ACPHA SELF-STUDY STANDARDS IV, V, VI TRAINING

Presented by former ACPHA Commissioner

Derek Allen

AGENDA

- Brief Recap:
  - *Why a self-study is important*
  - *Overview of the Self-Study*
  - *Timeline of the Self-Study*
  - *Standard I*
  - *Standard II*
  - *Standard III*
- Standard IV
- Standard V
- Standard VI
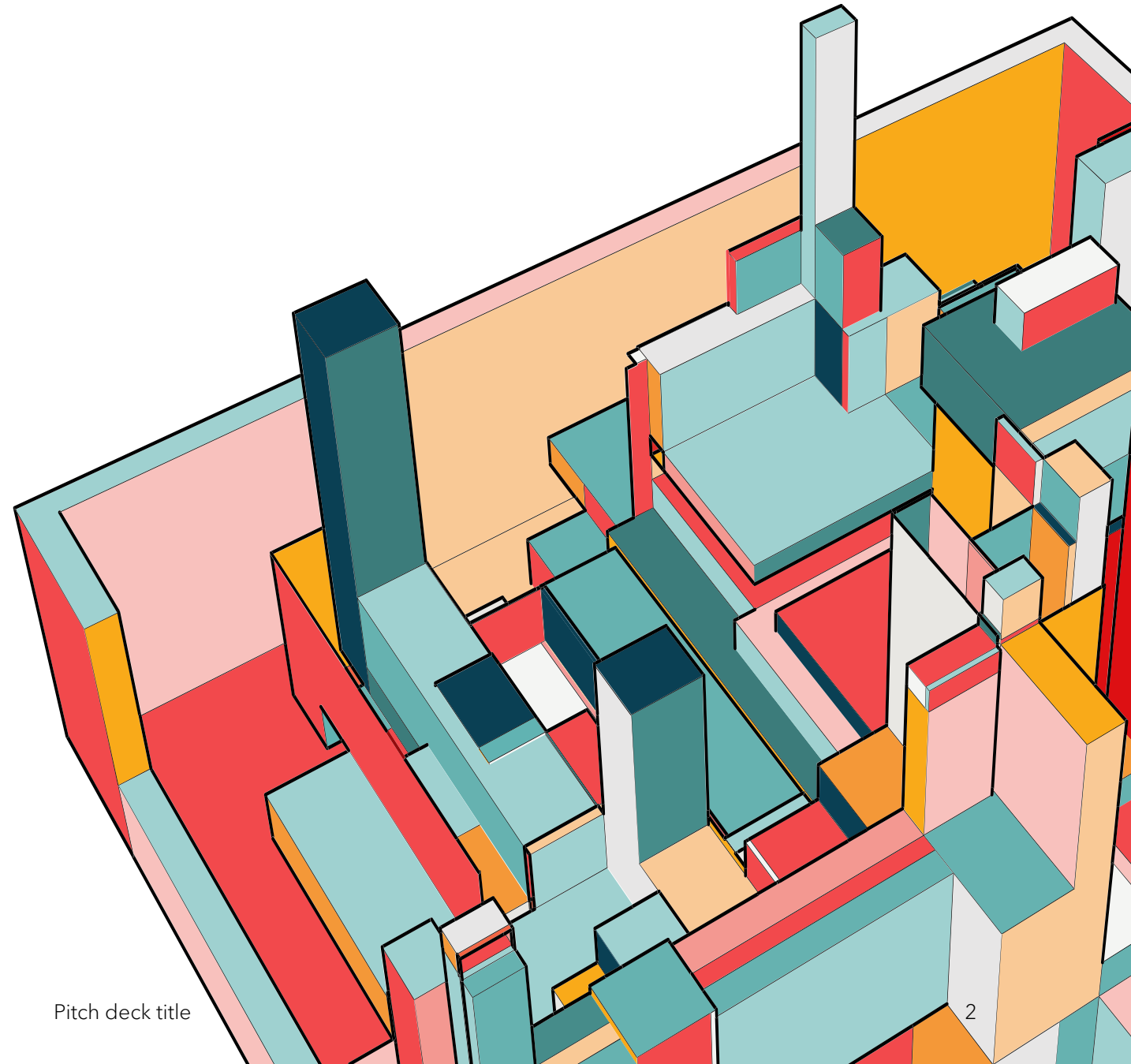
IMPORTANCE OF THE SELF-STUDY

IMPORTANT REPORT

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

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.

MAJOR TASK

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

EVALUATION

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

Pitch deck title
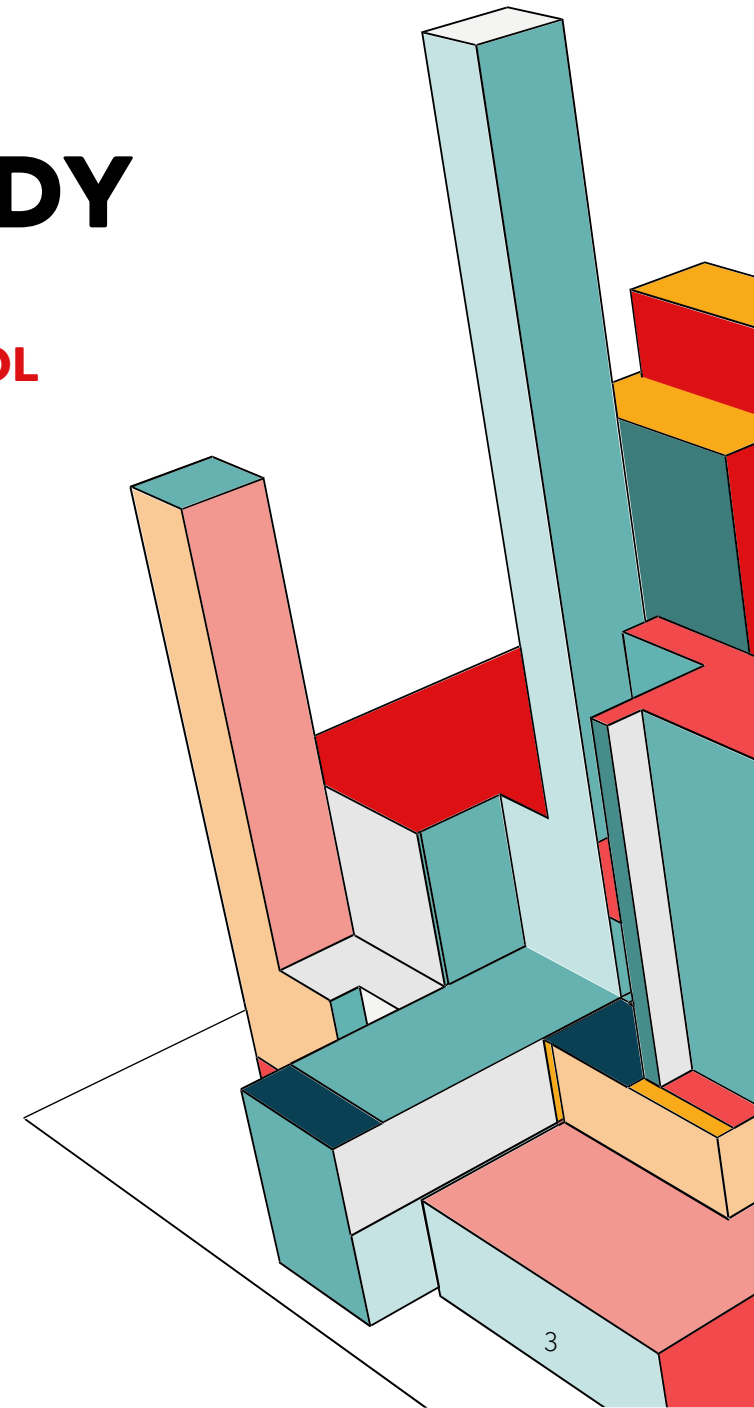
OVERVIEW OF THE SELF-STUDY

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.*

Pitch deck title

I. MISSION OVERVIEW

1A.

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

1B.

Mission Location:
- Website
- Accessibility
- Hand-Outs

2A.

The Program mission statement is appropriate for higher education.

3A.

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

Pitch deck title
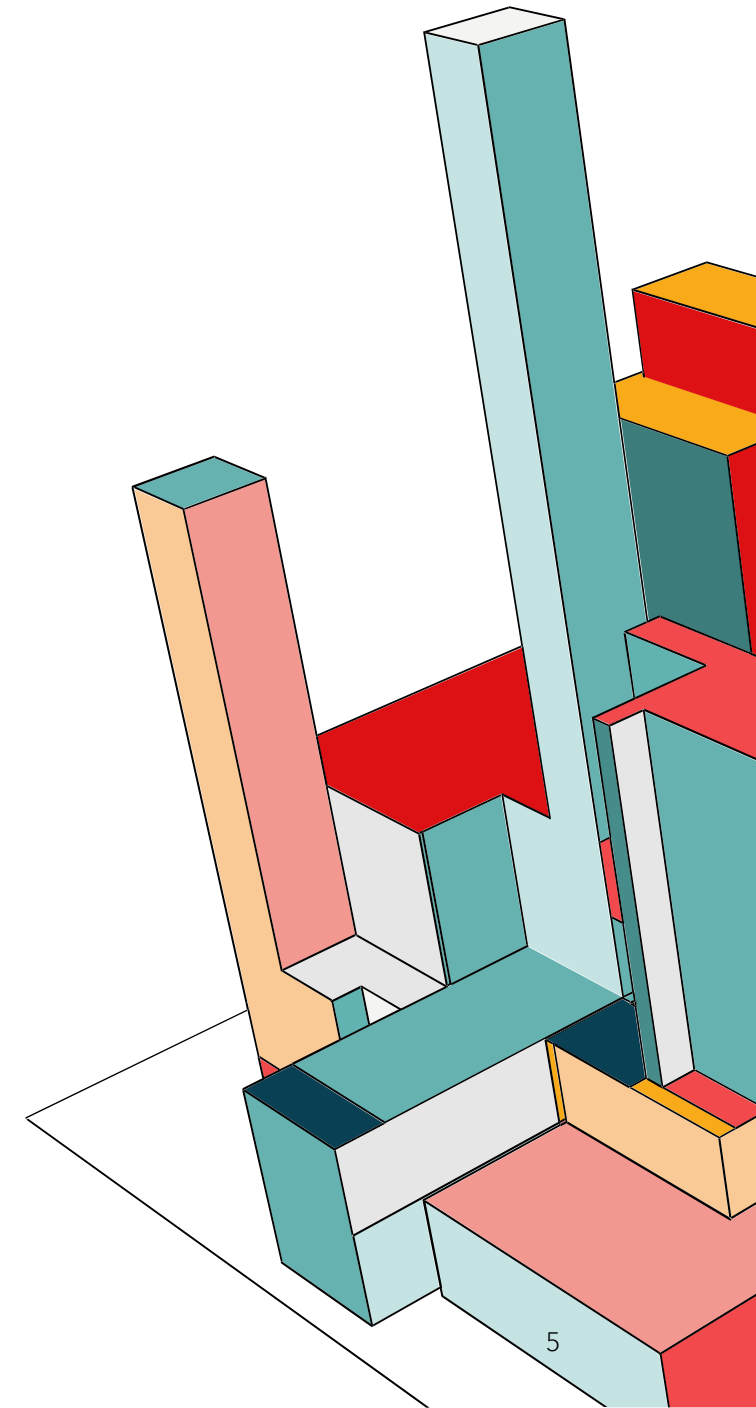
II. ADMINISTRATION & GOVERNANCE

THE ORGANIZATION, COLLEGE/DIVISION, AND DEPARTMENT

- 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

THE HOSPITALITY PROGRAM OPERATION

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

THE HOSPITALITY PROGRAM HAS FULL ACCESS

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.

III. PLANNING

STRATEGIC PLAN

Its highly recommended you use the ACPHA template.
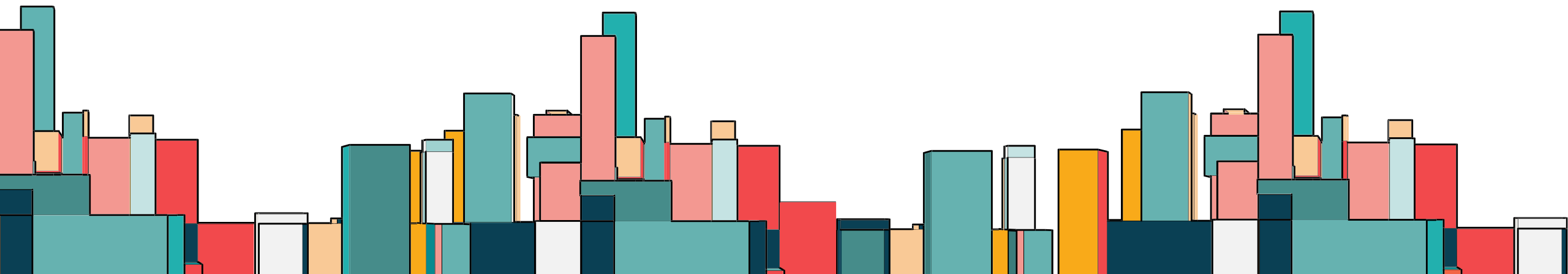
CURRICULUM REVIEW PROCESS

- Course additions, deletions, etc.
- Updated Degree Plans, etc.

PLANNING DOCUMENTS

What data, and or resources were used to determine changes needed to occur, remain the same, etc.

GRADUATE TRACKING & STAKEHOLDERS

- Where are they now?
- Focus Groups, Advisory Boards, etc.

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**

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.

IV C.

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

IV A. MEET THE PROGRAM'S MISSION AND ACPHA PROGRAM LEARNING OUTCOMES.

ACPHA AND PROGRAM LEARNING OUTCOMES

At the completion of this degree program students should be able to: Let's View the Self-Study Template:
- Outcomes
- Sub-Components of Outcomes

COURSE-WORK

Include an appropriate mix of theoretical and applied experiences:
Let's View the Self-Study Template:
- Course Titles & Numbers
- Course Levels

PROGRESSION ORDER

Follow a sequential and logical progression in coursework: Let's View the Self-Study Template:
- Introduced
- Emphasized
- Reinforced

FLEXIBILITY

Provide flexibility in hospitality course offerings: Let's View the Self-Study Template:
- Course Variety
- Course Electives
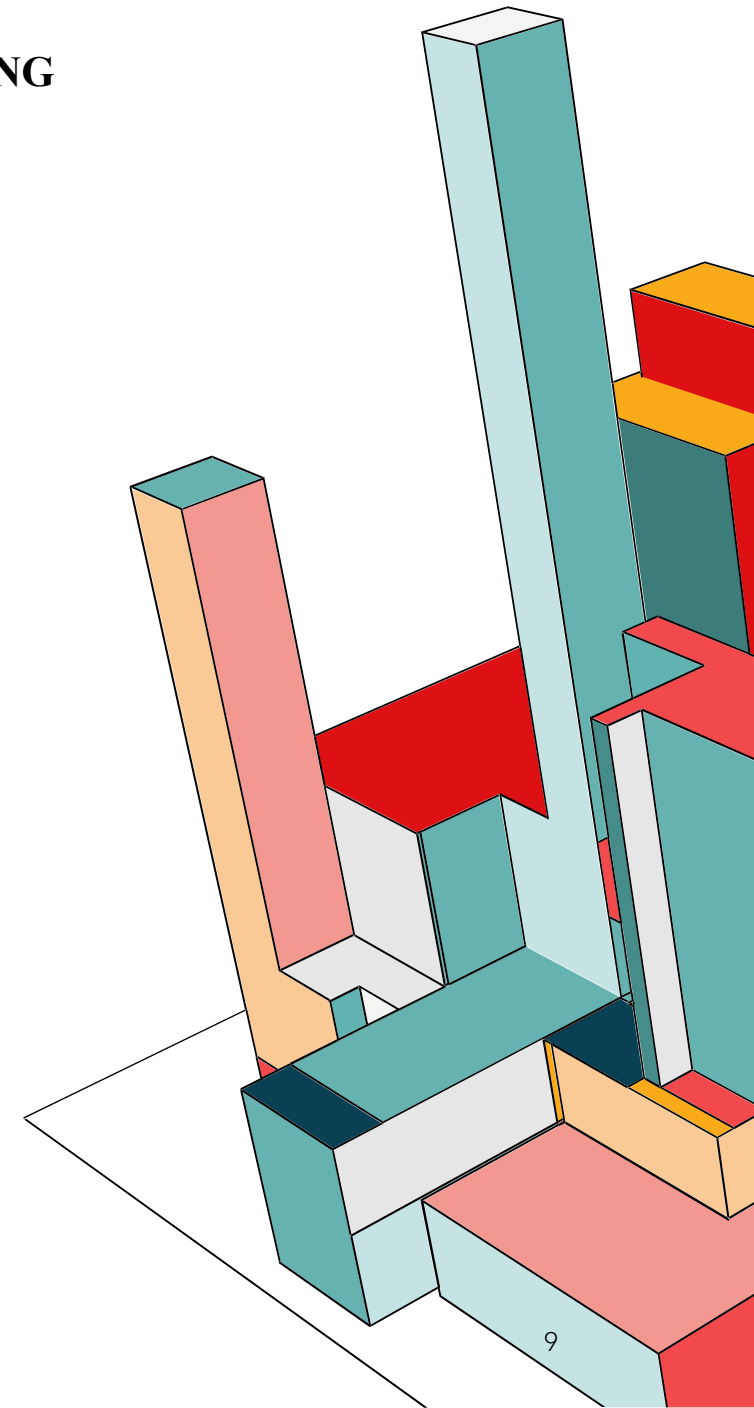
IV B. EACH STUDENT WILL COMPLETE A RELEVANT FIELD EXPERIENCE. THE FIELD EXPERIENCE IS AN OPERATIONAL AND/OR MANAGEMENT EXPERIENCE IN SOME FACET OF THE HOSPITALITY INDUSTRY, WITH GUIDANCE AND SUPERVISION BY THE INDUSTRY AND THE ACADEMIC PROGRAM. IT MAY BE APPROVED WORK EXPERIENCE OR AN AUTHORIZED INTERNSHIP, 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.

How does the field experience relate to the curriculum and Program Learning Outcomes (PLO's)

FIELD EXPERIENCE STRUCTURE

- o Credit or noncredit bearing
- o Number of hours required
- o Paid or unpaid
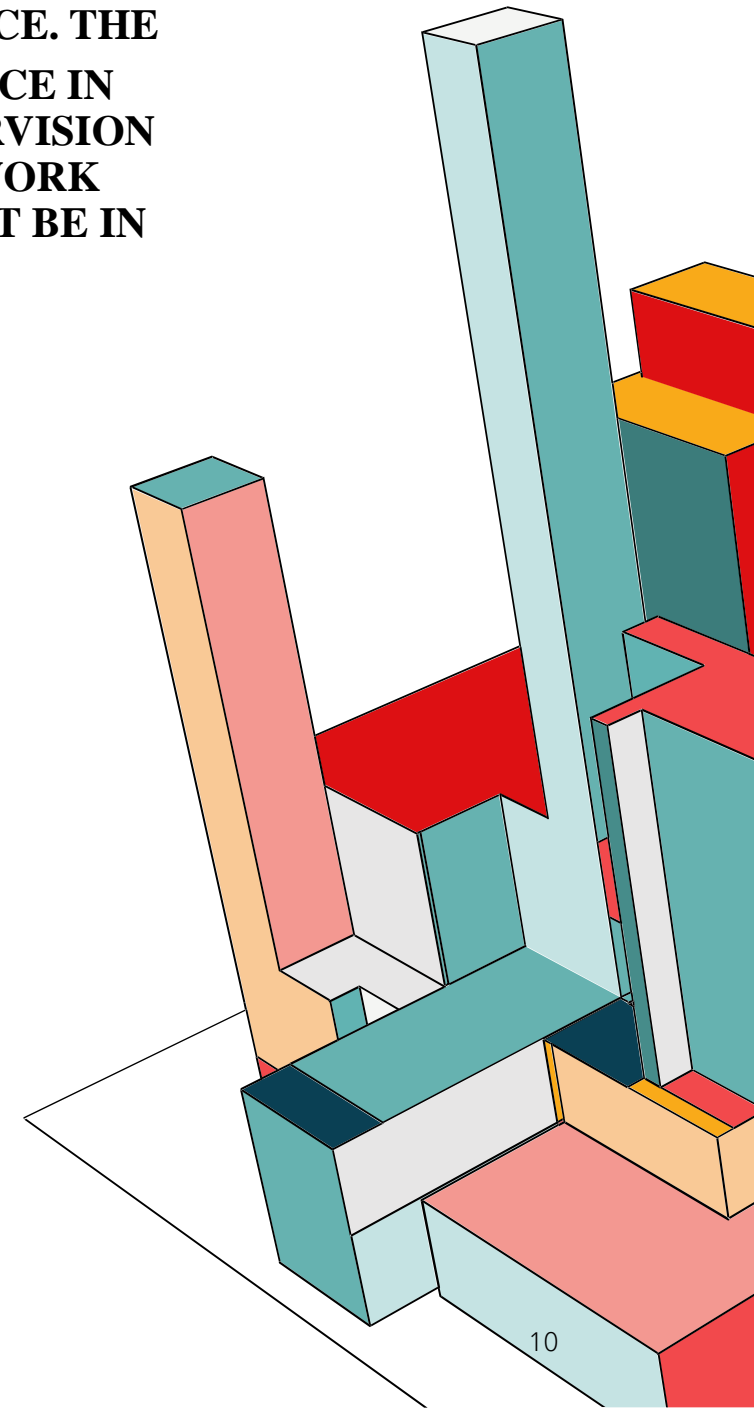- o Methods of monitoring
- o Methods of assessment

FORMAL AGREEMENTS

If the program has any formal agreements, ensure that those agreements for field experience employment align with the mission and program learning outcomes.

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.
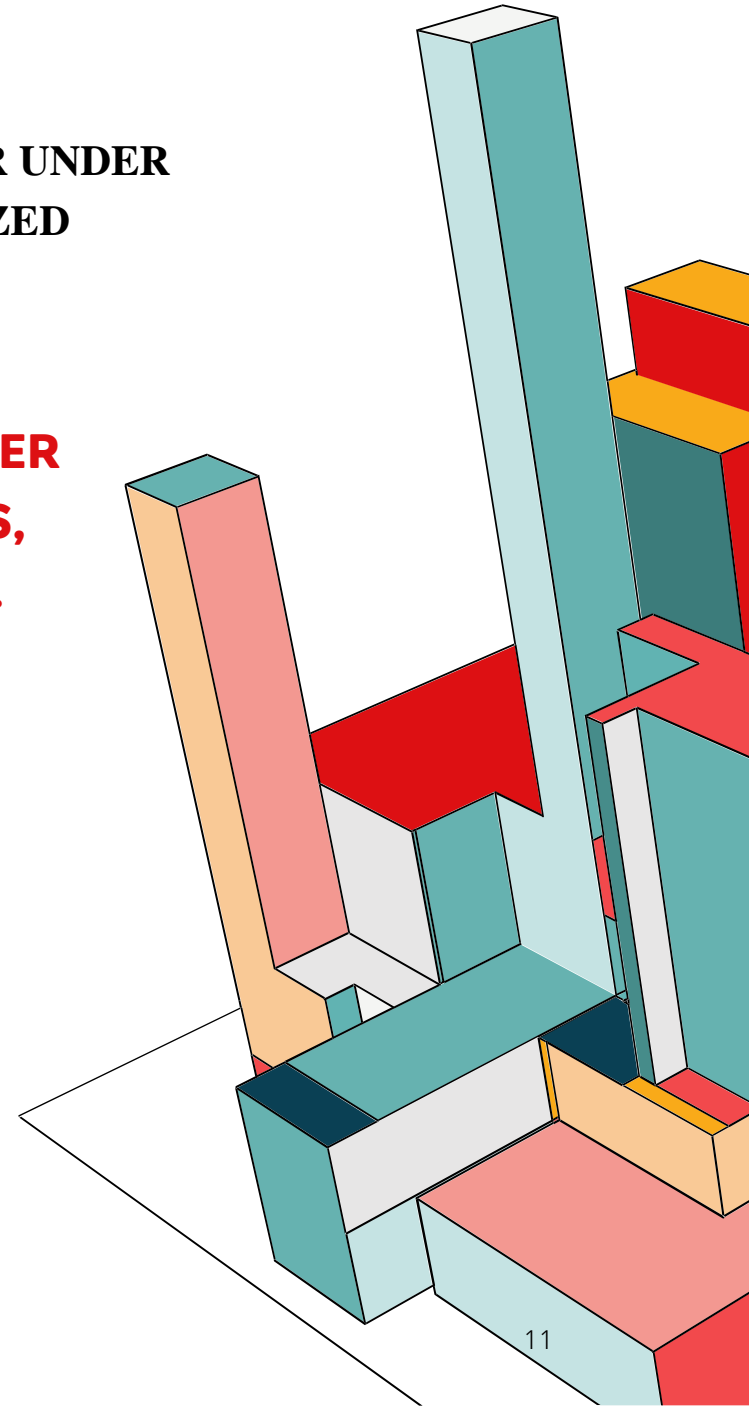
V. ASSURANCE OF STUDENT LEARNING

∨ A. PROGRAM LEARNING OUTCOMES (PLO'S)

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

∨ B. ASSESSMENT PLAN FOR PLO'S

The Program maintains an ongoing and up-to-date assessment plan for the ACPHA Program Learning Outcomes
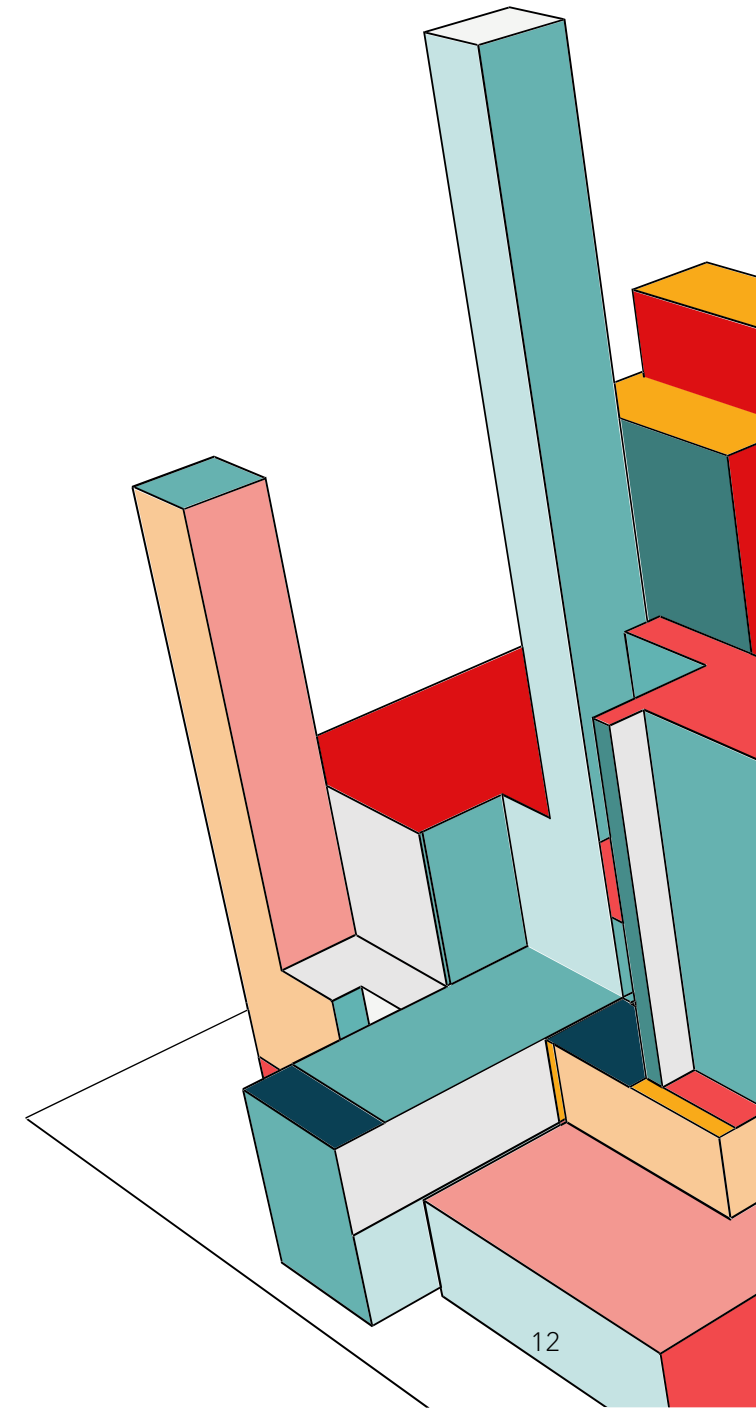
∨ C. METRICS – DIRECT & INDIRECT

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

∨ D. METRICS – FORMATIVE AND SUMMATIVE

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

∨ E. IMPROVEMENT OF THE PROGRAM

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

V. ASSURANCE OF STUDENT LEARNING – EVIDENCE

∨ A. PROGRAM LEARNING OUTCOMES (PLO'S)

- Website
- Program Guides
- Learning Management System
- Syllabi

∨ B. ASSESSMENT PLAN FOR PLO'S

- Assessment Plan
- Use ACPHA Template

∨ C. METRICS – DIRECT & INDIRECT (SAMPLES)

Use ACPHA Assessment Metrics

Direct - capstone assignments, comprehensive exams, internship evaluations, pre/post test results, standardized tests, Video/Audiotape productions, and written assignment evaluations.

Indirect - advisory board evaluation, curriculum review, employer survey results, and exit interview results.
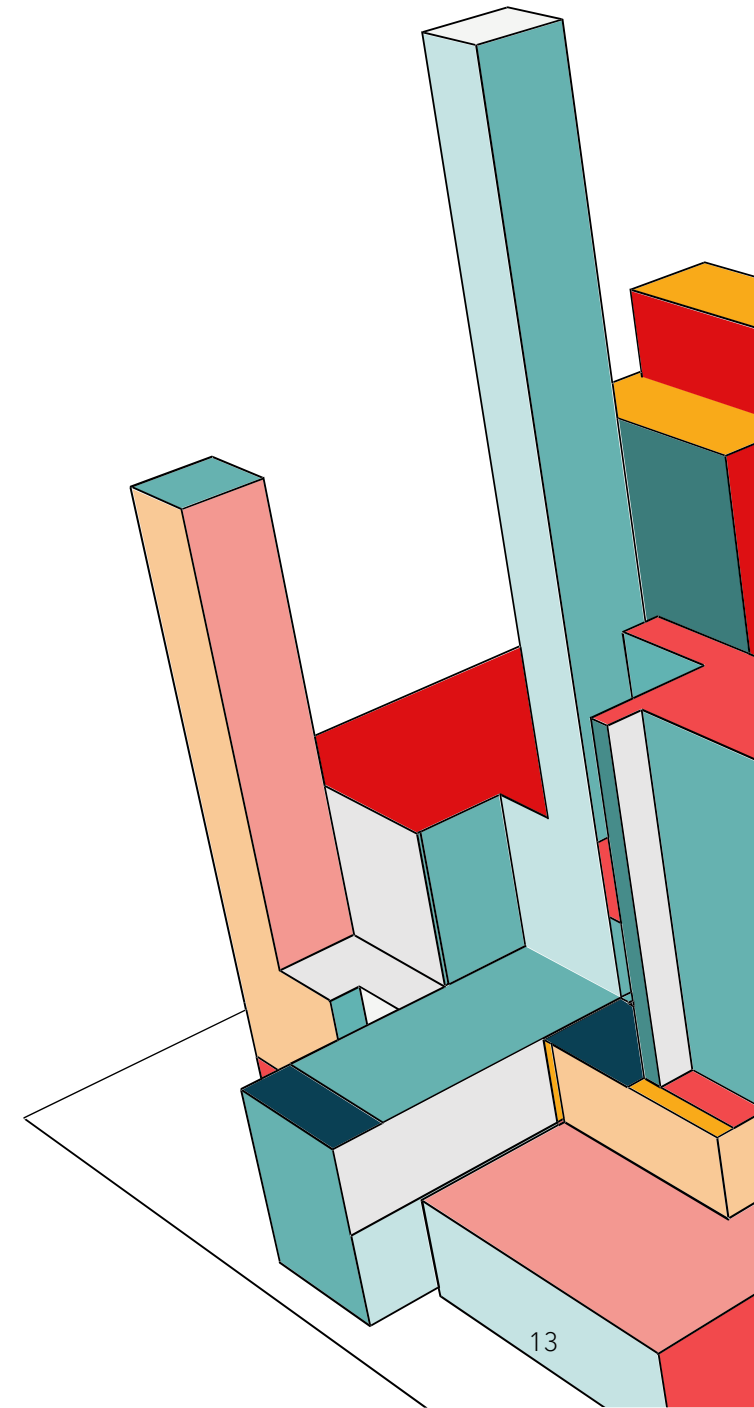
∨ D. METRICS – FORMATIVE AND SUMMATIVE

Use ACPHA Assessment Metrics
What is the process used to capture data earlier in the degree program?
What is the process used to capture data in the later part of the degree program?

∨ E. IMPROVEMENT OF THE PROGRAM

What does the data demonstrate and what changes are necessary, if any?

VI. INSTRUCTIONAL RESOURCES A THROUGH D AND <mark>EVIDENCE</mark>

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.

VI B.

The preparation and qualifications of all members of the instructional staff are suited to the field and level of their assignments.

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.

VI D.

Conditions of service, including appointment, promotion, salary, workload, etc. are equitable and administered ethically.
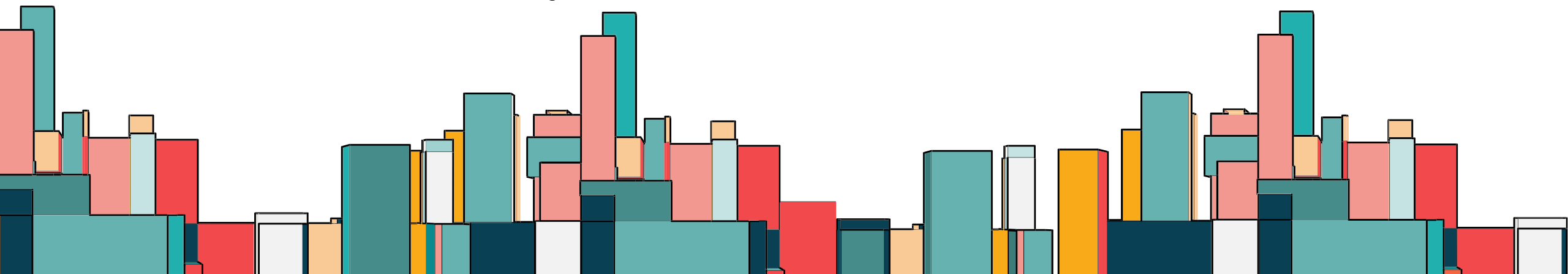
VI. INSTRUCTIONAL RESOURCES E THROUGH H AND ==EVIDENCE==

VI E.

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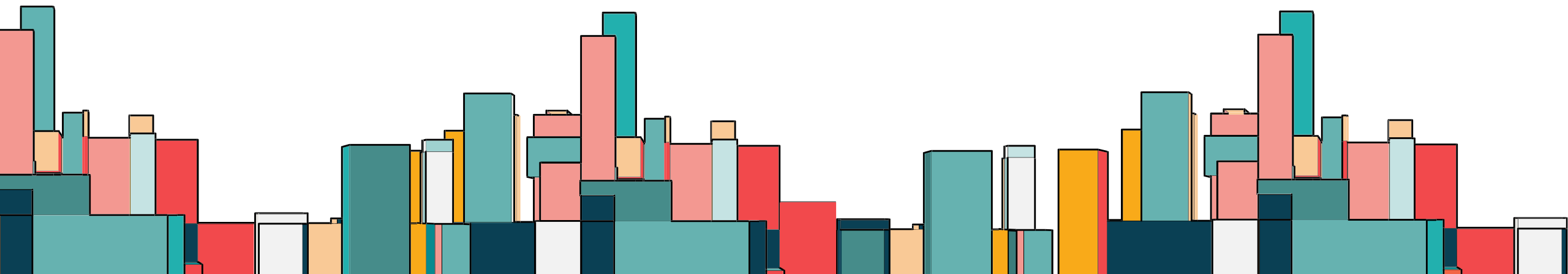
VI F.

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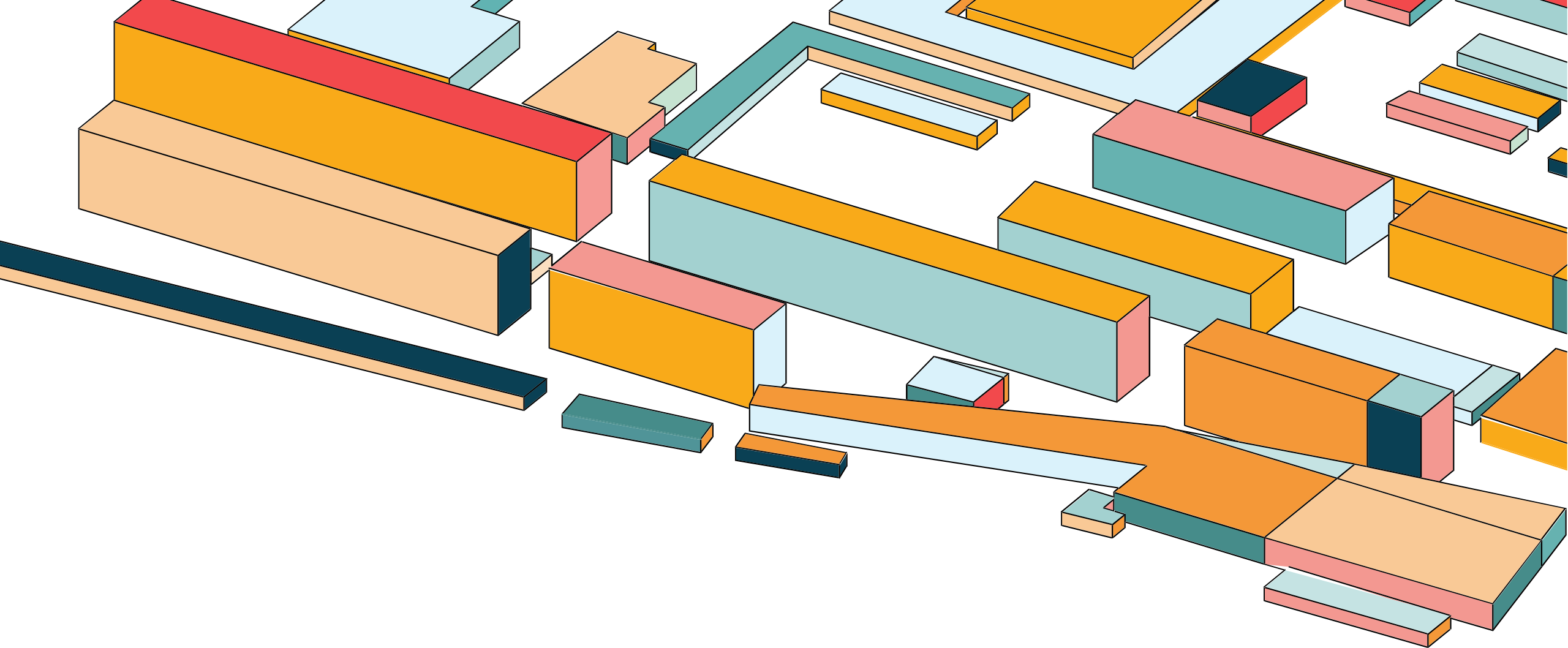
VI G.

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

VI H.

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

QUESTIONS?

THANK YOU

Derek E. Allen

Former ACPHA Commissioner

937-512-2381

derek.allen@sinclair.edu