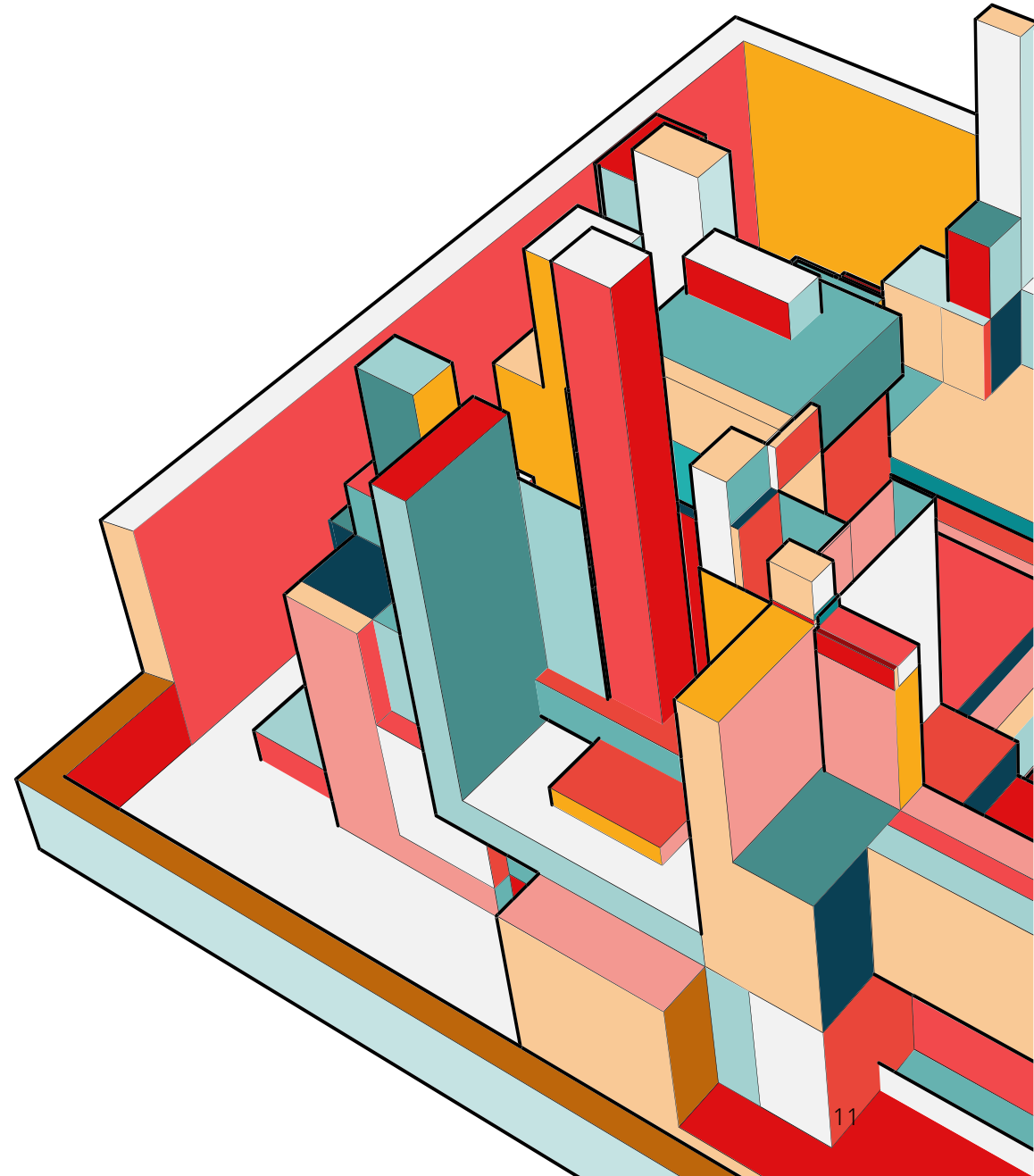
On the
brochure?

On the syllabus?

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.

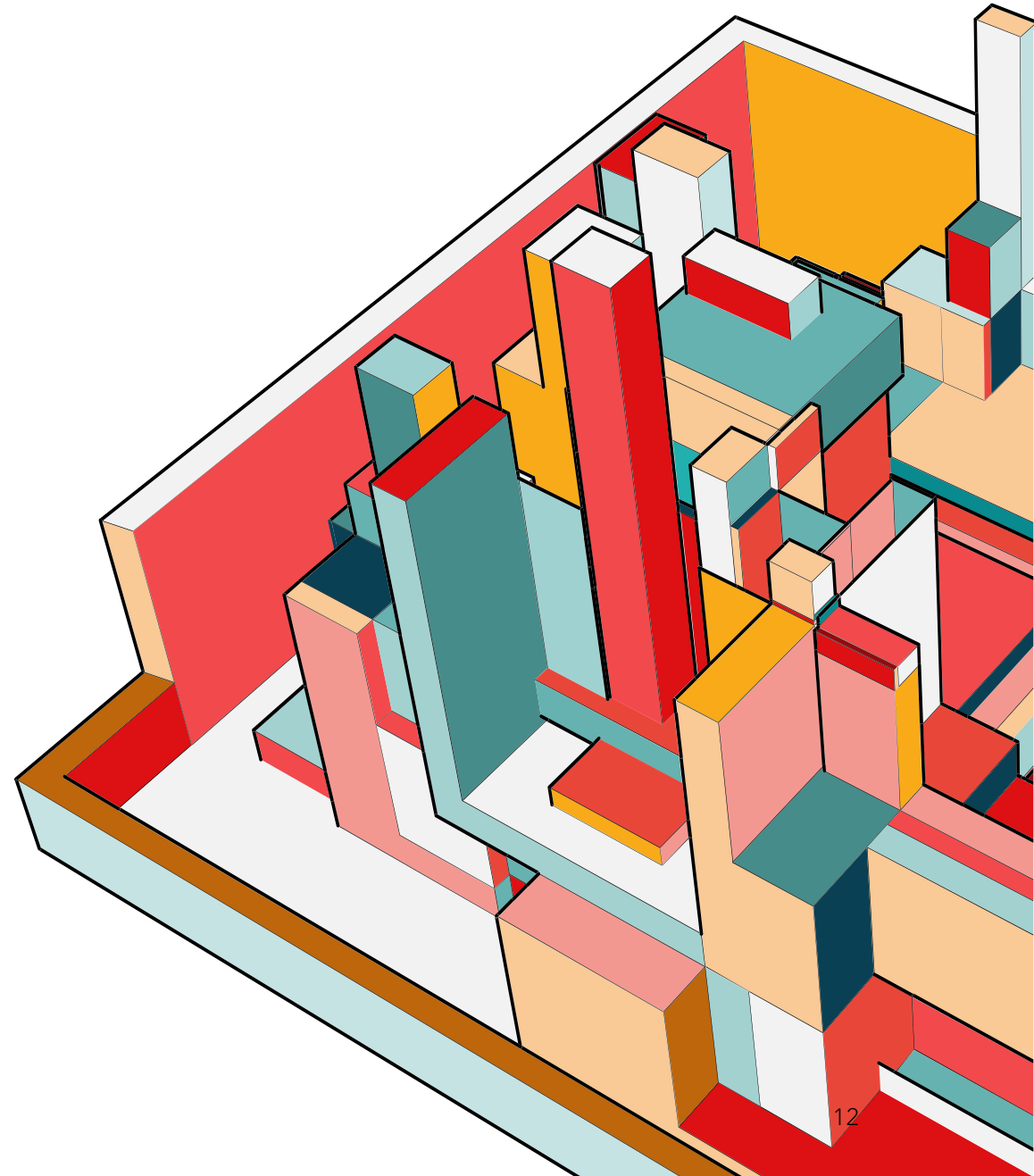
- **The organizational structure and administrative chain of command allows the Program sufficient operational independence to function efficiently and operate effectively.**
- **Is there evidence of effective communication between and among administration, staff, faculty, and students?**



STANDARD AREA II: ADMINISTRATION AND GOVERNANCE

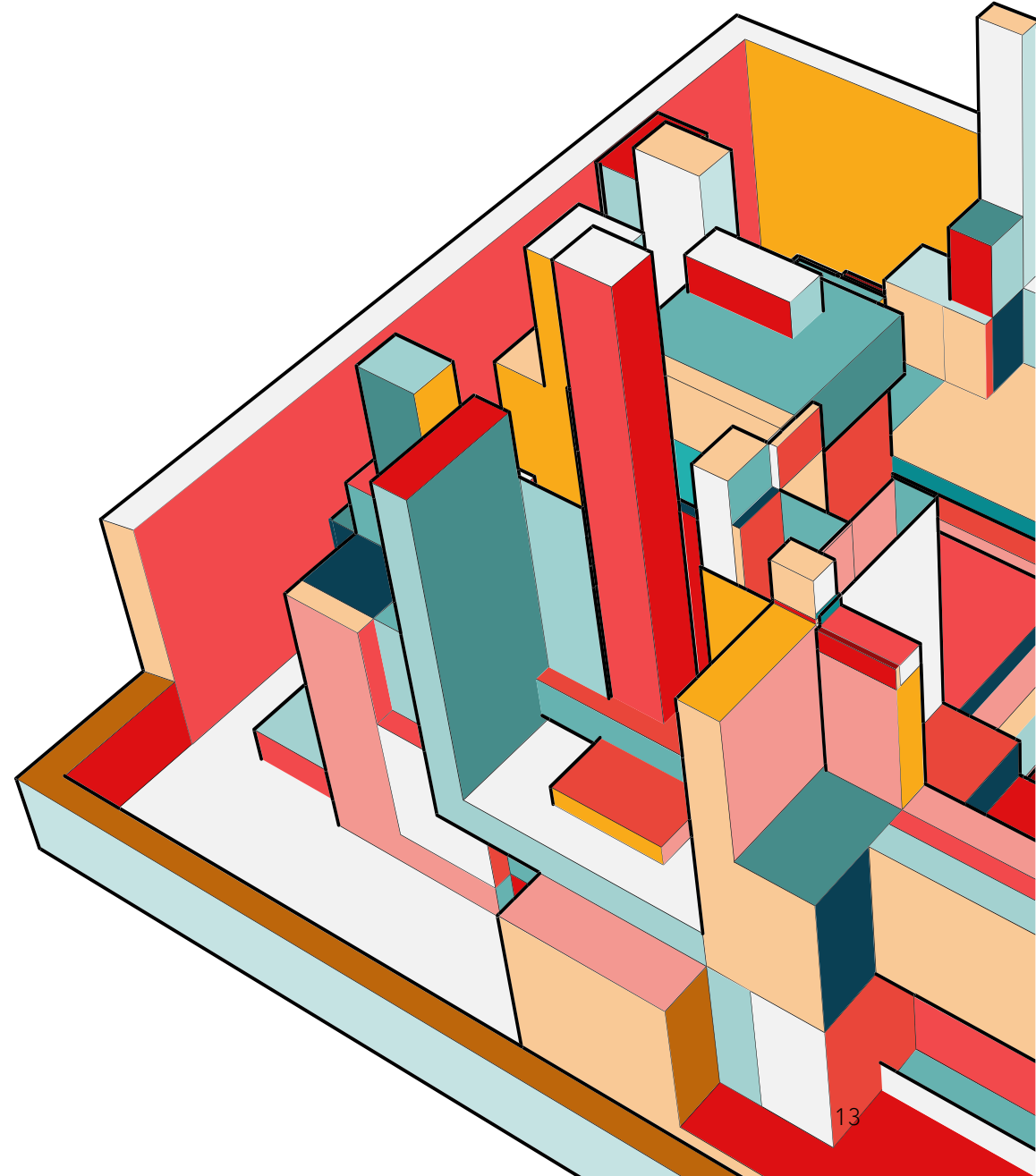
II a.

- Organizational Chart that is well defined and demonstrates not only college/department, but from the President, to Provost, to Vice Presidents, to Deans etc.
- Does the chain of command allow for independence to operate efficiently and effectively in areas such as:
 - Budget Decisions
 - Hiring Needs
 - Curriculum
 - Textbook selection
 - Class Scheduling
 - Degree and Certificate Options
 - Advisory Board
 - Etc.



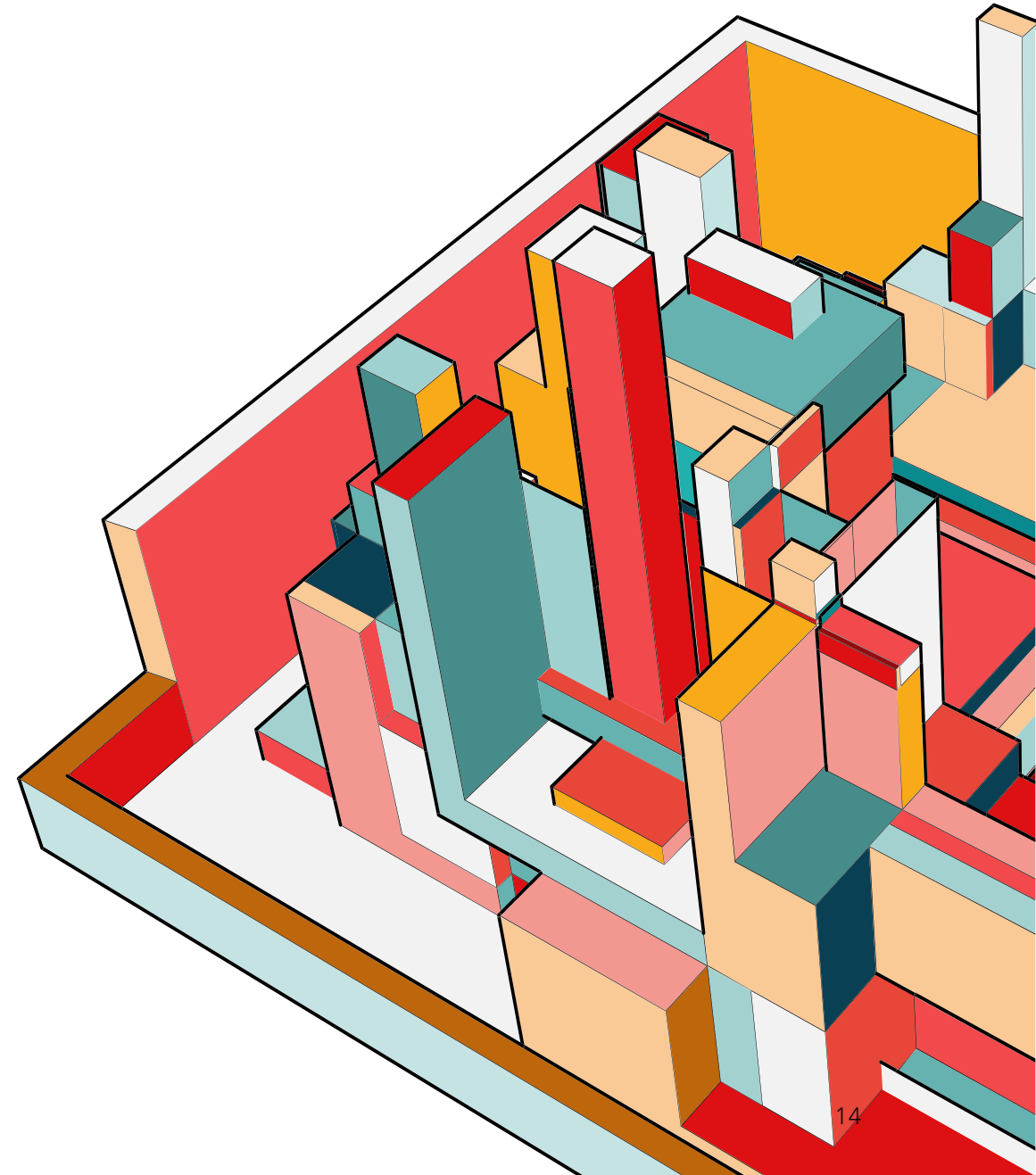
II B. THE HOSPITALITY UNIT MAINTAINS A GOVERNANCE SYSTEM THAT FACILITATES THE ACCOMPLISHMENT OF ITS MISSION AND OBJECTIVES.

- Division Specific Organizational Chart such as Dean to Chairperson/Director to Program Coordinator to Faculty to Adjuncts, Lab Coordinators, Admins, etc.
- Is there effective communication between the channels that reaches students
- How often are meetings held, and who attends them, and what's accomplished?
- How is information dissimilated from Top administration down?
- What is the governance structure such as faculty senate or other committees and how is information utilized to support the mission?



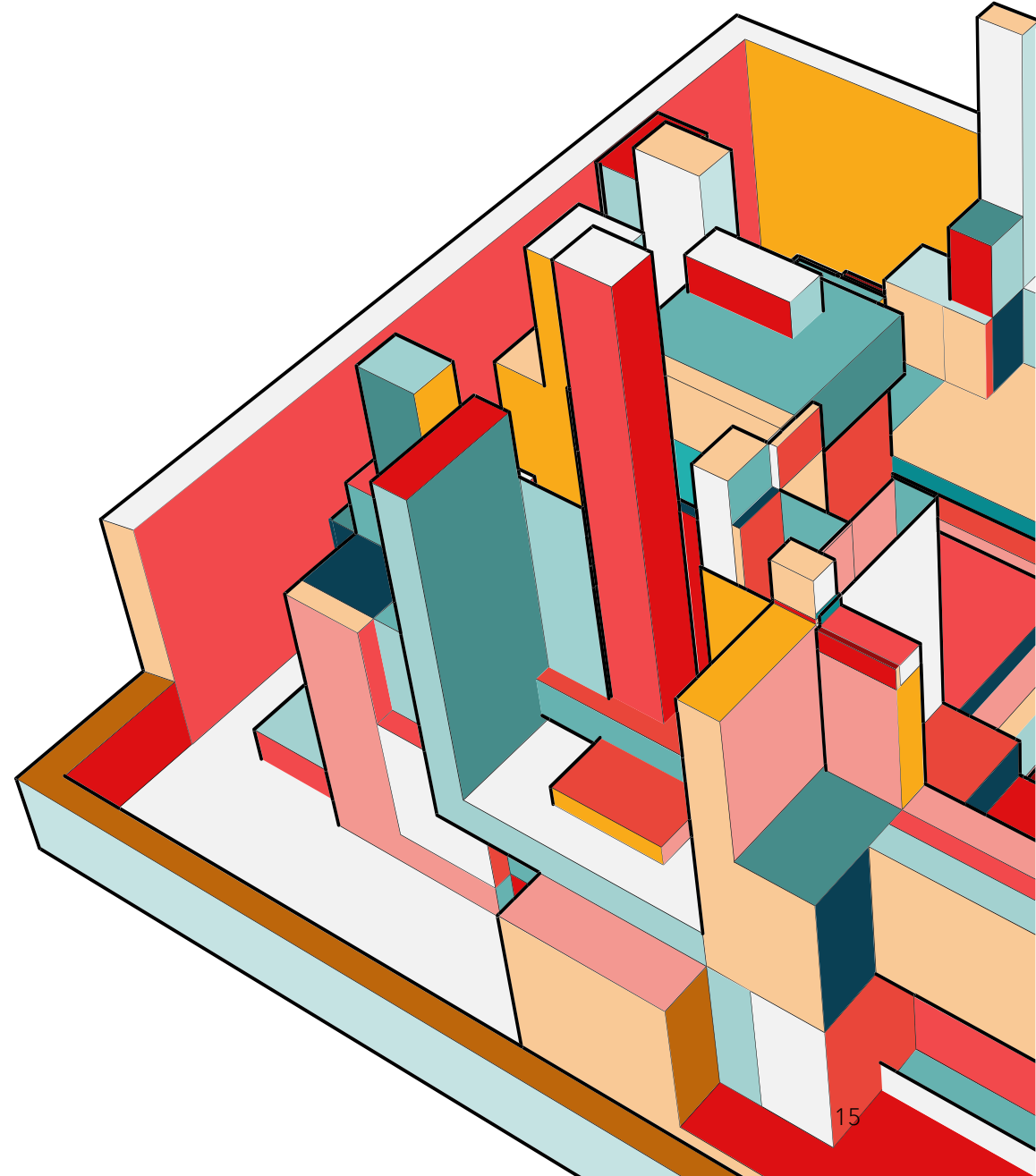
II B. THE HOSPITALITY UNIT MAINTAINS A GOVERNANCE SYSTEM THAT FACILITATES THE ACCOMPLISHMENT OF ITS MISSION AND OBJECTIVES. PART 2

- Advisory Board meetings and how is information relayed either up to dean, administration, etc. or even to students
- What are other ways that your college or university governs and or provides information that accomplishes the mission of the university, college, and or the department.



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.

- Are decisions that are made resting with the department or does another entity make decisions for the department. We know that the department may not have final say so, but we want to ensure that the common core of knowledge in hospitality is made by Hospitality Knowledgeable Individuals.
- Curriculum decisions
- Lab Policies
- Special Events
- Pre-requisites
- Program Learning Outcomes
- Etc.



STANDARD AREA III: PLANNING

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

EVIDENCE

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).

EVIDENCE

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

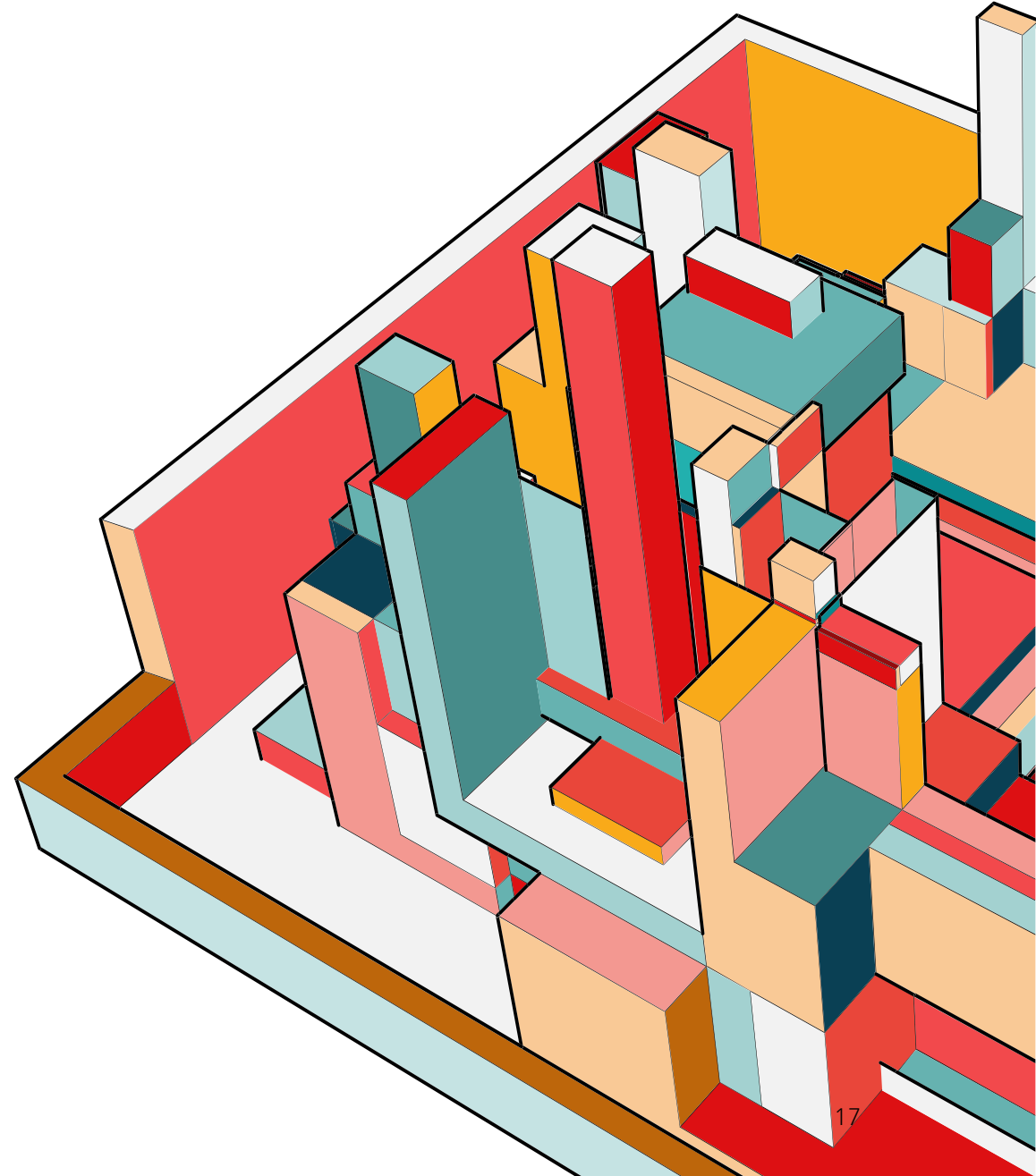
There is evidence that the Program obtains significant input from additional stakeholders including faculty, students, and industry partners for planning.

EVIDENCE

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.

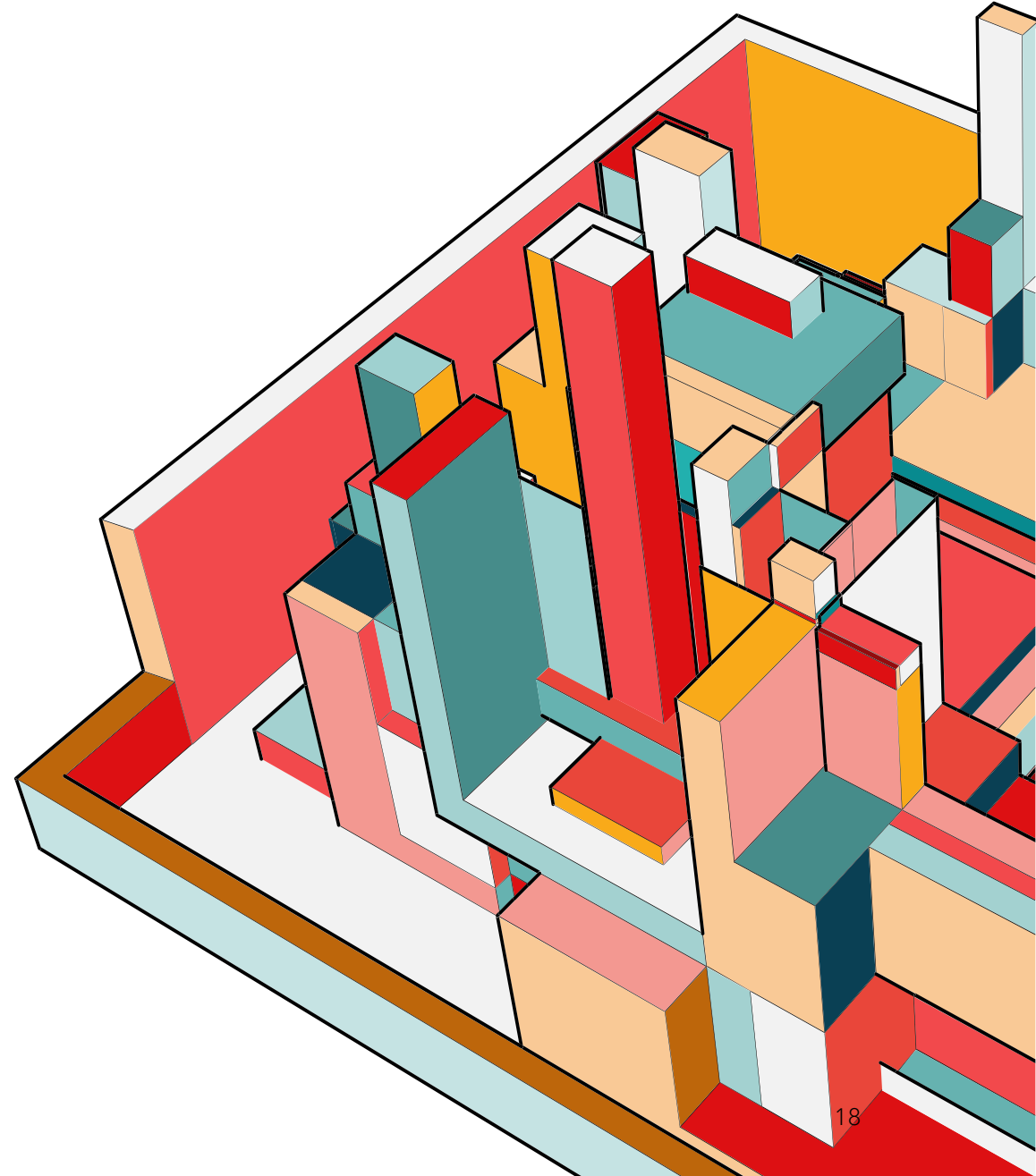
III A. THERE IS EVIDENCE OF THE FOLLOWING: STRATEGIC PLAN -

- It could 3year , 4year, 5year, etc. strategic plan but it 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
- f) a strategic plan status report



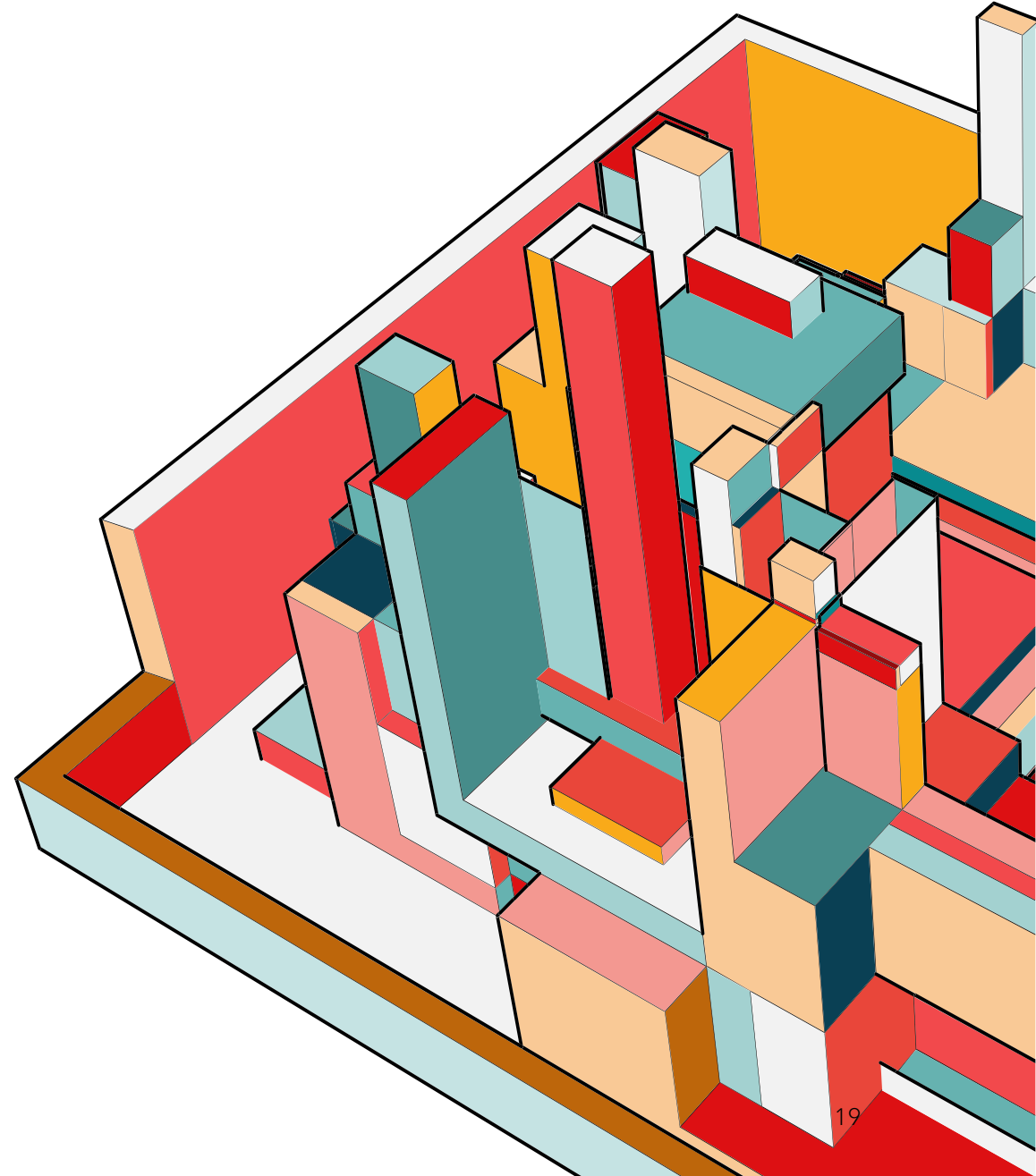
III B. CURRICULUM REVIEW PROCESS

- Documentation of course additions, deletions, and modifications (include summary information about the sources of input (e.g., faculty, students, and professionals)).
- Updated degree plans; and other evidence of curriculum improvement and faculty ownership (include summary information about the sources of input (e.g., faculty, students, and professionals)).



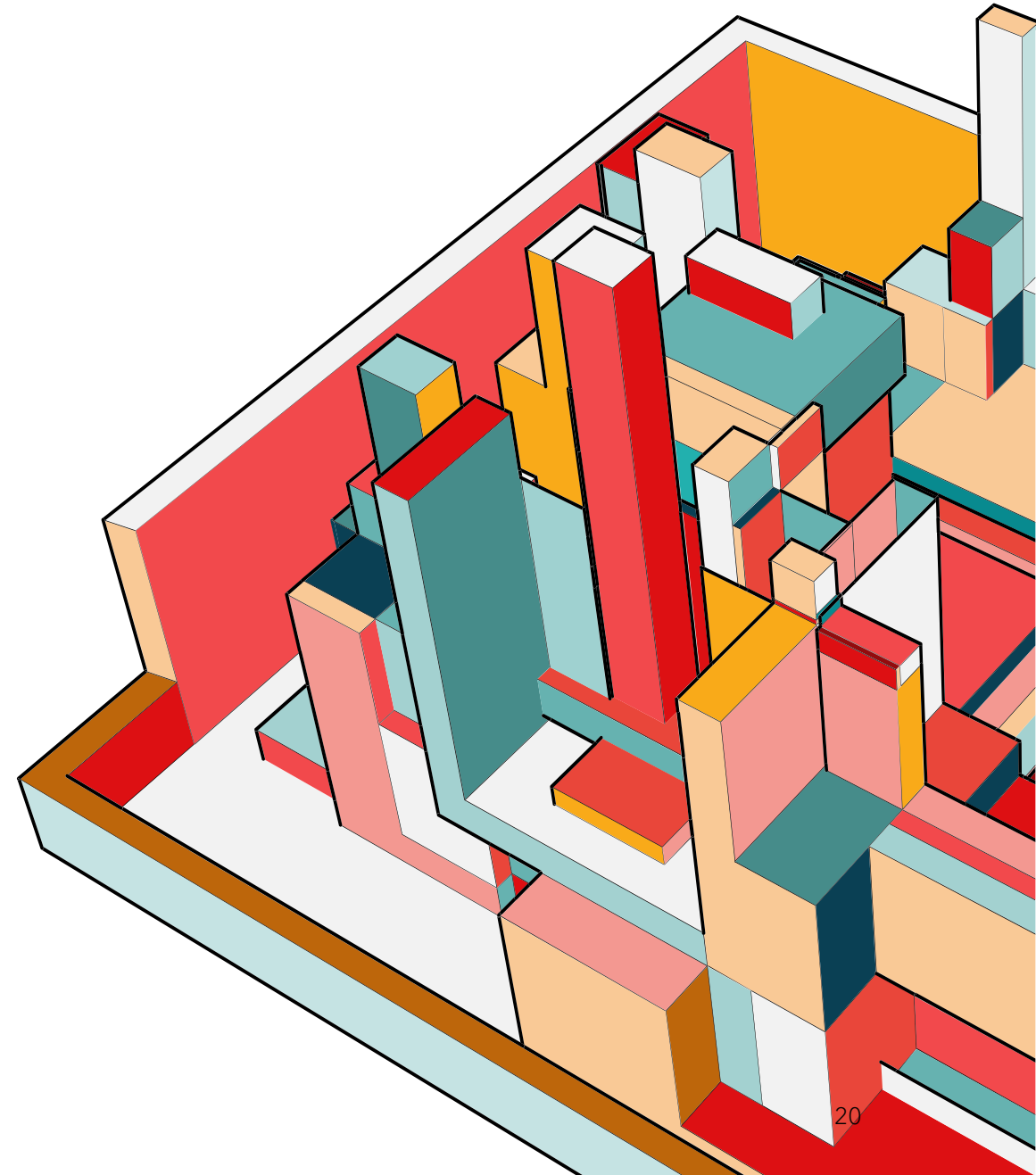
III C. PLANNING DOCUMENTS

- There is evidence that planning documents are in alignment with the parent institution and the results used for programmatic changes.
- Provide evidence that the program aligns with the mission and goals of the college.
- Provide data from your colleges Research, Analytics, and Reporting (RAR) office if you have one, and if not provide research and or data that supports the changes made.



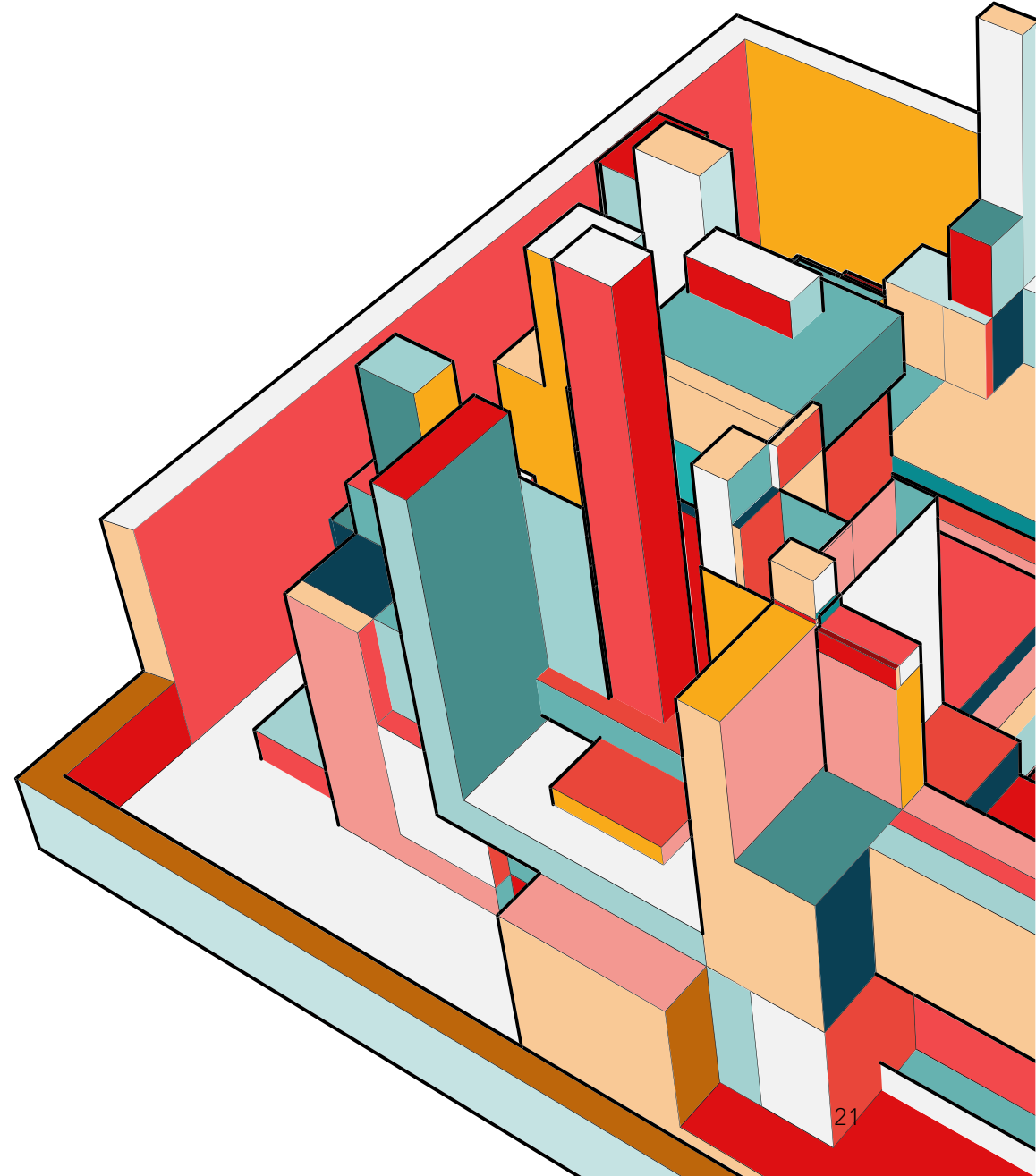
III D. TRACKING GRADUATES

- **The first five years of graduation to seek feedback on programmatic activities**
- **At least once during every accreditation cycle**
- **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.**
- RAR offices could assist (surveys)
- Alumni Chapter could assist (surveys)
- Career Services could assist (surveys)
- Items like Curriculum or PLO's could be survey topics



III E. THERE IS EVIDENCE THAT THE PROGRAM OBTAINS SIGNIFICANT INPUT FROM ADDITIONAL STAKEHOLDERS INCLUDING FACULTY, STUDENTS, AND INDUSTRY PARTNERS FOR PLANNING.

- **Evidence**
 - **Faculty meeting minutes**
 - **Advisory board meeting minutes**
 - **Graduate exit interviews**
 - **Focus groups or surveys**





THANK YOU

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