

HOSPITALITY CURRICULUM: A COMPARATIVE ASSESSMENT
BASED ON ACPHA STANDARDS

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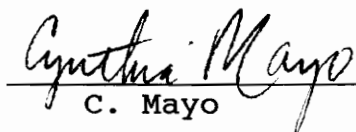
La Chelle Rachel Wilborn

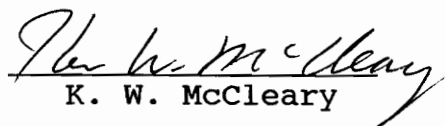
Thesis submitted to the faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of requirements for the degree of
MASTER OF SCIENCE
in
Hospitality and Tourism Management

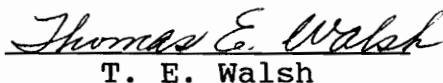
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Hospitality Curriculum: A Comparative Assessment
Based on ACPHA Standards

By

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(ABSTRACT)

This is what experts are saying:

African American students need a "dynamic curriculum" in order to gain the competitive edge over their peers (Marshall, 1992).

Top educators and industry executives at the 1993 Annual CHRIE Conference stated that "hospitality schools need to overhaul their curricula if they are to be more relevant in today's market place" (Walkup, 1993).

The purpose of the research project was to obtain information on how the curricula of HPBCUs with hospitality administration programs compared to ACPHA standards. The study sought information from those institutions of higher education and made comparisons based on ACPHA standards and expert reviewers. The study was aimed primarily at identifying the strengths and weaknesses of the HPBCUs' curricula using the ACPHA standards as the foundation.

A total of 11 HPBCUs were evaluated by 18 ACPHA reviewers. The reviewers compared the HPBCUs' curricula to ACPHA standards using a Likert-type scale (4 =Superior, 3 =Satisfactory, 2 =Unsatisfactory, 1 =Poor).

Each HPBCU curriculum was evaluated by two reviewers.

Forty percent of the institutions received an approval rating for accreditation and 40% were deferred accreditation. The remaining 20% were denied the accreditation status. All accrediting decisions reflected curriculum only.

It was recommended that the 11 HPBCUs follow ACPHA standards to ensure the quality of education being offered. It was also recommended that the HPBCUs' curricula be revised to reflect areas of hospitality administration deemed necessary by ACPHA.

DEDICATION

TO

My foremothers, forefathers, sisters, and brothers who were not given the opportunity to experience formal education.

"I can do all things through Christ which strengtheneth me;"

Philippians 4:13

ACKNOWLEDGMENTS

The author wishes to express her gratitude to those individual who contributed to the successful completion of this study. To the author's family, especially Mother and Uncle Eddie, for their continual support through thought, word, and deed in all her endeavors. To the author's peers at Virginia Tech for their support and encouragement.

To Colleen D. Eubanks, Director of Evaluation for Accreditation Commission for Programs in Hospitality Administration (ACPHA), for the support, suggestions, and information needed in the study.

To the author's thesis committee members: Dr. Cynthia Mayo, for her insight into the wants and needs of the HPBCUs; Dr. Ken W. Mc Cleary, who is known as the "Gate-keeper" for his lessons never to be forgotten on the quality of work; and Dr. Thomas E. Walsh, for his thoughts and probing questions concerning accreditation. Thank you all for your professional excellence, encouragement, and support. The study and thesis committee were under the guidance of Dr. Pamela Ann Weaver. Mere words can not express the author's gratitude to this Professor, but in an attempt please allow the author to say thank you for all that you have done and most importantly for being trust worthy.

A final thank you goes to the Blessed Trinity for food that fueled the soul.

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CHAPTER I

INTRODUCTION

The Hospitality Industry

The hospitality and tourism industry is a composite of companies and organizations that own and/or manage restaurants and food service operations, hotels and lodging facilities, and travel related businesses (Riegel, 1992). In 1988, Miller separated recreation from tourism thus creating the fourth main independent business segment under the hospitality umbrella. While each segment can be broken down to include numerous entities that function differently, they all have a few items in common. Possibly the most important common factor is how to cater to an individual while away from home, thus creating the need for these industries to be very service orientated.

Food service and restaurant operations include: quick service, family style, fine dining, and various other eating establishments: catering, clubs, institutional and industrial operations, and those facilities connected with lodging. The lodging segment includes: luxury, full service, convention and various size hotels: motels, resorts, conference centers, inns, bed and breakfast operations, and institutional housing. The travel related business involves both domestic and

international air travel, tour operations, and agencies, and convention management and meeting planning. The final segment consists of theme, recreation, and public parks, campgrounds, and marinas.

Whatever the case may be, each business segment thrives on the foundation and philosophy of being hospitable. Over the years these business segments have grown into one of the world's largest industries with over \$2 trillion in annual expenditures (Lattin, 1985; Riegel, 1992). For these reasons, the hospitality and tourism industry is a major employer in the U.S. The hospitality and tourism industry offers a wide variety of career opportunities for people of all ages and capabilities. This industry allows a person to start from the ground floor and, with hard work, long hours and dedication, reach high goals.

The positions are available within the industry, but now job requirements are becoming more detailed and require formal training or higher education for managerial positions. These job requirements initiated a trend of hiring college graduates for entry-level management positions and provide opportunities for those pursuing degrees in the hospitality field (Riegel, 1992).

Hospitality Education

To help meet the increasing demands being placed on the hospitality industry, numerous post-secondary institutions began offering hospitality and tourism programs (Zabel, 1992). The combination of rapid growth and the continually evolving nature of the industry resulted in hospitality and tourism programs that differed widely in their philosophies and approaches (Riegel, 1992; Tanke, 1984). The curricula of these institutions normally require a body of work comprehensive to both academia and the industry. Currently 170 institutions of higher education in the U.S. offer a baccalaureate degree in hospitality administration. Of these institutions, 24 are Historically and Predominantly Black Colleges and Universities (HPBCUs). All hospitality administration programs were established to prepare students for rewarding careers in different areas of hospitality industry.

The issue of quality control in education became a major interest for hospitality management professionals in 1988 when the Board of Directors of The Council of Hotel, Restaurant and Institutional Educators (CHRIE) voted to establish an Accreditation Committee to develop a comprehensive report for the CHRIE membership as to the feasibility and practicality of an accreditation process (Tanke, 1984).

Background to the Problem

Accreditation is a voluntary process that is well accepted in the U.S., but is generally unknown in other countries because foreign school systems rely on governmental supervision and control of educational institutions (ACPHA, 1992a). Accreditation is used as a means of promoting quality without inhibiting innovation. It is a status granted to educational institutions or programs that meet certain qualifications. This broad definition was suggested by Kenneth E. Young, the first president of the Council on Post-Secondary Accreditation (COPA), (Young, 1983). It encouraged accreditation to be viewed as a concept, process, and status in hopes of achieving the broader spectrum (Tanke, 1985). The 1992 ACPHA handbook states that accreditation has two fundamental purposes: to assess the quality of the institution or program and to assist in the improvement of the institution or program.

In academia, great efforts were being made to keep up with the ever-changing hospitality industry. One result was the establishment of standards by which institutions could compare themselves. Hotel and Motel Magazine quoted Mary Tanke, a leader in the accreditation movement for the hospitality industry as having said, "Without an accreditation procedure designed for the hospitality management programs, students have no guarantee that minimal

standards of educational quality exist" (Marshall, 1988).

Accreditation should be used as a tool to strengthen the entire educational body of hospitality administration. It should not be used as an instrument of judgement to magnify one particular institution and degrade another.

The following statistics were provided by ACPHA concerning accreditation and reflect 1993 data:

- * Forty-nine (49) programs have applied for accreditation.
- * Twenty-one (21) programs have been granted accreditation.
- * 2% of the programs which have applied have been denied accredited status.
- * 8% of the programs which have applied are currently working through a deferral.
- * 8% of the original applicant programs have dropped out of the process for some reason.

Of the 21 programs at baccalaureate degree-granting institutions that have been accredited by ACPHA, Bethune Cookman College is the only HPBCU (CHRIE Communique, 1993b).

Statement of the Problem

ACPHA specifies seven areas of evaluation necessary for accreditation in hospitality administration programs. These areas of standardization include: Mission and Objectives, Evaluation and Planning, Administration and Governance,

Curriculum, Faculty/Instructional Staff, Students, and Resources. The standards for accreditation represent those generalized conditions or characteristics that have been determined essential to enable programs to achieve their objectives (ACPHA, 1992a). ACPHA stated that these standards are to be expressed qualitatively, to be applicable to a diversity of institutions or programs, and to consider educational outcomes as well as resources and processes. It is further suggested that for these standards to be valid, they must be capable of being derived from the objectives. They must also be appropriate, clear, and explicit.

HPBCUs with hospitality administration programs are few in number. HPBCUs, much like their peer institutions, seek to educate and prepare students for a rewarding career in any of the four business segments of the hospitality industry. These institutions were established for Black students or currently have a majority of Black students.

This research project reviewed the ACPHA accreditation standards for curriculum only. These standards were then compared to the curriculum of each HPBCU being evaluated. An evaluation of the results answered the question, How do the HPBCUs' curricula compare to the standards of ACPHA?

Rationale for the Study

Top educators and industry executives at the 1993 Annual CHRIE Conference stated that "hospitality schools need to overhaul their curricula if they are to be more relevant in today's market place" (Walkup, 1993). While this statement applied to all individuals in hospitality administration education, it took on additional meaning for the HPBCUs, for these institutions cannot solely concern themselves with academics. "HPBCU hospitality programs serve diverse needs" (Marshall, 1992) and work with different internal conditions. Darryl Hartley-Leonard, President of Hyatt Hotels suggested that institutions take heed of the need for more basic business and accounting skills and less technical operational skills (Walkup, 1993). The conditions under which HPBCUs implement those suggestions is much different from those in the predominately White institutions. HPBCUs typically operate with a lower number of faculty and instructional staff, lower financial resources, and a unique student body. While there is a need to help HPBCUs continue to grow in this ever-changing world of academics, there is also a need to ensure that this growth transpires in a positive environment. This environment should nurture the individual student with characteristics necessary to conquer the professional world while maintaining the student's self-

identity and respect. There was also a need to revise HPBCU hospitality programs in an attempt to attract more students and to provide them with a strong academic background (Jaffe, 1991). Marshall stated that students need a "dynamic curriculum" in order to gain the competitive edge over their peers (Marshall, 1992).

Definition of Terms

The following terms, words, and acronyms were utilized during the study:

1. ACCREDITATION: Accreditation is a communal self-regulatory process by which voluntary associations (1) recognize educational institutions or programs that have been found to meet or exceed stated standards of educational quality; and (2) assist in further improvement of the institutions or programs (ACPHA, 1992a).
2. CURRICULUM: Curriculum is a course of study in a school.
3. EXTERNAL REVIEWERS: External reviewers or evaluators are those ACPHA-trained accreditation evaluators who have performed on-site evaluations.
4. HOSPITALITY ADMINISTRATION: Hospitality administration is the decision making process with respect to the proper allocation of resources to achieve the objectives of the hospitality industry, i.e. the providing of food, lodging, travel related services and recreation (ACPHA, 1992a).
5. STANDARDS: A standard represents those generalized conditions or characteristics that have been deemed necessary in the achievement of goals and objectives.
6. ACPHA: Accreditation Commission for Programs in Hospitality Administration.

7. CHRIE: Council on Hotel, Restaurant and Institutional Education.

8. HPBCU: Historically and Predominantly Black Colleges and Universities.

Parameters of the Study

The study had two parameters in which it had to function. The first was that the curriculum comparison consisted of HPBCUs with hospitality administration programs. The second parameter concerned the participation of ACPHA external reviewers. This group represented the only qualified people capable of conducting the evaluations within the hospitality industry.

Significance of the Study

Hospitality Curriculum: A comparative assessment based on ACPHA standards was significant to all hospitality and tourism educators, because it focused on the very serious problems of curriculum. In order for educational institutions to keep up with demands of industry, educators must continuously re-evaluate curricula in order to produce the most qualified entry-level manager.

This project was of particular importance to the faculty/instructional staff of the HPBCUs and their students. This research, much like that of the ACPHA self-study, was an excellent starting point for growth. In order

to gather the material necessary to complete this evaluation, institutions had to confront the realities that plagued their programs. An outside accrediting organization's standards would have identified the strengths and weaknesses within a program. The collective results of the research indicated the qualifying position of the HPBCUs based on the ACPHA standards in the area of curriculum. The individual schools obtained an extensive curriculum evaluation at no monetary or emotional cost (i.e. having completed an ACPHA self-study only to be told that the institution's accreditation status would be deferred or denied).

Summary

The purpose of the research project was to obtain information on how the curricula of HPBCUs with hospitality administration programs compared to ACPHA standards. The study sought information from those institutions and made comparisons based on ACPHA standards and expert reviewers. The study was aimed primarily at identifying the strengths and weaknesses of the HPBCUs' curricula using the ACPHA standards as the foundation. The research project hoped to generate hypotheses for future research.

CHAPTER II

LITERATURE REVIEW

The purpose of this chapter is to review the literature and research relevant to the conceptual and procedural aspects of accreditation. Emphasis was placed on the curriculum review of HPBCUs with hospitality administration programs. This chapter provides a brief overview of the educational accreditation process and an extensive review of accreditation of hospitality administration programs. The hospitality administration accreditation review focused heavily on the works of Mary L. Tanke and that of ACPHA. This chapter also reviews literature concerning hospitality administration programs and their curricula. Finally, a section introducing the Goal Base Model was reviewed in preparation for the methodology chapter.

General Accreditation Background

Harderod (1980) stated that accreditation and its development is based on four distinct, but closely related factors:

- 1) State government responsibilities and activities: State governments have the ultimate responsibility for almost all educational institutions, either by license or charter;

- 2) Specialized academic disciplines and their voluntary national associations: Voluntary accrediting associations accredit diverse institutions and all types of programs, this holds true for no. 2 and no. 3;
- 3) Diverse educational institutions and their voluntary regional and national associations; and
- 4) Federal government and its "listings" or statistical responsibilities.

These listings are necessary for establishing the eligibility of institutions in order to obtain certain federal funds.

E. Young, COPA's first president, provides a three-part definition of accreditation. This definition describes accreditation in terms of a concept, a process, and a status (Harclerod, 1980; Young, 1983). The concept which is unique to the U.S. provides a means by which institutions of post-secondary education or professional associations form voluntary nongovernmental organizations. The purpose of these organizations is to encourage and assist institutions in the improvement of educational quality and to publicly acknowledge those institutions. Institutions have to meet or exceed standards that have been deemed necessary in order to obtain quality (Harderod, 1980; Tanke, 1984).

The process is the means by which the educational institutions formally evaluate their educational activities

in whole or part, and seek an independent judgement concerning their educational accreditation. Institutions have to achieve their own objectives which are generally equal in quality to comparable institutions or specialized units.

The process is necessary to determine whether an institution had the following:

- 1) A clear statement of educational objectives;
- 2) A direct self-study focused on these objectives;
- 3) An on-site evaluation by a selected group of peers; and
- 4) A decision by an independent commission that the institution or specialized unit is worthy of accreditation (Young, 1983).

Status is a rank or position granted to institutions or specialized units within an institution which have gone through the accrediting process and have been judged to meet or exceed general expectations of educational quality (Harderod, 1980).

This completely voluntary process provides an excellent means of solving a variety of social problems faced by Americans in academia (Harderod, 1980). Accreditation has numerous implications for an institution and those persons involved with the institution. The following list of uses for accreditation is provided by Selden and Porter (1977).

The internal uses of accreditation are:

1. Identifying an institution or program of study as having met established standards.
2. Assisting institutions in the determination of the acceptability of transfer credit.
3. Encouraging the involvement of faculty and staff in institutional evaluation and planning.
4. Creating goals for self improvement and stimulating a general raising of standards among educational institutions.

The external uses of accreditation are:

1. Assisting prospective students in identifying acceptable institutions.
2. Helping in the identification of institutions and programs of study for investment of private funds.
3. Providing one basis for determination of eligibility for federal assistance.
4. Serving as an institution for enforcement of policies established by civil government.

The professional uses of accreditation are:

1. Establishing criteria for professional certification and licensure.
2. Serving as a means for specialized groups to gain increased support for their programs of study.

The social uses of accreditation are:

1. Protecting institutions against harmful external and internal pressures.
2. Serving as an integral part of the balance of forces exerting control over post-secondary education.

Accreditation is not a trouble-free solution to the standard of quality of education. Its use varies widely among institutions. Some institutions see accreditation as a means to become a member of an elite list of institutions for public approval or as a means to obtaining certain

funds. However, accreditation should be used as a means of improving the quality of education. "It is quality assessment for quality improvement" (ACPHA, 1992a).

Voluntary accreditation associations and/or specialized accreditation associations are divided into two groups: those that accredit institutions and those that accredit programs (Brady, 1988; Harderod, 1980). However, some other specialized accreditation associations may even go so far as to accredit a curriculum, discipline, or units within an institution of higher education (Brady, 1988).

This research study related to the accreditation of programs.

ACPHA

Background and History

In the mid 70's approximately 40 four-year institutions offered a degree in hospitality administration. Currently, approximately 170 programs grant baccalaureate degrees and over 700 programs offer associate degrees, certificates, or diplomas (Riegel, 1992).

This rapid expansion of programs was brought about by many factors. The first of these was that the completion of a high school education became a rule and not an exception. Students were being encouraged to finish high school and go on for further education. At the same time, the government

decided to expand access to post-secondary education for a broader population base. Institutions of higher education were encouraged to take in many of the new high school graduates. An increased growth in career-oriented programs also took place across the nation. These programs were based on need-specific industries, mirroring what was needed in the hospitality industry.

The growth in the hospitality industry caused an imbalance in the supply and demand of qualified managers in the hospitality industry (Tanke, 1984). There were few qualified managers and many positions to be filled. Universities saw this industry shortage of qualified personnel as an opportunity to encourage student enrollment. The industry placed great demands on the hospitality programs for their graduates.

As a result of these changes, by the early 80's the demand for qualified managers was being met by numerous graduates from newly formed hospitality administration programs. By 1982, CHRIE became increasingly concerned about the quality of education due to the sudden changes in the industry and academia. A CHRIE committee decided to follow up on an idea proposed in the 1940's by Professor Meek of Cornell University. He suggested the notion of improving the quality of hospitality education through the development of standards applicable to all programs (ACPHA,

1992a). Between the mid 1970's and 1983 a CHRIE-appointed committee investigated the feasibility of hospitality administration accreditation. Nell Woodard and Mike Olsen were co-chairs of this committee. In 1984, Mike Olsen, the chair, and the accreditation committee of CHRIE sponsored Mary L. Tanke's doctoral dissertation. This dissertation explores the relationship between hospitality and accreditation.

Tanke's dissertation, "Accreditation Criteria for Hospitality Management Curriculum," finds that the diversity among both older and newly formed hospitality programs caused a great deal of debate in academia and industry. Diversity was found in program objectives, student admission qualifications, student activities, counseling and placement, facilities, student-teacher ratios, faculty academic preparation and industry experience and the means of student evaluation.

Based on Tanke's research, CHRIE decided to continue the development of an accreditation process. In 1987, William MacLeod was engaged as a consultant to guide all aspects of the development of the accreditation process. By 1988, the committee completed development of the Standards of Accreditation and all necessary supportive documents. The following year, CHRIE members endorsed the goal of improving the quality of hospitality education and

established ACPHA (ACPHA, 1992a).

ACPHA is now one of many specialized accrediting bodies that focuses its attention on a particular program within an institution of higher education. Providing a basis for assurance of the scope and quality of professional or occupational preparation is a major part of the organization's function.

Hospitality accreditation assures the existence of five basic norms.

- 1) Financial resources had been committed by the institution for program development.
- 2) Emphasis of the program had been determined.
- 3) The curriculum matched program emphasis.
- 4) Abilities of the educator allowed for the achievement of program goals and objectives.
- 5) Physical properties met the needs of the curriculum (Tanke, 1986).

Specific Objectives of the Accreditation Process
in Evaluating a Program in Hospitality Administration

ACPHA identifies nine components of evaluation. The standards set by these specific objectives should:

- 1) Provide public assurance that programs in hospitality administration are of acceptable quality;
- 2) Provide guidance to programs in the continued improvement

of their educational offerings and related activities; and
3) Promote higher education and ethical standards of professional education and enhance the public understanding of the hospitality field. The components of accreditation included: mission and objectives, evaluation and planning, administration and governance, curriculum, faculty/instructional staff, student services and activities, and resources.

ACPHA Curricular Objectives:

Curricula have four main objectives that must be met for an institution to obtain accreditation. First, the objectives of the curriculum accreditation area should assure that the course of study is based on those knowledge components, skills, values and attitudes that a community of interest has identified as essential to enable the graduate of the hospitality program to function as a responsible practitioner, citizen, and person. Secondly, it assures that an institution's curriculum offerings are developed, regularly reviewed, and evaluated in terms of their effectiveness in achieving programmatic objectives. Third, the curriculum objective assures that effective means of assessing learning outcomes have been developed. Fourth, the accreditation process assures that the curriculum includes an appropriate mix of theoretical and applied

experiences for achieving the educational objectives set by that particular institution. These four objectives are listed in the ACPHA Handbook of Accreditation. ACPHA lists 13 questions concerning an institution's curriculum in hopes of assuring the above four objectives. This study focused on 7 of those items, numbers 1 through 7. These items are outlined on pages 35 through 38.

Accreditation is no longer a new topic in the field of hospitality administration (Tanke, 1986). It is a recurring topic of discussion as educators seek its ultimate purpose, while continuously balancing academia and industry.

Research Literature Specific to Hospitality Accreditation

Zabel (1992), in Undergraduate and Graduate Programs in Hospitality: A Typology, reviews various aspects of hospitality administration programs including course requirements in seven curriculum areas. Zabel uses a survey of 128 hospitality administration deans, directors, department heads and program chairs.

Of the institutions surveyed, she finds that 95% require field experience or a practicum. Some 76% require courses that emphasize operations planning, of which 62% of the programs require students to take course work or special topics and problem solutions. Institutions seemed to be lacking in the area of market and/or management research and

research-focused seminars. When offered as a concentration, restaurant/food service management was chosen most often. Hotel/lodging management, travel/tourism management, general hospitality, management dietetics and convention/meeting management were the remaining options in their order of preference.

Due to the lack of comparative studies, Zabel found it necessary to complete the 1992 typology and encourages others to do likewise (1992).

The challenges faced by hospitality administration programs are also of concern to Mark MacGrath. He noted that current problems in academia are the result of past rapid growth and the saturation of programs and stated that these problems seemed to be creating serious conflicts, particularly for the ill-prepared graduates (MacGrath, 1993). Williams stated, " While educators want industry to play a major role in developing curriculum, they are naturally unwilling to lose basic control of what is to be taught to future practitioners (1990)." Damonte and Vaden found that their studies suggest that greater emphasis be placed on service management in hospitality programs (1987). Meyer, Tse and Olsen (1987) stated that weaknesses have been identified in the number of universities requiring Human Resources courses.

Present research projects show that industry input is very important in the development of the standards for hospitality programs (MacGrath, 1993; A. Marshall, 1988; Tanke, 1984). Hospitality educators can no longer solely concern themselves with academia; equal emphasis has to be placed on industry and its training.

Courses such as Marketing, Operations Management, Accounting, and Human Resource Management are ranked as highly important to the hospitality students' education in the MacGrath survey of selected National Restaurant Association members. Finance, Hospitality Law, and Organization Theory, rank moderately to highly important. Economics, Ethical Considerations, Quantitative Methods, Administrative Processes and Specialization are listed as moderately important in the search for equilibrium between industry and academics (MacGrath, 1993). Accreditation maybe used in the struggle for balance as it is decided whether hospitality educators should educate or train (Williams, 1990). It is concluded by MacGrath that the core curriculum content of the ACPHA Accreditation Standards appeared to have the potential to provide the knowledge that graduates need for entry-level positions in hospitality administration.

HPBCUs

Conception of HPBCUs

The education of the African American is unlike that of any other group of people. Judge A. Leon Higginbotham Jr., makes the following statement in The Matter of Color describing the colonial statutes that were public policy toward the education of slaves:

" It was a crime to teach a slave to write or employ a slave as a scribe in any manner. The fine for teaching slaves or using them as scribes was one of the most severe fines under the colonial legislation... The reward for killing a runaway slave was far less than the fine for teaching him to write. Thus, the legislature deemed educating slaves an act far more malevolent than even slaves fleeing their masters (Higginbotham, 1978)."

These ideas were present in the period prior to the Civil War when the education of a slave or free person of color was an exception. Yet, rare exceptions were being made in some northern areas of the country. The northern areas that did permit the education of Blacks began to see them achieve in higher education. The south, which was home to the vast majority of Blacks, did not allow such actions.

Oberlin College was one of the first institutions to begin educating "free" Blacks. The idea of establishing educational institutions for runaway slaves along the lines of the Underground Railroad constituted the earliest

Historically Black Colleges (Staff, 1990).

Cheyney (1837) and Lincoln (1854) Universities both of Pennsylvania, and Wilberforce (1856) in Ohio were some of these first great institutions to educate former slaves. In January of 1863 when the Emancipation Proclamation was signed, all slaves in rebellious areas were declared free. The Civil War ended and policy now condoned the provision of rudimentary survival skills to the newly freed slaves.

Today, the category of the former Historically Black Institutions has been changed to include the word predominantly. These predominantly Black schools may not have been originally founded solely for Black students, but the majority of the student body today is made up of Black (African-American) students. These institutions are now formally known as Historically and Predominantly Black Colleges and Universities.

HPBCUs with Hospitality Administration Programs

Currently there are 117 HPBCUs. These colleges and universities are located in 19 states, the District of Columbia, and the Virgin Islands (Staff, 1990). Their conception dates and justification for being vary just as all schools do, but there is one basic purpose within these institutions. That purpose is to provide a quality education to Black students. These institutions however,

are not exclusive and do welcome all, regardless of race, religion, sex, or nationality.

The HPBCUs, like any other institutions of higher education, are filled with numerous disciplines and fields of study. As of 1993, 24 of these institutions had hospitality administration programs. This number reflects an increase from past studies of HPBCUs with hospitality administration programs.

The common body of literature concerning these institutions is small and does not cover a great number of topics or span over any specific period in time. In 1987, L. Patrick Stanton set out to give directors and prospective program directors an overview of hospitality programs (Stanton, 1987). Stanton used a course matrix to analyze the courses offered by HPBCUs with hospitality administration programs. He concluded that despite institutional diversity, the differences were not as substantial as " might be expected" (Stanton, 1987).

Four years later, Jaffe (1991) stated that there was a need to revise the HPBCUs with hospitality administration programs in an attempt to attract more students. It was also thought that the revised programs would help prepare the students for management positions (Jaffe, 1991).

In 1992, L. Marshall performed a study that was designed to review all the curricula of HPBCUs with

hospitality administration programs. This study used Cornell University as the standard to which the HPBCUs were compared. The comparison was the primary objective of the study. The second objective is to provide curricula guidelines for HPBCUs and various institutions that may wish to start or improve the quality of the hospitality programs. Marshall (1992) uses a mail survey as a means of data collection. Fourteen HPBCUs responded to his research. The study revealed relevant facts concerning the institutions. Primarily the programs are located in colleges and departments of Business Administration, Home Economics and Human Ecology, and Hotel, Restaurant Management Departments. The names, years of existence, and student body populations varied across institutions. The more relevant findings of Marshall's research was concerned with HPBCUs' curricula and requirements.

Marshall (1992) finds that the number of hours required for graduation varied. The largest percentage of the population, 67%, required 120 to 124 semester hours for graduation. The number of semester credits required for a major in hospitality varied from eighteen to 74. Nothing seemed to be consistent. The institutions were using different means to accomplish the tasks of educating.

The 1992 study by L. Marshall is noteworthy because he concludes the following about HPBCUs' curricula:

- 1) 56% of the schools did not offer courses in Research/Quantitative Methods;
- 2) 42% did not offer courses in Human Resources;
- 3) 28% did not offer Computer Courses;
- 4) 28% did not offer courses in Property Management;
- 5) 21% did not offer Economic or Hospitality Law courses.

The suggestions made by Marshall indicate that these institutions need to include the above courses in order to improve the overall quality of their curriculum. He also suggests that at least one HPBCU develop a graduate program and questions the practice of only using full-time and very few part-time instructors.

The present study did not use an institution as the basis for comparing HPBCUs. Instead the standards set out by ACPHA were used as the comparison point.

The Goal Base Model

Formal evaluation models are seldom explicitly identified in descriptions of institutional review (Conrad and Wilson, 1985) however, the goal base model is an exception. It is an influential model that offers the advantages of systematic attention to how a program performs in relation to what is intended. This model is used as a basis for the CHRIE self-study evaluation (ACPHA, 1992b; Tanke, 1985).

The model draws the attention of many concerned with higher education, mainly because the focus is given to the program activities and their effects, regardless of what the goal might be. Some questioned this model stating that the central concern of an evaluation should be the issues and concerns of those who have an interest in the program, not how a program performed relative to its formal goal statement. This concern does not hinder ACPHA from using this model as a means of determining whether or not a program meets its goals and objectives (MacGrath, 1993).

The Goal Base Model's foundation was developed by Tyler in 1949. This approach to evaluation is the oldest in higher education. There are several alternative goal base models that have a more recent beginning, but they are all concerned with the extent to which the program under review achieved its intended objectives (Craven, 1980).

This model defines evaluation as both the process of identifying program goals, objectives, and standards of performance, and the practice of using various tools to measure performance. The collected data are compared against the identified objectives and standards to determine the degree of discrepancy (Gardner, 1977). In this model, the most important components of the evaluation design are the identification of goals and objectives and criteria used to judge relative success or failure. Decisions about

measurement and interpretation are normally left in the hands of those individuals actually conducting the evaluation. The final judgement is normally conducted by an overseeing team of evaluators (Conrad and Wilson, 1985).

The model is not designed exclusively to reveal the degree of congruency between objectives and performance. It can also have a formative and descriptive role. Conrad and Wilson (1985) describe the design of the model as one that can vary from simple to complex. This variance is due in part to the following elements contained in the goal base model process:

- * clarification of the goals and objectives of the program under review.
- * identification of the factors or variables affecting performance.
- * delineation of the criteria and standards against which program performance will be assessed.
- * development of techniques and procedures for collecting data on performance.
- * data collection.
- * comparison of the data with the previously identified criteria and standards, leading to a judgment of worth.
- * communication of the findings.

Summary

Accreditation has a long history of impacts affecting internal and external users for professional and social purposes. This concept, process, and status of accreditation took on a more important role as the growth in hospitality caused an imbalance in the supply and demand of qualified managers in the industry (Tanke, 1984). The solution to the imbalance was the creation of more hospitality administration programs.

CHAPTER III

METHODOLOGY

The purpose of this research is to perform a comparative assessment of the HPBCUs' hospitality curriculum based on ACPHA standards. This chapter presents a description and justification of the selected methodology. The population, pilot study, study design, data collection procedures, and analysis are also discussed.

This chapter is divided into sections with more detailed sub-sections. The first section is the pilot study and is divided into three parts. The first sub-section is the formation of the pilot study, the second sub-section explains the intent of the pilot study and its purpose and, the third sub-section discusses the implementation of the Goal Based pilot study. The second section is the design of the study and reviews the selection procedures for the external reviewers, the final survey, and the evaluation packet. The third section is data collection and reviews how the data was collected. The means by which the qualitative data is analyzed is reviewed within the Data Analysis section. Lastly due to unforeseen circumstances, an addendum section is added to this chapter. The addendum addresses the changes in data collection and analysis

procedures due to unforeseen circumstances. Explanations for these changes are stated.

Population

The population for this study consisted of Historically and Predominantly Black Colleges and Universities with hospitality administration programs. The names, addresses, and program directors and/or department heads of these institutions were provided by the 1992 CHRIE Member Directory and Resource Guide and by the Hospitality Management Consortium. The population consisted of 24 institutions of higher education.

The participation of the individual HPBCU was completely voluntary. Meetings with Hubert Alexander, President of the Consortium, Thomas Walsh, Chair of ACPHA, and Colleen Eubanks, Director of Evaluation for ACPHA took place at the 1993 Annual CHRIE Conference in Chicago. The purpose of these meetings was to identify certain areas of major concern to the HPBCUs. Questions concerning the participation of each group represented by the three individuals were also discussed. The three acknowledged that the research was heavily dependent on the participation of their organizations and each agreed to help.

Pilot Study

Formation of the Pilot Study

Prior to the actual HPBCU curriculum evaluation by external reviewers, a pilot study was implemented. The survey instrument was developed from the curriculum section of the ACPHA Manual for Evaluation. External reviewers used in the pilot study are familiar with the expectations, the evaluation scales and more importantly, the standard criteria of this format. The material necessary to evaluate an institution's curriculum was gathered from an anonymous institution and placed in a packet along with the evaluation instrument. The pilot study's necessary material included:

- 1) the university, college and department missions and objectives;
- 2) overall curriculum requirements;
- 3) student guide; and
- 4) course descriptions, requirements, outlines and/or syllabi.

Intent/Purpose

In general, the pilot study was a small scale exploratory research technique that used sampling, but did not apply rigorous standards to the analysis (Zikmund, 1991). In this project, the pilot study was used to test

the survey instrument for its accuracy, to approximate the time needed to complete a single evaluation, and to receive feedback from two members of the ACPHA Commission. Upon completion of the pilot study, the necessary corrections were made to improve the survey instrument.

Implementation of the Pilot Study

Two surveys and corresponding material were mailed out for evaluation. The two reviewers who completed the evaluation were members of the Commission. A letter explaining the background and the intent of the study accompanied the evaluation packet (Appendix B). The reviewers will be asked to fill out the survey as if they were evaluating the curriculum. They were also asked to critique the survey and keep track of the amount of time needed to complete the evaluation. They were asked to complete the task within two weeks. The two members of the ACPHA Commission reviewing the study were also members of the researcher's thesis committee.

Design of the Study

Selection of the External Reviewers

Due to the level of expertise required to review the HPBCUs' curricula, outside consultants were brought in for

this project. These "consultants" were ACPHA trained evaluators. The individuals were identified through the ACPHA office. This list of trained evaluators consisted of those with on-site experience. A letter was mailed explaining the research to everyone who participated (Appendix B). The external reviewers were expected to conduct the actual evaluation based solely on the ACPHA standards and their expertise. They were informed of what to expect, what information would be provided to them, and the approximate length of time required to perform these tasks.

If they agreed to participate, the evaluators were asked about the number of packets they would be willing to review. Institutional names, geographic locations, and program directors and/or department heads names were removed from all material prior to being mailed out for review. The information packets were marked by a number to designate the institution. A listing of the HPBCU names and numbers was known only to the researcher and committee chairperson.

Qualifications for External Reviewers

The ACPHA criteria for evaluators requests that site evaluation team members possess certain qualities. These qualities insure the fairness and professionalism of their work. They are as follows:

1. The ability to be fair and evaluate a program in terms of its stated objectives, appropriate to a post-secondary educational institution.
2. The ability to be a fair and responsible professional observer and not an inquisitor.
3. The ability to understand that evaluators serve two purposes: assessing the quality of the program in terms of the Commission standards, and providing advice on how to improve the program.
4. The ability to see the significant strengths of a program as well as its apparent weaknesses.
5. The ability to work congenially as a professional with peers and accreditation staff on the team.
6. The ability to judge whether a program is functioning effectively to achieve its stated objectives, however different its educational practices may be from others with which the evaluator is familiar.
7. The ability to accept assigned responsibilities and carry them out in the time table estimated (ACPHA, 1992a).

Based on the above criteria and personal willingness of the external reviewers, it was concluded that these individuals were concerned with the betterment of higher education in hospitality administration.

Final Survey

Based on the evaluation critiques concerning the pilot study, a final format was developed for the curriculum evaluation survey. The evaluation survey was divided into three parts. Part I reviewed the curriculum as it related to the program's mission and objectives, the sequential

development and logical progression of course work, the appropriate mix of theoretical and applied experiences, the clearly stated objectives and requirements of each specialization being distinguished and the opportunity for advanced course work (Appendix A). The questions were as follows:

Part I.

1. Is the curriculum designed to meet the program's mission and objectives?
2. Is subject-matter content and output evaluation consistent with program mission and objectives?
3. Is the curriculum designed to provide a sequential development and logical progression in the course work?
4. Does the curriculum includes an appropriate mix of theoretical and applied experiences for achieving the educational objectives?
5. In curricula which are designed with more than one area of specialization or concentration, are the objectives and requirements of each clearly distinguished?
6. Are opportunities provided for advanced work in some of the subject-areas, consistent with the program's objectives and capabilities?

Part II ensured that curriculum provided students not only with a common body of knowledge in hospitality administration, but with opportunities to receive a broad education and awareness of values, skills, and attitudes that would prepare them for imaginative and responsible citizenship roles in business and society. These areas were as follows:

Part II

A. General education. Studies in areas of human achievement other than the purely professional are important in the education of hospitality administrators. Students shall have an opportunity for study in the natural and physical sciences, social sciences, and communication, as well as in the arts and humanities.

B. Work experience. Relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and/or the academic program.

C. Hospitality administration. Knowledge and understanding of the general principles of the following areas, and specific applications in hospitality management:

1. Historical overview of the hospitality industry and the profession;
2. The marketing of hospitality goods and services;
- 3 & 4. The operations relative to the provision of hospitality goods and/ or services, including food service management and/ or lodging management and related services;
5. Accounting procedures/practices;
6. Financial management of hospitality goods and services;
7. The economic environment of profit and non-profit organizations;
8. The legal environment of profit and non-profit organizations;
9. Ethical considerations and hospitality-political influences affecting organizations;
- 10 & 11. Quantitative methods and management information systems, including computer applications;
- 12 & 13. The planning for, and utilization and management of, personnel, including the improvement of student understanding of human behavior;

14. Organization theory, behavior, and interpersonal communication;
15. Administrative processes, including the integration of analysis and policy determination at the overall management level; and
16. Provision of sufficient areas of specialization to allow students to develop individual interest and talents.

Part III reviewed the strengths and weaknesses of the individual institution being evaluated in the area of curricula only. The questions were as following:

Part III

1. Significant Strengths: A program should be commended for those aspects of its life that are considered by the reviewers 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.
2. Significant Concerns: Significant concerns are aspects of program life that the reviewer believes require major attention. Some of these may currently be adversely affecting the quality of the educational program. Others may have the potential for adverse effects, e.g. a governance document or set of bylaws that have the potential for conflict even though no significant conflict has yet occurred.
3. Recommendation for Action: Recommendations are developed from the reviewers significant concerns. A recommendation indicates in the reviewer's professional judgement that certain conditions so affect the program's ability to meet the standard that these conditions must be changed. Recommendations to alter such conditions are not just advised because they bear substantively on the issue of accredited status. Each recommendation should, thus, have clear support in the narrative of the evaluation report.
4. Suggestions: A suggestion is one that offers, for consideration by the program, a course of action the reviewer believes would contribute to the improvement of

educational quality, even though such actions are not necessary to comply with the Commission's standards.

5. In your opinion, what accreditation decision would you make regarding curriculum alone based on the range of accrediting decisions? Please circle the appropriate decision.

- A. Approve accreditation
- B. Defer an accreditation decision
- C. Deny accreditation

Source: ACPHA (1993) Policies & Procedures

Each HPBCU that participated in the research received the results for their individual institution. These results included actual comments from the external reviewers and the ratings from the evaluation forms. In addition, participating institutions received a copy of the study's results.

Evaluation Packets

A letter soliciting the participation of the HPBCUs was mailed out along with a list of the requested material necessary for the evaluation (Appendix B). The institutions were given approximately two weeks to respond. Follow up telephone calls were used as a means of final solicitation. The curriculum material necessary to evaluate the HPBCUs' curricula was individually requested. Each HPBCU was asked to submit the following information for the curriculum evaluation packet:

1. University, department and separate program mission statements and objectives;
2. Syllabus and learning activities (if available) for each course offered under the department major; and
3. College and departmental bulletins and outlines for each major courses offered in the program.

The evaluation packets were displayed in notebook form. Material were tabbed with identifying labels for ease in filling out the survey. The department name, geographic location, faculty names, and any other identifying features were removed.

Data Collection

Each evaluation packet was mailed out to two external reviewers. The reviewers were asked to examine the institution's:

- 1) university, college and department missions and objectives;
- 2) overall curriculum requirements;
- 3) student guide; and
- 4) course descriptions, requirements, outline, or syllabi.

This information was then compared to ACPHA standards for evaluation.

The reviewers were given a self-addressed envelope to mail all the material back along with the completed evaluation forms. They were given two weeks to complete

this task. If the material was not returned within the specified time frame, a follow up letter was mailed out requesting the material. As a final effort to gather the material, a telephone call was placed to the reviewer. Any discrepancy between two evaluations on a single HPBCU was settled by engaging a third reviewer to evaluate the packet.

Data Analysis

The research question which asked how did the HPBCUs' curricula compare to the standards of ACPHA was answered with the findings from the evaluation forms. Due to the nature of both the study and evaluation forms, qualitative analysis was performed on much of the data. Information obtained from the evaluation forms was coded and entered into a computer data file using Statistical Package for the Social Sciences (SPSS). FREQUENCIES, a SPSS procedure, were utilized for analysis where appropriate in order to obtain descriptive statistics for all Likert scale questions.

A matrix was developed to summarize each institution. This matrix was used to show the performance of the individual institution and the collective HPBCU institutions.

Individual and collective reports were written up to summarize the overall appraisal of the HPBCUs' curriculum evaluation. Each participating institution received a copy

of the results for their school and one for the collective body of HPBUCs.

Summary

The study utilized a goal base model to evaluate the HPBUCs curricula. The standards for the model were established by ACPHA. This chapter discusses the pilot study used as a means of testing and evaluating the goal base model. The population, design of the study, data collection procedures, and the analysis for the study are also reviewed within the chapter.

Addendum

As mentioned in chapter I the study had two fixed limits. The curriculum comparison's confinement to HPBUCs with hospitality administration programs was the first restriction. The second constraint pertained to the participation of ACPHA reviewers. It was evident that if the two organizations, HPBCU administrators and ACPHA reviewers did not co-operate, the research would have difficulty reaching completion. The lack of assistance from the HPBCU department heads and/or program coordinators would hinder the study in the supplying of necessary material while, that of the ACPHA reviewers would hinder the curricula evaluations.

The proper steps were taken to obtain support from the HPBCUs and it was thought that this essential support was received. These steps included verbal conformation by some HPBCU administrators at the 1993 Annual CHRIE Conference, written requests mailed out in the month of January, and follow-up phone calls three weeks later. Feeling confident with the research methodology, a pilot study was conducted utilizing the following information:

- 1) university and/or college, department, and program objectives and mission statements;
- 2) overall curriculum requirements;
- 3) student guide; and
- 4) course descriptions, requirements, outlines and/or syllabi.

The pilot study indicated that the curriculum evaluation forms could be used as a successful means of review of the hospitality administration programs. At that time, HPBCUs with hospitality administration programs were asked to participate and supply the aforementioned information. The institutions decided not to provide the information.

Since the methodology had already been established for the research, an alternative means of collecting the curriculum information was needed. The following changes were made to the methodology to reflect the non-

participation of the HPBCU administrators and program coordinators.

Data Collection

Instead of collecting the curriculum material directly from the HPBCU administrators, information available to the general public was used. This included institutional brochures, bulletins, catalogs and any other marketing material available. This information did not prove to be as comprehensive and thus changes in the evaluation packets and data analysis were necessary.

Evaluation Packets

Instead of containing university and/or college, department and program mission statements and objectives; overall curriculum requirements; student guide; and course descriptions, requirements, outlines and/or syllabi, the new evaluation packets contained public information on the institutions. The mission statements, objectives, goals and overall curriculum requirements for most of the HPBCUs were found. Some of this information was in skeleton form, while others went into great detail. The student guide was not used. Course descriptions were provided from catalog information. This meant that the descriptions were vague and brief. Course requirements were given. Neither

outlines nor syllabi were used. The curriculum information that was found on each individual HPBCU was compared to ACPHA standards using the same curriculum evaluation forms as previously intended.

Data Analysis

Qualitative analysis was used on the majority of the material collected in the research. Open-ended questions concerning the curricular evaluations were summarized into general statements to reflect the overall institutional body. There was no need to use any type of statistical software packages to analyze the data. The few Likert scales were analyzed by hand and summarized. Individual HPBCU reports were not prepared for outside review. They were only summarized within the text of the research paper.

Summary

The type of data collected and the means by which it would be collected changed, however the research projects continued to have potential. The possibility of helping HPBCUs with hospitality administration programs to recognize their strengths, weaknesses, areas of concern and overall curriculum performance remained as goals and objectives of this research.

CHAPTER IV

PRESENTATION AND DISCUSSION OF DATA

The findings of the research are presented in this chapter. The first section presents a summary of the ACPHA reviewers and HPBCUs used in the study. The second section reviews the results of the individual institutions while, the remainder of the chapter presents the results on a collective basis.

Summary of Participation of ACPHA Reviewers

Thirty-eight ACPHA evaluators were asked to participate in the research. Their agreement to co-operate was indicated by the return of a participation request form. This request form also asked the number of curriculum packets the individual reviewer was willing to complete. Eighteen, or 47% of the ACPHA trained evaluators, consented to participate in the research. These evaluators agreed to review between two and five curriculum packets each. This did allow for ample evaluations of HPBCUs, even in the event that the material might be sent out for a third opinion.

These ACPHA evaluators represented 17 different institutions offering a degree in hospitality administration. The group included a Department Director, a

Department Head, an Acting Associate Dean, and the remaining were associate, assistant and full professors. Twelve of these individuals held Ph.D.s, one held an Ed.D., and five held Master's degrees. The mailing of the curriculum evaluation packets to the ACPHA reviewers was completed in two rounds. The mailing of the curriculum evaluation packets to ACPHA reviewers took place over a period of several weeks. The first mailing consisted of two evaluation packets for each of the 11 HPBCUs, for a total of 22 evaluation packets mailed. This mailing resulted in 18 completed evaluation packets. The results for one HPBCU were inconsistent. A second mailing consisted of five evaluation packets: four evaluation packets to make up for the ones that had not been returned originally and one evaluation packet for a third opinion. A total of 18 ACPHA reviewers were mailed evaluation packets. Fifteen ACPHA reviewers returned completed evaluation packets.

While all ACPHA reviewers were asked to make comments, suggestions or site concerns when deemed necessary, some declined to do so. Reasons, when given, for not expressing further thoughts on the evaluation indicated the cause to be a lack of insightful and detailed material provided in the evaluation packets.

Summary Of Participation Of The HPBCUs

Twenty-four HPBCUs with hospitality administration programs were asked to participate in the study. Letters requesting their co-operation identified the purpose and goals of the study, materials needed for participation, and the potential rewards that could be gained by such a curriculum evaluation. Of the 24 HPBCUs that received letters, two no longer had a program, two programs were in the embryonic stage of development and did not have a formal curriculum to date, and two were currently re-evaluating the prospective programs. The remaining 18 HPBCUs were eligible for the study.

Two of the original 24 institutions, or 8.3% responded to the request for participation in the study. The first institution responded with a letter stating that its hospitality program was currently being re-evaluated and had no formal updated curriculum. The second HPBCU mailed in the necessary material for evaluation. This 8.3% response rate indicated the overall participation of the HPBCU administrators in the research. The lack of participation by the HPBCU administrators dictated that changes be incorporated into the data collection procedures of the study.

As mentioned in the addendum of Chapter III, the lack of support of the HPBCUs caused a domino effect in the

design of the methodology. Public information concerning the curriculum of the institutions was required to continue with the study. This public information included university and/or college program and departmental mission statements and objectives, course descriptions and requirements, outlines, any other material concerning the hospitality administration program, and a complete curriculum guide. Numerous phone calls to admission offices and a library search produced the above-needed information for 11 out of 18, or 61% of the schools. The information received on the remaining seven schools lacked either a curriculum outline and/or a course description. This made them unusable.

The double - blind review evaluation was performed on the following institutions:

Alabama A & M	Barber-Scotia College
Chicago State Univ.	Grambling State Univ.
Langston Univ.	Morris Brown College
Tennessee State Univ.	Tuskegee Univ.
Univ. of Arkansas at Pine Bluff	Virginia State Univ.
Wiley College	

It should be noted that this study was performed with the consent of one HPBCU hospitality administrator. For reasons unknown, the institutions remained unwilling to participate even after changes in the requested material had

been voiced. The HPBCUs do not appear in alphabetic or any organized order throughout the individual report listings or collective evaluation presented in the chapter. The institutions were assigned a number at random to represent them.

Individual HPBCU Curriculum Evaluation Reports

Each of the 11 HPBCU's hospitality administration curriculum was evaluated by two ACPHA reviewers. The two evaluation forms were compared and summarized. The results of the curricula evaluations are presented on the following pages and reflect the comparison, comments, and opinions of both ACPHA reviewers. The ratings from both reviewers for each question on the evaluation form are in parentheses.

HPBCU Number 1

Part I - Curriculum Evaluation Form:

The curriculum's design to meet the program's mission, objectives and/or goals was given satisfactory ratings (3, 3). The sequential development and logical progression of the course work was rated poor and satisfactory (1, 3) with reviewers questioning the lack of prerequisites. The curriculum's appropriate mix of theoretical and applied experiences for achieving educational objectives was given

satisfactory ratings (3, 3). The area of specialization or concentrations having clearly distinguished its requirements was given satisfactory ratings (3, 3). Advanced opportunities for subject areas was given satisfactory ratings (3, 3) and seemed to be consistent with the program's objectives and capabilities.

Part - II Curriculum Evaluation Form:

General education requirements received a satisfactory and superior score (3, 4). Work experience was given satisfactory ratings (3, 3) by the evaluators. Reviewers questioned whether the required number of hours might have been too few for a meaningful work experience. No specific numbers were given for a remedy. The course matrix indicated a lack of the following hospitality administration areas in HPBCU Number 1's curriculum: Economic Environment, Ethics, MIS, and Administrative Policy.

Part III - Curriculum Evaluation Form:

No significant strengths or concerns were stated by the evaluators regarding the curriculum. This prevented recommendations of actions and suggestions to be given.

The accreditation decision that was given to this HPBCU based on both ACPHA reviewers opinion was "A" Approval of accreditation. This reflects curriculum only.

HPBCU Number 2

Part I - Curriculum Evaluation Form:

The curriculum's design to meet the program's mission, objectives and/or goals was given satisfactory ratings (3, 3). Reviewers commented on the unique courses for a somewhat unique set of objectives and stated that the program's objectives needed to reflect the specific hospitality program. The sequential development and logical progression of the course work received both satisfactory and unsatisfactory ratings (3, 2). Superior and satisfactory (4, 3) ratings were given for the mix of curriculum's theoretical and applied experiences for achieving educational objectives. The area of specialization or concentrations having clearly distinguished its requirements was given superior ratings (4, 4). Advanced opportunities for subject areas were given satisfactory and superior ratings (3, 4). The advanced subject-areas ability to emphasize job training was questioned.

Part II - Curriculum Evaluation Form:

Outstanding general education requirements as seen by the reviewer, produced a superior and satisfactory rating (4, 3). Work experience was also given mixed superior and

satisfactory rating (4, 3) by the evaluators. No comments were given concerning the ratings. The course matrix indicated a lack of the following hospitality administration areas in HPBCU Number 2's curriculum: Marketing, Accounting, Financial Management, Quantitative Methods, Legal Environment, Lodging Management, and MIS.

Part III- Curriculum Evaluation Form:

Significant strengths as seen by the ACPHA reviewers included the many opportunities for specialization especially within the food and nutrition areas and the number of field related experience. A significant concern for the program was the non-existence of crucial hospitality administration courses in HPBCU Number 2's curriculum. In an attempt to address the reviewers' significant concerns, several recommendations for action were given. These recommendations included: serious evaluation of Management Aspects, Accounting, Finance, Marketing and MIS and general cooking courses being eliminated and replaced with the aforementioned courses in the hospitality administration program. The ACPHA evaluator wrote that it is not enough to give the above course in a general way (ie: business schools). The courses must be housed in the hospitality department. Suggestions offered the possibility of including more management related approaches to the courses.

It was the ACPHA reviewers opinion that accreditation be deferred "B" based on the provided material regarding curriculum only.

HPBCU Number 3

Part I - Curriculum Evaluation Form:

The curriculum's design to meet the program's mission, objectives, and/or goals rated poorly (1, 1). The briefness and lack of clarity in the definition of mission statement and goals were used to justify the above rating amongst reviewers. The sequential development and logical progression of the curriculum rated unsatisfactory (2, 2). The lack of prerequisites and sequential patterns of course work were given as comments for the unsatisfactory score. The question concerning the appropriate mix of theoretical and applied experiences for achieving educational objectives brought mixed opinions by reviewers. It received satisfactory and unsatisfactory ratings (2, 3). One reviewer felt that the program needed more hands on practical experience, sighting the fact that the food management class was listed only as an elective. The second reviewer states that because of the unclear educational objectives it was difficult to determine this. The designed area of specialization or concentration was rated by only

one reviewer. This satisfactory rating (3) was not a mutual feeling as the other reviewer did not see an area or specialization or concentration. The lack of opportunity for work experience and electives designed for the purpose of practical knowledge caused the reviewers to view it as poor to unsatisfactory ratings (1, 2). The rigid constraints on the program, as viewed by the evaluators, did not allow for much deviation.

Part II Curriculum Evaluation Form:

General education was rated satisfactory and superior (3, 4). Relevant operational and/or management experience opportunities was given unsatisfactory ratings (2, 2) based on ACPHA standards. Reviewers sighted that more hours were needed for adequate operational and/or management experiences. The following areas of hospitality administration deemed necessary by ACPHA were lacking in HPBCU Number 3's curriculum: Marketing, Accounting, Economic Environment, Ethics, Quantitative Methods, MIS Interpersonal Communication, Organization Theory and Administrative Policy.

Part III - Curriculum Evaluation Form:

Significant strengths of HPBCU Number 3 were listed as the following: strong liberal arts and language

requirements, and good basic business background.

Significant concerns of the evaluators included: the lack of a program directed mission statement, goals and objectives, food production management class being taught without any type of laboratory experience, and the tightness of the curriculum not allowing for electives in areas of interest. Recommendations for action included developing program mission statements, goals, and objectives which match the curriculum or vice versa and developing a laboratory experience for the food production management courses. ACPHA reviewers suggested reviewing program areas for the sequential development of courses.

The accreditation decision based on the ACPHA evaluators was "B", Defer an accreditation decision for HPBCU Number 3 in the area of curriculum only.

HPBCU Number 4

Part I Curriculum Evaluation Form:

The curriculum rated satisfactory (3, 3) in its design to meet the program's mission, objectives, and/or goals. It was noted that HPBCU Number 4 was very weak in the area of hotel management. The curriculum's sequential development and logical progression of course work brought mixed reviews by evaluators. Unsatisfactory and satisfactory ratings (2,

3) were given. It was noted that a cost control class should follow the departmental accounting courses. An appropriate mix of theoretical and applied experiences for achieving educational objectives was given satisfactory ratings (3, 3). A strong background in nutrition and a weak one in hotel management justified the unsatisfactory and superior (2, 4) ratings of the area of specialization or concentrations having clearly distinguished requirements. Opportunities for advanced work in some subject-areas, consistent with the program's objectives and capabilities also brought about mixed opinions by the reviewers. The ratings of unsatisfactory and satisfactory (2, 3) were given as a result of the lack of opportunity in hotel management. The advanced work was only available in the area of nutrition.

Part II Curriculum Evaluation Review:

The general education foundation offered by this HPBCU was given a satisfactory (3, 3) rating by reviewers. Work experience received unsatisfactory and satisfactory (2, 3) ratings. A reviewer noted that the high priority of work experience was impressive. HPBCU Number 4 lacked the following areas in the curriculum of hospitality administration recommended by ACPHA: Historical Overview, Ethics, Quantitative Methods, MIS, Interpersonal

Communication, Organization Theory, and Administrative Policy.

Part III - Curriculum Evaluation Form:

Significant strengths seen by ACPHA evaluators included: a strong general business curriculum, several good lab experiences in hospitality (food service) management, emphasis on personal development, diversity and required counseling and self development opportunities. Significant concerns posed by the external reviewers included a weakness in hotel management curriculum. Recommendation for action included re-evaluation of hotel management curriculum by reviewers. Suggestions to the institution called for the addition of a Psychology course.

In the opinion of both ACPHA trained reviewers the "A" approval of accreditation would be granted to HPBCU Number 4 in the area of curriculum only.

HPBCU Number 5

Note: To date this report reflects one review.

Part I - Curriculum Evaluation Form:

The curriculum's design to meet the program's mission, objectives and/or goals was not evaluated by the both ACPHA reviewer. The reviewer stated that the task was too difficult without the course syllabi. The one that did rate

it gave it a satisfactory rate (3). The sequential development and logical progression of the course work was given a satisfactory ratings (3, 3). The curriculum's appropriate mix of theoretical and applied experiences for achieving educational objectives received a satisfactory and unsatisfactory rating (3, 2). The program appeared to be too general and therefore received both satisfactory and unsatisfactory rating (3) in the area of specialization or concentrations. Advanced opportunities for subject areas were given a satisfactory rating (3). It was pointed out that the opportunities were only available in the area of food and beverage. The last two questions of Part I were not rated by one ACPHA evaluator.

Part II - Curriculum Evaluation Form:

A very good general education curriculum provided the HPBCU with a superior and satisfactory rating (4, 3). Relevant operational and/or management work experiences also received a superior and satisfactory ratings (4, 3). The ACPHA reviewer attributed the high score to the fact the school required and offered work experience components early in the curriculum.

HPBCU Number 6

Part I Curriculum Evaluation Form:

A marginal performance gave HPBCU Number 6 satisfactory (3, 3) ratings in reference to the question of how the curriculum's design met the program's mission, objectives, and/or goals as outlined in the bulletin material presented in the evaluation packet. The design of the curriculum rated satisfactory (3, 3) as it provided a sequential development and logical progression in course work. A satisfactory (3, 3) rating was given to the institution as it provided an appropriate mix of theoretical and applied experiences for achieving the educational objectives. The area of specialization or concentration rated satisfactory (3, 3) with regards to the requirements being clearly distinguished. Unsatisfactory (2, 2) ratings were given to this institution for providing little advanced work opportunities. Justification for this rating was as follows: the need for more elective courses, and the need for internships to fill the void of practical experience not provided in the course work.

Part II - Curriculum Evaluation Form:

General education received satisfactory (3, 3) ratings among the reviewers. Relevant operational and/or management

experience in some facet of the hospitality industry also received satisfactory (3, 3) ratings from ACPHA evaluators. The following areas of hospitality administration were lacking in HPBCU Number 6's curriculum: Marketing, Lodging Management, Accounting, Financial Management, Economic Environment, Legal Environment, Ethics, Quantitative Methods, MIS, and Administrative Policy.

Part III - Curriculum Evaluation Form:

No significant strengths were given by ACPHA reviewers. A significant concern voiced by the evaluators was the lack of hospitality administration courses. It was noted that this very issue must be handled in order for the curriculum to not meet the University's goals. Recommendation for action called for the modernization of all courses. Suggestions included a visit to other food management programs, establishing an advisory committee of food service managers and perhaps upgrading facilities.

ACPHA reviewers would endorse a "C" or deny accreditation because the University's goals were not being totally met with this program as well as due to other poor qualities mentioned above.

HPBCU Number 7

Note: To date this reflects one review.

Part I - Curriculum evaluation Form:

The curriculum's design to meet the program's mission, objectives and/or goals was given a satisfactory rating (3). A reviewer noted that there was some doubt as to whether the hospitality department had a mission statement and/or goals that reflected the mission statement of the college. A sequentially developed and logical progression of course work in the curriculum was rated satisfactorily (3) by the reviewer. A satisfactory rating (3) was also given to the mix of theoretical and applied experiences for achieving educational objectives. HPBCU Number 7 was not designed with more than one area of specialization or concentration and therefore was not compared to ACPHA standards. The lack of opportunities for advanced work in some of the subject-areas received a poor rating (1) from the reviewer.

Part II - Curriculum Evaluation Form:

The opportunity of students to study in the natural and physical sciences, social sciences, communication, and arts and humanities areas or general education received a satisfactory rating (3). Relevant operational and/or management experiences offered to the students received a satisfactory rating (3) by reviewers. The course matrix

indicated a lack of the following hospitality administration areas in HPBCU Number 7's curriculum: Ethics, Quantitative Methods, MIS, Human Resources, Interpersonal Communication, and Administrative Policy.

Part III - Curriculum Evaluation Form:

No significant strengths could be found by the ACPHA reviewer for this institution. Significant concerns included the lack of electives. It was suggested that the curriculum should be changed to include Human Resources, MIS, Quantitative Methods, Ethics and Accounting. Recommendations expressed by the reviewer included the reduction of requirements and the increase of electives, restructuring required courses to emphasize additional courses mentioned above. Suggestions offered included reviewing the overlapping food service courses and the provision of better course descriptions.

The decision to defer accreditation "B" would be given to HPBCU Number 7. This decision reflected curriculum only.

HPBCU Number 8

Part I - Curriculum Evaluation Form:

A unsatisfactory (2, 2) rating was given to HPBCU Number 8's curriculum for the design's ability to meet the program's mission, objectives, and/or goals outlined in bulletin material presented in the evaluation packet. The rating was based on the fact that the mission was not clearly stated and on the lack of essential courses in the curriculum. The design of the curriculum to provide a sequential development and logical progression in courses received unsatisfactory (2, 2) ratings. Comments for this rating included: the major core courses were too general, business courses seemed in order, and the hospitality courses were not. The mix of theoretical and applied experience received unsatisfactory and satisfactory (2, 3) ratings. Comments on this rating included: courses are mainly applied, not enough theoretical or concepts in principle course, and the fact that the mix was there and just is not being used. The design of the area of specialization or concentration also received mixed ratings. Unsatisfactory and satisfactory (2, 3) ratings were given. No comments of the reasoning behind the scores were given. The opportunity of advanced work was given ratings of poor and unsatisfactory (1, 2). The reasoning for this was that

the courses seemed too basic and fundamental; little opportunity for advanced work given. A great number of required courses leaves no possibilities for electives.

Part II - Curriculum Evaluation Form:

General education was rated by only one reviewer and received a satisfactory (3) rating. Work experience received a satisfactory (3, 3) rating from the ACPHA evaluators. The following areas of hospitality administration were lacking in HPBCU Number 8's curriculum: Economic Environment, Ethics, Financial Management, MIS, and Administrative Policy.

Part III - Curriculum Evaluation Form:

Significant strengths of the program felt by the evaluators included: a strong general education curriculum, required internships, and a well composed mission statement. A significant concern was the lack of certain hospitality administration courses deemed necessary by ACPHA for accreditation. It was felt that the hospitality administration core needed to be readjusted to reflect the opportunity for specialization. The recommendations for actions were to revise the hospitality core and adjust the curriculum to reflect the mission statement. Suggestions provided by the ACPHA reviewers included reviewing the

current hospitality core and developing new courses to address differences in curriculum, revising hospitality curriculum, and implementing a lab setting for students.

The opinion of both ACPHA evaluators reflected option "B" defer an accreditation decision in the evaluation of curriculum only.

HPBCU Number 9

Part I - Curriculum Evaluation Form:

The design of the curriculum to meet the program's mission, objectives and/or goals was given a satisfactory rating (3, 3). The sequential development and logical progression in the course work also received a satisfactory rating (3, 3). Satisfactory and superior (3, 4) ratings were given to the institution for achieving the mix of theoretical and applied experiences. The design of the areas of specialization or concentration received satisfactory and superior ratings (2, 3). No explanations were given. Opportunities for advanced course work received a mixed rating of satisfactory and unsatisfactory (2, 3). Reviewers indicated that they did not see a clear picture of advanced course options.

Part II - Curriculum Evaluation Form:

General education was given satisfactory and superior (3, 4) ratings. Relevant operational and/or management experience received satisfactory (3, 3) ratings by ACPHA reviewers. HPBCU Number 9's curriculum lacked the following areas of hospitality administration: Legal Environment, Accounting, Financial Management, MIS, and Interpersonal Communications.

Part III - Curriculum Evaluation Form:

A significant strength noted by the ACPHA reviewers was that the program seemed to be well-balanced. Significant concerns related to the extent to which the curriculum lacks certain courses. Adding course work was recommended. Suggestions included creating a clear statement of general concepts and adding to the lacking areas of hospitality administration.

The general consensus provided by the ACPHA reviewers indicated the approval of accreditation "A" in the area of curriculum only.

HPBCU Number 10

Note: To date this reflects one review.

Part I - Curriculum Evaluation Form:

With its very general design, the curriculum was given a satisfactory rating (3) in the ability to meet the program's mission, objectives and/or goals. The sequential development and logical progression of course work was given a satisfactory rate (3) by the ACPHA reviewer. The curriculum reflected a satisfactory (3) mix of theoretical and applied experiences for achieving educational objectives. The area of specialization or concentration was clearly distinguished and rated satisfactory (3). An unsatisfactory rating (2) was given to the level of opportunities for advanced work in some subject-areas, consistent with the program's objective and capabilities.

Part II - Curriculum Evaluation Form:

Required general education courses were given a satisfactory rating (3) by the reviewer. The opportunity for relevant operational and/or management experience received a satisfactory rating (3) by the reviewer. HPBCU Number 10's curriculum lacked the following areas of hospitality administration: MIS, Organizational Theory, and Administrative Policy.

Part III - Curriculum Evaluation Form:

A significant strength of the institution listed by the reviewer was the solid general education curriculum. Significant concerns included the lack of lab classes in food operation courses. The ability of students to gain practical experience without the lab was of question to the reviewers. Recommendations based on the significant concerns called for internships and the availability of more practical experience for students. Suggestions included reducing the number of required business courses and allowing for students to take more hospitality courses encompassing the lab experience.

The evaluation decision that would be given to this HPBCU's curriculum would be an approval "A" of accreditation.

HPBCU Number 11

Part I - Curriculum Evaluation Form:

The curriculum's ability to meet the program's mission, objectives and/or goals received both satisfactory and poor ratings (3, 1). The sequential development and logical progression of course work also rated satisfactory and poor (3, 1). Specific examples were given as to the incorrect sequence of courses. The mix of theoretical and applied

experiences for achieving educational objectives was given satisfactory and unsatisfactory ratings (3, 2) by the reviewers. A very limited lodging, recreational, and travel & tourism background contributed to a poor rating (1) in HPBCU Number 11's curriculum design ability to reflect areas of specialization or concentration. The lack of opportunity for advanced course work factored into the poor rating (1) in this area. The second reviewer did not evaluate the last two questions.

Part II Curriculum Evaluation Form:

A satisfactory ratings (3, 3) was given to the general education curriculum. It seemed to provide an overall good blend of courses, according to the ACPHA reviewers. The opportunity for relevant operational and/or management experience in some facet of the hospitality industry was rated satisfactory and poor (3, 1) by the reviewers. The course matrix indicated that the institution lacked the following in the areas of hospitality administration in their curriculum: Accounting, Financial Management, Economic Environment, Legal Environment, Ethics, Quantitative Methods, MIS, Interpersonal Communication, and Administrative Policy.

Part III - Curriculum Evaluation Form:

The HPBCU's general education curriculum was noted by the reviewer as a strength. Numerous significant concerns were given by the reviewer. The weakness of practical experiences and the fact that a number of ACPHA required hospitality administration courses were lacking topped the list of concerns. Recommendation for actions called for the institution's review of ACPHA standards. This was suggested in hopes of setting a solid foundation. Suggestions included performing serious work on the curriculum. Due to the numerous problems seen by the reviewer, it was stated that in their opinion accreditation should be denied "C" at the present time. This decision reflects the reviewer's opinion based on the material provided on curriculum only.

Collective HPBCU Curriculum Evaluation Report

The following section synthesizes the 11 individual hospitality administration curriculum evaluation reports. Overall rating percentages were given for questions using the Likert type scale for comparison. Open-ended questions were analyzed in order to identify patterns. Strengths, concerns, recommendations and suggestions offered by ACPHA reviewers were also collectively reviewed. This review section also follows the curriculum evaluation form format. Please refer to Table 4.1 for a summary of core areas of

hospitality administration not found by ACPHA reviewers in the individual HPBCU's curriculum. Tables 4.2, 4.4, and 4.6 describe Parts I and II of the curriculum evaluation form based on the accreditation decision given by the ACPHA reviewers. Tables 4.3, 4.5, and 4.7 follow there perspective sections in the review of Part II of the curriculum evaluation form.

**Table 4.1 Core Areas of Hospitality Administration
Not Found by ACPHA Reviewers in the
Individual HPBCU's Curriculum**

Area of Hospitality Administration	N	Individual HPBCU Number	Percentage
Historical Overview	10	1	10%
Marketing	10	2, 3, & 6	30%
Food Service Mgmt.	10	none	--
Lodging Mgmt.	10	2, & 6	20%
Accounting	10	2, 3, 6, 9 & 10	50%
Financial Mgmt.	10	2, 6, 8, 9 & 11	50%
Economic Environment	10	1, 3, 6, 8, & 11	50%
Legal Environment	10	2, 6, 9, & 11	40%
Ethics	10	1, 3, 4, 6-8, & 11	70%
Quantitative Method	10	2, 3, 6, 7, & 11	50%
MIS	10	1-4 & 6-11	100%
Human Resources	10	4 & 7	20%
Interpersonal Comm.	10	3, 4, 9, & 11	40%
Organizational Theory	10	3, 4, & 10	30%
Administrative Policy	10	1, 3, 4, 6, 7, 8, 10, & 11	80%
Area of Specialization	10	none	--

**Table 4.2 Approve Accreditation
Curriculum Evaluation Form - Part I.**

Questions	N	Percentages*	Mean
Met the program's mission, objectives and/or goals as outlined.	7	3 = 100%	3
Provided sequential development and logical progression in course work.	7	3 = 72% 2 = 14% 1 = 14%	2.57
Appropriate mix of theoretical and applied experiences.	7	4 = 14% 3 = 86%	3.14
Clearly distinguished specializations or concentrations with their requirements	6	4 = 33% 3 = 50% 2 = 17%	3.17
Opportunities for advanced work.	7	3 = 57% 2 = 43%	2.57

Curriculum Evaluation Form - Part II.

Questions	N	Percentages*	Mean
General Education	7	4 = 29% 3 = 71%	3.29
Work Experience	7	3 = 86% 2 = 14%	2.86

*4=Superior; outstanding; well above average
 3=Satisfactory; meets the standard
 2=Unsatisfactory; below the standard
 1=Poor; incapable of being corrected without major change or effort.

Table 4.3 Approve Accreditation:
Core Areas of Hospitality Administration Not Found by ACPHA
Reviewers in Individual HPBCU's Curriculum

Area of Hospitality Administration	N	Individual HPBCU Number	Percentage
Historical Overview	4	4	25%
Marketing	4	none	--
Food Service Mgmt.	4	none	--
Lodging Mgmt.	4	none	--
Accounting	4	9	25%
Financial Mgmt.	4	9	25%
Economic Environment	4	1	25%
Legal Environment	4	9	25%
Ethics	4	1 & 4	50%
Quantitative Method	4	none	--
MIS	4	1, 4, 9, & 10	100%
Human Resources	4	4	25%
Interpersonal Comm.	4	4 & 9	50%
Organizational Theory	4	4 & 10	50%
Administrative Policy	4	1, 4, & 10	75%
Area of Specialization	4	none	--

Table 4.4 Defer Accreditation
Curriculum Evaluation Form - Part I.

Questions	N	Percentages*	Mean
Met the program's mission, objectives and/or goals as outlined.	7	3 = 43% 2 = 28.5% 1 = 28.5%	2.14
Provided sequential development and logical progression in course work.	7	3 = 29% 2 = 71%	2.28
Appropriate mix of theoretical and applied experiences.	7	4 = 14% 3 = 57% 2 = 29%	2.86
Clearly distinguished specializations or concentrations with their requirements	5	4 = 40% 3 = 40% 2 = 20%	2.28
Opportunities for advanced work.	7	4 = 14% 3 = 14% 2 = 29% 1 = 43%	1.86

Curriculum Evaluation Form - Part II.

Questions	N	Percentages*	Mean
General Education	6	4 = 33% 3 = 67%	3.33
Work Experience	7	4 = 14% 3 = 57% 2 = 29%	2.86

*4=Superior; outstanding; well above average
 3=Satisfactory; meets the standard
 2=Unsatisfactory; below the standard
 1=Poor; incapable of being corrected without major change or effort.

Table 4.5 Defer Accreditation:
 Core Areas of Hospitality Administration Not Found by ACPHA
 Reviewers in the Individual HPBCU's Curriculum

Area of Hospitality Administration	N	Individual HPBCU Number	Percentage of those deferred
Historical Overview	4	none	--
Marketing	4	2, 3, & 6	75%
Food Service Mgmt.	4	none	--
Lodging Mgmt.	4	2	25%
Accounting	4	2 & 3	50%
Financial Mgmt.	4	2	25%
Economic Environment	4	3 & 8	50%
Legal Environment	4	2	25%
Ethics	4	3, 7, & 8	75%
Quantitative Method	4	2, 3 & 7	75%
MIS	4	2, 3, 7, & 8	100%
Human Resources	4	7	25%
Interpersonal Comm.	4	3	25%
Organizational Theory	4	3	25%
Administrative Policy	4	3, 7, & 8	75%
Area of Specialization	4	none	--

Table 4.6 Deny Accreditation
Curriculum Evaluation Form - Part I.

Questions	N	Percentages*	Mean
Met the program's mission, objectives and/or goals as outlined.	4	3 = 75% 1 = 25%	2.5
Provided sequential development and logical progression in course work.	4	3 = 75% 1 = 25%	2.5
Appropriate mix of theoretical and applied experiences.	4	3 = 75% 2 = 25%	2.75
Clearly distinguished specializations or concentrations with their requirements	3	3 = 67% 1 = 33%	2.3
Opportunities for advanced work.	3	2 = 67% 1 = 33%	1.67

Curriculum Evaluation Form - Part II.

Questions	N	Percentages*	Mean
General Education	4	3 = 100%	3
Work Experience	4	3 = 75% 1 = 25%	2.5

*4=Superior; outstanding; well above average
 3=Satisfactory; meets the standard
 2=Unsatisfactory; below the standard
 1=Poor; incapable of being corrected without major change or effort.

Table 4.7 Deny Accreditation:

Core Areas of Hospitality Administration Not Found by ACPHA Reviewers in Individual HPBCU's Curriculum

Area of Hospitality Administration	N	Individual HPBCU Number	Percentage of those denied
Historical Overview	2	none	--
Marketing	2	6	50%
Food Service Mgmt.	2	none	--
Lodging Mgmt.	2	6	50%
Accounting	2	6 & 11	100%
Financial Mgmt.	2	6 & 11	100%
Economic Environment	2	6 & 11	100%
Legal Environment	2	6 & 11	100%
Ethics	2	6 & 11	100%
Quantitative Method	2	6 & 11	100%
MIS	2	6 & 11	100%
Human Resources	2	none	--
Interpersonal Comm.	2	11	50%
Organizational Theory	2	11	50%
Administrative Policy	2	6 & 11	100%
Area of Specialization	2	none	--

Part III - Curriculum Evaluation Form:

This section reviewed the significant strengths significant concerns, recommendations, and suggestions based on the accreditation decisions given by ACPHA reviewers. This material reflected the area of curriculum only.

Approve Accreditation

* The ACPHA reviewers approved accreditation for four HPBCUs, for a total of 40% of the universities and/or colleges.

* The significant strengths of these institutions were: a strong general business core; good lab experiences in hospitality administration; and personal development, diversity, and required counseling self-improvement opportunities.

* Significant concerns included a weakness in hotel management courses and the lack of courses required by ACPHA in the area of hospitality administration.

* Recommendations for action included the re-evaluation of hotel management curriculum and addressing the lacking areas of hospitality administration.

* Suggestions included incorporating the areas of hospitality administration outlined by ACPHA standards, reducing the required number of general education and business core credit hours, and allowing for more electives in hospitality administration and core courses.

Defer Accreditation

* The ACPHA reviewers deferred accreditation to four HPBCUs for a total of 40% of the universities and/or colleges.

* The significant strengths of these institutions were as follows: general education and business background, numerous opportunities for specialization (especially in the area of food service management), and the number of field related experience opportunities.

* The significant concerns voiced by ACPHA reviewers included: lack of hospitality administration core areas deemed crucial by ACPHA standards; lack of hospitality administration electives and areas of specialization; lack of program directed mission statements, goals, and objectives; and poor sequential and logical progression of course work.

* Recommendations for action included: evaluation of courses within the program (courses must be specifically designed for the hospitality administration); development of program mission statements, goals and objectives; development of laboratory experiences; and reduction of required courses with an increase in hospitality electives and restructuring courses to emphasize lacking areas of hospitality administration.

* The suggestions offered are as follows: include more hospitality management related approaches to the courses; review progression of courses for the sequential development; re-evaluate course description (courses are general and vague and often seem to over-lap one another); and review the current HA core and develop new courses to address weak areas.

Deny Accreditation

* The ACPHA reviewers denied two HPBCUs accreditation for a total of 20% of the universities and/or colleges reviewed.

* General education was the only significant strength recognized by ACPHA reviewers for those institutions that would have been denied accreditation.

* Significant concerns seemed to focus on the lack of course areas in hospitality administration deemed standard by ACPHA and the issues surrounding the subject not being addressed. Other concerns included the curriculum not meeting university goals, poor coordination between classes and prerequisites, and lack of opportunity for practical experience.

* Recommendations included: modernization of all courses; presentation of curriculum in an organized and comprehensive manner; evaluation of practical experience component of the curriculum; review of ACPHA curriculum standards to ensure that areas are being adequately covered; changing mission statements or expanding course offerings to include areas in the mission statement; and examination of prerequisites and course sequences.

* Suggestions offered by ACPHA reviewers included: visiting other hospitality administration programs, establishing an advisory committee of food service and hospitality industry managers, and developing a clear understanding of standards set by ACPHA in the area of curriculum.

Summary

This chapter gave a general overview of the ACPHA reviewers and the 11 HPBCUs which were reviewed. Results of the study are presented in an individual and collective form. Chapter V presents a summary of the research findings, conclusions and recommendations.

CHAPTER V

SUMMARY, RECOMMENDATIONS, AND DISCUSSION

This chapter contains a summary of the study and a synopsis of the findings. In addition, conclusions are formed and recommendations for the use of the results of the study are presented. This chapter concludes with a discussion of research.

Summary

The purpose of the present research project was to obtain information on how the curriculum of HPBCUs with hospitality administration programs compared to ACPHA standards. The curriculum evaluation forms used in the review provided vital information on this subject-area. These forms were all based on ACPHA reviewing procedures.

The question which the study sought to answer was: How do HPBCUs with hospitality administration programs' curricula compare to the standards of ACPHA? This question was investigated on an individual and group basis.

The answer to this question was obtained by double blind reviews performed by the ACPHA reviewers on the HPBCUs' curriculum. The results from the individual evaluation forms were summarized and analyzed for

similarities and patterned responses from reviewers. The collective curricular review summarized all ratings and combined the components of the concerns, suggestions and recommendations to form cohesive statements. The consensus between two ACPHA reviewers on the individual evaluations was reported, while cumulative evaluation ratings were based on all the information and comments provided.

The curriculum evaluation form was divided into three parts. Part I specifically reviewed the program's mission, objectives, and/or goals; the sequential development and logical progression of course work; the balance of theoretical and applied experiences; areas of specialization or concentration; and opportunities for advanced courses consistent with the program's objectives and capabilities. Part II reviewed general education requirements, work experience opportunities and areas in hospitality administration that are deemed necessary by ACPHA standards. Part III asked the ACPHA reviewers for their professional opinions on the HPBCU's strengths, areas of concerns, recommendation for actions and suggestions. The final question asked ACPHA reviewers to provide an accreditation decision based on the curriculum information given to the reviewer.

Overall Findings

Findings from the study are presented in this section.

1. In the opinion of ACPHA reviewers, four of the HPBCUs received an approval for accreditation "A", four HPBCUs were deferred accreditation "B", and two were denied accreditation "C" based on the curriculum information. Note: One institution to date did not received an accreditation rating.
2. ACPHA reviewers were remarkably consistent in both their ratings and written comments.
3. All of the HPBCUs were lacking in at least one area of the standards required in the hospitality administration's curriculum.
4. MIS was the one core area of hospitality administration not found by ACPHA reviewers in any of the individual HPBCU's curricula.
5. HPBCUs seemed to do a better job with general education and business courses than with the hospitality courses. General education courses and business courses were often cited as significant strengths of the HPBCUs,

while core areas of hospitality administration frequented the list of significant concerns.

6. General Education received the highest mean rate in all three accreditation groups. These mean rates ranged from 3.0 to 3.29.
7. Opportunities for advanced work received the lowest mean rate in all three accreditation groups. These mean rates ranged from 1.67 to 2.57.
8. Food service management and areas of specialization were the only core areas of hospitality administration that the ACPHA reviewers found in all the individual HPBCU's curricular.
9. Recommendations given by ACPHA reviewers consisted of practical ways to better the institution's curriculum. The encouraged activities did not carry monetary cost, but did require time, energy, and the understanding of ACPHA standards.
10. The accrediting decisions pronounced by ACPHA reviewers produced a well balanced choice of alternatives. Both approval and defer decisions received 40% of the

ratings, while the remaining 20% were denied accreditation.

11. Table 4.1 showed that at least 50% of the individual HPBCU's curricula were deficient in 43.75% (7 out of 16) of the core areas of hospitality administration.

These areas included:

Accounting	50%	Quantitative Methods. .	.50%
Financial Management. .	.50%	MIS	100%
Economic Environment. .	.50%	Administrative Policy. .	80%
Ethics	70%		

Approve Accreditation

12. Table 4.2 and table 4.3 show that HPBCUs which were approved for accreditation had higher mean ratings than the remaining HPBCUs that were deferred and denied accreditation in both Part I and II of the Curriculum Evaluation Form. These ratings were consistent in all questions except one, General Education. The HPBCUs that were deferred had a mean rating of 3.3 compared to the 3.29 for those receiving the approval of accreditation. The mean rates for Part I and II of the CEF for those approved were at least 2.57. The lowest for those deferred accreditation was 1.86 and 1.67 for those denied accreditation in the area of curriculum

only.

ACPHA reviewers found that 81.25% (13 out of 16) of core areas of hospitality administration in at least 75% of the individual HPBCUs given the approval of accreditation. This figure is higher than the average HPBCU.

Defer Accreditation

13. Table 4.4 and table 4.5 reflect the ratings from Part I and II of the Curriculum Evaluation Form for those HPBCUs that were deferred accreditation. The means rates ranged from a low of 1.86, for the opportunities for advanced work to a high of 3.33 in General Education. The remaining rates were in the unsatisfactory range.

ACPHA reviewers found 56.25% (9 out of 16) of the core areas of hospitality administration in at least 75% of those HPBCUs that were deferred accreditation. This 56.25% is 25 percentage points lower than the HPBCUs that were approved.

Deny Accreditation

14. Table 4.6 and table 4.7 reflect the ratings from the Curriculum Evaluation Form - Part I and II of those HPBCUs that were denied accreditation in the area of

curriculum only. The mean rates ranged from a high of 3.00 for General Education to a low of 1.67 for opportunities for advanced work experiences. The remaining mean rates were all in the unsatisfactory range of 2.

ACPHA reviewers found 25% (4 out of 16) of the core areas of Hospitality Administration in at least 75% of the individual HPBCUs denied accreditation. This percentage (25%) of core areas is 56.25 percentage points lower than that of those HPBCUs approved and 31.25% percentage points lower than those deferred accreditation.

Comparison To Marshall's Study

When the findings of the present study are compared to the findings of L. Marshall's (1992) "Review of the Hospitality 's Bachelor Degree Curricular of Predominantly Black Institutions," certain similarities became evident. The similarities were as follows.

* Eight HPBCUs were common to both studies.

* In the present study there was a 30% increase in the term "hospitality" being used to describe the program title. This identified a more encompassing curriculum.

* In the present study there was a slight increase in the number of programs being located in Business Departments.

* In the present study there was an increase in the number of required semester hours for graduation. In Marshall's (1992) study the largest percentage of required credit hours was between 128-129 hours and represented 35% of the institutions. Approximately 54.5% of the HPBCUs' in the present study required in excess of 130 plus credit hours.

* The average number of core credits increased 24% in the present study to a total of 33 credit hours.

* The lack of Hospitality Research/Methods, Human Resource Management, Economics, Marketing, Hospitality Law and Computer courses are common to both studies.

So while the comparison of the two studies suggested an increase in the number of credit hours in the overall and core curriculum, the institutions still lacked vital courses in hospitality administration. The fulfillment of hospitality administration courses deemed standard by ACPHA must be established as the foundation of a quality program. It is no longer acceptable to have a mediocre curriculum if the institution plans to attract quality students and faculty, and obtain accreditation from ACPHA.

Recommendations

1. A HPBCU, like any other institution with hospitality administration programs, must familiarize itself with ACPHA guidelines for accreditation. The standards outlined by ACPHA have established the fundamental principles which bring balance to the academic and industry requirements needed for this ever-changing field.

2. A HPBCU must become more aware of the impact of industry that affects its institutions and academic practices. The industrial impacts and changes must be reflected in the curriculum and program organization.

3. Future research should be conducted to increase the common body of knowledge concerning HPBCUs with hospitality administration programs.

4. The HPBCU Hospitality Management Consortium (which was organized to assist members' efforts in planning, developing, implementing, and sustaining hospitality management programs) should take on a more active role in research for the institutions which it represents.

Limitations

The study was hindered by two limitations. The first limitation related to the amount of material that was collected by the researcher on the HPBCUs curricular. The original design of the study called for:

- 1) university and/or college, department and program mission statements, goals and objectives;
- 2) overall curriculum requirements;
- 3) student guide; and
- 4) course descriptions, requirements, outlines and/or syllabi.

This material was not obtained on any of the HPBCUs with hospitality administration programs and therefore it was necessary to seek other forms of information. The material that was eventually collected and used in the curriculum comparison was that available to the public. It included:

- 1) institutional brochures;
- 2) bulletins;
- 3) catalogs; and any other marketing material information.

The collected information for the HPBCUs did not provide the comprehensive review of originally planned curricula. The lack of detailed description gave less insight into the individual curriculum. ACPHA reviewers were often left to pass professional judgement on vague

information. The lack of material also caused some reviewers to leave questions unanswered.

The second limitation concerned the number of HPBCU's evaluated. Out of the 18 HPBCUs with hospitality administration programs, information was only collected on 11 of those institutions. To date ACPHA reviewers have returned enough evaluations to have completed the double blind review on eight HPBCUs. Three HPBCUs have been evaluated on the information returned from one ACPHA reviewer. This information was clearly noted throughout the study.

Discussion

Environmental uncertainties of the Hospitality and Tourism Industry dictate the continuous need for reform and balance between academics and industry. So while HPBCUs represent a very small percentage of institutions offering a baccalaureate degree in hospitality administration, their existence and survival is of the utmost importance to HPBCU alumni, faculty, and the student body; but maybe more importantly, the hospitality industry.

The work force of the year 2000 will be comprised of a much more culturally diverse group of individuals. Jaffe (1991) writes of the lack of recruitment and retention efforts being extended to minority students. Research shows a decrease in enrollment of minority students in hospitality

programs at predominately white institutions (Jaffe, 1991). Stanton (1989) finds the portion of minority enrollment in hospitality programs is low unless the program is housed in an institution with a high minority student body. The percentage of minorities in hospitality programs in non HPBCU colleges peaked at 6%. None of the predominately white institutions attracted any concentration of Blacks. Even lower percentages were found when looking at the graduation rates of Black students in hospitality programs.

Stanton (1989) and Jaffe (1991) indicate that Blacks are not coming out of the more widely recognized hospitality programs in substantial numbers. With this being the case, it is thought that the majority of industry's Black managers entering today's market with a hospitality administration degree today must come from HPBCUs. Therefore, it is necessary for HPBCUs to follow ACPHA standards to produce the most qualified students possible in the hopes that HPBCUs will produce a great number of minority students for entry level positions in the Hospitality and Tourism Industry.

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APPENDIXES

APPENDIX A

CURRICULUM EVALUATION FORM

CURRICULUM EVALUATION

Part I

Please indicate the level at which the institution meets the ACPHA standards using the following scale. This scale is based on ACPHA's Manual for Evaluation Team Rating Forms. We ask that you make comments, pose questions, or state concerns where deemed necessary. Once again we thank you for your participation.

- 4= Superior; outstanding; well above average
- 3= Satisfactory; meets the standard
- 2= Unsatisfactory; below the standard (but could possibly be capable of being improved in a relatively short period of time or by making minor changes).
- 1= Poor; incapable of being corrected without major change or effort.

RATING

1. The curriculum is designed to meet the program's mission, objectives, and/or goals as outlined in the bulletin material presented in your packet. _____

2. The curriculum is designed to provide a sequential development and logical progression in course work. _____

3. The curriculum includes an appropriate mix of theoretical and applied experiences for achieving the educational objectives. _____

CEF-1

RATING

4. In curricula, which are designed with more than one area of specialization or concentration, the requirements of each are clearly distinguished. _____

5. Opportunities are provided for advanced work in some of the subject-areas, consistent with the program's objectives and capabilities. _____

CURRICULUM EVALUATION

Part II

ACPHA standards require that the curriculum provides students not only with a common body of knowledge in hospitality administration, but with opportunities for students to receive a broad education and awareness of values, skills, and attitudes that will prepare them for imaginative and responsible citizenship roles in business and society. This enables students to understand and apply the concepts of problem-solving to general, organizational, and industry-related issues. This common body includes the areas delineated in the following questions.

Please indicate the level at which the institution meets the ACPHA standard above using the following scale and make any comments in the area provided.

- 4 = Superior
- 3 = Satisfactory
- 2 = Unsatisfactory
- 1 = Poor

RATING

A. General education. Studies in areas of human achievement other than the purely professional are important in the education of hospitality administrators. Students shall have an opportunity for study in the natural and physical sciences, social sciences, and communication, as well as in the arts and humanities.

B. Work experience. Relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program.

C. Hospitality administration. Knowledge and understanding of the general principles of the following areas, and specific applications in hospitality management:

1. historical overview of the hospitality industry and the profession;
2. the marketing of hospitality goods and services;
- 3 & 4. the operations relative to the provision of hospitality goods and/ or services, including food service management and/ or lodging management and related services;
5. accounting procedures/practices;
6. financial management of hospitality goods and services;
7. the economic environment of profit and non-profit organizations;
8. the legal environment of profit and non-profit organizations;
9. ethical considerations and hospitality-political influences affecting organizations;
- 10 & 11. quantitative methods and management information systems, including computer applications;
- 12 & 13. the planning for, and utilization and management of, personnel, including the improvement of student understanding of human behavior;
14. organization theory, behavior, and interpersonal communication;
15. administrative processes, including the integration of analysis and policy determination at the overall management level; and
16. provision of sufficient areas of specialization to allow students to develop individual interest and talents.

PLEASE EVALUATE THE COURSES REPRESENTED IN THE COURSE DESCRIPTIONS USING THE MATRIX ON THE FOLLOWING PAGE.

CEF-4

CURRICULUM EVALUATION

Part III

STATEMENT OF STRENGTHS AND WEAKNESSES

Questions 1 through 4

Based on your opinion, please comment on each of the following categories. These comments only reflect curriculum.

1. **Significant Strengths:** A program should be commended for those aspects of its life that are considered by the reviewers 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.

2. **Significant Concerns:** Significant concerns are aspects of program life that the reviewer believes require major attention. Some of these may currently be affecting adversely the quality of the educational program. Others may have the potential for adverse effects, e.g. a governance document or set of bylaws that have the potential for conflict even though no significant conflict has yet occurred.

3. **Recommendation for Action:** Recommendations are developed from the reviewers significant concerns. A recommendation indicates the reviewer's professional judgement that certain conditions so affect the program's ability to meet the standard that these conditions must be changed. Recommendations to alter such conditions are not just advise, because they bear substantively on the issue of accredited status. Each recommendation should, thus have clear support in the narrative of the evaluation report.

CEF-6

4. Suggestions: A suggestion is one that offers, for consideration by the program, a course of action the reviewer believes would contribute to the improvement of educational quality, even though such actions are not necessary to comply with the Commissions standards.

5. In your opinion what accreditation decision would you make regarding curriculum alone based on the range of accrediting decisions. Please circle the appropriate decision.

- A. Approve accreditation
- B. Defer an accreditation decision
- C. Deny accreditation

SOURCE:

ACPEA Manuals for Evaluation Team and Policies & Procedures

CEP-7

APPENDIX B

LETTERS TO ACPHA REVIEWERS AND HPBCU ADMINISTRATORS

February 21, 1994

Penny Dotson, Ph. D.
Northeastern State University
Meetings & Destination Management
800 North Grand Avenue
Tahlequah, OK 74464

Dear Dr. Dotson:

I am writing to you in regards to one of my graduate students, Ms. La Chelle Wilborn. She is a second year masters student and concentrating on the educational and curriculum aspects of hospitality education. Her thesis, "Hospitality Curriculum: A Comparative Assessment" is based on comparing the curriculum from a sample of institutions to ACPHA standards. The analysis will include a review of ACPHA curriculum objectives number 1 through 7.

Other members of her thesis committee include Dr. Thomas Walsh, Chair of ACPHA and Head of the HRIM department at Iowa State University, Dr. Cynthia Mayo, Chair of Hotel Restaurant Management at Virginia State, and Dr. Ken McCleary of Virginia Tech. Ms. Wilborn's research is being done with full knowledge and cooperation of ACPHA.

Due to the level of specialization required to evaluate an institution's curriculum she is not qualified to perform the evaluation and desperately needs your help. Your expertise as an ACPHA trained reviewer will be of great assistance in her research. ACPHA trained accreditation reviewers represent the only qualified experts that can express views that are both professional and not bias for the research project.

If you choose to participate, a notebook will be mailed to you containing the following information for evaluation: 1) the university, college and, department mission statements and objectives, 2) overall curriculum requirements, 3) student guide and 4) course descriptions, requirements, outlines and or syllabi. The department name, geographic location, faculty names and any other identifying features will be removed from all material to ensure a blind review. The survey instrument consists of 27 questions including a curriculum matrix. The evaluation questions are all based on ACPHA guidelines and will be familiar to you.

Curriculum Review
November 8, 1993
Page two

If you are willing to participate, please fill out the enclosed form. Indicate your name, address, and number of evaluations you are willing to complete and return them to me by mail, e-mail or phone. Based on the pilot study it takes approximately a half hour to review the material and fill out the evaluation form. Reviewers will be asked to return the evaluation notebooks and the curriculum evaluations in a two week period, if possible. The actual evaluation will begin in January of 1994. She hopes to be able to analyze the results and graduate in May of 1994.

I hope you will agree to participate. This is a topic that is very important to La Chelle and she really needs you. Thank you for your time and consideration.

Sincerely,

Pamela A. Weaver, Ph.D..
Professor

EVALUATION CONTENT FORM

NAME OF REVIEWER:

ADDRESS OF REVIEWER:

NUMBER OF PACKETS WILLING TO COMPLETE:

Please return this to me as soon as possible either by mail or E-mail (Weaver at VTVM1). If you have any questions please call me at home (703) 951-0339 or work (703) 231-3263. Again, thanks. I really appreciate your collegiality.

February 21, 1994

Linda M. Vincent, Ph. D.
University of Southwestern Louisiana
Hospitality Management
P.O. Box 40399
Lafayette, LA 70504

Dear Dr. Vincent:

We want to thank you for the time and effort you put into helping us with La Chelle's research "Hospitality Curriculum: A Comparative Assessment Based on ACPHA Standards." The original purpose of this research was to compare the curriculum of a subset of hospitality programs with ACPHA curriculum objectives number 1 through 7 and then supply these institutions with information that could be helpful to them in their quest for accreditation.

We took steps to obtain support from our target population and thought we had received this support. We also ran a pilot study utilizing the following information: 1) the university and/or college, department, and program objectives and mission statements 2) overall curriculum requirements 3) student guide and 4) course descriptions, requirements, outlines and/or syllabi. After the pilot study was completed those institutions that we hoped would participate were asked to supply us with the aforementioned information. However many of the institutions chose not to give us the information at this point.

Since we felt the main groundwork had been laid for a master's thesis we needed to find an alternative way to complete the project. Instead of obtaining information from the departments directly we went to bulletins, catalogs and other information available to the public. For this reason many of you had problems finding the information you would liked to have had to make your evaluations. Because of this we are even more indebted to you for the time and energy you put into these reviews.

Again thank you for your efforts.

Sincerely, .

La Chelle Wilborn
Graduate Student

Pamela A. Weaver, Ph.D.
Professor

March 4, 1994

William B. Martin, Ph.D.
Acting Associate Dean
School of Hotel and Restaurant Management
California State Polytechnic University
3801 West Temple Avenue
Pomona, CA 91768

Dear Dr. Martin:

Thank you for taking time out of your busy schedule to assist me with my research. As explained in Dr. Weaver's initial letter, the purpose of this research is to obtain information as to how the chosen institutions' curriculum compare to the ACPHA standards. The analysis includes a review of the ACPHA curriculum objectives number 1 through 7.

Enclosed you will find the evaluation forms that are to be filled out based upon the information provided. The evaluation packet includes: 1) the university and /or college and department mission statements and objectives 2) overall curriculum requirements and 3) course descriptions.

I would appreciate it if you would return the evaluation forms (CEF1 - CEF5) to me within two weeks. If there are any questions please call me at work: (703) 231-9595 or home: (703) 552-6296. Again thank you for your support in this endeavor.

Sincerely,

La Chelle Wilborn

December 3, 1993

Dear:

My name is La Chelle Wilborn and I am a second year masters student at Virginia Polytechnic and State University majoring in Hotel, Restaurant and Institutional Management. While at Virginia Tech, I have chosen to concentrate on the educational /curriculum aspects of hospitality. Dr. Pamela Weaver is chair of my thesis committee and Drs. Cynthia Mayo from Virginia State, Ken McCleary from Virginia Tech and, Thomas E. Walsh from Iowa State are members. My thesis, "Hospitality Curriculum: A Comparative Assessment" will obtain information as to how the HPBCUs compare to ACPHA standards in the area of curriculum only. The analysis will include a review of the ACPHA curriculum objectives number 1 through 7.

Due to the level of expertise required to evaluate an institution's curriculum, I have sought outside help. ACPHA trained reviewers who have performed site visits are being asked to evaluate the curriculum material. This group represents qualified experts that can express views that are both professional and unbiased for the research project. The purpose of my research project will be unknown to the evaluators except for the fact that it is a curriculum evaluation. The department name, geographic location, faculty names and any other identifying features will be removed from all material to ensure a blind review.

The research project, much like that of the ACPHA self study will be an excellent means of continually growth. The outside accrediting organization's standards will identify strengths and weaknesses within the program. The collective results of the research will indicate the qualifying position of the HPBCUs based on the ACPHA standards in the area of curriculum only. The individual school will obtain an extensive curriculum evaluation at neither a tangible nor intangible cost.

Each participating school will have their curriculum evaluated by two reviewers in hopes of reaching a unanimous view point. A discrepancy between two evaluations on a single HPBCU will be settled by engaging a third reviewer to evaluate the curriculum. Upon completion of the research project participating schools will be given a copy of their evaluation which includes comments, ideas, suggestions, and an overall evaluation of the HBPCUs.

HPBCU

December 3, 1993

Page Two

In order to participate in this research project I will need the following information from your institution:

1. The university or college, department and program mission statements and objectives
2. Overall curriculum requirements
3. Student guide (if available)
4. Course descriptions, requirements, outlines and/or syllabi.

The evaluation packets will be displayed in notebook form. Once again it must be stressed that the department name, geographic location, faculty names and any other identifying features will be removed from ALL material.

It would be appreciated if all material could be returned within two weeks to:

La Chelle Wilborn
Virginia Tech
Department of HRIM
362 Wallace Hall
Blacksburg, Virginia 24061-0429

If there are any questions please call me at work (703) 231-9595 or home (703) 552-6296. Please remember that all information is strictly confidential and will be returned to your institution upon completion of the research project if need be. University names will not be used. I really need your help. I am hoping to defend my thesis and graduate in May 1994. Thank you and I look forward to hearing from you soon.


Sincerely,

La Chelle Wilborn

VITA

La Chelle Rachel Wilborn was born on October 19, 1967 in Savannah, Georgia. In 1985, she graduated from Windsor Forest High School, in Savannah. She received Bachelor of Science degrees in Accounting and Hospitality Management from Tuskegee University in 1990.

She has been employed as an Audit Manager in Cleveland, Ohio with Stouffer Hotels and Resorts. Currently, she is a graduate research assistant in the Vice President and Provost Office at Virginia Tech, Blacksburg, Virginia.



La Chelle R. Wilborn