

PROGRAMMATIC SELF-STUDY



Accreditation Commission for Programs in Hospitality Administration

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TABLE OF CONTENTS

Introduction.....	3
Purposes of the Self-Study in Accreditation.....	3
The Commission's Expectations of the Self-Study Report.....	4
Organizing, Planning, and Writing the Self-Study Report	5
Format of the Self-Study Report.....	6
Body of the Self-Study Report	6
Mission	11
Administration and Governance	12
Planning	13
Curriculum.....	14
Connecting the Curriculum to ACPHA Program Learning Outcomes	16
Progression Ladder	18
Assurance of Student Learning.....	20
Instructional Resources.....	21
Student Support Services.....	22
Physical and Learning Resources	23
Financial Resources	24

Introduction

The Accreditation Commission for Programs in Hospitality Administration (ACPHA) administers a voluntary peer review process to evaluate compliance of standards for academic programs for accreditation of programs in hospitality and tourism administration/management. The standards are established and reviewed by the Commission, with input from educators and constituents from all areas of the industry and academia.

The Self-Study Report is anticipated to assist a range of constituents: representatives of programs accredited by the Commission and those pursuing accreditation; chairs and members of evaluation teams; and those interested in establishing exceptional performance in education and the community. This document has been planned to serve three purposes:

1. to present the Standards of Accreditation;
2. to guide institutions through the program review process; and
3. to support site visit teams at each phase of review.

This Self-Study Report is for use by programs who are on their journey through accreditation by ACPHA. This document is also used in training sessions designed to help programs become more knowledgeable and effective in completing the accreditation process.

Once the Self-Study Report is completed, the accreditation process consists of the following.

1. The Executive Director and Team Chair review the Self-Study Report to assess site visit readiness.
2. A team of academic and industry peers conducts a site visit to determine compliance with ACPHA accreditation standards. The Team summarizes findings gleaned from the Self-Study Report and the site visit in a Site Visit Report.
3. Two ACPHA Commissioners review the Site Visit Report and the Program's response to the Site Visit Report and produce a Readers' Report detailing compliance/noncompliance with ACPHA accreditation standards.
4. The Commission considers the accreditation evaluation and votes on accreditation status at one of their bi-annual meetings.
5. Once accredited, programs submit an annual report updating program status to the Executive Director and the Commission for action.

Purposes of the Self-Study in Accreditation

The Self-Study Report is the first and arguably most significant endeavor in the accreditation process. 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. The Self-Study process is a major undertaking rather than a superficial review of the Program. The resulting Self-Study Report is used by the visitation team as a crucial document in the Commission's evaluation of the Program. The self-study is essential to the success and proficiency of the review process. Assigned visitors will observe the Program's facilities and evaluate in depth all documentation provided to determine whether the Program has met the required standards for ACPHA accreditation.

Commissions involved in accrediting activities require documented and sufficient evidence on which to make a sound judgment about accredited status. ACPHA commissioners have determined that programmatic self-study is the method that best provides that evidence. 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. ACPHA requires that a program seeking initial or continued accredited status formally examines itself and plan how to capitalize on its strengths and identify and eliminate its weaknesses. 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.

The Commission's Expectations of the Self-Study Report

The Commission suggests that every self-study process for accreditation be guided by several general principles.

1. **It begins with a plan.** The Commission believes that an effective self-study process must serve both internal and external purposes, i.e., benefit the Program and provide the Commission with the information it needs to make an accrediting decision. Thoughtful structuring of the self-study process enables both purposes to be fulfilled and maximum benefits to be derived from the time and energy expended.
2. **It is built on on-going self-study efforts.** The Self-Study Report should be an integral part of the Program's own ongoing strategic planning and management process.
3. **It is comprehensive.** Every major aspect of the Program being evaluated must be examined in relation to support of the Program mission and the ACPHA Program Learning Outcomes. Educational resources are systematically and regularly evaluated to assure that they meet student needs and support the Program and mission. A variety of academic content is selected, acquired, organized, and maintained to fulfill the institution's mission and support all educational offerings.
4. **It is evaluative rather than merely descriptive.** The Self-Study Report needs to expand on the operation and produce detailed documentation about the environment of the Program. The Program is required to make a careful analysis and appraisal of its practices in given areas, with due recognition of achievements and concerns. This critical self-judgment forms the single most significant internal activity in the entire programmatic self-study process.
5. **It produces a report showing that the Program satisfies the appropriate standards of the Commission.** While a self-study process can and should benefit the Program in various ways, it must lead to a report that explicitly demonstrates that the Program meets the Commission's Eligibility Requirements and the Standards for Accreditation.

By design, ACPHA standards recognize the diversity of hospitality and tourism programs. Those programs whose policies, practices, and resources differ significantly from those described in the

standards, or that make extensive use of non-traditional modes of education, must present evidence that their methods are appropriate to higher education, are consistent with the Program's mission and the ACPHA Program Learning Outcomes, and are an effective means for achieving compliance of the Commission's standards.

Organizing, Planning, and Writing the Self-Study Report

The principles for organizing, planning, and conducting a self-study must necessarily be general, and how they are implemented must fit the personnel circumstances of the individual program.

1. Make the report a self-evaluation review, not a burden to be completed. Faculty and others on the team should be proud of their accomplishment.
2. Begin the preparation for Commission evaluation no later than one year before the on-site evaluation to provide the opportunity for the analysis to have real meaning for the Program and the visiting team.
3. Involve as wide a group as possible in the analysis and evaluation. Even in the smallest programs this could include part-time or adjunct faculty, staff, students, and graduates, as well as actual or potential employers. Insights from such diverse constituencies can be of enormous benefit to the Self-Study Report.
4. Use a small steering committee with an active and interested chairperson to plan and direct the effort. If it is necessary for the Program Administrator to assume this role in a small program, a longer time span may be needed for the programmatic self-study to be accomplished. The endeavor will require maximum effort and attention.
5. Prior to developing the Self-Study Report, the steering committee should:
 - a. Review program materials and processes such as: mission, evaluation and strategic planning processes, all documents for administration and governance, curriculum, assessment and financial resources, etc.
 - b. Review Commission materials and processes such as: The Policy and Procedures Manual, Eligibility Requirements, standards, self-study process, and relevant policies and procedures, as well as correspondence from the Commission staff about the nature of the site visit.
6. Develop committees as necessary to assume responsibility for the description, analysis, and appraisal of the Program with respect to each standard category in the Commission's standards.
7. Hold periodic meetings at which committees/persons can meet, report, discuss and exchange ideas, coordinate efforts, and assure that the work of the steering committee remains on schedule. Keep pressure on all to simplify, clarify, and distill their findings, avoid clichés, and make thoughtful analysis of data.

8. Present the final report to the entire faculty and staff for information and concurrence, in as much as it represents the culmination of their reports, summarizes suggestions for improvements that need to be implemented, and establishes priorities for the Program. The report in effect, is a blueprint for the Program's improvement and may be used as a supplement to the Program's strategic plan.

Format of the Self-Study Report

1. **Cover Sheet** The cover sheet includes the date of submission of the report, the name of the Program, the name and address of the Institution in which the Program is located, and a notation that the report is in support of an application for accreditation or reaffirmation of accreditation. Please follow the format below:

Self-Study Report

**Presented for the consideration of
The Accreditation Commission for Programs in Hospitality Administration**

**By
Name of the Program**

**At
Name of the University
Address
City, State Zip**

The data submitted are certified to be correct to the best of my knowledge and belief

**(Signature)
(Name and title of reporting officer)**

(Date)

2. **Table of Contents**

4. **Body of the Self-Study Report** The body of the report constitutes the self-evaluation of the program in terms of the Commission's standards. The responses are developed in two clearly labeled parts:

(a) providing documentation and supporting information in response to each of the standards:

The Response to the Standard should be succinct, but must in every case provide or cite evidence that demonstrates compliance with each standard. This section should provide an accurate report of the present state of the program with respect to the particular standard. Evidence must be sufficient to enable the Commission to ascertain whether the standards have been met. Hyper-links may be used to supplement the response but should not be used in lieu of a clear written response. The Site Visit Team and the Commission will pay particular attention to the judgments made in this section, for they will provide considerable insight into the awareness of the Program in meeting the standards as well as into the internal planning and management of resources to achieve these standards.

(b) a summary of the overall strengths and weaknesses resulting from the responses to the standards.

The Summary of Strengths and Weaknesses should provide commentary on what the Program it is doing well in addition to those areas that are currently a challenge in meeting standards. If the Program believes it cannot fully meet a standard, then it should provide reference to areas in need of improvement. It should be candid and avoid short-answer compliance statements. There should be a careful and rigorous analysis and evaluation of the effectiveness of practices in a given area, with due recognition of achievements and problems. The program should state any plan of action in place to improve efforts in deficient areas.

This section should help any reader decide whether the processes and policies proposed appear to provide confidence that quality will be improved, and the level of service will be enhanced. Projections should be realistic and specific rather than vague. In effect, these constitute the Program's commitment to the development of processes in areas where standards are not currently being met.

5. **Exhibits/Appendices:** Any supporting evidence referenced within the Self-Study Report should either be labeled as an exhibit and should be placed within the Self-Study Report or if appropriate, as an appendix. If material is not available electronically, then it should be placed at the end of the self-study document in an appendices section. Electronic appendices should be included in digital form as *hyper-links* to a cloud storage such as Dropbox, OneDrive, or Google Drive for the Site Team to review prior to their visit. This will eliminate the necessity of providing many paper copies in the appendices section. These links may be referenced in the body of the Self-Study Report as supporting information for specific standards being analyzed.

These documents must include, but not limited to:

- Electronic catalogs
- Strategic planning documents
- Assessment plans
- Curriculum vitae (resumes)
- Course syllabi
- Course offerings
- Faculty meeting minutes
- Composition of the advisory board and meeting notes
- Workplace policies for full-time and part-time faculty

If a member of the Site Visit Team designated to evaluate a given area needs additional supportive materials prior to the visit, that need will be communicated by the Team Chair to the Program Administrator.

Embedded within selected standards are several forms and templates that must be included in the Self-Study Report. In addition, several standards call for the inclusion of documents that the Program will generate and include in the Self-Study Report. These required forms, templates, and documents are summarized below.

- ***Mission***
 - The Program Mission Statement
- ***Administration and Governance***
 - Organizational Chart(s)
- ***Planning***
 - Composition of the Advisory Board
 - All pertinent documents used for program planning (see sample Strategic Plan on the ACPHA website)
- ***Curriculum***
 - Connecting the Curriculum to ACPHA Program Learning Outcomes (PLOs) (see template)
 - Curriculum Progress Ladder (see sample)
- ***Assurance of Student Learning***
 - Assessment plan and all pertinent documents used for assessment of student learning and Program Learning Outcomes (PLOs) (see sample Assessment on the ACPHA website)
- ***Instructional Resources***
 - Program Faculty Profile (see ACPHA website)
 - Report of the Current Teaching/Workload of Each Faculty Member
 - Course Schedule for the Current Academic Year
 - Copy of current course evaluation used by the program to measure course learning outcomes
- ***Student Support Services***
 - Student Profile (see ACPHA website)
- ***Physical and Learning Resources***
 - None
- ***Financial Resources***
 - Financial Profile (see ACPHA website)

Submission of the Self-Study Report

The Program will submit a Word document version of the Self-Study Report to the ACPHA office. All supporting documentation and appendices should be hyperlinked in the Self-Study Report. If it is deemed that the Self-Study Report is incomplete or unacceptable, the office will notify the Program that revisions are needed.

Due Dates for the Self-Study Report

This should be completed based on the following schedule.

- For a fall semester team visit (September - December) the Self-Study Report and all supporting documents must be received by July 1
- For a spring team visit (January - May) the Self-Study Report and all supporting documents must be received by November 1
- For a summer team visit* (June - August) the Self-Study Report and all supporting documents must be received by April 1 . * *Summer visits are for international programs only.*

The Commission office maintains a copy of a program's most recent Programmatic Self-Study Report.

INTRODUCTION

In this section, the Program should provide a history of the institution, program and the surrounding community. This will provide “background information” for the evaluators and will assist in explaining the school and its environment. Any factors that have impacted the Program should be noted including mergers with other departments and challenges the institution and/or community is facing.

I. MISSION

Standard Elements:

- 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).

Examples of program mission statements:

The mission of the Hospitality and Tourism Management Program is to prepare citizens of character to become successful professionals who aspire to leadership roles in the community and in the global hospitality and tourism industry.

The mission of the Hotel, Restaurant and Tourism Management Program is to prepare students for leadership roles in the ethical, culturally diverse, and global Hospitality Industry.

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

Strengths and Weaknesses of Mission:

II. ADMINISTRATION AND GOVERNANCE

Standard Elements:

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

Strengths and Weaknesses of Administration and Governance:

III. PLANNING

Standard Elements:

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). ACPHA provides a strategic plan template, which is available in the resources section of the ACPHA website. This will ensure the program includes all the ACPHA required components.

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).

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

Commentary

The Program may also discuss any other processes or documents used as additional evidence of short- or long-term planning within the Program. Suggested evidence of compliance would be copies of the pertinent documents or specific URL locations.

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.*

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.

Strengths and Weaknesses of Planning:

IV. CURRICULUM

Standard Elements:

- 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 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

- Human resource management relative to business operations
- 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

Commentary

Standard IV a may be met in a variety of ways. Some may prescribe individual courses in each area; others may choose different patterns to achieve the learning outcomes desired.

The grid below is required to show which program courses correspond with the requirements of the above element of this standard area and where each content area is introduced, reinforced, and emphasized within the curriculum. This matrix becomes part of the body of the report in this section.

Introduced: Students are not familiar with content/skills in a course. These contents/skills are introduced.

Emphasized: Students bring basic content/skills to a course. There is concentration on enhancing content/strengthening skills and adding new content material, building more complex skills.

Reinforced: Students bring reasonable content/skills to a course as a result of content/skills being taught and/or emphasized at some previous point. Instruction continues to teach and build upon previous content/skills as well as reinforce contents/skills.

Connecting the Curriculum to ACPHA Program Learning Outcomes

List the corresponding **required** course(s) in which the required curricular content areas are introduced, emphasized, and reinforced. Use course numbers rather than course names. Content areas marked with an asterisk are optional for two-year programs but required for four-year programs..

Content Area	Course(s) where Introduced	Course(s) where Emphasized	Course(s) where Reinforced
ACPHA PLO 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			
• Operations relative to facility maintenance and management *			
• Opportunity for students to develop a depth of knowledge or a broad exposure to the diverse segments of the industry *			
• Evaluative culminating/capstone experience *			
ACPHA PLO 2: Develop and integrate a core set of business skills necessary to successfully operate a hospitality and tourism organization			
• Human resource management relative to business operations			
• 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			
• 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 *			
<i>* Required only for four-year programs</i>			

Content Area	Course(s) where Introduced	Course(s) where Emphasized	Course(s) where Reinforced
ACPHA PLO 3: Demonstrate competence in the communication skills necessary for hospitality and tourism management			
<ul style="list-style-type: none"> • Written communication skills required for hospitality and tourism management 			
<ul style="list-style-type: none"> • Oral communication skills required for hospitality and tourism management 			
<ul style="list-style-type: none"> • Interpersonal communication skills required for hospitality and tourism management 			
<ul style="list-style-type: none"> • Digital communication skills required for hospitality and tourism management 			
ACPHA PLO 4: Formulate business decisions in hospitality and tourism management			
<ul style="list-style-type: none"> • Analytical skills required for hospitality and tourism management 			
<ul style="list-style-type: none"> • Critical thinking skills required for hospitality and tourism management 			
<ul style="list-style-type: none"> • Problem solving skills required for hospitality and tourism management 			
ACPHA PLO 5: Evaluate leadership principles necessary in the diverse and global hospitality and tourism industry			
<ul style="list-style-type: none"> • Leadership skills necessary to effectively manage in the hospitality industry 			
<ul style="list-style-type: none"> • Relationship between ethical leadership, culture, and professional performance 			
<ul style="list-style-type: none"> • Exposure with internal and external stakeholders from diverse backgrounds and cultures 			

The program should also complete the curriculum progression ladder demonstrating how courses are sequenced and how students' progress through the Program. This progression ladder becomes part of the body of the report in this section.

Progression Ladder

Year 1

<i>Fall</i>	<i>Spring</i>
Introduction to the Hospitality Industry	Principles of Travel & Tourism Management
PC's And Their Uses	Principles of Lodging Management
English Composition	Principles of Macroeconomics
Introduction to Sociology	General Psychology
Gen Ed	Gen Ed

Year 2

<i>Fall</i>	<i>Spring</i>
Principles of F & B Management	Hospitality Marketing
Hospitality Human Resources	Hospitality Information Systems
Speech Communication	FL Foreign Language
Financial Accounting Fundamentals	Principles of Microeconomics
PE	Gen Ed

Year 3

<i>Fall</i>	<i>Spring</i>
Systems Approach to F & B Management	Restaurant Operations Management
Hospitality Facilities Management	Hospitality Financial Management
Hospitality Training & Staff Development	Strategic Management
Hospitality Organization & Leadership	Gen Ed
Elective	Gen Ed

Year 4

<i>Fall</i>	<i>Spring</i>
Field Experience and Internship	Contemporary Legal & Ethical Issues
Gen Ed	Capstone/ Senior Seminar
Gen Ed	Elective
	Elective
	Gen Ed

**** Note: The above information is only a sample. Please replace the items listed with the required courses students take in your particular program.***

- 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.
- 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.

Examples of course learning outcomes:

At the conclusion of the course, students will be able to:

1. Demonstrate knowledge of basic scientific and culinary principles of food preparation in the areas of vegetables, fruits, salads, meat, poultry, fish, eggs, sugar, starch, cereal, baked products, and beverages. (PLO 1)
2. Demonstrate the use and care of food preparation equipment and the preparation and storage of food using principles of food safety. (PLOs 1 and 2)

Strengths and Weaknesses of Curriculum:

V. ASSURANCE OF STUDENT LEARNING

Standard Elements:

Commentary

As an assurance that all accredited programs provide equivalent effective hospitality education, ACPHA mandates five Program Learning Outcomes that must be assessed. Programs may add additional outcomes or expectations, but only the ACPHA PLOs will be reviewed and considered for accreditation purposes. An assessment plan template is available in the resources section of the website and programs are encouraged to use it.

ACPHA Program Learning Outcomes

1. Identify and apply the knowledge and skills necessary for hospitality and tourism operations.
 2. Develop and integrate a core set of business skills necessary to successfully operate a hospitality and tourism organization.
 3. Demonstrate competence in the communication skills necessary for hospitality and tourism management.
 4. Formulate business decisions in hospitality and tourism management.
 5. Evaluate leadership principles necessary in the diverse and global hospitality and tourism industry.
- V a. ACPHA Program Learning Outcomes are documented in printed materials and electronic domains for each degree program.
- 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).
- V c. Both direct and indirect metrics used for assessment, and they are suitable and appropriate for their intended use.
- V d. Both formative and summative measurement tools exist to collect data used to evaluate achievement of established metrics.
- V e. Results of the assessment plan are used to improve curricula that support students in achieving Program learning outcomes.

Commentary

Suggested evidence of compliance would be copies or specific URL locations of the pertinent documents used in assessment of student learning.

Strengths and Weaknesses of Assurance of Student Learning:

VI. INSTRUCTIONAL RESOURCES

Standard Elements:

- 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.
- 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.
- 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.
- 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.
- 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.

The program must submit the program faculty profile report that is available in the resources section of the ACPHA website.

Strengths and Weaknesses of Instructional Resources:

VII. STUDENT SUPPORT SERVICES

Standard Elements:

- 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.
- 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.
- VII c. Opportunities for appropriate and confidential academic advising and counseling are available to all students.
- 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.
- 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.
- 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.
- VII g. Support services are available for traditional students, non-traditional students, special needs students, international students, and online students.

The program must submit the program student profile report that is available in the resources section of the ACPHA website.

Strengths and Weaknesses of Student Support Services :

VIII. PHYSICAL AND LEARNING RESOURCES

Standard Elements:

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.

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. Explain how the Program provides equivalent opportunities for experiential learning to virtual students.

Classroom and 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.

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.

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.

Strengths and Weaknesses of Physical and Learning Resources:

IX. FINANCIAL RESOURCES

Standard Elements:

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

The program must submit the program financial profile report that is available in the resources section of the ACPHA website.

Commentary

Some of the information needed to provide an understanding of the financial resources of a program is of a quantitative nature and can be accumulated in data form. Some is likely to be of a qualitative nature and can only be conveyed in narrative form.

Programs are encouraged to explain and interpret financial information so that they and outside audiences will be provided with a clear understanding of their fiscal resources and stability.

Strengths and Weaknesses of Financial Resources: