USING BUSINESS MARKETING STRATEGIES IN HIGHER EDUCATION: A CASE STUDY

By

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I declare that <u>USING BUSINESS MARKETING STRATEGIES IN HIGHER EDUCATION: A CASE STUDY</u> is my own work and that all the sources that I used or quoted have been indicated and acknowledged by means of complete references.

<u>November 5, 2007</u>

SIGNATURE   DATE
(Dr F Al-Malood)

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SUMMARY

This research studies and documents the effect of applying business marketing strategies to a small vocational program at a public community college in California. The intent of applying the business marketing strategies is to promote the growth of the program in the areas of: Student Enrollment, Number of Classes Offered, and Number of Degrees and Certificates Awarded. The aim of this research is to provide evidence to support the notion that promoting a vocational program in a public academic institution, using business marketing strategies would indeed produce favorable results as is it commonly does in the case of a commercial business that markets itself.

The Hospitality & Restaurant Management (HRM) program at Mt. San Antonio College was the subject of this research. As a case-study, the HRM program was studied for a period spanning six years from 2000 to 2006 using a quantitative research methodology. A comparison was conducted to analyze the performance of the HRM program in terms of student enrollment, classes offered, degrees and certificates awarded for two periods. The first period (2000 to 2003) reflects a time when the HRM program did not actively employ any marketing strategies to promote itself. The second period (2003 to 2006) covers a period when several marketing strategies were employed.

Key Terms: Case study, business, marketing strategies, student enrollment, program growth, advertising, vocational education, customer oriented, marketing plan, comparative analysis.

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1. Introduction

The following research seeks to primarily chronicle the results of implementing business marketing strategies to promote a vocational program at a community college. And secondly to track the performance of the selected program over a period of six years. The allocated period will represent three years (2000 to 2003) in which no marketing efforts have been engaged to promote the program, followed by a three year period (2003 to 2006) where aggressive marketing efforts were initiated to enhance the performance of the program in terms of student enrollment, number for classes offered, number of degrees and certificates awarded, student completion rate, retention rate and public recognition.

The study will focus on a vocational program operated within a non-profit public institute of higher education in California. The *Hospitality and Restaurant Management* (HRM) program at Mt. San Antonio College has been selected as the case study for this research.

1.1   Terminology Used

Program

For the purposes of this study, the term "program" will refer to a specific educational discipline or any group of subjects grouped together to comprise a degree or certificate granted by an educational institution.

Vocational Education

Vocational education can be defined as educational programs offered at secondary and post-secondary level institutions that do not fall under the "academic" subject category, but rather a vocational category, whereby the subjects taught are designed to provide students with a specific set of skill levels that would enable the students to be employed in areas that require less than a bachelors degree as described by the United States government in the Carl D. Perkins Vocational and Technical Act of 1998 (Swortzel, 1999:3-7).

Over a span of several decades, the term "vocational education" has been defined by numerous individuals. The following is a compilation of such definitions as it was presented by Dr. Kirk A Swortzel, former Assistant Professor of Curriculum and Teaching at Auburn University in his VOED 541-Development of Vocational Education classes:

- "Instruction designed to enable people to succeed in occupations requiring less than a baccalaureate degree (Evans and Herr, 1978)

- Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree (Calhoun and Finch, 1981).

- Organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree (Carl D. Perkins Vocational and Applied Technology Education Act of 1990).

  o Prepare students for employment and for living.

  o Provide a context for learning and applying academic skills, prepare people for participation in family and community, and prepare for college and other types of learning.

  o Offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or emerging employment sectors (Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998)," (1999:3-7).

While each of these definitions are distinctly varied, they all share a common notion that vocational education is designed to prepare individuals for careers that would not necessarily require a 4-year college degree or anything higher in the

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opinion of the authors. Some examples of vocational programs include: Accounting, Business Management, Child Development, Commercial Flight, Fashion Design, Interior Design, Law Enforcement, Nursing, Radio and Television, and more.

1.2   Background

1.2.1   Mt. San Antonio College (Mt. SAC)

Mt. SAC is a community college located in the city of Walnut in the State of California. The college was established in 1946 and is reportedly the largest single campus community college in southern California spreading over a 400 acre campus. The college serves an estimated student population of 25,650, and employs 340 full-time faculty, 370 classified employees, and 58 management level personnel. Mt. San Antonio College offers 83 Associate degrees, and 153 certificate programs in various academic and vocational areas (www.mtsac.edu).

1.2.2   Hospitality and Restaurant Management (HRM) Program

1.2.2.1 Brief History

The *Hospitality and Restaurant Management* (HRM) program at Mt. San Antonio College is a fairly new vocational program having been in full operation less than ten years. The HRM program currently offers a 2-year Associate of Science degree and seven certificate programs. The program was developed by the Nutrition and Foods faculty of the Family and Consumer Science Department in

order to serve a growing demand for such a program within the hospitality industry in California.

1.2.2.2 Degree Program

The HRM program offers an Associate of Science Degree in *Hospitality & Restaurant Management*; this program is designed to serve two purposes:

1. Prepare students for a career in the hospitality industry at an entry level or supervisory level by providing them with hands on practical exposure, theoretical knowledge, and management skills.

2. Afford desiring students the opportunity to transfer to a 4 year institute of higher education to earn a bachelors degree. This is accomplished through articulation agreements developed between the HRM program at Mt. San Antonio College and 4-year universities.

A complete list of the requirements for the Associate Degree is listed in Appendix A.

1.2.2.3 Certificates Programs

The HRM program also offers seven certificate programs. The certificate programs are designed to enhance students' skills in particular areas of interest. Below is a list of the certificate programs offered:

1. Catering

2. Culinary Arts – Level I

3. Food Services

4. Hospitality Management - Level I

5. Hospitality Management – Level II

6. Restaurant Management – Level I

7. Restaurant Management – Level II

None of the above certificates are designed to guarantee employment. In a vocational field such as Hospitality Management that does not required licensure or regulation such as Nursing or Child Care, the certificate is designed to serve the following purposes:

1. Enhanced competency in the subjects related to the various certificates.

2. Offer a variety of educational programs for students that are interested in attending the HRM program at Mt. SAC, but may not necessarily wish to pursue a 2 year degree or transfer to a 4 year university. An example would be some of our part-time students that are currently working in the industry, but are returning to learn some new skills and earn a certificate that may qualify them for career advancement with their employers.

3. To serve as a form of encouragement and mile-marker for accomplishment for students that are at risk of dropping out from college, which is a very common occurrence. Many of our students are the first in their families to attend college, and many of them do not have the personal or financial support or encouragement to go to college, let alone earn a degree or certificate. Several of the certificates are designed so that student can earn them by simply taking 4-8 classes. The rationale behind this is that, if the students feel that they can earn a certificate from

a reputable college in as little as one semester by taking 4 classes, they maybe be encouraged to persist rather than drop out as easily as many others do. Our efforts in designing these certificates are meant to make the students feel that they have "accomplished" some thing unique in a very short period of time.

A complete list of the requirements for the Certificate programs is listed in Appendix B.

1.2.2.4 Hospitality Industry Profile

"Traditionally the Hospitality Industry was commonly known as the Hotel Industry. In more recent time however the word 'Hotel' was exchanged for the more encompassing word 'Hospitality.' A hotel is a business that provides lodging services, and at times food and beverage services as well. So it only made sense to refer to the industry as a whole as the Hotel Industry. More recently the industry has been looked at more critically and re-defined in terms of services and mission. The industry has expanded to include facilities and services such as: clubs, casinos, spas, and golf courses. Therefore, the parameter of the industry expanded to include more than simply hotels and restaurants. Furthermore, as the realm of the industry grew, so did the competition and focus of the industry. Customer service was the single key element that all businesses within the industry provided regardless of size or facilities. Based on the evolution of the industry more and more people began replacing the word hotel

with hospitality, a term that was more encompassing of what the industry had to offer as far as facilities, services and mission" (Al-Malood, 2002:5).

Today the Hospitality & Tourism industry is by far the largest and fastest growing industry in the world. According to <u>The 2005 Economic Travel & Tourism Research</u> released by the World Travel & Tourism Council, the tourism industry is expected to generate in excess of $6.2 trillion dollars in economic activity and is responsible for representing over 221 million jobs world-wide (WTO, 2005:2 and 7).

In the United States, lodging businesses generates $105.3 billion in sales, and employs 1.7 million people in hotels (American Hotel & Lodging Association, 2004:1).

In California alone, the restaurant industry, which is a sector of the hospitality industry, is projected to generate $51.5 billion in sales and employ 1,348,200 people (National Restaurant Association, 2004:2).

1.2.2.5 HRM Student Demographical Profile: Knowing Our Customers

While developing a keen sense of the industry and being well versed in ones own organization are key elements in running a thriving operation, they alone are insufficient in achieving optimal success. Business and marketing experts have

notably agreed that in order for any business to be successful, knowledge of ones customers or target market is essential.

The importance of being "Customer Focused" is evident in the vast amount of publications related to this topic. Barnes and Noble the world largest bookstore carries 333 books with the words "customer focus" in the title. An internet search on the search engine Google.com yielded 4.98 million references to "customer focused."

The world renowned conglomerate General Electric (GE) attributes its success as a company to its customer focused philosophy and the "Sigma Six" quality process that it implements. GE realized that in order to grow and be profitable in business they would need to develop quality products that consumers would want to purchase and trust. To do that you would first need to discover: who your customers are, what their needs and interested are and explore ways to address their needs. Jack Welch former CEO and Chairman for GE discusses this process below:

> "Because our entire Six Sigma Quality initiative is built around our customers, customers will inevitably see improved service. Customers have told us what is important through surveys and other feedback mechanisms and we are using that information to determine key areas for improvement. Then, through a rigorous process, we are finding ways to improve those areas and reduce defects.
>
> GE's Six Sigma Quality Process is customer focused. Everything starts with our customers: they define quality. They expect performance, reliability, competitive prices, on-time delivery, service, clear and correct transaction processing, and more. In every attribute that influences customer perception, we know that just being good is not enough.

> Customers expect excellence, and they will go where they can get it. Customers have all   the votes about satisfaction and value. Whatever their requirements, our customers share common expectations associated with the GE Transportation Systems name," (www.getransportation.com).

The same principles that apply to the success of a business in terms of identifying customers and getting to know them apply to colleges and higher education institutions in the United States. It is vital to understand that in higher education our customers are our students, and in order to better serve their needs and gain their trust in selecting us as their preferred educational institution of choice, we need to exert a sincere effort in:

1. Identifying who they are and where do they come from.

2. Learning what their academic and professional goals are.

3. Exploring how are we best able to meet their needs?

An effective method of addressing these points is by surveying current students and compiling a demographical profile as presented in Table 1. The information provided in the demographical profile will play a crucial role in facilitating the development and tailoring of marketing strategies for a targeted student population.

Table 1   Student Demographical Profile

Age	
18 – 24	69%
25 – 29	16%
30 – 34	6%
Above 35	8%
Highest Level of Education Attained	
High School or Equivalent	100%
College Certificate	17.7%
Associate	11.3%
Bachelor	3.2%
Master	1.6%
Hospitality Industry Experience	
Not Applicable	13%
Past Employee	32%
Currently Working	37%
Working in Another Industry	18%
Employment Status	
Part-Time	63.83%
Full-Time	36.17%
Academic Goals in Relations to the HRM Program	
Just Exploring Classes	8%
Attain Additional Skills	11%
Certificate(s)	18%
Associate Degree	23%
Transfer to a 4 Year School	40%

Source: Hospitality & Restaurant Management Program Survey (Spring 2005)

1.3   Problem Statement

In 2003, I was offered a Professorship at Mt. San Antonio College to be the first full-time faculty for the *Hospitality & Restaurant Management* program. My primary function was to teach the core and elective courses within this major, and my secondary function was to develop this fairly new program into a stronger and successful one.   Stronger in terms of the number of students enrolling into the program, and successful in terms of higher, completion, and transfer rates.

My initial assessment of the HRM program greatly underestimated the challenges that needed to be addressed in order to accomplish my tasks. During my first year at Mt. San Antonio College, I had the opportunity to meet and interact with numerous faculty and staff from various departments across campus, and to my astonishment most of them were not even aware that the college offered a degree in the discipline I was hired for. Needless to say, these experiences conjured up the following question, "If personnel associated with the college are not aware of the existence of the *Hospitality & Restaurant Management* program, then what can be expected of the public's awareness of this program?" The prospectus of a favorable response to this question seemed highly unprofitable.

Upon further investigation of the performance of the HRM program, I discovered that up until the year 2003 the program had failed to graduate any student with an Associate of Science degree. Additionally, between the years 1997 thru 2003, only ten certificates were awarded through the HRM program (Richardson and West, 2003:6).

The absence of graduates is by no means reflective of the quality of the program or institution, but rather the result of a deficit in the administration of the program that failed to correlate the popularity and growth of a program with the number of degrees it awards. At Mt. San Antonio College, programs such as the HRM program are permitted to offer classes based on student demand and enrollment numbers. In order to offer a class, a minimum of twenty students must be

enrolled. If less than twenty students are enrolled, the class would be cancelled. These cancellations directly affect student graduation, student retention, and the sustenance of program's size and growth. Therefore, in order to develop a program in terms of size *(based on number of students enrolled),* marketing efforts need to be initiated to attract more students to enroll in the HRM program.

I was under the false impression that the college possessed a formal program, developmental process, or a full-time position that was dedicated to serving this purpose. The reality was that while Mt. San Antonio College has the resources that would assist vocational programs in their development efforts, these resources are sporadically located on campus without any formal liaison. Furthermore, there is an absence of a formal documented guide or template that would assist vocational programs in the development of a marketing plan.

This suggests a possible deficiency in the current system of managing vocational programs, especially new programs. The implications of this realization suggests a need to develop a market plan model that would provide vocational programs a template that can be adapted and utilized by respective programs in order to address their growth and marketing needs. The marketing plan would also serve as a training tool for new faculty to familiarize themselves with the resources and development techniques available to facilitate the growth of their academic or vocational programs.

For the purposes of this study the proposed marketing plan model will be tailored towards the *Hospitality & Restaurant Management* program at Mt. San Antonio College (Mt.SAC); however, the format and strategies could be easily replicated at any other college program or higher educational institution in the United States. Similarly, the proposed marketing plan model could also be utilized by higher educational institution in other countries other than the United States, though a modification of the plan may be necessary to accommodate the changes in local variables that affect the development of and goals of the marketing plan.

1.3.1   Research Question

How is student enrollment, the number of classes offered, and completion rates of degrees and certificates affected in the HRM program at Mt. San Antonio College when marketing strategies are employed to promote the program?

1.3.2   Problem Statement: A Conjecture

If utilizing marketing strategies helps businesses grow (in terms of number of clientele and sales), then we can reasonably surmise that the HRM program will also experience growth (in terms of student enrollment and degree recipients) by employing similar marketing strategies.

1.3.3   Other Research Questions

1. Which are the most effective marketing strategies?
2. What should be done if a strategy doesn't work?

1.4   Aim of the Research

1. Monitor and evaluate the effect of applying business marketing strategies to the *Hospitality & Restaurant Management* program in the following areas:

    -   Student Enrollment

    -   Number of Classes Offered

    -   Number of Degrees and Certificates Awarded

2. Document evidence to support the notion that utilizing business strategies would in fact produce favorable results in the performance of a vocational program in a public academic institution.

3. Provide a marketing plan model that can be utilized by college departments at Mt. San Antonio College and other higher educational institutions interested in developing and marketing their vocational or academic programs.

From the preceding aim of the research, the following research questions emerge:

-   What evaluative method will be employed to study the affect of utilizing business marketing strategies?

-   What standard of measure will be used to determine whether the impact is yielded positive or negative?

-   What resources will be used to develop the marketing plan?

-   What variables will be included in the marketing plan?

These questions will facilitate to guide the research, and the formulation for a research method and design that will address the aim of the research.

1.5   Research Methods and Design

The research requires the analysis for numeric data dealing with: *Student Enrollment, Number of Classes Offered, and Number of Degrees and Certificates Awarded,* therefore a combination of quantitative case study methodologies will be employed as described in the research design section. A detailed description of these methodologies is provided in Chapter 4.

1.5.1   Research Design

The area of statistical exploration as it relates to program performance in this research, requires the documentation and evaluation of the HRM program's student body, classes and degrees conferred. The following briefly describes the evaluative method that will be utilized; a further detailed description of the research design is discussed in Chapter 4.

Business management philosophy prescribes several techniques to evaluate the performance of operational plans, strategies, and procedures that may be adopted by: an organization, a department, or even an employee. A frequently utilized technique is called the *Comparative Method*. While there are numerous variations of this method, the three commons ones are as follows (Kavanaugh and Ninemeier, 2001:167).

1. <u>Historical Comparison Method</u>:   This method allows the evaluator to analyze data by comparing current results with past results. The benefit of this method is that it provides an opportunity to measure the variance or

difference in performance and determine whether there has been progress or a decline in performance. The disadvantage of using the historical comparison method is that it maybe too restrictive due to its purely quantitative nature. In a sense it may create a tunnel vision phenomenon in that it fails to consider qualitative issues that may have significant bearing on the data produced. Meaning that since reported variance may not necessarily reflect the overall holistic picture and include other important elements that should be taken into consideration such as, organizational goals and industry standards. The historical comparison method is not exclusive to business management; it is used in a variety of fields, including: medicine, social sciences, scientific research, and others. While the method may be given a different name, it still is a form of historical comparison. For instance physicians commonly use this method to track the progress of a patient's health or responses to a particular treatment, in their Patient Progress Report. Quantitative researchers use historical comparison in the form of *Longitudinal* and *Pre-Post* studies, (Jensen and Rodgers, 2001:238). In the hotel industry, historical comparison method manifests itself in several forms and reports depending on what the researcher is attempting to evaluate. One example of these reports is in the form of a subscription report known as the Smith Travel Accommodations Research (STAR) Report, which can be located at www.smithtravelresearch.com. The STAR report provides historical information dating back as far as five years on occupancy rates,

average room rate, revenue per available room, and market share, (Kasavana and Brooks, 2001:390).

2. Market Approach Method: This method suggests comparing an organizations current data to that of other similar businesses. The advantage of this approach is that it informs the evaluator where an organizations stands in relations to the rest of the industry and its competitors. For example in the hotel industry, many hotels companies utilize the market approach method to evaluate and determine their pricing policy. The comparative research can be conducted by each hotel company independently or through a paid research firm that will compare a hotel with up to nine competitors in a given geographic area, such as using Travel Industry Management Service (TIMS) report (www.timsreports.com), (Kasavana and Brooks, 2001:389). In a sense the market approach method may inform a business where it 'ranks' among others. The disadvantage of utilizing this method is that it fails to take into consideration that fact that no two organizations are identical and therefore, may subscribe to a different set of variables and stimuli (Kasavana and Brooks, 2001:390).

3. Management by Objective (MBO) Method: Was first introduced to the management arena in 1954 by Peter Drucker, in his book *The Practice of Management* (Kondrasuk, 1981:419). The *MBO* approach disregards past

performance and market conditions. Instead the *MBO* method determines

the success level of its operation by establishing clear organizational

objectives with the input of all managers, and then comparing the

performance of its employees, operation, and finance to predetermined

objectives. For example, an organization may establish objectives that

need to be achieved within a specified period, such as one year. At the

completion of that period, the evaluator will compare actual results to the

desired results that were defined as objectives. Success would be declared

if the actual results and the predetermined objectives were consistent at the

very least, or if the actual results surpassed expectations. The benefit of

this approach is that it clearly spells out the intentions of an organization

and what it aims to achieve. Furthermore, it leaves no room for

misinterpretation as it specifically states what result is targeted

(Kavanaugh and Ninemeier, 2001:171-172).

The three methods discussed are all quantitative in nature and in an ideal scenario

applying all of them concurrently would provide a broader view and

understanding of how well a business is performing.

For the purpose of this study however, employing the three techniques would

deemed to be an impossible task due to the fact that obtaining data for the *Market

Approach Method* would be fruitless since no public institution is required publish

their information. Additionally, any data provided by the *Market Approach*

Method would be irrelevant to the purpose of this study since the aim of the study does not include comparing the performance of HRM program at Mt. SAC to that of other institutions, but rather Mt. SAC's HRM program to itself, *before* and *after* applying business marketing strategies.

Consequently, only the *Historical Comparison Method* will be employed as it serves the aim of this study. The disadvantages of using this method as previously described are mitigated by including data that practically covers the entire life span of the HRM program.

1.5.2   Sampling Design

Data spanning a six year period from 2000 to 2006 will be covered, which will include every semester HRM courses were offered. The data will represent the following areas:

1. Student Enrollment
2. Number of Classes Offered
3. Number of Degrees and Certificates Awarded

1.5.3   Data Collection Method

A primary data collection method is employed in this study utilizing solely online databases that house the statistical information needed to be able to document and analyze the effects of applying marketing strategies to the HRM program.

The data required for this study is available and can be accessed using a combination of three ways such as: *Direct Access* to college computer records, *College Website*, and through the website for the *California Community College's Chancellor's Office* (CCCCO). A detailed description of these access options is presented in Chapter 4.

With regards to confidentiality and conducting research the college. Mt. SAC has a formal process that can be utilized by external researchers to conduct research at the college. This process requires written permission from the college's Director of Research and Institutional Effectiveness and an appropriate Vice President. However, this process is only necessary if the researcher intends to use college students, staff, and faculty in the research project. Since this study is conducted solely by the researcher without the use of college students, staff, and faculty, the approval process is not applicable.

It is important to point out that the data required for this research is all matter of public record and is obtainable via the aforementioned websites. Therefore, there is no issue related to the confidentiality of the information presented in this study.

1.5.4 Data Analysis

The *Historical Comparison Method* will be employed to analyze the performance of the HRM program between the years 2000 and 2006. The purpose would be to

assess the performance of the HRM program *before* and *after* the use of targeted business marketing strategies.

- Before business marketing strategies 2000 to 2003
- After business marketing strategies 2003 to 2006

In the area of student enrollment, an attempt will be made to determine whether there is a correlation between variations in data from year to year in conjunction to the various business marketing strategies that were used each year to facilitate the growth of the HRM program. This will be accomplished by evaluating whether there is an increase in or decrease in student enrollment figures based on the number and scope of marketing strategies used for each respective year.

1.6   Motivation for the Research

1.6.1   Importance

The need for such research is prescribed by the self-evident deficiency in the availability of current academic and professional literary material addressing the problem on hand.

1.6.2   Contribution

While this paper has targeted the Hospitality & Restaurant Management program at Mt. San Antonio College, the application of the marketing plan model developed may be easily utilized by:

1. Any vocational program at Mt. San Antonio College

2. Other vocational and academic programs at other institutions in the United States with variable modification that take into consideration: social, geographic, economic, and logistical factors.

1.7 Results

My initial assessment of this research perceives that the application of business marketing strategies in higher education will prove to be invaluable in the development and growth of vocational programs as it will provide a:

1. Forum to develop and document a programs vision, goals, objectives and action plan.

2. Means to identify valuable campus resources and tools.

3. Logical sequence to managing a program.

4. Measurement tools to evaluate the progress of the administration of a program.

1.8 Chapter Division

This thesis contains six chapters covering the following areas:

- **Chapter 1 (Introduction):** includes an introduction of the research topic, definition of the terminology used, background information, problem statement, research aim, summary of the research methodology, and motivation for the research.

- **Chapter 2 (Literature Review):** provides an overview of the literary material utilized during the course of the research, the scope and

limitations of the review, and a section on the organization and discussion presented.

- **Chapter 3 (Theoretical Perspective):** presents the several theories behind marketing as posed by some of the leading authority figures on the subject. Additionally, a discussion of psychology and trends in marketing will also be included in this section. Finally, two marketing plan outlines along with a sample marketing plan will be offered.

- **Chapter 4 (Research Design and Methodology):** describes the techniques used to gather data and presents the instruments used in this research.

- **Chapter 5 (Findings):** presents the results of the information and data collected during the study for the research period specified.

- **Chapter 6 (Conclusion and Recommendations):** offers an analysis of the results, a discussion of the financial constraints, and finally recommendations for future research.

2. Literature Review

"That is what learning is. You suddenly understand something

you've understood all your life, but in a new way."

- Doris Lessing

2.1 Overview

This literature review includes a combination of contemporary writings, articles, and research from management scholars, educators, and private consultants regarding: the administrations of academic institutions, student enrollment, and an emphasis on marketing in the field of education.

The cumulative work of the writers suggests that economics influences and market conditions in the U.S. have necessitated colleges and their administrators to adopt new perceptions, attitudes, and management skills with regards to operating their institutions that affect student enrollment and program growth.

2.2 Scope and Limitations

Marketing is a topic that has been discussed, published, taught, and implemented extensively in the business world. For more than a century, thousands of volumes have been written and cataloged covering the topic of marketing as it relates to a

variety of industries ranging from manufacturing industries to healthcare industries.

The oldest library in the United States, *The Library Company of Philadelphia*, founded in 1731 by Benjamin Franklin, possesses within its archives a publication that dates back to 1809, which references the term "Marketing" in its title (The Library Company of Philadelphia, 2006:www.librarycompany.org) . *The Library of Congress* in the United States houses over 4,500 publications related to marketing dating as far as 1928 (Library of Congress, 2006:catalog.loc.gov).

Despite the multitudes of pages that discuss marketing, very few of them discuss the application of marketing within the field of education. This review will reflect a variety of relevant yet narrow selections of available sources concerning literature as it relates: to management in education, marketing in the field of education, and marketing in traditional businesses.

2.3   Organization of the Review

The review is comprised of four portions under the heading "Discussion." The first portion of the discussion is an introduction that highlights the need for a change in perception in running programs in educational institutions. The introduction suggests utilizing business principles and marketing strategies to enhance and growth educational programs that are suffering due to weaker enrollment, reduction in subsidies, increased market competition, and a traditional

ideology in operating academic institutions that are no longer realistic in ensuring the sustainability of program offerings. Additionally, the preparedness of educators in the United States is questioned with regards to their ability to operate successful and growing programs in today's competitive academic marketplace.

In response to the question of educator preparedness, the second portion evaluates six of the best doctorate of education programs offered in the United States to assess whether or not future educators and administrators receive the proper training specifically in marketing to be able to effectively operate competitive programs and schools.

The third portion of the discussion presents the theories, opinions by noted researchers, scholars, and business authors relating to planning, marketing strategies, enrollment enhancement, quality, and how they could be used as tools to promote and grow college programs.

The fourth portion concludes the literature review with a summary of the discussions made and highlights the key concepts suggested in the review.

2.4   Discussion

2.4.1   Introduction: Change in Perception in Higher Education
Management

Historically speaking, Richmond (1969:19) points out that education, as any other field, receives colossal monetary investments in order to sustain and run its

operation. For instance between the year 1920 to 1966 (a 46 year period) public financing in England and Wales increased from £65 million to £2 billion, a phenomenal increase of approximately 2977%.

In the United States, the education budget as determined by the President has increased by 33% in a five year period alone rising from $42.2 billion in 2001 to $56 billion for the year 2006 (US Department of Education, 2005:www.ed.gov).

With the volume of financing that education has traditionally received, academia basked in the glory of subsidization and socialized education. However, those days are gone! With dwindling resources, and a shift towards enhancements of other areas such as the defense sector, many governments despite the growth in education spending, have started allocating and investing less and less funds to education in comparison to other sectors. The United States federal and state governments have deemed it appropriate to cut back 42 programs valued at $3.5 billion in areas that include education and social services spending (US Department of Education, 2006:www.ed.gov).

One particular area in education that has been under repeated attack has been vocational education. In 2004 and 2005 President Bush proposed funding cuts for vocational programs sponsored by the *Carl Perkins Vocational and Technical Act* by *25% ($1.6 billion),* (Reiter and Green, 2005:www.acteonline.org).

Following that, the Bush administration once again proposed eliminating the funding for the *Carl Perkins Vocational and Technical Act* for fiscal years 2006 and 2007 (Daum, 2006:sdaum@mtsac.edu).

Public colleges and universities that had once relied on state funding to support them and that never concerned themselves with financing are today in a unique position of having to develop creative solutions to sponsor their needs. Mt. San Antonio College (Mt. SAC) for instance with buildings and facilities that date back to the 1940's found itself in desperate need for a major campus renovation and upgrade. However, since state subsidies were not available to address the growing need for campus improvements, the Mt. SAC sought assistance from voters in the community. As a result the voters passed a bond measure that provided Mt. SAC with $221 million to service their needs (McLain, 2006: www.whittierdailynews.com).

In the United States funding for public colleges operated by each state is directly tied to student enrollment. Colleges only receive funding based on the number of student Full-Time Equivalency (FTE's) currently in attendance. In other words each college is given a specific amount for each student enrolled in the college; therefore, when enrollment drops, so does funding. In the State of California the statewide average of is about $3,800 per student (Legislative Analyst's Office, 2006:www.lao.ca.gov).

Seattle Central Community College (SCCC) is a prime example of a public college facing hard times with low enrollment and funding. Over the past three years SCCC has been faced with a 12% drop in student enrollment, resulting in an estimated $500,000 worth of cutbacks that have are forcing the college administration to reduce and terminate courses that are described as "unnecessary" (Haskell, 2006:thecitycollegian.com).

With dwindling student populations and enrollment some colleges are experiencing a reduction in funding and are being forced as a result to eliminate program offerings. Consequently, new management and marketing principles need to be adopted by administrators in higher education to ensure the continuity and survival of their institutions.

Over the past ten years, the area of Continuing Professional Education (CPE) has also been faced with tremendous reductions in program offerings and funding as a result of many of them being subsidies operations. In light of the problem, CPE program providers have realized the benefits of marketing and have run their programs more like a business in order to sustain their programs (Craven and DuHamel, 2000:55-56).

As many are beginning to understand the necessity of marketing and are experimenting with different ways to promote their programs, degrees, and schools, traditionalists have maintained that there is no place for business

marketing strategies in academia and have failed to recognize external economic and societal conditions that have contributed to dwindling students enrollment and program growth.

Hossler et al. (1990:57) clearly contends with this belief as well when they stated that, "College and universities have been slow to accept the need for marketing. For many years, resisted marketing because they believed that it is not consistent with the goals or image of institutions of higher education." However, increased competition from private academic institutions alone has created an unprecedented threat to traditional public colleges. A full-time student that would typically take 2 years to earn an Associates degree at a public community college can earn the same degree in as little as 10 months at a private college. We are faced with the reality that we operate in a competitive capitalist society and as such we are continually either attempting to market or sell something. Under such competitive conditions academic institutions that have not already done so may have to begin operating as a business and therefore adopt business practices such as market planning.

Twitchell (2004:4-5), confirms the social application of marketing by elaborating on how one tries to market oneself to family, friends, employers, and special interest groups. Many schools market their degrees by remarking on how attending their school leads to a successful career or future. For instance Pepperdine University's School of Business and Management states that:

"Earning your MBA or International MBA degree at Pepperdine's Graziadio School will challenge you, inspire you, and ultimately enable you to achieve your potential for both personal and professional growth." (2006:http://bschool.pepperdine.edu)

This *qui pro quo* (this for that) philosophy has migrated from the ancient market place with its barter system to today's modern capitalist society where people are seeking the greatest return on investment from a market place overflowing with suppliers.

Decades ago competition may have never been an issue for many of the noble, and at times, non-profit organizations that call themselves colleges; the reality today on the other hand has drastically changed. There is an abundant supply of colleges that are competing for the same limited number of students. Colleges have found themselves in an unfamiliar and uncomfortable position that requires them to adopt business marketing efforts in order to attract students. The term "bottom-line" once synonymous with businesses is today reflected in academic institutions trying to fill their seats to meet minimum enrollment figures. Generally speaking in the case of Mt. San Antonio College minimum enrollment figures means that classes must have a minimum of 20 students registered in the class, or the class will be cancelled, unless an administrator *(typically a Division Dean)* explicitly authorizes a class with less than 20 students to commence.

As a result Mt. SAC and other colleges such as the Illinois Community Colleges with their forty nine colleges, and the Florida Community College System with its

twenty eight colleges, have come under immense pressure to not only maintain healthy enrollment figures, but are being held accountable to maintain acceptable student retention rates as prescribed by their respective states, districts, or administrators (Windham and Hackett, 1997:4-9).

2.4.2 Education as a Business

While Craven and DuHamel (2000:55-62) have asserted the need to adopt a business-like method of operating educational programs and marketing programs just as a business would with their products and services, they are not alone in their convictions. Richmond (1969) had similarly addressed this issue to a greater extent and elaborated on how colleges need to emphasize services, management practices, and marketing.

Richmond (1969:1) suggests that though the title of his book *The Education Industry*, may offend some academics, it should not. He justifies his choice of words by drawing a comparison between traditional industries and academia where both are committed to serving the needs of human beings whether it be through the sale of goods, services, or knowledge.

We are all in one way, shape, or form in the customer services business regardless of our field. As long as we cater to the wants, needs, desires, and even the unexpressed wishes of others, we are to a certain extent in the *Customer Services*

Industry, and as such, we ought to apply the same management and marketing principles to education.

Customer service businesses such as retail clothing stores, hotels, and country clubs commonly categorize their customers into two groups: external-customers and internal-customers. External-customers represent people from outside the organization that would benefit from the products or services of a business. A person who walks into an electronics store to purchase a television is an example of an external customer. Internal-customers, on the other hand, are people from within an organization that benefit from the work or services of each other such as: colleagues, co-workers, and employees.

Colleges, despite the fact that they are in the academic field, are a customer services organizations that caters to both external-customers known as *Students*, and internal-customers known by several names such as: *Faculty, Staff, Counselors, Administrators,* and *Trustees.*

The manner in which we chose to label our customers and ourselves may very well vary, but the underlining area of commonality between all of them is virtually the same. They are all consumers of services or products and the logical rationale would be to interact with them as such.

Table 2 creates a taxonomy of the various titles within different fields that we associate with product or service providers and of the people that receive, purchase or utilize them. The table is meant to illustrate the provider-customer relationship in a number of fields including education.

Table 2   Taxonomy of Titles used by Service Providers and Recipients

Title for Person Providing Service	Title for Person Receiving Service
▪ Sales Agent	▪ Customer/Client
▪ Flight Attendant	▪ Passenger
▪ Hotel Front Desk Agent	▪ Guest
▪ Publicist	▪ Client
▪ Priest	▪ Parishioner
▪ Congressman	▪ Constituent
▪ Lawyer	▪ Client
▪ Doctor	▪ Patient
▪ Teacher	▪ Student

2.4.3   Planning and Educator Preparedness

With the acknowledgement that the field of education is facing economical and social changes, why have we not witnessed a drastic response on the part of college administrators to this problem with palatable positive results?

Umans (1970:x) indicates that the catastrophic failure of college administrators and educators to produce positive results with regards to *student success, enrollment, and program growth* despite the resources that are poured in to education, stems from the fact that no output or measurable objective has been

clearly defined. Evidently, while public education has determined what "input" in terms of dollar amount would be provided, the education system has for decades failed to clearly define an "output." In other words a measurable objective of what educational systems seeks to produce. And in order to start producing results that are measurable as is the case in the business world, the author suggests incorporating some of the managerial techniques (listed below) that have helped businesses in achieve desired results.

This can be done by posing a simple question: "What skills of management can apply to education?" In response, Umans lists the following: "planning, organizing, communicating, and evaluating…" (1970:x).

However, prior to engaging in managing as outlined by Umans, one must first consider the following question:

- *Are college administrators ready, equipped, and trained to embark on an effort to run their colleges in a business manner and engage in marketing a practice that has been primarily reserved for business and industry and not academia?*

To answer this question it was necessary to conduct a survey of academic literature utilized by U.S. colleges to prepare futures college administrators.

2.4.4   Survey of Academic Literature

In 1978 at a conference on student retention, Dr. Don Clifton the late CEO and Chairman of The Gallup Organization made a remarkable statement that has echoed a deep wisdom on which a portion of this literature research was based on. He said, *"To produce excellence, you must study excellence."*

With this in mind and due to the apparent scarcity of literature that pertains to topic of the research, an attempt is made in this chapter to discover what business marketing strategies are being taught in the text and courses of the doctoral programs at the best U.S. institutes of higher education. If recommendation that college administrators especially in public schools in the U.S. need to shift their thinking to that more of an entrepreneurial and business mentality when it comes to running an academic institution, especially in the areas of student services and recruitment; then a reasonable assumption would conclude that future college administrators ought to be taught business management and marketing principles and strategies in graduate and post graduate college.

At this juncture it is vital to highlight a key difference between doctoral programs offered in the United States, and those offered at other regions around the world. Unlike the academic format adopted by doctoral programs in European, Australian, and other international universities, where the doctoral degree is primarily a research degree and thus primarily requires the submission of an approved thesis; at most American universities prior to the submission of a

doctoral thesis, students are first required to complete a host of mandatory courses related to their major much like the bachelors or masters degree format. Table 3 provides an example of a U.S. doctoral degree requirement format at Azusa Pacific University which is a private Christian university in California.

Table 3   Doctor of Education in Higher Education Leadership degree requirements at Azusa Pacific University

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Course Requirements

The doctoral program is 48 units, not including the required dissertation units. Most courses are 4 units, with some 2 unit courses. Some of the elective courses are offered in conjunction with travel to professional conferences or to international universities. Please read the complete course descriptions for more information.

Required Courses   **40 units**

EDUC 701	Strengths-Based Leadership for Teaching and Learning	4
EDUC 702	The Nature of Inquiry	4
EDUC 704	Christian Perspectives and Ethics in Higher Education	2
EDUC 712	Leading Change in Higher Education	4
EDUC 721	Diversity and Social Justice in Higher Education	4
EDUC 725	Administration in Higher Education	2
EDUC 727	The Social Context of Higher Education	4
EDUC 737	Teaching and Learning in Higher Education	4
EDUC 744	Research Design and Statistics I	4
EDUC 745	Research Design and Statistics II	4
EDUC 790	Doctoral Seminar in Research Studies	4

Elective Courses   **8 units**
At least 2 of the elective units must include either EDUC 742 or EDUC 743.

EDUC 707	Principles of Student Retention	2
EDUC 723	Higher Education and the Law	2
EDUC 742	Qualitative Research Methods	2
EDUC 743	Program Evaluation in Higher Education	2
EDUC 750	Writing for Publication	2
EDUC 780	Global Communities of Educational Practice	2
EDUC 798	Special Topics	1-3

Dissertation Courses
When students begin dissertation work with their committee, after completion of the EDUC 790 seminar, they enroll in EDUC 794 for one semester and then in EDUC 795 for each semester thereafter, until the dissertation has been successfully defended. Enrollment in EDUC 795 is at a 50 percent reduction in tuition. Enrollment in these courses entitles students access to faculty and university resources, including library databases and the services of the doctoral research librarian. These courses do not count toward the total unit requirement for the Ed.D.

EDUC 794	Dissertation Research	3-6
EDUC 795	Dissertation Research	3-6

Independent Study
Students may petition to take an independent study course to substitute for an elective 700-level course.

EDUC 795	Readings in Educational Leadership and Administration	1-3

Once a student has completed all course work for the degree, he or she may enroll in additional courses at half tuition.

Source: http://apu.edu/educabs/doctoral/highered/details/requirements/

There are no set standards as to which classes a doctoral program should include, nor are there an established minimum number of courses a doctorate student should complete prior to working on their thesis in the United States. The requirements vary from university to university and each academic institution develops it own curriculum and standards.

With this in mind the following sections reviews the top ranking doctorate level degrees in Education at several highly respected universities in the United States. This methodology was adopted for two reasons, firstly to provide insights as to how educators are being prepared by the best universities in the U.S. to deal with marketing and program growth. Secondly, this method was also sought to generate a comprehensive list of high quality academic text related to marketing (if any) in the field of education that may be reviewed in this chapter.

The publication *U.S. News* was used as a guide to locate a number of such universities. *U.S. News* has established a reputation for many years for providing information on Rankings & Guides to the best U.S. universities and colleges. This information is readily available on their website (www.usnews.com). The search for the best doctorate programs in education yielded a compilation of the following schools categorized by the specialization of the graduate degree in education ranking as of 2005:

Education with a specialty in: *Higher Education Administration*

1. University of Michigan–Ann Arbor

2. University of California–Los Angeles

3. Pennsylvania State University–University Park

Education with a specialty in: *Administration/Supervision*

1. Harvard University

2. Vanderbilt University (Peabody)

3. University of Wisconsin–Madison

The following sections looks at the curriculum at each of the top six doctorate programs in education in the U.S. to determine if any of them incorporate any course that focus on marketing principles, strategies and techniques in higher education.

2.4.4.1 University of Michigan–Ann Arbor

Program Overview:

Offers a *Ph.D. in Educational Administration and Policy* degree.

List of Courses:

The program requires students to complete the following eight courses:

1. EDUC 790 Fundamental Issues in Educational Studies

2. EDUC 792 Methods in Educational Research: Qualitative

3. EDUC 793 Introduction to Quantitative Methods in Educational Research

4. EDUC 898 Professional Development Seminar

5. EDUC 751 The Social Context of Schooling

6. EDUC 752 Organization Theory and Research in Education

7. EDUC 753 Analysis of School Effectiveness

8. EDUC 754 Education and Public Policy

Review of Course Listing:

Despite the fact that college administrators are faced with having to utilize business management strategies in the administration of their colleges, none of the above courses require students to cover any material dealing with business management or marketing strategies.

2.4.4.2 University of California–Los Angeles

Program Overview:

Offers an *Ed.D.-Doctorate of Education* degree. The program is divided into three cohorts spanning a three year period. In the first year, students are required to complete seven courses that focus on developing their background in various areas directly related to education. The following is a list of the courses that need to be completed in year one.

List of Courses:

1. Ed. 451 Foundations of Organizations and Leadership

2. Ed. 452A/B Educational Enterprise

3. Ed. 455A/B Written Persuasion

4. Ed. 296A Leadership Seminar

5. 454A/B Action Research

6. Ed. 456 Organizational Change

7. Ed. 442B Law

The second year focuses on courses that develop students' knowledge in the areas of research methodologies, data collection and analysis. The following is a list of the required courses in year two:

8. Ed. 499A/B/C Advanced Directed Field Experience

9. Ed. 272 Qualitative Design and Methods in Education Policy and Practice

10. Ed. 230A Introduction to Research Design and Statistics

Finally, in year three rather than working on a dissertation, UCLA's Ed.D. program requires the completion of a Culminating Project. Three courses are required to be completed during this phase of the program all of which are designed to allow students time to develop their project and receive guidance and advisement from their faculty and committee members. The three prescribed courses are as follows:

11. 458A/B/C Culminating Project Practicum

12. 599 A/B/C Independent Study

13. Leadership Seminar

Review of Course Listing:

Of the thirteen required courses, only one *(Ed. 452A/B Educational Enterprise)* includes a portion that deals with management. However, there is not a traditional textbook assigned to this course. Students enrolled in this course are required to purchase a publication that was developed specifically for this class by the instructor.

2.4.4.3 Pennsylvania State University–University Park

Program Overview:

Offers both a *D.Ed.* and a *Ph.D. in Higher Education* degrees. Many of the courses listed are required for the completion of both doctorate programs. Some of the listed courses may be taken as electives

List of Courses:

The program offers students the following nineteen courses:

1. HI ED 503. Ethnicity, National Identity, and Education

2. HI ED 545. Higher Education In The United States

3. HI ED 546. College Teaching

4. HI ED 548. Curricula In Higher Education

5. HI ED 549 (ADTED). Community Colleges

6. HI ED 552. Administration in Higher Education

7. HI ED 553 (CI ED, EDTHP, SOC). Educational Mobility In Comparative Perspective

8. HI ED 554. The History Of American Higher Education

9. HI ED 556. Higher Education Students and Clientele

10. HI ED 557 (EDTHP, SOC). Sociology Of Higher Education

11. HI ED 560. Legal Issues in Higher Education

12. HI ED 562. Organizational Theory & Higher Education

13. HI ED 571 (EDLDR, EDTHP). Comparative Higher Education

14. HI ED 585 (EDLDR, EDTHP). Research Design: Implications For Research Decisions and Policy in Higher Education

15. HI ED 586 (EDLDR, EDTHP). Qualitative Methods in Educational Research

16. HI ED 587 (EDLDR, EDTHP). Education Policy and Politics

17. HI ED 594. Research Topics

18. HI ED 595. Internships in Higher Education

19. HI ED 596. Individual Studies

Review of Course Listing:

Similar to the University of Michigan – Ann Arbor's doctorate program curricula, none of the above course requires students to cover any material dealing with business marketing strategies.

2.4.4.4 Harvard University

Program Overview:

Offers an *Ed.D. in Higher Education* degree. The program requires students to complete 16 courses, seven that are mandatory and nine that are general electives. Students may choose from an impressive list that contains 218 courses.

List of Courses:

Below is a list of the seven mandatory courses that are required. The complete list of elective courses is included in the Appendix E.

1. Integrating Perspectives in Education

2. S-010Y: Answering Questions with Quantitative Data

3. S-710B: Participant Observation in Context.

4. S-030A or B: Intermediate Statistics

5. S-520A or B: Logics of Qualitative Research

6 &7. Two advanced methods or research-intensive courses

Review of Course Listing:

Oddly, while Harvard University provides a plethora of elective courses totaling 218, none of these courses deals with the topic of marketing colleges or their programs.

2.4.4.5 Vanderbilt University (Peabody)

Program Overview:

Offers an *Ed.D.* in *Higher Education Leadership & Policy.*

List of Courses:

The degree program offers students the following eighteen courses listed below:

1. Learning and Instruction

2. Leadership Theory and Behavior

3. Organization Theory and Behavior

4. Nature and Function of Higher Education

5. Decision Analysis I: Logic of Systematic Inquiry

6. Context of Educational Leadership and Policy

7. Decision Analysis II: Quantitative Analysis

8. College and University Management

9. Decision Analysis III: Qualitative Analysis

10. Public Policy and Higher Education

11. College and University Finance

12. The College Student

13. Law and Higher Education

14. Comparative Issues in Higher Education

15. Decision Analysis IV: Education Policy and Program Evaluation

16. Capstone Experience

17. Strategic Marketing for Higher Education

18. Capstone Experience

Review of Course Listing:

Vanderbilt University's Ed.D. curriculum with its eighteen required courses presents a more optimistic outlook. One of the courses actually covers aspects of marketing, and enrollment management. The course in reference is appropriately titled *Strategic Marketing for Higher Education*. While the course does not adopt a particular text book to accompany it, the course requires students to read 55 publications (books, journals, and articles). This course includes a capstone project worth 40% of students' grade. Students are required to complete a marketing plan for a specific organization that emphasizes the application of marketing philosophies and strategies.

2.4.4.6 University of Wisconsin–Madison

Program Overview:

Offers a *Ph.D.* in *Education Policy and Leadership.* To ensure that students develop a broad background in the field of education the faculty at the University

of Wisconsin-Madison have deemed it pertinent for students to complete at least one course in each of the following areas:

1. Organizations and Planning

2. Program and Instructional Leadership and Management

3. Politics, Policy and Finance

4. Learning and Diversity.

Additionally, students are required to specialize in one of the above areas. This is done by selecting three additional courses within the areas listed above. The Department of Educational Leadership and Policy Analysis offer a comprehensive list of 86 courses that students can choose from. A complete list of the courses is included in the Appendix F.

<u>Review of Course Listing</u>:

University of Wisconsin–Madison, with its list of 102 courses, and belief that students should have a broad and comprehensive exposure to the various emphasis in their degree program, fails to offer a single course for dealing with marketing in higher education.

2.4.4.7 Summary

The combined total of courses offered by the top six doctorate programs in education in the United States equals 362 courses. These courses include courses that are required core subjects, electives, and independent research courses. Of the six schools and their 362 courses that were surveyed, Vanderbilt University with its *Ed.D. in Higher Education Leadership & Policy* was the only school that

offered a marketing course as a part of the curriculum for the doctorate degree in education.

2.4.4.8 Conclusion

With so little apparent importance given to the area of marketing, it is not surprising to find college administrators with no training in the subject area. This sort of leadership keeps the higher education institutions from recognizing the value of marketing and its necessity in today competitive academic market.

With no background in conducting strategic planning and research, analyzing academic markets, implementing and managing efforts, college administrators are ill-equipped to serve the business needs of their respective colleges and comprehend the needs, wants, and demands of their consumers (the students). Many of the administrative educational curriculums at top universities in the U.S. are designed to produce leaders and managers that dedicate their efforts to pedagogical development, dealing with policy, and operating government subsidized schools, and colleges that rely of heavily on private donors, and grants. Thus, lacking necessary business and marketing component that would enable them to run a school that would be self-sufficient and able to endure and respond appropriately to changes in the academic environment.

Having said that, college administrators do have options that would assist them in addressing their respective colleges marketing needs; one such option would be to

hire a professional marketing expert or firm to handle marketing for the college. As is the case with The Apollo Group Inc. (www.apollogrp.edu), the parent company for the *University of Phoenix*, the *Institute for Professional Development, Western International University,* and *College for Financial Planning* who employs a full-time *Vice President of Marketing* responsible for the marketing of the entire group.

Another such option would be to benefit from adopting a *Marketing Plan Model* specifically designed for institutions of higher education like the one being proposed later in this research in Chapter 3. It may be unrealistic to suggest that all college administrators with no marketing expertise should enroll in a marketing course, furthermore it may not be feasible for some colleges with limited budgets to invest in a hiring either a professional marketing firm or a full-time marketing executive; however adopting and following a *Marketing Plan Model* could be a viable and feasible alternative.

2.5   Opinions, Theories, and Suggested Solutions

Scholars and business writers such as Hesel, Black, Craven, DuHamel, Fox and Kotler, among others have each developed their own opinions, theories, and suggestions as to how academic institutions should attempt to promote themselves. The have also discussed which marketing strategies should be adopted in order to tackle some of the issues that many colleges face in terms of declining or weak enrollment, lack of recognition within the community, and

stunned or remitted growth. A compilation of these ideas is presented in the next sections.

2.5.1   Branding

Some such as Twitchell (2004) have suggested that colleges today need to utilize branding strategies. A technique that has been used by businesses for decades to engrave their trademark, products, logo, slogans, and even their Chief Executive Officers' (CEO's) names and faces. Some of the most renowned brands include: Marlboro, Coca Cola, Pepsi, General Electric (GE), Tiffany, Dell, McDonalds, Donald Trump, Oprah Winfrey, and Martha Stewart.

Adversely, Hesel (2004) in his article "Know Thyself: 5 Strategies for Marketing a College," severely criticizes the notion that a branding the president of a college is a new savvy way of marketing an institution, as is the case with the business tycoons Donald Trump and Martha Stewart. Hesel argues that the idea is ludicrous to say the least since business entrepreneurs own their organizations and are stationery figures, while the average tenure for a college president or CEO is approximately five years. Instead, Hesel (2004:B9) outlines the following five key points that he firmly believes would be effective techniques to market a college: *"1. Focus on the Product, 2. Focus on Strategic Goals that are well Defined and Long-term in Scope, 3. Make Critical Decisions on Sound Empirical Basis 4. Integrate Everything you do, 5. Commit for the Long haul."*

2.5.2 Discussion of Hesel's Marketing Techniques:

1. *"Focus on the Product":* By investing into the development of the institution's area of expertise and reputation for excellence through consistency and quality, and what it offers, it follows that a college would consequently benefit from results that would distinguish it from others. The legendary management guru, Peter F. Drucker, was once asked during a PBS interview about the reasons behind the huge economic success of Japan and their automobile industry, and the apparent market shrinkage of the American-made automobile, despite the fact that the United States was the obvious pioneer in the field. Drucker explained that for decades the Japanese had their best and brightest scientists and engineers devoted to improving consumer products while the Americans had their finest working for the defense industry. He stated that while the Japanese were perfecting the doors of their automobiles, America was too busy building bombs and weapons. American car manufacturers failed to make product quality improvement and consumer demands a key priority. They failed to focus on the product. As a result, their market share continued to plummet and take a back seat to Japanese automobile sales. Similarly, colleges that have failed to continuously improve their programs, and distinguish themselves from others are losing their students to competitors. For many students in America, a college education is a financial investment and selecting the right institution will be based on a number of factors among which will certainly be the quality and reputation of the program at the

institution. A foreseen return on investment in the form of competitive jobs offers or a demand for their earned degrees by recruiters and employers must be witnessed by students.

2. *"Focus on Strategic Goals that are well Defined and Long-term in scope":* Hesel contends that clear definable goals serve as a beacon to guide marketing efforts of institutions. Goals create a direction to which marketing efforts can be wisely directed in order to achieve measurable objectives. Yet, regrettably many institutions develop marketing activities without having established strategic goals or measurable objectives thus failing to create a criteria based upon which the success or failure of marketing results can be compared.

3. *"Make Critical Decisions on Sound Empirical Basis":* There's a perception by many college administrators that attractive buildings, facilities, and structures are responsible for encouraging enrollment and growth. While this may be a factor, it is by no means the only factor that students will consider when deciding on which school to attend. Prior to investing large sums of money into capital expenditures to develop or renovate existing facilities, higher education administrators ought to develop a feasibility study, and obtain empirical data to ensure that their decision serves to achieve previously defined strategic goals and organizational vision. At times, it is not the buildings that will draw students but the people that work and operate those buildings that attracts them.

4. *"Integrate Everything you do":* Hesel makes the argument that engaging in branding efforts through marketing is fruitless. He makes his assertion based on the fact that college's marketing budget are no where near the millions and even the billions of dollars that corporate companies pour into the media in order to brand their products. By entering into the branding war, colleges are not only competing with other schools, but also commercial businesses and companies such as: Microsoft, Honda, Pepsi, and others. So rather than focusing marketing efforts on branding higher education institutions, the recommendation is to engage in marketing efforts that are intensified and allow the integration of any scheme that would facilitate the achievement of strategic goals.

5. *"Commit for the Long haul":* Fads come and go, and colleges that want to succeed in the long run need to be realistic about their goals and the results that they expect. Change will not happen over night and to think so would be naïve to say the least. Some of the best institutions in the country such as New York University took decades to become the world renowned institution that it is today. However, it did so by subscribing to a long term vision that was created in the mid-70's. Gradual but persistent change and improvements occurred over a span of approximately 30 years. Ultimately, New York University earned its place among top U.S. universities and was voted several times by *USANEWS* as one of America's Best Colleges (Hesel, 2004:9).

Black et al. (2004) cumulatively agree that there is no single strategy that could be utilized by a college to cure low enrollment issues and develop growth. Colleges must engage in several strategies that would provide an ample pool of prospective students. Some of the strategies suggested are as follows: hosting recruitment events, visiting high schools, developing recruitment publications, direct mail, advertising in movie theaters, radio, TV, and issuing press releases to the media. The combined effects of all of the above activities have assisted the following colleges: the University of North Carolina at Greensboro, Union College in New York, North Carolina Central University, Willamette University, and the University of Southern California (to maintain healthy student enrollment figures). Additionally, the above institutions have all agreed that colleges should personalize communication with students and appeal to their emotional sense rather than burden them with volumes of facts about the institution. Students are customers, and the number rule of service is "If we don't take care of our customers, somebody else will" (www.regionalsource.com). Colleges need students just as much as students need colleges. Therefore, students ought to be treated in a manner that makes students feel welcomed, respected, and appreciated (2004:B12).

Once colleges understand the concept that both students and colleges need each other they can proceed with planning and implementing a working strategy. This requires college administrators to understand how marketing can impact their schools, and they need to develop a formal marketing plan. The reality in many

institutions today however narrates a different story. Many colleges do not have a marketing plan, nor a person to provide assistance with such efforts. Educators have realized the need for marketing; however, they have also discovered that in many instance marketing efforts would have to be adopted by them personally since their colleges have not developed a formal marketing plan for the entire college, its departments, and specific programs. The function of professors has shifted from one of strictly instruction and research to that of a recruiter as well.

2.5.3 Faculty Development

Craven and DuHamel (2000:56) asserted that despite the desperate need for marketing efforts in education, especially in the area of Continuing Professional Education (CPE), many if not most educators are ill-equipped and unqualified to engaged and spear head any strategic marketing activities. The need for engaging in marketing efforts is imperative to the sustenance of many educational programs today across America.

To address the marketing training deficiency in educators, Craven and DuHamel (2000:56-58) recommend the following 9 basic principles that educators can subscribe to facilitate their marketing endeavors:

1. *"Identify Your Target Audience"*: Clearly pinpoint who your courses, certificates, and or degrees are designed for. For example a suggestion of this would be:

Students living in the San Gabriel Valley interested in earning an Associates of Science Degree, and pursing a career in Health Services as a Respiratory Therapist.

2. *"Define Your Mission":* Reflect on the purpose of your courses and program to assist in developing a mission statement that clarifies the goal of your program. For example:

> We are committed to providing cutting edge education and training in the Respiratory Therapy program to ensure our students receive the best possible training and are competitively placed within the Health Services field.

3. *"Assess The Needs Of Your Community":* Using economical and social research as a basis, establish whether there is a demand for your courses or program by both employers and prospective students, and what requirements or criteria is associated with the demand. (For example: Employer's Needs: Seeking candidates with an A.S. degree, 800 hours of work-experience, and board certification. Student's Needs: A degree program that students are able to graduate from within a reasonable length of period that does not exceed 2 years, assistance with job placement, and a demand for their degrees by employers in the workplace).

4. *"Identify Your Competition":* Determine which schools within your locale are offering similar programs to that of yours and are targeting the same students that you are. Include both public and private schools. Study their approach and strategies and compare their program to yours. Understanding your competitors' strengths may highlight weaknesses in your program that need to be revised. Also, identifying your competitors'

weaknesses, creates an opportunity for you to capitalize on and exploit to your advantage.

5. *"Establish Your Credibility":* Credibility entails establishing a reputation for being one of the best in the field, and by being able to deliver on promises. While creditability creates a trust in your program, it alone is insufficient if your credibility is not popularized. It is crucial that the community be reminded of topics of pride related to your program. For example: Having highly qualified faculty, proven track record for students' success both academically and professionally. This can be done through press releases, public announcements through publications, or electronically on institutional websites. Modesty has no place in a competitive environment; you need to be in the spot light even if it means blowing your own horn. The assumption should never be made that others will do it for you.

6. **"Develop a Marketing Plan":** Create a comprehensive plan with action tasks, personnel in charge, and a budget to assist you in reaching your target market. A marketing plan is a roadmap that points to the direction that needs to be pursed to achieve goals as described in the mission, using all of the information provided in points 1-5.

7. *"Provide Options":* Offer alternatives to prospects that may be interested in your program, but in a non-traditional format. For example: non-credit continuing education workshops, hybrid and online classes for people

working professionals or students that may not be able to commute to campus regularly.

8. *"Evaluate Your Program":* Solicit feedback regarding the performance of the major stakeholders in a program to determine how well you are doing in achieving your goals. To do this, get the stakeholders (faculty, students, and employers) to evaluate each other in a constructive manner. The purpose of the evaluation is never to criticize, but rather to seek new ways to continually improve and address issues that may deem to be inefficient or inconsistent with the documented mission and goals.

9. *"Deliver Quality Programs":* While deemed intangible, elusive to definition and at times comprehension, delivering quality is the ability to deliver a product or a service to people that in their opinion is of a significant perceived value to them. In the case of education, the *quality* of the program is determined by employers and students. This could be reflected by the demand for your students by employers and by students competing to enroll into your program.

2.5.4 Quality: The Value of Perception

Dr. Norbert Wiener, renowned mathematician and MIT Professor, once stated that, *"the average human being of mediocre attainments or less has nothing to sell that is worth anyone's money to buy"* (Wayburn, 1991:dematerialism.net). We demand the best value for our money when it comes to purchasing products, goods, services, and employee performance, so why should we as a public settle

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for anything less than outstanding and efficient in the management of our school systems?

With thousands of accredited colleges in the United States, colleges can claim to be the best and hope that their statements would attract prospective students; however a claim alone is insufficient. Colleges need to work on developing the perception within the community that what they have to offer is of a great quality and therefore of great value.

Kotler and Fox (1995:28) view marketing as a tool that many educational institutions are utilizing to enhance their effectiveness in "attracting and servicing" students. To do so effectively, educational institutions need to provide value and quality as perceived by the students (customers). This means that schools need to deliver not only what is deemed academically appropriate, but also what is economically relevant and needed. Colleges need to convey through marketing efforts that their programs are quality programs that will prepare students for the professional world through current education, state of the art training, and exposure to a variety of issues, courses, and experiences designed to expand students' knowledge base. This can be accomplished by shifting from a reactive mode of operation to a proactive mode; where colleges are proactive about addressing student and industry needs and adopting any necessary changes promptly. Public organizations are riddled with bureaucratic procedures that inhibit their ability to respond to student and industry needs in a timely manner. It

is necessary that institutions are able to be at the forefront of evolution and not on the tail end. When changes need to be made, they should be made in a calculated manner, but with great expedience. Timing could be the defining factor that leads to the success and growth of a program or its demise.

At Mt. San Antonio College for instance faculty or departments that have to respond to student needs, industry needs, or competition by introducing a new course, certificate, degree option, or are considering making changes to an existing course or degree program, have to go through a lengthy process. This process requires the approval of several committees and individuals, which could take up to a whole year to implement. Appendix E provides a sample of the approval process flowchart for Mt. San Antonio College's Distance Learning Course Amendment Form.

2.5.5   Applied Strategies

More recently, Twitchell (2004:112), explains how some academic institutions including the *University of Virginia, George Mason University* and *The College of William and Mary* (Higher Ed, Inc. 2006:www.highered.org) with the aid of a firm called Higher Ed, Inc. that severs as a consultant and contractors for educational institutions, have subscribed to the notion of adopting management and marketing principles. Consequently, the aforementioned colleges have been successful in reversing their declining enrollments and reduction in program size. These colleges implemented some or all of the following three strategies:

1. *"Lower the Admission Requirements"* which makes it easier for students to enter or be eligible to enter colleges. This is done by reducing the minimum required Grade Point Average (GPA), lowering minimum acceptable Scholastic Aptitude Test (SAT) scores, and other entrance requirements. Many colleges will even allow students to enroll in college courses prior to graduating from high-school.

2. *"Expand the Target Audience" by* focusing on under represented groups both locally and international has become the norm. Some of these groups include: *Hispanics, African Americans, Lower Income Students, Adult or Returning Students, and Disabled Students*. External groups that were targeted included International Students and Out-of-State Students. Other target groups included *Working Professionals, and Non-Traditional Learners* who may not be able to attend regular classes but would be willing to enroll in online or evening courses.

3. *"Utilize Market Branding Strategies"* by creating powerful advertising images, slogans, academic and athletic reputations to be distinguished from the other institutions.

2.5.6   Utilizing Campus Technology

An effective way to better serve the student population and utilize marketing to facilitate the growth and expansion of vocational programs lies in the ability to harness the power and impact of information available in schools databases related to students. Virtually every public college in the United States uses and computer system often referred to as a *Campus Management System* (CMS) that

performs a variety of endless tasks like: student enrollment management, retaining student information in a database, student grades and transcripts, class schedules, course curricula, and more. By tapping into students internal records through CMS, colleges are provided with a gateway to questions, which in marketing helps in developing a demographical profile of student populations in colleges. In doing so, we are able to answer questions such as:

- *Who are our students? (Gender, Ages, Ethnicity, Financial Background)*
- *Where do they come from? (Establishes geographical location and a catchment area)*
- *What are their academic goals?*

Once the above questions have been answered, tailoring college programs, and marketing plan aimed towards current and prospective students becomes relatively easier. The challenge that many public schools have had in the past includes failing to recognize the value of utilizing CMS for marketing purposes.

2.6   Conclusion

Based on the material reviewed, one may note that there is a wide spectrum of mixed opinions regarding the topic and necessity of marketing within the field of education. Several of the top academic institutions by virtue of curriculum design, have inadvertently suggested that marketing is not an area of significance or an area of expertise that future administrators should be concerned with. On the other hand, some have argued strongly that is pertinent and have suggested

varied strategies and methods to be adopted. In review of the existing problems at many institutions with regards to low student enrollment, decline in program size and growth, the reviewed writers have recommended the following as strategies to address the problems:

- Utilize branding techniques.

- Develop faculty and program administrators' competencies in the area of marketing.

- Improve the quality of programs offered and popularize changes.

- Adopt a business and an entrepreneurial mentality in a competitive market place.

- Develop a marketing plan.

- Engage in outreach activities and build bridges between your program, secondary school and the industry.

- Make use of your campus management system to access vital information that will help in shaping you marketing plan and efforts.

Though they may never be one solution that can be adopted by all institutions to address issues of growth, sustainability, and enrollment, the possibility to manage these issues using a variety of strategies does exist. And each program and college has a duty to utilize them.

Chapter Three

3. Theoretical Perspective

3.1 Overview

The discussion presented in this chapter includes a variety of topics relevant to the subject of study (marketing), which were not addressed in the literature review. This chapter will introduce: definitions by some of the notable gurus of marketing in the world, along with some of the emerging trends, the role of psychology in marketing, and finally a marketing plan outline along with a sample marketing plan that can be adopted by higher education institutions to promote their programs.

3.2 Crystallizing the Idea of Marketing: The Gurus Speak

The notion of marketing has been around for as long as people have been exchanging something of value in return for a product or service. While the term marketing has been defined countless times, the definitions seem to be fairly consistent. According to Barnes & Noble the largest bookstore in the world there are over twenty-thousand books that address the topic of marketing written by thousands of authors (www.bn.com).

In this section we explore some of the prevalent definitions of what the term *marketing* means and attempt to apply or link it within the context of this study to marketing in higher education. And more specifically to marketing the HRM

program at Mt. San Antonio College. These explanations or definitions are made by some of the leading strategist and practitioners of marketing in today's world. A brief biographical sketch of these strategist and practitioners will precede each definition.

3.2.1 Philip Kotler

Dr. Philip Kotler is considered by many including the *Management Centre Europe* to be he world authority on marketing. Kotler is a Professor of International Marketing at the Northwestern University in Chicago, a leading author of numerous book and over a hundred articles. Kotler, is also a renowned marketing consultant and businessman. In his book *According to Kotler*, Kotler defines marketing as:

> "Marketing is the science and art of exploring, creating, and delivering value to satisfy the needs of a target market at a profit. Marketing identifies unfulfilled needs and desires. It defines, measures, and quantifies the size of the identified market and its profit potential. It pinpoints the market segments that the company is capable of serving best, and it designs and promotes the appropriate products and services." (Kotler, 2005:1)

3.2.2 Jay Conrad Levinson

Levinson is a best-selling author, marketing consultant, and former faculty with extension division of the University of California-Berkeley. He has written over forty books, and more than 170 articles. In his best-selling book *Guerrilla Marketing*, Levinson defines marketing as:

"…everything you do to promote your business, from the moment you conceive of it to the point at which customers buy your products or services and begin to patronize your business on a regular basis. The key words to remember are *everything* and *regular* basis." (Levinson, 1993:7)

3.2.3 Alexander Hiam

Hiam is a marketing expert, educator, and author. He holds degrees from Harvard University and University of California-Berkeley. He served as a visiting professor of marketing and advertising at the University of Massachusetts at Amherst and has authored over a dozen books on the subject. In *Marketing for Dummies*, Hiam defines marketing as:

> "the most important thing you can do in business today, even if your job title doesn't have the word *marketing* in it. This is true because marketing, in all its varied forms, is concerned with attracting customers, getting them to buy, and making sure that they are happy enough with their purchase that they come back for more." (Hiam, 1997:1)

3.2.4 William G. Nickels

Dr. Nickels, is Professor Emeritus of Marketing at the University of Maryland-College Park. He has authored and co-authored over sixty text books on the subject of business and marketing. In *Principles of Marketing*, Nickels defines marketing as:

> "…a process of creating exchanges. The marketing process involves many activities, including marketing research, product design, packaging, branding, pricing, delivering, credit, installation, service, selling, advertising, publicity, sales promotion, storage, and more." (Nickels, 1982:8)

3.3   Linking Marketing to the HRM Program

We are able to discern from the definitions presented by Nickels, Levinson, Hiam, and Kotler that marketing is more than one particular activity designed to attract potential "customers" to acquire a product or a service that a business offers. The goal in business is naturally to generate a profit and encourage repeat business. In higher education or in the case of the HRM program the purpose of marketing would be to match college offerings in terms of course, degree, or certificate options with the needs of students. Unlike a business however, as a non-profit public college the purpose of marketing the HRM program is not to generate a profit, but to promote the growth of the program, increase student enrollment, and the number of degrees and certificates it awards annually.

3.4   Trends in Marketing

Marketing presents itself in a variety of strategies and tools that can be utilized to achieve the desired outcome as defined by the planning team or organization. In Chapter 2 we discussed several trends and strategies to marketing specifically targeted towards higher education. They included: *branding, developing faculty and administrator competencies in marketing, enhance program offerings, adopting business mentality, developing a marketing plan, engaging in outreach, and finally utilizing data retrieved from campus management systems.*

These however are by no means the only strategies and trends dominating the current world. In this section we will explore some a few of the top emerging

trends. Some of which can be easily adapted to promote programs in higher education such as the HRM program.

Internet Globalization: Technology in print, media, and most notably the internet revolution have greatly facilitated the marketing reach of organizations to limits that were once considered beyond their reach. Thanks to the power of the internet, organizations are able to freely advertise, communicate with, and engage in active commerce with clients all over the world at a relatively low cost (Kotler, 2005:23-24).

Online Research: According to a survey conducted by *BIGresearch* (online marketing research analysis firm) for the National Retail Federation, 85% of 7,500 respondents reported that they perform online research on products before they purchase them. Another survey completed by *comScore* (a research company that studies consumer behavior that leads marketing) showed that 63% of online searches actually resulted in a purchase (Gordon, 2006:www.entrepreneur.com).

Mobile Marketing: With the emergence and fusion of telecommunication, organizational, and multimedia devices, advance text, and multimedia messaging devices such as: cellular phones, PDA's, blackberries, and IPOD's, the *Mobile Marketing Association* has estimated that 89% of brands will use text and multimedia messaging to reach their audiences" (Moran, 2006:www.entrepreneur.com).

3.5 Role of Psychology in Marketing

Psychology plays an important role in marketing since many buying decisions made by people are a result of a combination of "internal" and "external" factors. The study of psychology in marketing is often referred to as *Consumer Behavior (*Nickels, 1982:132-133).   There are many reasons that lead consumers to buy certain products or services, Nickels (1982:133) identified five external forces and four internal factors that influence a consumer's decision to buy a product or service. They are as follows:

External Forces:	Internal Factors:
1. Culture	1. Attitude
2. Group Influence	2. Learning
3. Marketing Communications	3. Perception
4. Interpersonal Interaction	4. Motivation and Personality
5. Personal Influence	

Nickels (1982:132-154) contends that human beings decisions to purchase are affected by: the society we grow up in, who are parents, how we are raised, who are friends are, the type and level of education we receive, the advertising and promotions we are exposed to, personal feelings and perceptions of products and services, and other peoples perception of products and services. Furthermore, our decisions or motivation to purchase may not necessarily be driven by a need for a particular product or service, but rather a want or desire.

Levinson (1993:292) discusses the psychology of marketing on a much deeper level than Nickels. Levinson explores where decisions are made in the human brain and discusses how to target or market to different groups of people. Levinson suggests that purchasing decisions are made on a subconscious level in the human brain. This is why marketers that have realized this attempt to access the unconscious mind through repetition in advertising. He also observes that studies (unreferenced by Levinson) show that 45% of Americans are left-brained (logical thinkers), 45% are right-brained (emotional thinkers), and 10% are balance-brained (equally logical and emotional thinkers). With this insight Levinson asserts that an effective marketing strategy needs to be repetitive and targets both left and right brained people.

The products or services that you sell need to be portrayed in marketing campaigns as logically and emotionally appealing. To logical thinkers it needs to be perceived as the most practical choice for their purpose, and for emotional thinkers it needs to appeal to their sense of: "achievement, pride, security, self-improvement, status, style, power, conformity, and love" (Levinson, 1993:293).

3.6 Marketing Plan: A Template and Sample

Marketing research, analysis, and budgets are often conducted and complied by businesses in the form of a marketing plan. A marketing plan is a key component of a company's business plan. The U.S. Small Business Administration (SBA),

which is an independent government agency designed to provided assistance and support to small businesses, describes a marketing plan as:

> "…the focal point of all business ventures because it describes how you plan to attract and retain customers--the most crucial aspect of a business" (ww.sba.gov)

The following section will present an outline or template to serve as a guide for anyone interested in developing a marketing plan (see Table 4, next page). This particular outline has been developed by the SBA. Additionally, a sample marketing plan is included in this section that was specifically modeled for the HRM program at Mt. San Antonio College.

Table 4   SBA: Marketing Plan Template

MARKETING YOUR BUSINESS FOR SUCCESS - OUTLINE FOR A MARKETING PLAN	
Elements of a Marketing Plan **I. Description of the Target Market** • age • sex • profession • income level • educational level • residence **II. Description of Competitors** • market research data • demand for product or service • nearest direct and indirect competitors • strengths and weaknesses of competitors • assessment of how competitors businesses are doing • description of the unique features of your product • or service • similarities and dissimilarities between your • product or service and competitors **III. Description of Product or Service** • describe your product or service • emphasize special features, i.e., the selling points	**IV. Marketing Budget** • advertising and promotional plan • costs allocated for advertising and promotions • advertising and promotional materials • list of advertising media to be used and an estimate of cost for each medium **V. Description of Location** • description of the location • advantages and disadvantages of location **VI. Pricing Strategy** • pricing techniques and brief description of these • techniques • retail costing and pricing • competitive position • pricing below competition • pricing above the competition • price lining • multiple pricing (for service businesses only) • service components • material costs • labor costs • overhead costs **VII. Promotional Strategy**

Source: http://www.sba.gov/gopher/Business-Development/Business-Initiatives-Education-Training/Marketing-Plan/mkt5.txt

The template presented in Table 4 is by no means the only format that can or should be followed. The SBA's template is simply a rough guide. Marketing Plans present themselves in various format and their components can be modified. It is up to each organization to select or develop a plan that would be most suited

for its individual needs, rather than try to model their needs to fit into a generic outline or template.

The sample HRM marketing plan format used is based on a basic template provided by Mplans a marketing plan software developed by a software company in California called Palo Alto Software, Inc. (www.mplans.com). Table 5, shown below includes an expanded marketing plan outline developed by Mplans.

Table 5   Mplans: Marketing Plan Template

1.0 Executive Summary	3.7 Marketing Mix
	3.7.1 Services and Service Marketing
2.0 Situation Analysis	3.7.2 Pricing
2.1 Market Summary	3.7.3 Promotion
2.1.1 Market Demographics	3.7.4 Service
2.1.2 Market Needs	3.7.5 Channels of Distribution
2.1.3 Market Trends	3.8 Marketing Research
2.1.4 Market Growth	
2.2 SWOT Analysis	**4.0 Financials, Budgets, and Forecasts**
2.2.1 Strengths	4.1 Break-even Analysis
2.2.2 Weaknesses	4.2 Sales Forecast
2.2.3 Opportunities	4.2.1 Sales Breakdown 1
2.2.4 Threats	4.2.2 Sales Breakdown 2
2.3 Competition	4.2.3 Sales Breakdown 3
2.4 Services	4.3 Expense Forecast
2.5 Keys to Success	4.3.1 Expense Breakdown 1
2.6 Critical Issues	4.3.3 Expense Breakdown 2
2.7 Channels	4.3.3 Expense Breakdown 3
2.8 Macroenvironment	4.4 Linking Sales and Expenses to Strategy
	4.5 Contribution Margin
3.0 Marketing Strategies	
3.1 Mission	**5.0 Controls**
3.2 Marketing Objectives	5.1 Implementation Milestones
3.3 Financial Objectives	5.2 Marketing Organization
3.4 Target Marketing	5.3 Contingency Planning
3.5 Positioning	
3.6 Strategy Pyramids	

Source: http://mplans.com/dpm/article.cfm/122

The next few pages in this chapter will include a sample marketing plan specifically tailored for the HRM program at Mt. San Antonio College. It is vital to bear in mind that a marketing plan is not an academic document, but rather a

business document that is typically brief, concise, and limits or refrains from the usage of references and bibliographies with regards to much of the data and statistical information presented.

Furthermore, the plan is written with the assumption that the readers of the plan are familiar with reading such documents and are not in need of detailed descriptions. Brief statements and summaries are very common in business communication.

Hospitality & Restaurant Management Program Marketing Plan (Sample)

1.0   Executive Summary

The Hospitality & Restaurant Management (HRM) program at Mt. San Antonio Colleges is (Mt. SAC) a professional career development program that is designed to prepare students for various careers within the hospitality industry. Students enrolled in the HRM program are able to earn college credit towards a certificate(s), an Associates of Science Degree in Hospitality & Restaurant Management, or transfer to a 4 year university to further enhance their education and earn a Bachelors degree in Hospitality Management.

2.0   Situation Analysis

Prior to the year 2003 the HRM program has been operating as a part-time program at Mt. San Antonio College, with no permanent program director or coordinator to oversee the efforts of growth and marketing the program to its full potential.

With the appoint of a full-time faculty and program coordinator beginning in Fall semester of 2003, new initiatives have been explored to aggressively market the HRM program and increase students enrollment, and the number of certificates and degrees being awarded through the programs.

2.1   Market Needs

The National Restaurant Association (NRA) has predicted that job the growth in the employment market in the United States would steadily increase at a rate of approximately 15%.   This prediction has been consistent since 2003, and continues to be the projection for the next decade to the year 2016. This growth is also reflected at the individual state level as well.   In California, the NRA forecasted a 15.4% growth in the job market from 1,369,700 to 1,580,000 between the years 2006 and 2016.   As a result the California job Market is expecting to create an additional 210,300 jobs over the next 9 years (National Restaurant Association, 2007:1-2).

The addition of new jobs in the economy creates a need for new qualified and trained employees. This need in the job market is an area that the HRM program can fill by recruiting, educating, and training candidates that would occupy the new jobs constantly being created in the hospitality industry.

Presently, there has be an tremendous interest in the HRM program by prospective students that are aspiring to pursue a variety of areas of specialization in the hospitality industry ranging from: lodging management, food & beverage management, culinary arts, event planning, club management, and more.

2.2 Target Market

The HRM program focuses on recruiting and training a variety of students that typically fit into 6 groups that include:

1. Undecided/Undeclared Majors: Students are just taking hospitality classes to gauge their interest in the field.

2. Students currently working in the hospitality industry and are interested in gaining additional skills for professional advancement to higher positions.

3. Students pursing certificate programs.

4. Students pursuing an Associates of Science (AS) degree.

5. Students interested in earning college credits without earning a Mt. SAC degree.

6. Student pursing both an AS degree and transferring to a 4 year university.

Target Market Analysis

	Spring 2006	Fall 2006	Total	Variance
Total Students Surveyed	**77**	**74**	**151**	**Percentage**
Undecided or Just Exploring Classes	2	7	**9**	5%
Attain additional skills for professional advancement	3	11	**14**	7%
Certificate (s)	5	17	**22**	12%
Associate Degree only w/out Transfer	0	12	**12**	6%
Transfer to a 4 Year School without an AS Degree	23	23	**46**	25%
Associate Degree and Transfer	42	42	**84**	45%
			187	**100%**

Note: Based on 2006 Student Survey: Repeat Choices Permitted

2.2.1 Demographics

	Spring 2006	Fall 2006		
Students Surveyed	**77**	**74**	**Total**	**Percentage**
Age				
18-24	56	59	**115**	**76%**
25-29	13	13	**26**	**17%**
30-34	2	0	**2**	**1%**
Above 35	6	2	**8**	**5%**
Gender			**Total**	**Percentage**
Male	34	35	**69**	**46%**
Female	43	39	**82**	**54%**
Language Spoken *(Other than English)*			**Total**	**Percentage**
None	24	17	**41**	**27%**
Chinese	25	31	**56**	**37%**
Spanish	19	15	**34**	**23%**
Other Specify	9	11	**20**	**13%**
I am a(n)			**Total**	**Percentage**
Domestic Student	68	61	**129**	**85%**
International Student	9	13	**22**	**15%**
Highest Level of Education Attained:			**Total**	**Percentage**
High-School / GED	57	48	**105**	**70%**
College Certificate	5	16	**21**	**14%**
Associates	11	7	**18**	**12%**
Bachelor	3	3	**6**	**4%**
Masters	1	0	**1**	**1%**
Hospitality Industry Experience:			**Total**	**Percentage**
Not Applicable	17	19	**36**	**24%**
Past Employee	15	16	**31**	**21%**
Currently Working	38	28	**66**	**44%**
Working in Another Industry	7	11	**18**	**12%**

2.3   SWOT Analysis

The SWOT highlight keys characteristics of the HRM program in terms of its strengths, weaknesses, opportunities and threats. Strength and weaknesses are descriptive of our current internal factors that may be controlled, manipulated, and exploited if necessary to the advantage of the HRM program. Opportunities and threats can be internal or external conditions that may or may not be within our power to manage and address.

Our objective is to highlight the strengths in our program, and attempt to use it for promotional purposes whenever possible. Weaknesses are addressed and minimize if possible. Opportunities are ceased whenever possible to advance and grow the program with the ultimate goal of turning the opportunity into a permanent strength. With regards to threats it is vital to identify them in a timely manner and develop way to tackle them in a proactive manner rather than being reactive. We attempt to see threats as a challenge that we need to adapt or respond to in a positive manner if possible.

2.3.1   Strengths

1. Quality Training for Success: Highly qualified faculty with international industry experience are dedicated to ensuring that students who at attend our program receive solid practical skills that would prepare them for success in the real world as employees, managers, or entrepreneurs.

2. <u>Accelerate Graduation</u>: Courses are offered on a rotational basis to ensure students graduate in a timely manner without delay. Full-time students may earn a degree in 2 years, and a certificate in as little as 1 semester. Experienced students may even challenge courses and earn credit-by-examination.

3. <u>Transfer Rate</u>: 40% of Mt. SAC students enrolled in the Hospitality & Restaurant Management (HRM) Program plan on transferring to The Collins School Of Hospitality Management, located at the California State Polytechnic University in Pomona. The Collins School Of Hospitality Management is ranked among the top 3 schools in the country. With that in mind the HRM program at Mt. SAC established the strongest articulation (transfer) agreement in California with The Collins School of Hospitality Management enabling our student to transfer most of their HRM credits to the Collins School.

4. <u>Strategic Location</u>: We are conveniently located in Los Angeles County within driving distance from major attraction spots like: Downtown LA, Hollywood Blvd., Disneyland, Sports Arenas, Beaches, and Ski Resorts.

5. <u>Job Market</u>: California leads the country in the number of Food & Beverage facilities, Sales, and Employment Opportunities and growth. In fact the National Restaurant Association estimates a 15.7% job growth over the next 10 years.

6. <u>Affordable Tuition Fees</u>: As a public community college partially subsidized by the State of California, Mt. SAC is able to offer course at a very reasonable

rate of $20 per credit unit. Most courses are 3 credit units each; therefore the price of a regular class is $60.

2.3.2   Weaknesses

1. Local Recognition: As a fairly new discipline at Mt. SAC the HRM program is still attempting to gain wide spread recognition in the community.

2. Support & Marketing Personnel: No permanent structure or group exists on campus that would be commissioned to solely handle the task of marketing the HRM program in the community. This task is currently handled full-time by faculty in the program, with assistance for various departments.

3. Lack of Commercial Training Lab: The HRM program does not have its own independent training labs or classroom. Currently a home-economics foods lab is being shared with other programs. The same is true of the lecture classroom, which is shared with 2 other programs. This limits the flexibility of the HRM program to expand the number of class offering and accommodate students in facilities that are comparable to industry standards. An independent professional commercial grade training lab is a key attraction factor to many prospective students.

4. Lack of Funding to Develop New Facilities: Approximately $15,000,000 is necessary to build a state of the art training facility for a comprehensive hospitality program. These funds are not currently available.

5. Curriculum Approval Process: The current college approval process for the amendment and development of curriculum is too slow and lengthy to allow

the HRM program to make changes in a timely manner in response to industry and student needs. Currently the process takes about 1 year.

2.3.3 Opportunities

1. Carl Perkins Grant: The Carl Perkins federal funding (a.k.a VTEA grant) for vocational and technical education programs is a great financial source that allows the HRM program to possess a budget that would truly support the efforts and needs of the program, students, and faculty.

2. High-Schools and ROP's: There are numerous local high-schools and Regional Occupational Programs (ROP's) that can be targeted for future enrollment.

3. Internet Marketing: This is an area with great potential and relatively low cost that could potentially attract hundreds of students due to its global reach. Thus far we have not utilized this option to its full potential.

2.3.4 Threats

1. Competition from Private Vocational Schools: The emergence of private vocational schools with greater resources than Mt. SAC may affect our enrollment.

2. Competition from Other Community Colleges: Neighboring community colleges are either developing new hospitality programs or expanding their existing ones.

2.4 Competition Analysis

The HRM program has determined that any neighboring college that offers hospitality related programs either certificates or degrees would serve as direct competition.

Presently, there are 5 colleges located within a 35 mile radius from Mt. SAC that offer hospitality related programs. Two of these colleges are private vocational schools, while the other three are public colleges.

Name	Distance (in Miles)	Certificates Options	Degree Offered AS or BS	Estimated Annual Tuition Full-Time Students
CSU-Pomona, Collins School	3	None	BS x 1	*$2,800
Chaffey College	22	5	AS x 3	*$600
Pasadena City College	26	1	None	*$600
California School Of Culinary Art	27	2	AS x 2	$45,000
Art Institute of California, Santa Ana	28	2	AS x 1	$25,730

Tuition for public institutions based on local student enrollment. Out-of-state and international students expected to pay non-resident fees.

2.4.1 Description of Competition

▪ **CSU-Pomona, Collins School of Hospitality Management:** The Collins School of Hospitality Management is regarded as one of the top 3 hospitality program in the United States. The college has developed a reputation for having state-of-the facilities and equipment, mostly funded by private donations. As a 4-year university with a full Bachelors degree in Hospitality Management, we compete only with the lower level courses offered at the Collins School.

- **Chaffey College**: Chaffey College a local community offers more choices for A.S. degrees than Mt. SAC at the same tuition fees; however their weakness lies in the fact that fewer of their hospitality courses are transferable to a 4 year university such as CSU-Pomona, Collins School of Hospitality Management.

- **Pasadena City College:** Has a very small program with only one certificate program in Hospitality management. The program is fairly new and does not pose a real threat to the HRM program at Mt. SAC. The strengths of Pasadena's program lies in their low tuition fees as a public school.

- **California School Of Culinary Art (CSCA):** CSCA has been highly popularized due to their renowned Le Cordon Bleu culinary program, which is affiliated with the Le Cordon Bleu Culinary school in Paris, which was established in 1895 and has been the alma mater of many famous and celebrity chefs including the late Julia Childs. In addition to the name recognition associated with the CSCA, the school posses the following strengths: extensive marketing coverage in the media, state-of-the-art facility, student placement assistance, and short degree programs. Student can earn a degree in less than 12 months. The weakness of CSCA lies in their fact that their degree is not accredited; therefore 4 year universities will not accept student credits from CSCA for transfer towards a bachelor's degree.

Additionally, at a price tag of approximately $45,000 annually CSCA becomes quite unaffordable for many students.

- **<u>Art Institute of California, Orange County (AI):</u>** AI shares many of the strengths and weaknesses of CSCA. AI markets aggressively through several media formats including TV and radio commercials. They have a newly built state-of-the-art facility, student placement assistance, and short degree programs. However, like CSCA their weakness lays in an absence of regional accreditation and high student tuition fees.

3.0   Marketing Strategy

The purpose of any marketing initiative is to achieve a set of predefined marketing objectives using a specific plan of action. Most commonly these objectives include: identifying, attracting, and retaining clientele. In our case, we have already identified our target market through our demographical surveys. We know who they are, where they live, and how they've heard about our program. Therefore, our efforts will focus on advertising and promoting our program to our target market using the following sources: Program Website, Mail Flyers, In-Class Promotion, Campus Fliers, Brochures, Campus Posters, and Movie Theater Advertising.

3.1   Program Website

Our website http://hospitality.mtsac.edu is designed to provide prospective students and current students with all the necessary information regarding our AS degree, Certificates, and classes offered. The website is designed to be attractive and very user friendly in that visitors are easily able to locate needed information. In addition to the textual information presented, the website also includes a photo-gallery that allows prospective students to get a visual representation and feel for some of the activities and events hospitality students at Mt. SAC engage in. The website address has been submitted to numerous search engines including Google, Yahoo, and MSN, which is meant to increase the amount of web traffic we receive.

3.2   Mail Flier

Prior to the beginning of each new semester, a one page flier will be sent via regular mail to targeted student groups to notify and remind them of upcoming HRM courses to be offered. Approximately 2,000 filers will be mailed to the following specific groups:

> **Past HRM Students:** Any student that has registered for at least one HRM course with the last 2 years.

> **Current HRM Students:** Any student that is currently registered in at least one HRM course.

Potential HRM Students:

- Students that have enrolled introductory Business Administration courses.

- Any student who has enrolled in any of the eligibility or prerequisites of HRM courses. Primarily student that were enrolled in ENGL68-Writing, and MATH51-Elementary Algebra. Student that have taken and passed these two classes would be eligible to enroll in several HRM courses, including: HRM51-Introduction to Hospitality, HRM64-Hospitality Financial Accounting I, and HRM52-Food Safety & Sanitation.

3.3   In-Class Promotional Flier

This is a flier similar to the mail flier, except that these are distributed by faculty in class to current hospitality students. Although this is a redundant effort since the current students receive the same flier in the mail, nonetheless handing the flier in-class serves two purposes. Firstly, it serves as an added reminded, and secondly it provides students an opportunity to ask questions about what courses they may need to take to earn a particular certificate, degree, and or transfer.

3.4   Campus: Fliers, Brochures, and Posters

Approximately 24,000 credit students enroll in various courses at Mt. SAC annually, an average of 17.2% of these students have not declared a specific major or area of specialization. This makes them a good potential target for

recruitment in to the HRM program. To advertise to this potential group of students, fliers, colorful tri-fold brochures and large 11 x 17 posters are strategically placed in various high-visibility and high-student traffic areas such as:

- Admissions Building

- Computer Registration Room

- Campus Bulletin Boards

- Campus Library

- The Administration Building

3.5   Movie Theater Advertising

A digital still-slide with audio advertising the HRM program and website will be displayed at the following theaters listed below. Due to budgetary limitations the movie ads are scheduled to run for 21 weeks at the first two theaters and 12 weeks at the third theater. The ads will run simultaneously beginning on the second week of June, approximately 10 days before the beginning of summer semester and 10 weeks prior to the Fall semester. This period was selected since summer and fall are the two primary semesters that new high-school graduates begin to enroll in college.

Theater Name	No. of Screens	Distance from Mt. SAC	Cities in Vicinity	*Est. Population
AMC-Puente Hills	20	9.5 miles (11mins)	▪ Rowland Heights ▪ Hacienda Heights ▪ Diamond Bar ▪ La Puente	▪ 50,000 ▪ 53,000 ▪ 58,000 ▪ 42,000
Edwards-West Covina	18	5.8 miles (10mins)	▪ West Covina ▪ Walnut ▪ Baldwin Park	▪ 108,000 ▪ 31,000 ▪ 79,000
AMC-Laverne	12	12.5 miles (13mins)	▪ La Verne ▪ San Dimas ▪ Claremont ▪ Pomona	▪ 33,000 ▪ 36,000 ▪ 34,000 ▪ 154,000

Note: Estimated population data retrieved from city-data.com and is based on estimated 2005 census.

4.0   Marketing Budget

The following estimated budget is based on direct cost to the HRM program. Several of the marketing activities utilized have no direct cost since they involve black & white printing and distribution, which is done on campus at the Printing Services for free.

Marketing Activity	Direct Cost to HRM Program	Source of Funding
Website	$0	N/A
Mail Fliers	$0	College Mail Service
In-Class Promotion	$0	N/A
Campus Fliers	$0	N/A
Brochures	$100	Dept. Printing Budget
Campus Posters	$1	Dept. Printing Budget
Movie Theater Advertising	$28,260	VTEA Grant

Total Estimated Marketing Budget = $28,361

5.0   Marketing Activity Summary: Timetable & Allocation of

Responsibility

The implementation of the entire marketing plan will be coordinated by Dr. Fawaz Al-Malood, the Area-Coordinator for the Hospitality Management at Mt. SAC. In addition to Dr. Al-Malood a part-time Special Projects Coordinator (SPC) will be employed to assist with several of the marketing activities. There are several campus support departments that will also be utilized to assist with the implementation of this marketing plan. The following table provides a time for the implementation of the different marketing activities along with the departments or personnel responsible for each activity.

Marketing Activity	Scheduled Period	Party Responsible	Task
Website	▪ On-Going	▪ Dr. Al-Malood	▪ Design & Maintenance
Mail Fliers	▪ Spring Week 15 ▪ Fall Week 15	▪ Special Projects Coordinator ▪ IT Dept. ▪ Printing Services Dept. ▪ Division Student Worker ▪ Mail Room	▪ Design ▪ Student Address Labels ▪ Print Fliers ▪ Label & Stuff Envelopes ▪ Postage & Shipping
In-Class Promotion	▪ Spring Week 15 ▪ Fall Week 15	▪ Special Projects Coordinator ▪ Printing Services Dept. ▪ Dr. Al-Malood	▪ Design ▪ Print Fliers ▪ Distribution
Campus Fliers	▪ Spring Week 15 ▪ Fall Week 15	▪ Special Projects Coordinator ▪ Printing Services Dept.	▪ Design & Distribution ▪ Print Fliers
Marketing Activity	**Scheduled Period**	**Party Responsible**	**Task**
Brochures	▪ Spring Week 15 ▪ Fall Week 15	▪ Special Projects Coordinator ▪ Printing Services Dept.	▪ Design & Distribution ▪ Print Fliers
Campus Posters	▪ Spring Week 15 ▪ Fall Week 15	▪ Special Projects Coordinator ▪ Printing Services Dept.	▪ Design & Distribution ▪ Print Fliers
Movie Theatre Ad	▪ Jun. 15 to Nov. 8	▪ Special Projects Coordinator ▪ Dr. Al-Malood	▪ Design ▪ Contracting & Revision

4.   Research Methods and Design

"Curiosity is the very basis of education and if you tell me that

curiosity killed the cat, I say only the cat died nobly."

- Arnold Edinborough

4.1   Methodology

As the research requires the analysis for numeric data dealing with several variables to be highlighted later in this chapter, a quantitative *Case Study Methodology* is adopted.   Dobbin and Gatowski's (1999:41-42) define of quantitative research as:

> "…an inquiry into an identified problem, based on testing a theory, measured with numbers, and analyzed using statistical techniques. The goal of quantitative methods is to determine whether the predictive generalizations of a theory hold true."

Hopkins (2000:sportsci.org) describes the purpose of using quantitative research as an instrument to study the relationship between "one thing and another." Quantitative methods provide researchers with a forum for studying the cause-and-effect relationship of variables by quantifying data and results, which some researchers such as the late Fred N. Kerlinger believe that it is arguably impossible using qualitative methods.   Kerlinger who was a renowned quantitative researcher asserted that, "There's no such thing as qualitative data. Everything is either 1 or 0," (Miles and Huberman, 1994:40).

The definition presented by Dobbin and Gatowski's, and the rationale made by Hopkins, justify the use of a quantitative approach for this research, since the primary objective is to study the cause-and-effect of applying business marketing strategies to promoting the growth of the Hospitality and Restaurant Management Program at Mt. San Antonio College. In order to accomplish this it is necessary to measure the performance of the HRM program statistically, *before* and *after* the implementation of marketing strategies.

This does not by any means discredit the usefulness of qualitative research. Both qualitative and quantitative methodologies possess pros and cons. The selection often depends on the nature of the study being conducted and the determination of the researcher as to which approach would be most suitable. Qualitative methodology for instance is suitable for research that would necessitate a wealth of detail and context and requires logical interpretation by the researcher. Bearing in mind that the interpretation is typically void of statistical data and may be influenced by the researches biases, training, or predisposed contentions. Furthermore, qualitative results may not produce any correlative results, (Libarkin and Kurdziel, 2002:78).

Quantitative research on the other hand relies primarily on a set of predetermine measurement tools and the interpretation of statistical data, leaving the analysis of the results with little influence from the researcher. The researcher's biases,

predisposed contentions play a minimal role in the outcome of quantitative research, (Libarkin and Kurdziel, 2002:79).

The benefits of utilizing quantitative research is not only common in scientific research, but are widely recognized in the business world as well. To the extent that it is the dominant approach used in evaluating performance of any variable's output in a business organization. These variables may include: productivity, speed, accuracy, efficiency, profitability, product demand, service popularity, or customer satisfaction. The results of the evaluation of these variables need to be in a format that managers, business owners, and investors are able to easily interpret and analyze. Quantitative methodology seems to serve this purpose effectively, since it can provide irrefutable statistical evidence to managers. This is accomplished when a company is able to measure actual output or results in relations to desired or forecasted output. This is why business managers rely heavily on a variety of statistical measurement tools to assist them in their evaluation and analysis. For example, in a restaurant the effectiveness of a manager's performance is partially based on their ability to minimize food cost percentage, maximize revenue, and increase customer satisfaction. These are all areas that are evaluated using measurement tools such as, Profit and Loss Statements (P&L), and Customer Satisfaction Surveys that require the input of numerical data.

In the area of social sciences there has been much debate about whether social scientist should use quantitative or qualitative methodologies in research. The European Commission through its Joint Research Centre *Institute of Prospective Technological Studies,* (http://forlearn.jrc.es) states that:

> "Advocates of quantitative methods argue that only by using such methods can social sciences become truly scientific; advocates of qualitative methods have argued that quantitative methods tend to obscure the reality of the social phenomena under study because they underestimate or neglect the non-measurable factors, which may be the most important factors."

While both advocates of quantitative and qualitative research methodology present convincing cases for the benefits of each methodology, for the purpose of this study the usefulness of adopting a quantitative method is evident in its ability to address the aim of the research by mandating the use of measurable empirical data.

In order to assess whether marketing has any impact on the growth of a vocational programs through it's enrollment, number of degrees awarded, or classes offered, it is necessary to actually be able to statistically measure any improvement, decline, or stagnation in the areas being evaluated. This rationale is consistent with Dobbin and Gatowski's definition of quantitative research.

4.2   Research Design

A case study design format will be used to address the *Research Question* and *Problem Statement* previously stated in Chapter 1 and will include a combination of a *Longitudinal* and *Pre-post* case study methodology (Jensen and Rodgers, 2001:238).   However, in order to address the *Other Research Questions* to evaluate the effectiveness of the marketing strategies employed, the study will rely mainly on the data gathered from a *Survey* which was randomly distribute to 215 students in the HRM program.   Further details regarding the survey are discussed in section 5.5 of Chapter 5.   Additionally, *Interviewing* will also be utilized a method to solicit verbal feedback from selected interviewees (students and staff) who were either affected by the marketing program or possessed intimate knowledge of the HRM program and the marketing strategies employed.

4.2.1   Longitudinal Approach

Longitudinal case studies as described by Jensen and Rodgers (2001:238) can be quantitative or qualitative in nature and it studies an organizational unit or sub-unit at several critical periods with an emphasis on changes that occur in response to influential *stimuli* (marketing strategies in this case).   The *longitudinal* approach is utilized in this research to focus on discussing the variance (changes) to the HRM program at several intervals over the entire period described in the *Sampling Design* section (p.99).

4.2.2 Pre-Post Approach

The *Pre-post* methodology as defined by Jensen and Rodgers (2001:238):

> "goes a step beyond the longitudinal design to provide evidence on the outcomes of   implementing a particular program, policy, or decision. It is longitudinal in design, but it also includes an assessment before implementation of the program, policy, or decision and follow-up assessment after implementation. Pre-post case studies are more sophisticated in the sense that causal inferences can be drawn. Once results are systematically aggregated, cause-and-effect assertions become possible."

In the business field the *Pre-post* approach is commonly known as the *Historical Comparative Method* as described in Chapter 1 (Kavanaugh and Ninemeier, 2001:167).   The *pre-post* approach is utilized in this research to focus on discussing the *before* and *after* results of using marketing strategies to promote the growth of the HRM program at Mt. SAC. The period *before* and *after* refers to the Pre-Marketing period and Post-Marketing period as described in the *Data Analysis* section.

The areas to be evaluated using both the Longitudinal and Pre-Post methodologies will include: *Student Enrollment, Number of Classes Offered, and Number of Degrees and Certificates Awarded.*

4.2.3 Survey

By definition a *survey* according to The Merriam-Webster Dictionary (2004) is: "to look over closely and examine closely (721)." The selection of a survey methodology in the form of a written questionnaire (see Appendix L), was used to serve two objectives.   First, to gather demographical information for

administrative and target marketing purposes. And secondly, to provide data that would address the *Other Research Questions.* Using a survey was deemed appropriate for this study because it allowed for the collection of quantitative data directly from students regarding the impact of marketing on them. Further details regarding the survey used, its limitations, and the results are discussed later in Chapter 5.

4.2.4   Interview

Interview methodology is commonly used in qualitative research. It can be conducted face-to-face, by phone, or in writing via mail, or email and it allows subjects to clarify their responses, explain their opinions, and even ask the interviewer questions that the interviewee may not quite understand. Since this study is primarily quantitative in nature the selection of *interview* methodology is not included to provide statistical data, but rather to supplement data of a qualitative nature. Initially, this methodology was not considered for data collection because of its impractical nature and scope in relations to a study that deals with data spanning a six year period and the fact that many students are no longer enrolled at Mt. SAC and may be hard to contact. Therefore, the *interview* is used on a very limited scope and targets a handful or students and staff members who may have been affected or familiar with the marketing campaign launched by the HRM program.

The questions in the *interview* are designed to find out when the students or staff were associated with the college and the HRM, and then attempt to discover which specific marketing strategies influenced them if any, and finally, their personal opinion on the most effective way to communicate with students. Further details regarding the *interview* are discussed in Chapter 5.

4.3   Sampling Design

The period being researched and chronicled spans from the year 2000 to 2006, however it is being referenced in terms of academic year based on Mt. San Antonio College's (Mt. SAC) *Academic Calendar,* which is outlined below.

Between the academic years 2000 to 2005 Mt. SAC had operated its two main semesters *Fall* and *Spring* on a 18 week scheduled followed by a summer intersession.   However, in 2006 the college decided to switch to a new (Compressed) calendar system that was more consistent with that of neighboring community colleges that operated two primary 16 week semesters and two short 6 week inter-sessions, (2006:www.mtsac.edu).   Table 6 provides a summarized overview the 2006-2007 Academic Calendar.

Table 6   2006-2007 Academic Calendar

2006 Fall Semester: August 28 - December 17	**(16-week term)**
2007 Winter Intersession: January 8 - February 18	(6-week term)
2007 Spring Semester: February 26 - June 17	**(16-week term)**
2007 Summer Intersession: June 25 - August 5	(6-week term)

Source: http://www.mtsac.edu/schedule/calendar.html (Accessed 10 November 2006)

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With this in mind the period being chronicled and studied for the research will not record and analyze data based on the schedule of the academic calendar as specified by the college (beginning in Fall semester and ending with Summer), but will rather separate the data based two distinct periods of approximately equal length. The purpose of selecting this specific sampling design is:

1. <u>Age of the HRM Program</u>: The HRM program is relatively young and has been offering courses since 1997, in comparison to the age of the college (61 years old), which has been offering courses since 1946. Therefore the amount of data available for the program is quite limited. Especially, since the HRM program only became a full-time program in 2003. Additionally, the data for marketing begins in 2003, the year that I was appointed as head of the program.

2. <u>Balanced Assessment</u>: In order to attain an accurate assessment of the impact of applying marketing strategies on the HRM program, it is crucial to measure the sampling units/variables over an equal *pre* and *post* period.

The academic year at Mt. SAC is divided in to two primary semesters *Fall* and *Spring*, and two or more short intersessions such as *Winter* and *Summer*, (2006:www.mtsac.edu). The fall semester typically starts mid-to-late August marks the beginning of each new academic year at the college, and the *Summer intersession* marks the end of the academic year.

4.3.1   Critical Periods

The first period will report the data of several semesters at the early age of the

HRM program where no marketing strategies were implemented:

First Period: Before Marketing Initiatives Spring 2000 to Spring 2003

includes the following semesters:

- Spring 2000
- Summer 2000
- Fall 2000

- Spring 2001
- Summer 2001
- Fall 2001

- Spring 2002
- Fall 2002
- Spring 2003

The second period will report the data of several semesters of the HRM program

where marketing strategies were implemented:

Second Period: Post Marketing Initiatives Fall 2003 to Fall 2006

includes the following semesters:

- Fall 2003
- Spring 2004
- Fall 2004

- Spring 2005
- Summer 2005
- Fall 2005

- Spring 2006
- Fall 2006

A complete listed of all the course offered in the HRM program between Spring

2000 and Fall 2006, is provided in Appendix F.

4.4   Data Collection

The primary method used for data collection will be through the use of "archival

records," which is a system that utilizes existing documentation either

computerized or in print in the form of: *service records, organizational records,*

or survey data, (Yin, 1984:81).

For the purposes of this study, this is accomplished through the use of a computerized college database system. MT. SAC employs a computerized campus-wide information management system called ICCIS *(Integrated Community College Information System)*, which practically allows college employees to administer the college electronically. ICCIS posses many features that permit the college's staff to access information, print reports, conduct institutions research, and many more things. Some of the specific features of ICCIS include the ability to perform: Enrollment Management, Class Administration, Curriculum Maintenance, Database Management, Access and Maintain Student Records, and more. ICCIS is used by virtually every department on campus ranging from administrative departments such as Admissions & Records to academic departments such as the HRM program.

There are three ways to access the data housed in ICCIS, they are through:

1. *Direct Access*: to the ICCIS system using a college issued username and password. This option is restricted to college staff and faculty.

2. *College Website*: which, provides access to a host of data regarding student demographics, enrollment statistics, and other useful information presented online through the *Research and Institutional Effectiveness* department's website located at: http://www.mtsac.edu/administration/ research/. Additionally, data regarding student enrollment can easily be accessed through Mt. SAC's schedule of classes' webpage, which allows the public to search for current and past class offerings and view the

enrollment status of each class. The link can be found at: https://my.mtsac.edu/SearchClassSchedule/Search.aspx. The college web pages do not require a special access code, username, or password. They are a public domain available to any person with an internet connection.

3. California Community College's Chancellor's Office (CCCCO) Website: offers a data mart for the public to be able to research a plethora of statistical information regarding any community college, district, department, or program in the state of California. The data housed in ICCIS is forwarded to the CCCCO data mart which can be located at the following link: http://www.cccco.edu/divisions/tris/ mis/reports.htm.

While there are several options (as stated above) for accessing the data needed for this study the direct access to ICCIS method was selected as the sole method to gather the required information. This collection methodology was selected as it provides the most efficient and complete source of accurate information.

4.5   Marketing Strategies: Description and Chronology

The following section provides and detailed description and chronicle of marketing strategies that were used in the HRM program.

4.5.1 Description

Over a period of 3 years beginning with Fall 2003 to Fall 2006 the HRM program engaged in numerous marketing strategies in an effort to: promote the program and ensure that the classes have sufficient students enrolling to avoid class cancellation.

Table 7 (see next page) includes a list of all the marketing strategies employed and the intended target audience.

Table 7   **Marketing Strategies Description**

Marketing Strategy	Description	Target Audience
Website	▪ A website was created during the summer of 2003 prior to the commencement of the Fall 2003 to promote the HRM program and to provide a comprehensive array of information regarding the: degree, certificates, and classes offered. Additional links were also included with pertinent information such as hospitality careers, associations, and research links. ▪ The original website address was: http://www.mtsac.edu/~falmaloo/RSTR.htm *(no longer active)* ▪ Later the website addressed was changed to http://hospitality.mtsac.edu	▪ Current Mt. SAC students ▪ Prospective students exploring the college's website. ▪ Potential students conducting a search for hospitality management using a search such as www.google.com
Mail Fliers	▪ One page mailing fliers advertising the classes to be offered in upcoming semesters are sent via postal mail to prospective students. ▪ Student addresses were extracted from ICCIS. ▪ Sample of the Mail flyers are included in Appendix G.	▪ Past and current HRM students. ▪ Business administration students ▪ Students enrolled in ENGL68-*Writing (a pre-requisite to HRM51-Introduction to Hospitality)* ▪ Math51-Elementary Algebra *(a pre-requisite to HRM64-Hospitality Financial Accounting I)*
In-Class Promotion	▪ Same as the mail fliers, except that these are distributed in class to student currently enrolled in HRM courses	▪ Current HRM students, who maybe interested in enrolling in future classes.
Campus Fliers	▪ Same as the mail fliers, except that these are distributed on campus in areas with high visibility and high student congregation such as: Admissions building, computer registration room, and campus bulletin boards.	▪ On-campus students
Brochures	▪ Colorful tri-fold brochures with information on the: HRM program, and potential careers in the hospitality industry, and contact information. ▪ See sample in Appendix I.	▪ On-campus students
Campus Posters	▪ Large 11 X 17 inches poster placed on campus bulletin boards. ▪ See sample in Appendix J.	▪ On-campus students
Movie Theatre Ad	▪ 15 Seconds digital still-slide to be displayed at the West Covina Edwards cinema. The slide is displayed screen before the movies begin. ▪ The theatre is located 6.5 miles away from Mt. SAC and offers 18 screens with stadium seating. ▪ See sample in Appendix K.	▪ All movie goers within the vicinity of the theatre.

4.5.2　Chronology of Strategies

The chronology displayed in Table 8 documents the strategies used to assist in promoting the HRM program at Mt. San Antonio College. It is important to note that the marketing was done for each semester in advance. That is to say that the strategies listed for Fall 2003 were used to encourage enrollment for Spring 2004 and so on.

Table 8   **Chronology of Marketing Strategies**

Semester	Strategy Utilized	Scope / Range
Fall 2003	▪ Website ▪ Mail Fliers ▪ Campus Fliers ▪ In-Class Promotion	▪ 500 Fliers were students that were registered in the Business Administration program. ▪ 180 Fliers were distributed to students for in-class promotion.
Spring 2004	▪ Website ▪ Mail Fliers ▪ Campus Fliers ▪ In-Class Promotion	▪ 500 Fliers were mailed to students registered in: Past HRM classes and in the Business Administration classes. ▪ 183 Fliers were distributed to students for in-class promotion.
Fall 2004	▪ Website ▪ Mail Fliers ▪ Campus Fliers ▪ In-Class Promotion	▪ 1000 Fliers were mailed to students registered in: Past HRM classes and in the Business Administration classes. ▪ 253 Fliers were distributed to students for in-class promotion.
Spring 2005	▪ Website ▪ Mail Fliers ▪ Campus Fliers ▪ In-Class Promotion	▪ 1000 Fliers were mailed to students registered in: Past HRM classes and in the Business Administration classes. ▪ 253 Fliers were distributed to students for in-class promotion.
Summer 2005	▪ Website ▪ Mail Fliers ▪ Campus Fliers	▪ 2000 Fliers were mailed to students registered in: Past HRM classes and in the Business Administration classes.
Fall 2005	▪ Website ▪ Mail Fliers ▪ Campus Fliers ▪ In-Class Promotion ▪ Campus Posters ▪ Brochures	▪ 2000 Fliers were mailed to students registered in: Past HRM classes, Business Administration, Math, and English classes. ▪ 257 Fliers were distributed to students for in-class promotion. ▪ Campus posters were created and displayed on 3 campus bulletin boards. ▪ 500 brochures were placed in plastic holders located in the: library, admissions, and the administration building.
Spring 2006	▪ Website ▪ Mail Fliers ▪ Campus Fliers ▪ In-Class Promotion ▪ Campus Posters ▪ Brochures ▪ Movie Ad	▪ 2000 Fliers were mailed to students registered in: Past HRM classes, Business Administration, Math, and English classes. ▪ 206 Fliers were distributed to students for in-class promotion. ▪ Campus posters were created and displayed on 3 campus bulletin boards. ▪ 500 brochures were placed in plastic holders located in the: library, admissions, and the administration building.

It would be useful to point out that of the combined 9000 fliers that were mailed to students between the year 2003 to 2006 approximately 140 were returned due to incorrect mailing address since some of the students had relocated. The exact number is difficult to estimate since the returned fliers were immediately recycled. However, on average an estimated 20 mail fliers were returned to the HRM program via postal service.

The 1000 colored brochures that were placed in library, admissions, and the administration building were all taken and a request to replenish the brochure holders has been placed with the HRM program from the Instruction Office, which oversees all instructional departments on campus.

The overall feedback back from the implementation of the website has been very positive from both students, faculty and staff member on campus that have had the opportunity to visit the website and browse through it. This has been expressed by many verbally and in writing through surveys that the HRM program distributes (see chapter 5) to students surveyed between 2003 to 2006. The positive feedback received encouraged the HRM program to continue to develop and promote the website. From its inception in 2003 the website has been re-designed three times to improve its efficiency, intuitiveness, and aesthetic appeal.

A detailed analysis of the effectiveness of the all strategies listed in Table 8 yielded mixed results that are discussed in detail in Chapter 5 under the heading "Answering Other Research Question."

4.6   Data Analysis

The aid of *Pareto Charts* will be used to assist in the *longitudinal* analysis of the data. Simon (2006:www.isixsigma.com) defines *Pareto Charts* by stating that:

> "A pareto chart is used to graphically summarize and display the relative importance of the differences between groups of data."

Pareto Charts were selected since their graphical presentation compliments the nature and characteristic of a *longitudinal* analysis that seeks to study a case at several critical periods. The horizontal *x-axis* on the charts the will serve as a time-line that marks ever semesters being examined (the critical periods). The *y-axis* will present the variables being studied.

As for the *pre-post* analysis the *Historical Comparison Method* (Kavanaugh and Ninemeier, 2001:167) will be employed to analyze the performance of the HRM program between the years 2000 and 2006. The purpose would be to assess the performance of the HRM program *before* and *after (Pre-Post)* the use of targeted business marketing strategies.

- Before business marketing strategies 2000 to 2003
- After business marketing strategies 2003 to 2006

In the area of student enrollment, an attempt will be made to determine whether there is a correlation between variations in data from year to year in conjunction to the various business marketing strategies that were used each year to facilitate the growth of the HRM program. This will be accomplished by evaluating whether there is an increase in or decrease in student enrollments figures based on the number and scope of marketing strategies used for each respective year.

An increase to the previously defined variables (Student Enrollment, Classes Offered, and Number of Degrees and Certificates Awarded), will serve to support the Problem Statement Conjecture presented in Chapter 1:

> "If utilizing marketing strategies helps businesses grow (in terms of number of clientele and sales), then we can reasonably surmise that the HRM program will also experience growth (in terms of student enrollment and degree recipients) by employing similar marketing strategies."

Adversely, no change or a decrease to the variables would serve to contradict the problem statement resulting in an opposite conclusion that would suggest that applying marketing strategies to would have no effect program growth.

4.6.1   Summary and Conclusion

The following table (9) presents a summarized framework for the research design and methodology to be used for this study, (see next page).

Table 9   Methodology Summary Framework

		Time Line 2003
Research Question	How are student enrollment, retention, and completion rates affected in the HRM program at Mt. San Antonio College when marketing strategies are employed to promote the program?	▲
Problem Statement	If utilizing marketing strategies helps businesses grow (in terms of number of clientele and sales), then we can reasonably surmise that the HRM program will also experience growth (in terms of student enrollment and degree recipients) by employing similar marketing strategies.	
Methodology	1. Longitudinal 2. Pre-Post	
Areas Studied	1. Student Enrollments 2. Number of Classes Offered 3. Number of Degrees and Certificates Awarded	
Stimuli	1. Website 2. Mail Fliers 3. Campus Fliers 4. In-Class Promotion 5. Campus Posters 6. Brochures 7. Movie Ad	
Data Collection	Archival Records: ICCIS, Website	
Data Analysis	▪ Pareto Chart ▪ Historical Comparison	Increase = Supports Problem Statement No Change/Decrease = Nullifies Problem Statement ▼ 2006

In conclusion this chapter presented a detailed description of the research design and methodology to be used for this study, focusing on the longitudinal and pre-post case-study methodology, the marketing strategies used and the chronology of the implementation of the marketing strategies. The next chapter will present the findings of the marketing strategies described in Table 7, and provide a response to the problems statement and other research question presented in Chapter 1.

Chapter Five

5.   Findings

> *"Discovery consists in seeing what everyone else has seen*
>
> *and thinking what no one else has thought."*

- Albert von Szent-Gyorgi

5.1   Overview

This chapter presents the results of the study having tracked the performance of the HRM program for a period of six years from the year 2000 to 2006 to determine the affect of applying business marketing strategies to promote the growth of a vocational program at a community college. This section will include the data that presented using a combination of methods and tools, including longitudinal analysis, pre-post analysis, and pareto charts to present the affects of marketing on: *student enrollment, number of classes offered, and degree programs completed.* The data presented in this chapter was retrieved from Mt. San Antonio College's Integrated Community College Information System (ICCIS).

### 5.2   Longitudinal Analysis

5.2.1   First Period

The following section includes statistical findings related to the variables, before the application of any marketing initiative. This period covers approximately three years spanning from Spring 2000 to Spring 2003 semesters.

5.2.1.1 Student Enrollment

Figure 1 displays a Pareto chart that illustrates *Student Enrollment* for nine semesters. During this period 722 students enrolled in hospitality & restaurant management courses and completed them.

Figure 1   Student Enrollment: First Period
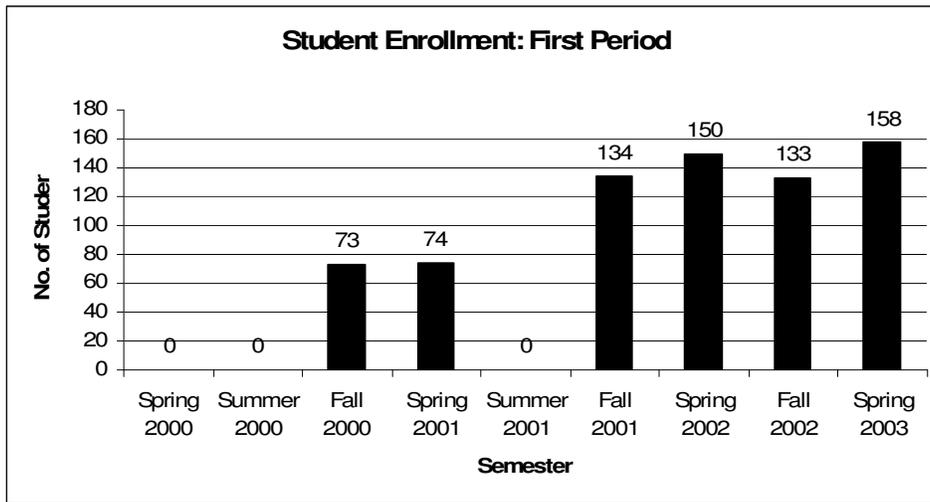
During Spring 2000, Summer 2000, and Summer 2001 a total of 25 students enrolled for three courses that were offered. However, due to low enrollment the courses were cancelled. The 25 students were excluded from the total figure stated above (722). Despite the weak student enrollment in Spring 2000 and Summer 2000, during Fall 2000 student a total of 73 students enrolled in classes thus resulting in a 7300% increase from the prior semesters. Spring 2001 witnessed a 1% increase from Fall 2000 with a total of 74 students. Following that there was a sharp drop in enrollment in Summer 2001 due to the cancellation *RSTR52 Food Safety & Sanitation* the only course that was offered in Summer.

No students enrolled in *RSTR52* the class. From zero enrollments in summer 2001, enrollment for Fall 2001 increased by 13,400% in comparison to Summer and by 81% over Spring 2001. Following that Spring 2002 saw a slight increase of 12% over Fall 2001. In Fall 2002 enrollment decreased slight from 150 to 133 a variance of -11%.

Finally, in Spring 2003 at the end of the first period enrollment once again increased to a record high of 158 student, which is an increase of 19% over Fall 2002.

5.2.1.2 Number of Classes Offered

Figure 2 displays a Pareto chart that illustrates the *Number of Classes* that were offered during the first period.

Figure 2   No. of Classes Offered: First Period
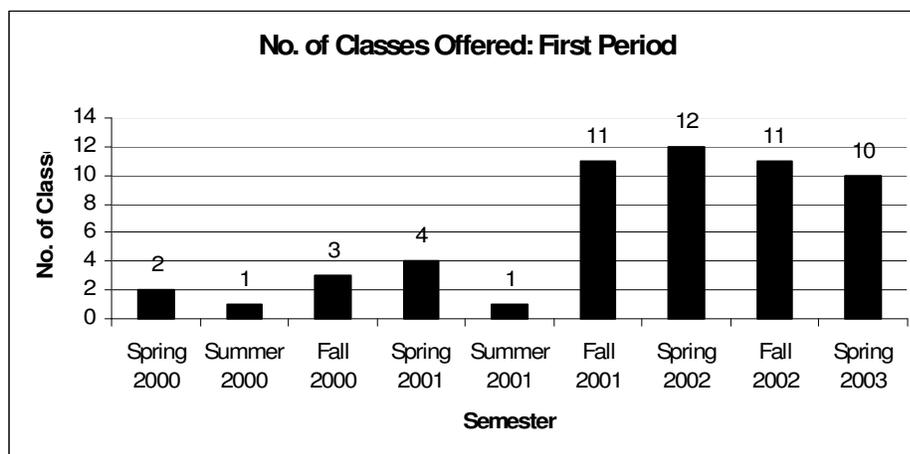
During a nine semester period a total of 55 classes were offered. 11 of the 55 classes were cancelled due to low enrollment. Beginning with Spring 2000 two courses *RSTR 52 Food Safety & Sanitation* with only 16 students and *RSTR 56 Management of Hospitality Operations and Personnel* with only 9 students were both cancelled. Summer 2000 experienced a similar fate as the previous semester. During Summer 2000 only one course *RSTR 52 Food Safety & Sanitation* was offered and cancelled since no students enrolled in it. Following that in Fall 2000 three courses were offered with no cancellations, this resulted in a 200% increase in classes offered in comparison to Summer 2000. In Spring 2001 four classes were offered an increase of 33% over Fall 2000. However, one of those classes *RSTR 57 Restaurant Cost Control* was cancelled due to low enrollment. Summer 2001 was a repeat of the previous year. One class was offered and cancelled due to low enrollment. Fall 2001 proved to be a very profitable semester, 11 classes with only one cancellation. The increase in class offering in Fall 2001 reflect a 1000% increase over Summer 2001 and 175% over Spring 2001. Class offerings in Spring 2002 increased by 9% over Fall 2001 with 12 classes. However, two of these classes were cancelled once again due to low enrollment. Fall 2002 saw an 8% decrease in classes offerings, with only 11 classes of which two were cancelled.

Finally, in Spring 2003 at the end of the first period, class offerings were decreased by 9% from Fall 2002. Only 10 classes were offered of which 1 was cancelled.

5.2.2 Second Period

After Marketing Initiatives includes Fall 2003 semester to Fall 2006.

5.2.2.1 Student Enrollment

Figure 3 displays a Pareto chart that illustrates *Student Enrollment* for eight semesters. During this period 1430 students enrolled in hospitality & restaurant management courses and completed them.

Figure 3   Student Enrollment: Second Period
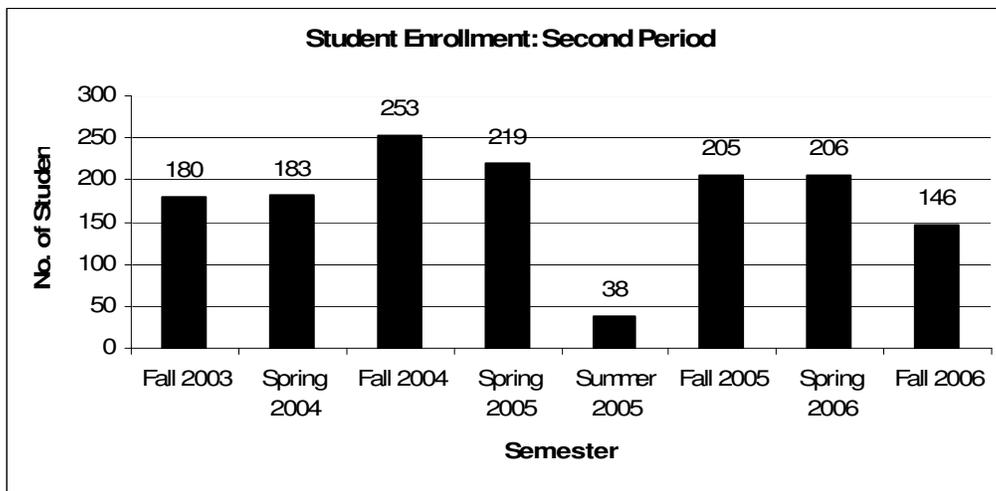
Fall 2003 the first semester marketing initiatives were embarked on, experienced a noticeable 14% increase in student enrollment over the previous semester. Spring 2004 with 183 students represents a 2% over Fall 2003. Fall 2004 witnessed a record enrollment of 253 students a 38% increase over the previous month and the highest enrollment figures to date. The following semester in Spring 2005 enrollment decreased by 13%, followed by a 83% decrease in Summer 2005. Fall 2005 experienced an increase of 439% over Summer 2005,

however enrollment was still lower than that of Spring 2005 and Fall 2004. In Spring 2006 enrollment dropped slightly by approximately 0.5%.

Finally, in Fall 2006 at the end of the second period enrollment decreased by 29% in comparison to the previous semester Spring 2006 with only 146 students.

5.2.2.2 Number of Classes Offered

Figure 4 displays a Pareto chart that illustrates the *Number of Classes* that were offered during the second period.

Figure 4   No. of Classes Offered: Second Period
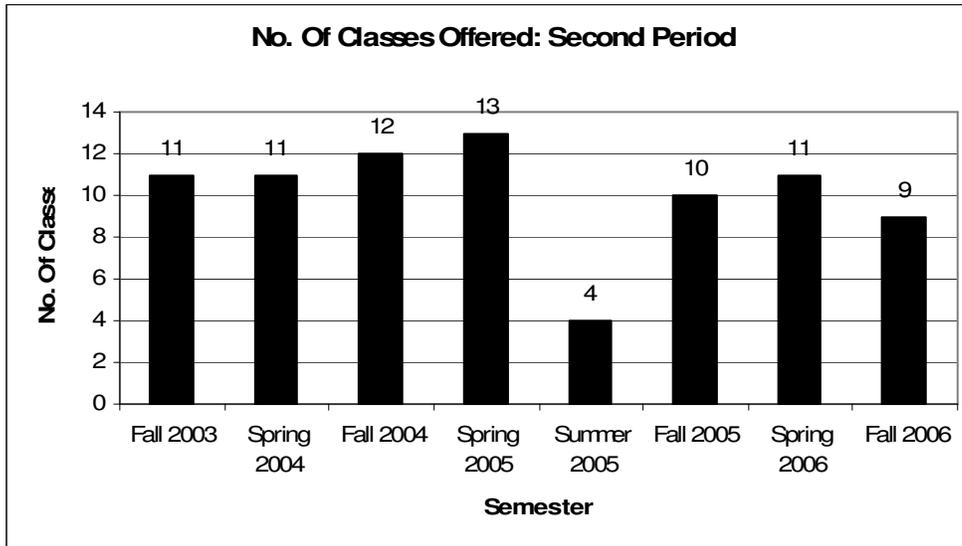
During an eight semester period a total of 81 classes were offered. Only three of the 81 classes were cancelled due to low enrollment. *RSTR62 Catering* was cancelled in Fall 2003 with no enrollment, *RSTR51 Introduction to Hospitality* was cancelled in Spring 2004 with only 8 students enrolled, and *RSTR54*

Commercial Food Preparation was cancelled in Spring 2005 with 11 students enrolled.

Beginning with Fall 2003 11 classes were offered a 10% increase over the previous semester Spring 2003. Spring 2004 with 11 classes offered did not result any variations in comparison to the previous semester. Following that however Fall 2004 experienced a mild increase of 9% with 12 classes being offered. Similarly in Spring 2005 12 classes were offered resulting in an 8% increase over Fall 2004. Summer 2005 class offering were dramatically low with only 4 classes being offered resulting in a decrease of 69% in comparison to Spring 2005. With 10 classes being offered in Fall 2005, class offerings increased by 150% over summer yet were 23% lower than Spring 2005. During Spring 2006 11 classes were offered which resulted in an increase of 10% over Fall 2005.

Finally, 2006 at the end of the second period, class offerings decreased by 18% from Spring 2006 with only 9 classes being offered.

5.2.2.3 Number of Degrees and Certificates Awarded

Data with regards to degrees and certificates awarded by Mt. San Antonio College are available by year only and not by semester as was the case with *Student Enrollment* and the *Number of Classes Offered*. Therefore the data presented in this section will be categorized into two periods. The first period will be labeled *Pre-Marketing* and will be broken down into three year terms (2000-2001, 2001-

2002, and 2002-2003). The second period will be labeled *Post-Marketing* and will also be broken down into three year terms (2003-2004, 2004-2005, 2005-2006). Table 10 includes a detailed break-down of every certificate and degree that was awarded by the HRM program for the time periods specified.

Between the years 2000 to 2006 some certificate programs and the AS degree were re-structured. Some were eliminated from the program and new certificates were created. The re-structuring or elimination of certificates or degrees does not invalidate their value to their recipients. All certificates and degrees are awarded to students with all the rights, privileges bestowed about the recipients (students) by the colleges' board of trustees.   In Table 10 any certificate or program that was eliminated or not available will be noted with an "N/A", and certificates or degrees that were re-structured or are new will be indicated with a "RS."

Table 10   Degrees and Certificates Awarded

Title	Pre-Marketing			Post-Marketing		
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Certificates:						
Culinary Arts (R/N)						1
Fast Food Service Management (N/A)				1	1	
Restaurant Management Level I (RS)					1	7
Restaurant Management Level II (RS)			1	1	2	2
Hospitality Management: Level I (RS)					1	7
Hospitality Management: Level II (RS)					2	5
Catering				1	1	1
Food Services	7	2	1	6	5	
Associate of Science (AS) Degrees:						
Restaurant & Food Service Mgt. (N/A)				1		
Hospitality & Restaurant Management(RS)					5	6
Total Certificate/Degree Awarded by Year	**7**	**2**	**2**	**10**	**18**	**29**

In 2000-2001 the number of certificates awarded as presented in Table 10 was 7 certificates. Following that there was a decrease of 71% in the number of certificates earned by students with only 2 certificates being awarded on 2001-2002 and also in 2002-2003. Noteworthy is the fact that no AS degrees were awarded in the *Pre-Marketing* period between 2000-2003.

During the first year marketing initiatives were implemented 9 certificates were awarded and 1 AS degree (the first AS degree to be awarded). The increase in certificates earning was measured at 350%, and degrees by 100% from the prior year (2002-2003). During the second *Post-Marketing* year (2004-2005) the number of certificates increased by 44%, and degrees awarded increased by 400% in comparison to the previous year (2003-2004).

Finally, during the third *Post-Marketing* year (2005-2006) 23 certificates were awarded and 6 Associate of Science degrees marking the highest number of certificates and degrees awarded during the period of this study. The increase in number of certificates was measured at 77%, and degrees awarded increased by 20% in comparison to the previous year (2004-2005).

5.3   Pre-Post Analysis

The pre-post analysis sections utilized a *Historical Comparison* method with the aid of Pareto charts to compare the results of three areas: *Student Enrollment, No. of Classes Offered, and No. of Degrees and Certificates before* and *after*

implementing marketing strategies design to facilitate the growth of the HRM program. As referenced in chapter three the pre-post time periods being compared are:

1. Before business marketing strategies 2000 to 2003

2. After business marketing strategies 2003 to 2006

5.3.1 Student Enrollment

Between the years 2000 to 2003 before any marketing strategies were implement the cumulative student enrollment for the HRM program spanning 9 semesters was 722 students. The three years following that from 2003 to 2006, several marketing strategies were implement with the purpose of growing the HRM program. The student enrollment between the years 2003 to 2006 increased by 98% with a cumulative total of 1430 students. Figure 5 displays a Pareto chart of the pre-post marketing affect on student enrollment.

Figure 5   Pre-Post Student Enrollment
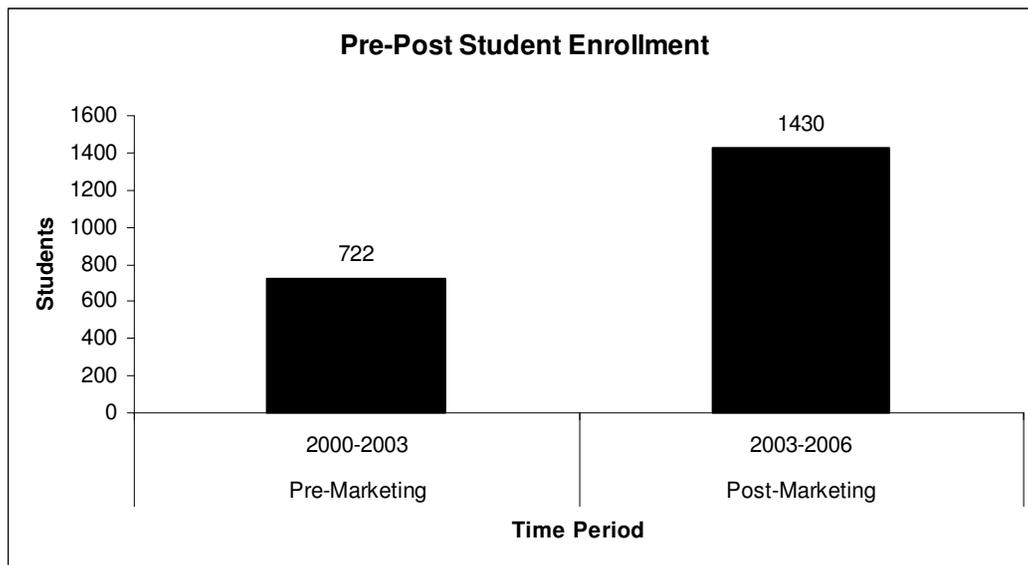
5.3.2   Number of Classes Offered

A total of 44 classes were offered between the years 2000 to 2003. The three years following that from 2003 to 2006, the number of classes that were offered from increased by 77% from 44 to 78 classes (see Figure 6).

Figure 6   Pre-Post Number of Classes Offered
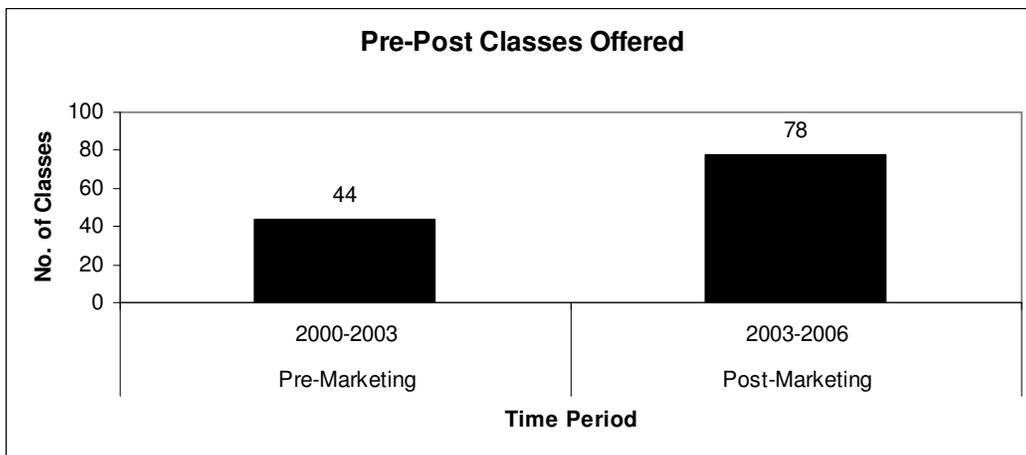
5.3.3   Number of Degrees and Certificates Awarded

As illustrated in Figure 7 presents the total *Number of Degrees and Certificates* that were awarded from 2000 to 2003, which totaled 11 certificates and zero degrees. The post-marketing period witnessed a 309% increase in certificates awarded and a 1200% increase in degrees awarded.

Figure 7   Pre-Post Number of Degrees and Certificates Awarded
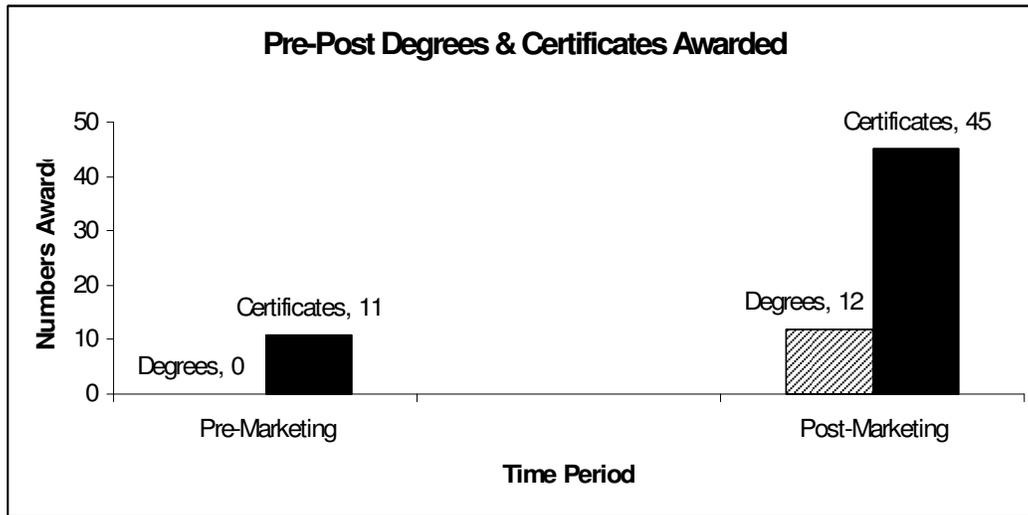
5.4   Summary Of Results: Answering the Research Question and

       Addressing the Problem Statement

At the onset of this study the following research question was posed in Chapter 1:

> "How is student enrollment, the number of classes offered, and completion rates of degrees and certificates affected in the HRM program at Mt. San Antonio College when marketing strategies are employed to promote the program?"

and a problem statement assumption was formulated in relations to the research

question that stated (Chapter 1):

> "If utilizing marketing strategies helps businesses grow (in terms of number of clientele and sales), then we can reasonably surmise that the HRM program will also experience growth (in terms of student enrollment and degree recipients) by employing similar marketing strategies."

In comparing and analyzing the data that was collected, it is evident that the

employment of marketing strategies to promote the HRM program has rendered

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positive results by facilitating the growth of the variables (areas) being evaluated.

Over a period of three years from 2003 to 2006 approximately seven types of

marketing strategies (stimuli) were applied (see p.102) with the intent of

producing an increase in the areas listed in Chapter 1. Consequently, the HRM

program experienced increase in: *Student Enrollment, No. of Classed offered,* and

No. of Degrees and Certificates Awarded. See Table 11 for a combined summary

of the finding which supports the problems statement assumption.

Table 11   Combined Summary of Findings

Variables	Pre-Marketing 2000-2003	Post-Marketing 2003-2006	Increase
Student Enrollment	722	1430	98%
No. Classes Offered	44	78	77%
No. of Certificates Awarded	11	45	309%
No. of Degrees Awarded	0	12	1200%

5.5   Answering Other Research Questions

The research question and problem statement presented in chapter one, harvested

additional questions, which when explored would certainly facilitated the

understanding of the topic being researched. The questions were as follows:

1. Which are the most effective marketing strategies?

2. What should be should be done if a strategy doesn't work?

To answer the first question, it was necessary to find directly from students how

they heard about the HRM program. So we asked them. The HRM program

sporadically distributes surveys to students to gather demographical, student

preferences, and outreach information (see Appendix L). Between 2003 and 2006 three of these surveys were distributed randomly to a total of 215.

One of the questions listed in the *Outreach and Assessment* section was "How did you hear about our program?" Student had several options to choose from and multiple choices were permitted. The combined results are listed below in Table 12.

Table 12   Combined Student Survey Results

Ranking	Combined		Combined Selection	
1	Mt. SAC Catalog	97	35.1%	
2	Schedule of Classes	54	19.6%	
3	Word Of Mouth	45	16.3%	
4	Counselor	28	10.1%	
5	Online/Website	42	15.2%	
6	**Combined Movie Theater Advertising**	4	1.4%	
	Edwards West Covina	*3*		
	AMC Puente Hills Mall	*1*		
7	Mail Flyer	3	1.1%	
8	*Other*	3	1.1%	
	Total Responses	**276**	**100.0%**	

Based on the data gathered it would appear that the most successful form of advertising for the HRM program is the annually published college catalog, and the schedule of classes that is published each semester and lists all of the courses offered for that specific term. While the survey's collected indicated that all marketing strategies that were utilized had some type of impact on promoting the HRM program, perhaps the most outstanding revelation was that 16.3% of

students heard about the program, not from any of the advertising that was done, but through *Word Of Mouth* publicity. This is not to say that the marketing strategies implement had a minimal effect. On the contrary, the fact the student enrollment, courses, offered and degree recipients increased attest to the positive impact of marketing.

Furthermore, when the results from the student surveys that relate to the marketing efforts initiated (website, movie advertising, mail flyers, and other) are added, it accounts for how 18.8% of the students surveyed heard about the HRM program. It is evident as stated earlier that all of the marketing efforts had a notable impact on reaching students. Some strategies were more profitable than others. *Mail flyers* and *others*, which would have included in-class flyers, campus posters, and brochures, were apparently the least effective methods generating no more than 2.2% new students. While theses strategies did work to a certain extent, the question is, are they worthy of being used again in future given the amount of effort and time invested in printing, folding, organizing and mailing? The answer is, perhaps not.

Which brings us to our second question "What should be should be done if a strategy doesn't work?" The choices are few with strategies that do not work, we can choose to analyze and discern the reason for the failure, then decide on whether to re-apply the failing strategy with minor modifications that may turn it into a successful strategy. This is primarily trial and error experimentation and

may be worth exploring given the availability of certain resources mainly time, labor, and funds. The second option for strategies that do not work would be to abandon them for more profitable ones. It is often said that it is better to do a few things right, than many thing poorly. Given the limited resources of the HRM program, it would serve the programs best interest to focus on what works, rather than trying to fix what is not.

5.5.1 Limitations of the Marketing Survey

While the student surveys provides tangible data regarding the usefulness of marketing strategies and their effectiveness, the data that is generated by the survey is not conclusive. In fact there are several limitations to the survey such as:

> Consistency & Span: The survey was not conducted on a regular basis, it was administered only three times during Spring 2005, Spring 2006, and finally in Fall 2006. Therefore there is no data between Fall 2003 and Fall 2004.
>
> Accuracy: The marketing outreach categories were not the same for the three periods when the survey was conducted. The categories were updated each year (see Table 13).

Table 13   Survey Categories

Spring 2005	Spring 2006	Fall 2006
Mt. SAC Catalog	Mt. SAC Catalog	Mt. SAC Catalog
Mail Flyer	Mail Flyer	Mail Flyer
Counselor	Counselor	Counselor
Word Of Mouth	Word Of Mouth	Word Of Mouth
Online	Online	Online
Radio	Radio	*Other*
Electronic Marquee	Electronic Marquee	Schedule of Classes
Other	*Other*	**Movie Advertising**
	Schedule of Classes	Edwards West Covina
		AMC Puente Hills Mall

5.5.2   Rationale for Limitations

Initially this survey was develop to better understand who the student population in the HRM program were, how they heard about the program, and what their preference were in terms of class scheduling. The surveys were not developed for this research study and therefore were not apart of the research design or methodology. Having said that however, as the research progressed and new research questions were formulated, the data provided in the above survey in addition to serving the administrative needs to the HRM program, became beneficial to this study in highlighting the effectiveness of some of the marketing strategies used.

Therefore, in a sense the survey gave us a clearer understanding of which of the marketing strategy had the greatest impact in reaching our target audience (prospective students) and attracting them to the HRM program. Unfortunately, since this survey was not a component that was built into the research it fell short

of providing highly scientific and accurate data that can be thoroughly analyzed to assist in drawing decision making conclusions.

5.5.3 Interview Results

As previously discussed in Chapter 4, the selection of an *interview* methodology is on a very limited scope due to primarily the lack of time, resources, and access to many former students that were enrolled in the program prior to 2003. With that in mind, two sets of interview questions were designed to solicited verbal feedback from students and staff members regarding their familiarity with the HRM program and their perceived impact of the marketing strategies used between 2003 to 2006. A sample of the questions presented to the students and staff during the interview sessions is provided in Appendix M and N.

A total of 12 invitations were sent to students and staff member to be interviewed for this study, which yielded a 33.3% response rate. Three students and one college staff member readily agreed to be interviewed. The complete verbatim responses of the interviewees are provided in Appendix O and P.

While it is quite difficulty to place much weight and draw viable conclusions from the data provided from the interview, it was still interesting to compare the responses that were provided. The students that participated in the interview were all former students who are no longer attending Mt. SAC, with only one student who was actually enrolled in Mt. SAC during the *pre* and *post* marketing period.

The students' responses were widely varied and if anything indicate that there is no one specific marketing strategy that works best for all students. Some students based their decision to take hospitality courses on information found online, while others rely on published material such as fliers, brochures, or posters, and some students are influenced through word-of-mouth and personal contact with faculty.

Interestingly in reviewing the responses from the one staff member that did participate in the interview, we recognize that staff who are familiar with the HRM program before and after the marketing campaign acknowledge the validity of each of the marketing strategy that was utilized. Their assumptions are based on the fact that as staff within the same department they are privy to the data related to HRM student enrollment, classes, degrees, and certificates.

The statements presented by the interviewees both students and staff are in fact consistent with the conclusions drawn by Black et al. (2004) as previously stated in Chapter 2, that marketing or recruitment efforts work best when combined.

6. Conclusion and Recommendations

"The journey of a thousand miles begins with a singles step."

- Lazo-tzu

6.1 Conclusion

At the beginning of this study the research sought to determine whether applying business marketing strategies has an affect over the growth of a program in three distinct areas: (1) Student Enrollment, (2) Number of Classes Offered, (3) and Degrees and Certificates Awarded. Approximately three years after the commencement of this study and having reviewed the findings presented in chapter 5, it is statistically evident that applying business marketing strategies does have a positive impact resulting in the growth of a program. Between 2003 and 2006 the growth of the HRM program has been remarkable. Student Enrollment increased by 98%, Number of classes offered increased by 53%, and finally the number of degrees awarded increased by 1200%, and certificates increased by 309%.

6.1.1 Student Enrollment

The study indicates an approximate doubling of student enrollment for the second period of the study (2003-2006) post-marketing. It is the contention of the researcher that this is greatly attributed to two primary factors. The first and

obvious factor is the success of various marketing strategies in serving their purpose of attracting new students to the HRM program. Secondly, it is our belief that the economical influences of the hospitality industry served to sustain the growth in our program. Specifically, the principle of supply and demand in the labor pool of the hospitality industry, which clearly demonstrated that there is a great and constant demand by employers for new employees (our students). In essence if the job market had no demand for our (HRM) students, then despite our most formidable marketing efforts our program would not have grown to the extent that it has.

6.1.2 Number of Classes Offered

As a result of the influx of new students into our program, we were justified in offering of more classes. Between 2000 to 2003 (pre-marketing) the HRM program offered a total of 44 classes to a total of 722 students. However, with the spike in student enrollments post-marketing, it was necessary for us to gradually increase the number of courses offered from 44 to 78 classes. This was done to sustain the momentum of the programs' growth, and furthermore because we realized that an increase in class offering has a direct correlation to an increase in the number of degrees and certificates awarded. The more classes we offered, the sooner students would be able to register for the classes they needed to earn their degree or certificates.

6.1.3 Degrees and Certificates Awarded

One of the performance accountability measurements used by the California Postsecondary Education Commission (CPEC) to gauge student success includes the tracking of the number of degrees and certificates awarded by each program and the overall college. It is rationalized that a viable college program should produce graduates who have earned degrees and certificates that would allow them to be marketable to employers, or qualify them to transfer to another institution to further their education, (CPEC, 2007:2-4). If we are to accept the CPEC's rationale, then the HRM program could hardly be described as a success between the years 2000 to 2003 where only 11 certificates were awarded and no degrees were earned. This poor performance could be attributed to low enrollment. Since few students registered for classes, the HRM program was not justified in increasing the number of courses offerings. Consequently, the (few) students that were registered were not able to take all the required classes needed to earn a degree, or certificates that required many credit units. From 2003-2006 after the implementation of marketing strategies, student enrollment increased, which justified offering more classes. As a result students were able to enroll in more classes in a shorter period of time and progress through a degree or certificate program in a time manner. Consequently, between 2003 to 2006 the HRM program awarded 45 certificates and 12 degrees.

We can ascertain from the results described in detail in Chapter 5 that implementing marketing strategies served as a catalyst for the rapid growth of the HRM program.

6.2 Financial Issues

6.2.1 The Budget

It is vital in bear in mind that marketing should be viewed as a continuous process rather than a short-term effort to boost enrollment. It requires proper research, planning, implementation, monitoring and evaluation in order for it to be truly successful. The implementation of marketing strategies however can be very expensive and therefore requires a dedicated budget that is able to fund the various activities needed to promote any program. In 2003 the HRM program had no marketing budget to utilize and was therefore forced to seek ways to promote the HRM program for free using available campus resources. A campus resources search revealed the following resources:

1. Unlimited free (black-and-white) photocopying provided by the college's Printing Services Department, which was utilized for printing the mail and in-class flyers.

2. IT department provided free mailing labels with student addresses that were used for mailing the fliers.

3. Mail Services Department offered free mailing to departments for regular mail. Bulk mail was also offered as long as it was approved by a college manager such a Department Chair or Division Dean. The typical cost to

mail an envelope within the United States is $0.41. This service was instrumental in affording the HRM program to mail 9000 fliers between 2003 and 2006 at no immediate cost to the department or program. The expense would otherwise have been an estimated $3,690.

4. Website domain name and hosting is free service that the Information Technology (IT) Department at Mt. SAC offers to official: departments, programs, and student organizations. However, the IT department does not develop the actual websites. Each department, program, or student organization has to develop their own websites. With no budget to hire a professional company to develop the website, the HRM Program Coordinator took it upon himself to learn the basics of web design and proceeded to create a website for the HRM program. By learning how to create websites and hosting them, the HRM program was able to establish a global online presence on the internet for free.

5. Departmental color printing budget. Each department is provided with a small budget (usually a few hundred dollars), which is shared by each program within a department to print color publications on-campus through the Printing Services department at a cost of $0.10 per page. This resource was used to print the colored brochures and posters that were placed in various areas around campus as described in Tables 7 and 8.

While these resources were extremely helpful they were not sufficient to allow the HRM program to experiment with large scale external marketing as was the case

with the movie advertising. It was clear that alternative funding sources had to be explored.

6.2.2   Alternative Funding Options and Estimated Cost

In 2004 the HRM program located a unique federal grant offered through the *Carl D. Perkins Vocational-Technical Education Act (a.k.a VTEA grant)*, which distributes funds to qualifying vocational high-school, post-secondary schools, and career education programs. The funds from the VTEA grant can be used for the following: supplies, software, equipment, professional development, program expansion (marketing), staffing, among other resources all aimed at improving vocational education to develop a highly skilled and qualified workforce in America. The HRM program has continuously participated in the VTEA grant and as a resulted received to total of $49,346 between the years 2004 to 2006. Of that amount approximately 22% was spent on marketing efforts, primarily movie advertising.   The remainder of the amount was spent on acquiring needed supplies, equipment, software, staffing, and professional development for faculty.

It is difficulty to determine the true cost of marketing the HRM program from 2003 to 2006 since the costs associated came from three general sources: college's campus services budget, departmental budget, and program budget (through the VTEA grant). However, a reasonable projection would estimate the annual cost to be approximately $11,762.40 based on the following calculation:

Movie Advertising	$10,635
Brochures	$100
Posters	$1
Fliers	$80 (2000 copies @ $0.04)
Envelops	$120 (2000 envelops @ $0.06 [$5.98/box of 100 envelops])
Postage	$820 (2000 stamps @ $0.41)
Labels	$6.40 (2000 labels @ $0.0032 [$16/box of 5,000 labels])
Total Estimated Cost	$11,762.40

6.2.3   Value Of Marketing

The financial issues presented in this chapter lead to the consideration of whether the financial investment made in marketing was worthwhile. It is the opinion of the researcher that an investment is always worthwhile if it serves its purpose by accomplishing a specific pre-determined goal. The goal of investing (financially) in marketing was to facilitate the growth of the HRM program. The results of the marketing efforts exerted between 2003 to 2006 tells us that the HRM program almost doubled in size from 722 student enrollment to 1430. With the growth results achieved in the post-marketing it is quite clear that the investment made was worth every penny spent.

6.2.4   Management Response To Marketing

The success of the marketing efforts and growth of the HRM program has been well received by the management at Mt. SAC. The HRM program has often been appreciatively referred to as having "explosive growth" by management at the department chair and division dean level.   Additionally, other departments experiencing low or declining enrollment such as the Computer Information

Systems (CIS) department have contacted the HRM program to learn from the HRM marketing experience.

6.3   Recommendations

The area of marketing in education presents ample opportunities for future studies that were not explored in this research. The two primary areas of recommendation are:

1. Statistical Assessment of Marketing Strategies

2. Internet Marketing Strategies

6.3.1   Statistical Assessment of Marketing Strategies

While the data presented in chapter 5 supports the assumptions of the problems statement (Chapter 1) that:

> "If utilizing marketing strategies helps businesses grow (in terms of number of clientele and sales), then we can reasonably surmise that the HRM program will also experience growth (in terms of student enrollment and degree recipients) by employing similar marketing strategies."

the findings fail to accurately measure the exact impact of each specific marketing strategy that was implemented. Though random student surveys were employed to gauge the reach of some of the strategies used, it would be viable for future studies to build into the research methodology a component that would clearly document the effectiveness of each marketing strategy.

6.3.2 Internet Marketing Strategies

It is further recommended for future studies to include additional marketing strategies that utilize the internet as a vehicle for reaching new students, and facilitating the recognition and growth of college programs. There are currently many institutions such as: Green Mountain College, Mount Allison University, and Cornell College that have realized that marketing on the internet can be fairly inexpensive, sometimes free, and yet have a global reach to virtually thousands of prospective students. For instance a college can easily reach thousands of prospectus students for free simply by posting a short promotional or instructional video on websites such as: YouTube.com, MySpace.com, or Dailymotion.com. These video hosting websites receive millions of viewers on a daily basis which creates a mammoth basis for captive clientele that college marketers can target. YouTube for instance, receives 9 million viewers on a daily basis that access and watch 30 million videos each day, (Kintz, 2006:www.hp.com).

Capitalizing on a free marketing opportunity such as this presents a very interesting area for future study. The possibilities for future research in this arena are truly exciting and limitless.

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Appendix   A

Requirements for Associate of Science Degree in Hospitality & Restaurant Management

Associate of Science
in
Hospitality & Restaurant Management

This program provides students with an excellent background for a career in the hospitality industry. Students will have the education necessary for many entry-level positions. Many of the courses in this program are articulate with the California State University System, this provides students the opportunity to transfer to a four year institution and earn a Bachelors degree.

Students wishing to transfer should consult with Hospitality Management faculty to discuss transfer options.

Required Courses:

ID		Title	Units
HRM	51	Introduction to Hospitality	3.0
HRM	52	Food Safety and Sanitation	1.5
HRM	53	Dining Room Service Management	3.0
HRM	54	Basic Cooking Techniques	3.0
HRM	56	Management of Hospitality Personnel and Operations	3.0
HRM	57	Restaurant Cost Control	3.0
HRM	64	Hospitality Financial Accounting I	3.0
HRM	66	Hospitality Law	3.0
HRM	70	Introduction to Lodging	3.0

Plus: Select 3 Units from the following:

ID		Title	Units
HRM	61	Menu Planning	3.0
HRM	62	Catering	3.0
HRM	91	Work Experience	1.0
NF	20	Introduction to Foods	3.0
		Total Units	***28.5***

In addition to the above program requirements, students need to fulfill the General Education requirements towards an A.S. degree. A total of sixty (60) units must be completed: (A.S. degree = Major required courses + General Education courses = 60 units minimum).

Appendix   B

Requirements for Certificate Programs

**Hospitality & Restaurant Management
Certificate Programs**

Culinary Arts – Level I

Required Courses:

ID	Title	Units
❑NF20	Principles of Foods with Lab	3.0
❑HRM52	Food Safety and Sanitation	1.5
❑HRM54	Basic Cooking Techniques	3.0
❑HRM91	Work Experience in Hospitality	1.0

Electives: Plus 6 units from the following:

❑NF61	Creative Foods	3.0
❑NF62	Meal Management	3.0
❑HRM61	Menu Planning	3.0
❑HRM62	Catering	3.0
	Total	**14.5**

Hospitality: Catering

❑NF20	Principles of Foods with Lab	3.0
❑HRM51	Introduction to Hospitality	3.0
❑HRM52	Food Safety and Sanitation	1.5
❑HRM53	Dining Room Service Management	3.0
❑HRM54	Basic Cooking Techniques	3.0
❑HRM61	Menu Planning	3.0
❑HRM62	Catering	3.0
❑HRM91	Work Experience in Hospitality	1.0
	Total	**20.5**

Hospitality: Food Services

❑HRM51	Introduction to Hospitality	3.0
❑HRM52	Food Safety and Sanitation	1.5
❑HRM53	Dining Room Service Management	3.0
	Total	**7.5**

Hospitality: Hospitality Management - Level I

❑HRM51	Introduction to Hospitality	3.0
❑HRM53	Dining Room Service Management	3.0
❑HRM70	Introduction to Lodging	3.0
❑HRM91	Work Experience in Hospitality	1.0
	Total	**10.0**

Hospitality: Hospitality Management - Level II

Required:

❑ Hospitality: Hospitality Management – Level I Certificate (10.0 Units)

Plus:

❑HRM56	Management of Hospitality Personnel and Operations	3.0
❑HRM64	Hospitality Financial Accounting I	3.0
❑HRM66	Hospitality Law	3.0
	Total	**19.0**

Hospitality: Restaurant Management - Level I

❑HRM51	Introduction to Hospitality	3.0
❑HRM52	Food Safety and Sanitation	1.5
❑HRM53	Dining Room Service Management	3.0
❑HRM91	Work Experience in Hospitality	1.0
	Total	**8.5**

Hospitality: Restaurant Management - Level II

Required:

❑ Hospitality: Restaurant Management – Level I Certificate (8.5 Units)

Plus:

❑HRM54	Basic Cooking Techniques	3.0
❑HRM57	Restaurant Cost Control	3.0
❑HRM61	Menu Planning	3.0
❑NF28	Cultural & Ethnic Foods	3.0
	Total	**19.5**

Appendix   C

Harvard Graduate School Of Education 2005 - 2006 Course Listing by Course Number

Source: (http://hugse9.harvard.edu/gsedata/catalog_pkg.courses_by_number) Date Retrieved: Aug. 25th 2005

1. A-010B   Communication and School Leadership
2. A-010C   Adult Development and School Leadership
3. A-010R   Independent Secondary Schools
4. A-021   Leadership in School Organizations
5. A-024   Politics, Policymaking, and Political Action in Education
6. A-027A   Managing Financial Resources in Nonprofit Organizations
7. A-027B   Managing Financial Resources in Nonprofit Organizations
8. A-090   Developing the Research Proposal
9. A-100   Introduction to Education Policy
10. A-101   Native Americans in the 21st Century: Nation-Building I
11. A-104   Education for National Development: Theory for Informed Action
12. A-106   Social Capital, Schools, and Democracy
13. A-107   The Sociology of Education: The Culture of Schools
14. A-109   Education Policy and Urban Poverty
15. A-110   Issues in Education Policy
16. A-111   Using Research as a Policy Strategy
17. A-112   Students with Disabilities in School
18. A-113   Urban Education
19. A-115   Community Power, Decision-Making, and Education
20. A-116   Models for Policy Analysis and Planning
21. A-117   Implementing Inclusive Education
22. A-119   Race, Class, and Educational Inequality
23. A-121   Teaching and Learning: Links between Research and Practice
24. A-122   The Why, What, and How of School, Family, and Community Partnerships
25. A-124   School Reform from the Outside In: The Roles of External Partners and Funders
26. A-131   Addressing Gender Inequalities in Education: Comparative Perspectives
27. A-141   Cultural Perspectives in Educational Studies
28. A-144   Education Organizing
29. A-146   Affirmative Action in Higher Education
30. A-152   Proseminar on the Urban Superintendency
31. A-162   Portraiture in Social Science
32. A-164   Quantitative Analysis of Education Policy Topics
33. A-169   Racial Change, Immigration, and the 21st-Century Metropolis
34. A-188   Implementing Educational Change for Social Justice in Marginalized Settings
35. A-205   Microeconomics: A Policy Tool for Educators
36. A-213   Schools and the Law
37. A-222   Higher Education and the Law
38. A-252   Legal Issues Affecting Urban Schools in the Post-*Brown* Era
39. A-306   Using Student Assessment Data to Improve Instruction: A Workshop

40. A-307   Practicum on Leadership in Nontraditional Settings
41. A-320   Building a Democratic School: Pilots, Charters, and Alternatives
           to Traditional Schools
42. A-326A   School Reform: Curricular and Instructional Leadership
43. A-326B   School Reform: Curricular and Instructional Leadership
44. A-327   Charter Schools: Threats or Opportunities for Public Education?
45. A-328   Proseminar: School Leadership
46. A-340   Internship on the Urban Superintendency
47. A-341   Supporting Teachers for Instructional Improvement
48. A-345   Innovations in K-12 Education
49. A-350   Urban School Reform: Challenges, Policies, and Implementation
50. A-412   The History of American Higher Education
51. A-430   The Elusive Quest for Equality: Historical Perspectives on
           American Education
52. A-506   Teachers' Unions and School Improvement
53. A-602   Organizations, Leadership, and Change
54. A-702   Proseminar in Higher Education
55. A-704   Colleges as Organizations
56. A-709   The Economics of Colleges and Universities
57. A-713   The Role of Policy in College Access and Success
58. A-770   Reflecting on Leadership, Administration, and Governance
59. A-801   Education Policy Analysis and Research in Developing Countries
60. A-802   Intensive Preparation for the Study of International Education
61. A-804   Project Planning, Evaluation, and Management
62. A-807   Education Reform: The Asian Perspectives
63. A-810Y Secondary Schooling and Social Mobility in Latin America and
           among U.S. Latino Youth
64. A-810Z   Community Participation in Education in Sub-Saharan Africa
65. A-811   Education, Poverty, and Inequality in Latin America
66. A-998   Higher Education Internship Seminar
67. A-998   Higher Education Internship Seminar
68. AH-400 American Dilemmas: Everyday Struggles over Race and
           Equality in U.S. Education
69. AT-105 New Professional Roles for Teachers
70. H-072   Developmental Qualitative Research Seminar: Data Analysis
71. H-106   Cognitive Development and Education
72. H-152   Children and Emotion
73. H-155   Seminar: Methods and Concepts in Research on Development of
           Emotion and Cognition
74. H-175   Good Work: When Excellence and Ethics Meet
75. H-180   Cognitive Development and Trust in Testimony
76. H-201   The Application of Developmental Medicine to Psycho-
           Educational Intervention
77. H-205   Gender and Psychological Development in Context
78. H-207   Supporting Learning and Development After School: Research,
           Policy, and Practice
79. H-210A   Adolescent Development
80. H-217   Adolescent into Adult: Development through the College Years
81. H-236   Adolescent Development: Psychosocial Implications for School
           Practice and Community Partnerships
82. H-250   The Psychology of Early Childhood
83. H-304   Legal and Ethical Issues in Child Advocacy
84. H-310B Full-Service Schools
85. H-310Z Educating for Democracy through Facing History and
           Ourselves

86. H-311 Approaches to Cross-Cultural Counseling: Working with Children and Families from Diverse Cultures
87. H-315 Family Interventions to Address Depression and Loss
88. H-327 Individual Counseling and Psychotherapy with Children and Adolescents
89. H-331 Risk and Resilience across Childhood and Adolescence: Strategies and Systems of Prevention and Intervention
90. H-340 Preventative and Developmental Group Counseling
91. H-341 Inventing the Future: Building Connections from School to Career
92. H-371 Theories and Methods of Child/Adolescent Cognitive and Psychological Assessment
93. H-380A Childhood Pre-Practicum I: Developmental Interventions for Children in School and Community Settings: Frameworks for Counseling and Prevention
94. H-380B Childhood Practicum II: Developmental Interventions for Children in School and Community Settings: Frameworks for Counseling and Prevention
95. H-381A Adolescent Pre-Practicum I: Developmental Interventions for Adolescents in School and Community Settings: Frameworks for Counseling and Prevention
96. H-381B Adolescent Practicum II: Developmental Interventions for Adolescents in School and Community Settings: Frameworks for Consultation, Leadership, and Systemic Change
97. H-382 The Problems Kids Have: Psychosocial, Developmental, and Biological Perspectives of Risk in School-Age Children
98. H-390 Advanced Practicum: Part I
99. H-390 Advanced Practicum: Part II
100.   H-392   The Nature of Childhood Trauma: Implications for Differences in Development, Biology, and Psychopathology across the Life Span
101.   H-396   Research Experience in Risk and Prevention: Childhood Focus
102.   H-397   Research Experience in Risk and Prevention: Adolescent Focus
103.   H-502   Youth Culture(s): Building Difference, Breaking It Down
104.   H-503   Asian Americans and Education
105.   H-504   Psychological Anthropology
106.   H-520   Research Seminar on Globalization, Immigration, and International Student Experiences
107.   H-525   Immigration, Education, and Identities in the United States
108.   H-585   Parenting in Diverse Cultures
109.   H-600   Constructing Gender
110.   H-603   Education for Civic Responsibility
111.   H-605   Social and Moral Development
112.   H-700   From Language to Literacy
113.   H-714   Language and Culture
114.   H-750   Second-Language Teaching and Learning
115.   H-800   Reading Specialist Licensure Practicum
116.   H-801   Literacy Assessment and Intervention Practicum
117.   H-810C   Reading, Writing, and Content Learning in Middle and Secondary Schools
118.   H-810F   Children's Literature
119.   H-810G   Adolescent Literature
120.   H-810S   The Development of Writing: Instruction and Assessment

121.	H-810T	The Development of Writing: A Communicative Analysis
122.	H-810W	Language Minority Learners I: Models of Bilingual Education and Literacy Instruction
123.	H-810X	Language Minority Learners II: The Social Context of Language Minority Learners
124.	H-818	Reading Instruction and Development
125.	H-830	Developing Reading Ability in Adults and Older Adolescents
126.	H-860	Reading Difficulties
127.	H-870	Reading Comprehension
128.	H-876	Advanced Seminar in Literacy Research
129.	HT-100	Cognitive Development, Education, and the Brain
130.	HT-105	Practical Strategies for Learners with Language-Based Learning Disabilities
131.	HT-121	Learning Disorders: Theory and Practice
132.	HT-123	Informal Learning for Children
133.	HT-500	Growing Up in a Media World
134.	HT-820	Introduction to Psycho-educational Assessment
135.	S-005	Introduction to Educational Research
136.	S-010Y	Answering Questions with Quantitative Data
137.	S-011	Understanding Today's Educational Testing
138.	S-012	Empirical Methods: Introduction to Statistics for Research
139.	S-030A	Intermediate Statistics: Applied Regression and Data Analysis
140.	S-030B	Intermediate Statistics: Applied Regression and Data Analysis
141.	S-052	Applied Data Analysis
142.	S-061	Methods of Educational Measurement
143.	S-077	Applied Longitudinal Data Analysis
144.	S-105	Philosophy of Education
145.	S-109	Thinking Like an Educator: Modeling an Integrative Approach
146.	S-110	Thinking and Acting Like an Education Reformer: Understanding Leadership and Policy Challenges in Middle Schools and High Schools
147.	S-123	Tackling Tough Challenges for Modern American Higher Education
148.	S-171	Epistemology: Beyond Literal Truth
149.	S-290	Quantitative Methods for Improving Causal Inference in Educational Research
150.	S-300	The Arts in Education: Learning in and through the Arts
151.	S-301	The Arts in Education: Research, Policy, and Practice
152.	S-305	Research on Learning in Museums: Issues and Approaches
153.	S-310B	Interdisciplinary Education: Music and the Arts as Medium and Model
154.	S-310C	Object-Based Teaching and Learning
155.	S-413	Doctoral Research Practicum: Using Quantitative Methods to Make Causal Inferences about the Consequences of Educational Initiatives and Policies
156.	S-441	Design Research
157.	S-460	First-Year Doctoral Seminar: Integrating Perspectives on Education
158.	S-520A	The Logics of Qualitative Research
159.	S-520B	The Logics of Qualitative Research
160.	S-525	Qualitative Data Analysis

161.	S-530	Mapping Out and Writing a Critical Literature Review
162.	S-540	Doing Ethnography
163.	S-710B	Participant Observation in Context
164.	S-710C1	Qualitative Interviewing in Context
165.	S-710C2	Qualitative Interviewing in Context
166.	S-997	Field Experience: Individual Work
167.	S-997	Field Experience: Individual Work
168.	S-999	Special Reading or Research
169.	S-999	Special Reading or Research
170.	T-006	Adult Development
171.	T-103	Understanding Curriculum
172.	T-131	Teachers, Leadership, and Power: Changing the Teaching Career
173.	T-133	The Design of Secondary Schools
174.	T-139	Close Examination of Student Work: Investigating Learning and Teaching
175.	T-150	Curriculum Based on Understanding
176.	T-202	Foundations of Schooling and Teaching
177.	T-203	Creating Community in the Classroom
178.	T-206	Models of Teacher Decision-Making
179.	T-208	Introduction to the Teaching Profession
180.	T-210A	Introduction to Teaching
181.	T-210D	Making History and Literature Come Alive: Historical Fiction in the Classroom
182.	T-210F	Exploring Group Learning and Performance
183.	T-210K	Topics in Science Education: Exploring the Teaching of Inquiry
184.	T-210X	Race, Class, and Power in Urban Schools
185.	T-210Z	Dimensions of Diversity: Special Education and English Language Learners
186.	T-212	Teaching English
187.	T-213	Teaching History, Political Science/Political Philosophy, and/or Social Studies
188.	T-214	Teaching Math
189.	T-215	Teaching Science
190.	T-225	Science Education
191.	T-324	Gender and Education
192.	T-330A	Practicum in School Principalship: Instructional Leadership and Supervision (Elementary-School Level)
193.	T-330B	Practicum in School Principalship: Instructional Leadership and Supervision (Middle-School Level)
194.	T-330C	Practicum in School Principalship: Instructional Leadership and Supervision (High-School Level)
195.	T-390A	Doctoral Research Practicum: Learning Innovations Laboratories Project, Project Zero
196.	T-390B	Doctoral Research Practicum: Learning Innovations Laboratories Project, Project Zero
197.	T-440A	Teaching and Learning: Critical Exploration in the Classroom
198.	T-440B	Teaching and Learning: Critical Exploration in the Classroom
199.	T-470	Advanced Seminar on Literacy, Numeracy, ESL, and GED Programs for Adults and Adolescents
200.	T-502	Learning Media that Bridge Distance and Time
201.	T-505	Leadership in Education Policy
202.	T-506	Evaluation for Informed Decision-Making

Appendix   D

University of Wisconsin – Madison Course Listing for Doctor of Philosophy Program

Source: (http://www.education.wisc.edu/elpa/academics/degrees/PhD.html)
Date Retrieved: Aug. 25th 2005

1. ELPA 730 -   Program Development in Continuing Education
2. ELPA/LSC 750 - Evaluation of Continuing Education Programs
3. ELPA 860 -   Organizational Theory and Behavior in Education
4. ELPA 875 -   Theory and Practice of Educational Planning
5. ELPA/IS 705 –   Community Building, Action, and Learning: Leadership
                             Dynamics
6. ELPA 715 -   Governance and Administration of Colleges and Universities
7. ELPA 811 –   Leadership and Coordination of Continuing and Technical
                             Education
8. ELPA 847 -   Instructional Leadership and Management and School
                             Improvement
9. EA ELPA 830 - Financing Elementary and Secondary Education
10. EA ELPA 831 - Financing Post-secondary Education
11. ELPA 840 -   Legal Aspects of Elementary & Secondary Education
12. EA ELPA 735 - Student Services and Diversity in Elementary/Secondary
                             Education
13. ELPA 736 -   Administration of Student Services in Higher Education
14. ELPA/C&I –   The Adult Learner: Implications for Curriculum & Instruction
15. ELPA 880 -   Academic Programs in Colleges and Universities
16. ELPA 848 -   Professional Development and Organizational Learning
17. ELPA 826 -   Evaluation for Administrative Decision Making in Education
18. ELPA 970 -   Seminar in Educational Planning
19. Business 769 - Contemporary Topics (by topic)
20. Business 770 - Intro. to Quality and Productivity and Improvement
21. ELPA 950 -   Seminar - Organizational Theory and Behavior in Education
22. ELPA 635 -   The Sociology of School Organization
23. Business 900 level - Seminar in Organizational Theory and Strategy
24. Sociology 632 - Complex Organization
25. ELPA/IS 660 –   Foundations of Education to Work
26. ELPA/IS 661 –   Organization and Operation of Education to Work
                             Programs
27. ELPA/IS 662 –   Designing Education for Work Programs
28. ELPA 780 -   Administration of Community Education in School Settings
29. ELPA 785 -   Staff Personnel Systems in Education
30. ELPA 814 –   Technology in Continuing and Higher Education
31. ELPA 845 -   The School Principalship
32. ELPA 846 -   The School Superintendency
33. ELPA 915 -   Seminar: College and University Administration
34. ELPA 940 -   Seminar in Educational Administration (by topic)
35. ELPA 770 -   School-Community Relations: Communication, Marketing,
                             and Politics
36. ELPA 850 -   Technical College and K-12 STW School Policy and Reform
37. ELPA 870 -   The Politics of Education
38. ELPA 872 -   Educational Policy Research and Implementation
39. ELPA 965 -   Seminar in the Politics of Education

40. EPS 600 -   Issues in Educational Policy Analysis (by topic)
41. EPS 920 -   Seminar in Education and Public Policy (by topic)
42. Pub Aff 869 -   Introduction to Policy Analysis
43. Pub Aff 871 -   Public Policy Evaluation
44. Pub Aff 874 -   Policy-Making Process
45. Pub Aff 974 -   Seminar: Politics and Public Policy
46. Child and Family 501 - The Family and Public Policy
47. ELPA 820 -   Business Administration of School Systems
48. ELPA 960 -   Seminar in Educational Finance
49. ELPA 940 -   Seminar in Educational Administration (by topic)
50. Econ 711 -   Economic Theory - Macroeconomics Sequence I
51. Econ 712 -   Economic Theory - Macroeconomics Sequence II
52. Econ 741 -   Theory of Public Finance and Fiscal Policy I
53. Econ 742 -   Theory of Public Finance and Fiscal Policy II
54. Pub Aff 880 -   Microeconomic Policy Analysis
55. Pub Aff 881 -   Benefit Cost Analysis
56. Pub Aff 890 -   Tax and Budget Policy
57. Pub Aff 891 -   State and Local Government Finance
58. ELPA 840 -   Legal Aspects of Elementary and Secondary Education
59. ELPA 841 -   Legal Aspects of Higher Education
60. ELPA 842 -   Legal Aspects of Special Education and Pupil Services
61. ELPA 703 -   Administration of Teaching and Learning Organizations
62. ELPA 735 -   Student Services and Diversity in Elementary/Secondary
                     Education
63. ELPA 835 -   Leadership for Inclusive Schooling
64. ELPA 940 -   Seminar in Educational Administration (by topic)
65. C&I 662 -   Elementary School Curriculum
66. C&I 704 -   Curriculum Planning
67. Ed Psych 795 - Cognition and Classroom Learning
68. ELPA 836 -   Advanced Topics in Student Affairs Administration
69. ELPAELPA/Coun Psych 655 – Career Development Throughout the
                     Lifespan
70. ELPA 746 -   The Adult Learner: Implications for Curriculum & Instruction
71. ELPA 742 -   Facilitating Learning for Adults
72. ELPA/C&I 749 - Proseminar: Issues and Problems in Teaching-Learning
                     in Adult Education
73. ELPA 817 -   Reflective Practice in Higher, Postsecondary, and Continuing
                     Education
74. ELPA 940 -   Seminar in Educational Administration (by topic)
75. Ed Psych 708 - The Study of Teaching 940 - Seminar in Educational
                     Administration (by topic)
76. Ed Psych 760/761 - Statistical Methods Applied to Education I/II
77. Sociology 360/361 - Statistics for Sociologists I/II
78. Statistics 301/302 - Introduction to Statistical Methods I/II
                     Or equivalent
79. ELPA 824 -   Field Research Design & Methodologies in Educational
                     Leadership and Policy Analysis
80. EPS 755 -   Methods of Qualitative Research
81. CI 916 -   Introduction to Qualitative Research
82. CI 916 -   Introduction to Narrative Inquiry
83. CI 975 -   Discourse Analysis & Education
84. ELPA 825 -   Advanced Research Methods in Educational Leadership and
                     Policy Analysis
85. ELPA 990 - Research or Thesis
86. ELPA 999 - Independent Reading

Appendix   E

Mt. San Antonio College Distance Learning Course Amendment Form

Mt. San Antonio College
DISTANCE LEARNING COURSE AMENDMENT FORM
(REQUIRED)

Process Flowchart
(for new DL courses or amendment of existing traditional courses)

For existing courses, obtain (from ICCIS) and attach to this form:	For new courses, create and attach to this form:
course description	course description
current course outline	current course outline
measurable objectives	measurable objectives
methods of evaluation and sample assignments	methods of evaluation/sample assignments
Course information must have been updated within the last four years	

↓   ↓

Obtain DL Course Amendment Form
↓
Meet with Distance Learning TEAM for mentoring during development phase
↓
Complete online teaching certification process
↓
Complete DL Course Amendment Form
↓
Present course website to Department for tentative approval
↓
Meet with Distance Learning TEAM for any modifications to course
↓
Department Approval, Chair signature
↓
Division Approval, Dean signature
↓
Educational Design Committee Approval
↓
Instruction Office – assigns special designator
↓
Placement in Mt. SAC schedule
↓
Course is offered

Appendix   F

HRM courses offered between Spring 2000 and Fall 2006

Source: (ICCIS)
Date Retrieved: Nov. 10th 2006

Course ID Legend

The prefix RSTR represent the course identification for all course offered through the Hospitality & Restaurant management program. The prefix was changed from RSTR to HRM in the summer intersession of 2005.

RSTR51 Introduction to Hospitality RSTR52 Food Safety & Sanitation RSTR53 Dining Room Service Management RSTR54 Basic Cooking Techniques RSTR56 Management of Hospitality Personnel & Operations RSTR57 Restaurant Cost Control RSTR58 Fast Food Service Management RSTR60 Purchasing for the Restaurant Industry	RSTR61 Menu Planning RSTR62 Catering RSTR63 Wines and Spirits RSTR64 Hospitality Financial Account I RSTR65 Hospitality Financial Account II RSTR66 Hospitality Law RSTR70 Introduction to Lodging

Courses Offered: 2000

Spring 2000 Semester		
Course ID	*Reference No.*	*Professor*
RSTR52	008777	WHITE,NOREEN
RSTR56	008778	WHITE,NOREEN

Summer 2000 Intersession		
Course ID	*Reference No.*	*Professor*
RSTR52	012833	WHITE,NOREEN

Fall 2000 Semester		
Course ID	*Reference No.*	*Professor*
RSTR51	015904	WHITE,NOREEN
RSTR57	015905	WHITE,NOREEN
RSTR58	015906	WHITE,NOREEN

Courses Offered: 2001

Spring 2001 Semester		
Course ID	*Reference No.*	*Professor*
RSTR52	019296	WHITE,NOREEN
RSTR56	019297	WHITE,NOREEN
RSTR57	019298	WHITE,NOREEN
RSTR66	024824	WHITE,NOREEN

Summer 2001 Intersession		
Course ID	*Reference No.*	*Professor*
RSTR52	025574	WHITE,NOREEN

Fall 2001 Semester		
Course ID	*Reference No.*	*Professor*
RSTR51	029428	WHITE,NOREEN
RSTR52	029431	YEH,CHRISTOPHER,W
RSTR53	029425	WHITE,NOREEN
RSTR60	029426	WHITE,NOREEN
RSTR61	029427	WHITE,NOREEN
RSTR63	029429	WHITE,NOREEN
RSTR63	029430	TBA
RSTR91	029432	WHITE,NOREEN
RSTR92	029459	WHITE,NOREEN
RSTR93	029433	WHITE,NOREEN
RSTR94	029434	WHITE,NOREEN

Courses Offered: 2002

Spring 2002 Semester		
Course ID	Reference No.	Professor
RSTR51	036162	KAUFMAN,KENNETH,J
RSTR52	035939	WHITE,NOREEN
RSTR52	035940	KAUFMAN,KENNETH,J
RSTR54	035942	WHITE,NOREEN
RSTR55	036551	WHITE,NOREEN
RSTR57	035938	WHITE,NOREEN
RSTR62	035943	WHITE,NOREEN
RSTR66	035936	WHITE,NOREEN
RSTR91	035944	WHITE,NOREEN
RSTR92	035945	WHITE,NOREEN
RSTR93	035949	WHITE,NOREEN
RSTR94	035950	WHITE,NOREEN

Fall 2002 Semester		
Course ID	Reference No.	Professor
RSTR51	042585	CANTOR,PENELOPE
RSTR53	042587	CONFERTI,RICHARD,A
RSTR56	042589	AUGARTEN,MARK
RSTR60	042590	CANTOR,PENELOPE
RSTR61	042591	CONFERTI,RICHARD,A
RSTR64	042592	TBA
RSTR70	042593	BARAJAS,JESUS
RSTR91	042594	YORK,JEAN,M
RSTR92	042595	YORK,JEAN,M
RSTR93	042596	YORK,JEAN,M
RSTR94	042597	YORK,JEAN,M

Courses Offered: 2003

Spring 2003 Semester		
Course ID	Reference No.	Professor
RSTR51	049296	CONFERTI,RICHARD,A
RSTR51	048362	CANTOR,PENELOPE
RSTR52	048363	CANTOR,PENELOPE
RSTR54	048364	CANTOR,PENELOPE
RSTR57	048365	CONFERTI,RICHARD,A
RSTR66	048367	BARAJAS,JESUS
RSTR91	048368	CANTOR,PENELOPE
RSTR92	048369	CANTOR,PENELOPE
RSTR93	048370	CANTOR,PENELOPE
RSTR94	048371	CANTOR,PENELOPE

Fall 2003 Semester		
Course ID	Reference No.	Professor
RSTR51	055403	AL-MALOOD,FAWAZ
RSTR51	055404	AL-MALOOD,FAWAZ
RSTR52	055405	WEATHERILT,SANDRA
RSTR53	055406	AL-MALOOD,FAWAZ
RSTR60	055407	AL-MALOOD,FAWAZ
RSTR62	055408	TBA
RSTR70	055409	AL-MALOOD,FAWAZ
RSTR91	055412	CANTOR,PENELOPE
RSTR92	055414	CANTOR,PENELOPE
RSTR93	055416	CANTOR,PENELOPE
RSTR94	055417	CANTOR,PENELOPE

Courses Offered: 2004

Spring 2004 Semester		
Course ID	Reference No.	Professor
RSTR51	060453	AL-MALOOD,FAWAZ
RSTR51	060454	AL-MALOOD,FAWAZ
RSTR52	060455	AL-MALOOD,FAWAZ
RSTR54	060456	LAO,MICHAEL,C
RSTR57	060457	AL-MALOOD,FAWAZ
RSTR61	060458	AL-MALOOD,FAWAZ
RSTR66	060459	AL-MALOOD,FAWAZ
RSTR91	060460	LAO,MICHAEL,C
RSTR92	060461	LAO,MICHAEL,C
RSTR93	060462	LAO,MICHAEL,C
RSTR94	060463	LAO,MICHAEL,C

Fall 2004 Semester		
Course ID	Reference No.	Professor
RSTR51	066525	AL-MALOOD,FAWAZ
RSTR51	066526	AL-MALOOD,FAWAZ
RSTR52	068056	WEATHERILT,SANDRA
RSTR53	066528	LAO,MICHAEL,C
RSTR56	067718	LAO,MICHAEL,C
RSTR60	066529	AL-MALOOD,FAWAZ
RSTR64	066530	AL-MALOOD,FAWAZ
RSTR70	066531	AL-MALOOD,FAWAZ
RSTR91	066532	LAO,MICHAEL,C
RSTR92	066533	LAO,MICHAEL,C
RSTR93	066534	LAO,MICHAEL,C
RSTR94	066535	LAO,MICHAEL,C

Courses Offered: 2005

Spring 2005 Semester		
Course ID	Reference No.	Professor
RSTR51	072091	AL-MALOOD,FAWAZ
RSTR52	072096	WEATHERILT,SANDRA
RSTR54	072100	SHUM,MEE,W
RSTR57	072101	AL-MALOOD,FAWAZ
RSTR61	072102	AL-MALOOD,FAWAZ
RSTR64	072988	LAO,MICHAEL,C
RSTR65	072989	LAO,MICHAEL,C
RSTR66	072103	AL-MALOOD,FAWAZ
RSTR70	072990	AL-MALOOD,FAWAZ

RSTR91	072104	LAO,MICHAEL,C
RSTR92	072105	LAO,MICHAEL,C
RSTR93	072106	LAO,MICHAEL,C
RSTR94	072107	LAO,MICHAEL,C

Summer 2005 Intersession		
Course ID	Reference No.	Professor
HRM 62	075290	SHUM,MEE,W
HRM 91	075395	LAO,MICHAEL,C
HRM 92	075396	LAO,MICHAEL,C
HRM 93	075397	LAO,MICHAEL,C

Fall 2005 Semester		
Course ID	Reference No.	Professor
HRM 51	077549	AL-MALOOD,FAWAZ
HRM 52	077550	WEATHERILT,SANDRA
HRM 53	077551	AL-MALOOD,FAWAZ
HRM 56	077552	AL-MALOOD,FAWAZ
HRM 64	077553	AL-MALOOD,FAWAZ
HRM 70	077554	AL-MALOOD,FAWAZ
HRM 91	077565	LAO,MICHAEL,C
HRM 92	077566	LAO,MICHAEL,C
HRM 93	077567	LAO,MICHAEL,C
HRM 94	077568	LAO,MICHAEL,C

Courses Offered: 2006

Spring 2006 Semester		
Course ID	Reference No.	Professor
RSTR51	084012	AL-MALOOD,FAWAZ
RSTR52	085466	WEATHERILT,SANDRA
RSTR54	084013	SHUM,MEE
RSTR57	084183	AL-MALOOD,FAWAZ
RSTR61	084014	AL-MALOOD,FAWAZ
RSTR66	084016	AL-MALOOD,FAWAZ
RSTR70	084018	AL-MALOOD,FAWAZ
RSTR91	084037	LAO,MICHAEL,C
RSTR92	084039	LAO,MICHAEL,C
RSTR93	084040	LAO,MICHAEL,C
RSTR94	084041	LAO,MICHAEL,C

Fall 2006 Semester		
Course ID	Reference No.	Professor
HRM 51	092206	AL-MALOOD,FAWAZ
HRM 53	092207	AL-MALOOD,FAWAZ
HRM 56	092208	AL-MALOOD,FAWAZ
HRM 64	092209	AL-MALOOD,FAWAZ
HRM 70	092210	AL-MALOOD,FAWAZ
HRM 91	092211	SHUM,MEE
HRM 92	092212	SHUM,MEE
HRM 93	092213	SHUM,MEE
HRM 94	092214	SHUM,MEE

Appendix   G

Sample Mailing Flyers: **Fall 2004**

Appendix   H

Sample Mailing Flyers: Fall 2005

Fall 2005 Classes

HRM 51 - Introduction to Hospitality
M W   11:00am - 12:30pm

HRM 53 - Dinning Room Service Management
M W   1:00pm - 2:30pm

HRM 64 - Hospitality Financial Accounting I
T Th   9:30am - 11:00am

HRM 56 - Management of Hospitality Personnel & Operations
T Th   11:00am - 12:30pm

HRM 70 - Introduction to Lodging
T Th   1:00pm - 2:30pm

We Offer:

- A.S. Degree in Hospitality & Restaurant Management
- 7 Certificate Programs
- Transfer Opportunity to Cal Poly Pomona's Bachelors
  Degree Program in Hotel & Restaurant Management
  (Ranked No. 3 in the Country)

Pursue An Exciting Career In Hospitality & Restaurant Management

CATERING
CASINOS
CRUISE LINES
HOTELS
RESORTS
SCHOOLS

Register July 13th to August 10th

By Phone: (909) 595-6722   or   Online: http://my.mtsac.edu

For more information on our programs
Visit us at: http://hospitality.mtsac.edu or email: almalood@mtsac.edu

Appendix   I

Hospitality & Restaurant Management Brochure: Side 1
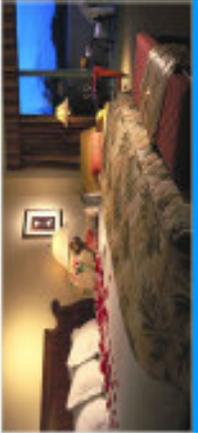
Hospitality & Restaurant Management Brochure: Side 2

Career Opportunity

Hotels

- Hotel General Manager
- Marketing and Sales Director
- Conference and Event Coordinator
- Food and Beverage Director
- Front Desk Manager
- Director of Housekeeping
- Casino Manager

Restaurants

- Restaurant General Manager
- Dining Room Manager
- Kitchen or Bar Manager
- Private Club Manager
- Corporate Food Service Director

Tourism Management

- Group Tour Operator
- Cruise Recreation Director
- Adventure Guide
- Visitors Center Manager

About Our Department

This program provides students with an excellent background for a career in the hospitality industry. Students will have the education necessary for many entry-level positions. Most of the courses in this program are articulate with the California State University System, this provides students the opportunity to transfer to a four year institution and earn a Bachelors degree. Hospitality is a high-reward, high-variety industry. Over the course of your career, you'll have a multitude of chances to explore different interests. The skills you develop at this program can be applied to a wide range of jobs across the industry.

Employment Outlook

A career in Hospitality & Restaurant Management is many things, but it's never boring! No other industry lets you hit the ground running faster and rise to the top sooner than hospitality, because no industry in the nation has more momentum than this one.

Appendix   J

Sample HRM Poster

Appendix   K

HRM Movie Ad On Theatre Screen.

Appendix   L

HRM Program Survey

Kindly take a few minutes to fill out the following survey, which will better assist us in serving your needs. _Please check as many boxes as applicable to you_.

Demographical Information

Age:	Gender:	Language Spoken: *Other than English what languages do you speak at <u>home or with your friends</u>?*
❑ 18-24 ❑ 25-29 ❑ 30-34 ❑ Above 35	❑ Female ❑ Male	❑ None ❑ Chinese ❑ Spanish ❑ *Other Specify:* _____

I am a(n):
❑ Domestic Student ❑ International Student

What city do you live in? _____ What is your zip code? _____

Highest Level of Education Completed:
❑ High-School / GED ❑ College Certificate ❑ Associates ❑ Bachelor ❑ Masters

Hospitality Industry Experience:
❑ Not Applicable ❑ Former Employee ❑ Currently Working ❑ Working in Another Industry

Describe Your Employment Status. *Answer ONLY if you are currently employed*:
❑ Part-time ❑ Full-time ❑ Entry-Level ❑ Supervisor ❑ Manager ❑ Business Owner

Program Outreach and Needs Assessment

How did you hear about *our* program?

- ❑ Movie Advertising (❑ *Edwards Cinema in West Covina,* ❑ *AMC Cinema in Puente Hills Mall)*
- ❑ Schedule of Classes
- ❑ Mt. SAC Catalog
- ❑ Mail Flyer
- ❑ Counselor
- ❑ Word of Mouth
- ❑ Online (*Which website?)* _____
- ❑ Radio
- ❑ Electronic Marquee *(located by the Traffic light at the Grand and Temple intersection)*
- ❑ Other Specify: _____

Please list all magazines, newspapers or other publications that you read on a regular basis *(if any)***:**

_____
_____

Please list all movie theaters that you frequent if any *(include location):*

_____
_____

What Are Your Academic Goals in Relations to the HRM program?

- ❑ Undecided or Just exploring classes
- ❑ Attain additional skills for professional advancement
- ❑ Certificate (s)
- ❑ Associate Degree only Without Transfer
- ❑ Transfer to a 4-Year Institution Without an Associate Degree
- ❑ Associate Degree and Transfer to a 4-Year Institution

Which of the following is your preferred method of learning?

- ❑ Traditional class
- ❑ Hybrid class   *(A hybrid class is taught partially in a classroom and partially online)*
- ❑ Online class

Preferred days to attend school:	Preferred time to attend classes?	I prefer to take classes in:
❑ Monday ❑ Tuesday ❑ Wednesday ❑ Thursday ❑ Friday ❑ Saturday	***Twice a week:*** ❑ 8:00am to 9:25am ❑ 9:45am to 11:10am ❑ 11:30am to 12:55pm ❑ 1:20pm to 2:45pm ***Once a week:*** ❑ 8:00pm to 11:10am ❑ 11:30am to 2:40pm ❑ 3:00pm to 6:10pm	❑ 16 Weeks ❑ 8 Weeks

Appendix   M

Student Interview Questions

The following questions are a part of a study aimed at examining the effectiveness of the marketing campaign launched at Mt. San Antonio College for the HRM program between the years 2003 to 2006. Your responses will help us better assess the usefulness of each marketing strategy employed and improve our communication methods with students and the public.

1.   Are you currently a student at Mt. SAC? (If no, what was the last year that you attended Mt. SAC.

2.   What year did you first attend Mt. SAC?

3.   Did you decide to major in Hospitality & Restaurant Management before or after enrolling at Mt. SAC?

4.   How did you first hear about the HRM program?

5.   Between the years 2003 to 2006 the HRM program launched a marketing campaign with the goal of increasing public awareness of the existence of the program, attracting more students, increasing class offerings, and enabling more students to earn certificates or a degree.   In your opinion did any of the following marketing initiatives effect your decision to enroll in a course, certificate program or degree? (Please mark X where applicable).

		Yes	No
1.	HRM Website	_____	_____
2.	Mail Flyer	_____	_____
3.	Campus Fliers	_____	_____
4.	In-Class Promotion (by faculty)	_____	_____
5.	Campus Poster	_____	_____
6.	Brochures	_____	_____
7.	Movie Theater Advertising	_____	_____

6.   In your opinion which of the marketing strategies had the greatest affect in your decision to register a course?

7.   In your opinion what is the most effective way of communicating with students and why?

Appendix   N

Staff Interview Questions

The following questions are a part of a study aimed at examining the effectiveness of the marketing campaign launched at Mt. San Antonio College for the HRM program between the years 2003 to 2006. Your responses will help us better assess the usefulness of each marketing strategy employed and improve our communication methods with students and the public.

1.   What year did you first begin working at Mt. SAC?

2.   How did you first hear about the HRM program?

3.   Between the 2003 to 2006 the HRM program launched marketing campaign with the goal of increasing public awareness of the existence of the program, attracting more students, increasing class offerings, and enabling more students to earn certificates or a degree. In your opinion has the HRM program achieved any of these goals? Please explain your response.

4.   Of the following marketing strategies that were applied between 2003 to 2006, which do you think were the most effective and had the greatest impact on students? And why do you think so?

   1.   HRM Website
   2.   Mail Fliers
   3.   Campus Fliers
   4.   In-Class Promotion (by faculty)
   5.   Campus Poster
   6.   Brochures
   7.   Movie Theater Advertising

5.   In your opinion what is the most effective way of communicating with students and why?

Appendix   O

Student Interview Verbatim Responses

1.   Are you currently a student at Mt. SAC? (If no, what was the last year that you attended Mt. SAC.)

Student 1:   "No, 2006"
Student 2:   "No, 2005"
Student 3:   "No, my last year in attendance was 2006"

2.   What year did you first attend Mt. SAC?

Student 1:   "2005"
Student 2:   "2000"
Student 3:   "2004"

3.   Did you decide to major in Hospitality & Restaurant Management before or after enrolling at Mt. SAC?

Student 1:   "Before coming to Mt. SAC."
Student 2:   "After enrolling at Mt.SAC."
Student 3:   "Not exactly, I was attending classes as part of a re-training training program; which was provided to me due to a lay off at my former employer. I enjoyed the classes and subject matter so much; I decided to major in it."

4.   How did you first hear about the HRM program?

Student 1:   "I did an online search for a hospitality management program and ended up at the college website" (www.mtsac.edu).
Student 2:   "From the Mt. SAC catalog."
Student 3:   "Once I started taking the required classes for a catering certificate, I learned more about the HRM program."

5. **Between the years 2003 to 2006 the HRM program launched a marketing campaign with the goal of increasing public awareness of the existence of the program, attracting more students, increasing class offerings, and enabling more students to earn certificates or a degree. In your opinion did any of the following marketing initiatives effect your decision to enroll in a course, certificate program or degree? (Please mark X where applicable).**

	Student 1		Student 2		Student 3	
	Yes	No	Yes	No	Yes	No
HRM Website		x	x			x
Mail Fliers		x	x			x
Campus Fliers		x	x			x
In-Class Promotion (by faculty)	x			x		x
Campus Poster		x	x			x
Brochures	x		x			x
Movie Theater Advertising	x		x			x

6. **In your opinion which of the marketing strategies had the <u>greatest</u> affect in your decision to register for a course?**

Student 1: "In-Class promotion. It helps to be reminded by faculty about upcoming courses and you can ask questions about what you should take."
Student 2: "Brochures."
Student 3: "None of the above, I was already taking classes before I had seen any of the marketing."

7. **In your opinion what is the most effective way of communicating with students and why?**

Student 1: "I think a flyer because if I have something in hand I will read it, or put it away until I need that information and look it up later on."
Student 2: "Have HRM students communicate and share experiences. It would raise more interest and awareness on campus. People are more comfortable asking questions when it's someone with similar age and background."
Student 3: "Movie Theater Advertising, Mail Flyers and the Internet are the most effective in my opinion. Students are usually short on time and attention span, the best way communicate with them is by placing materials close to the activities they current frequent."

Appendix   P

Staff Interview Verbatim Responses *(One staff member only)*

The following questions are a part of a study aimed at examining the effectiveness of the marketing campaign launched at Mt. San Antonio College for the HRM program between the years 2003 to 2006. Your responses will help us better assess the usefulness of each marketing strategy employed and improve our communication methods with students and the public.

1.   What year did you first begin working at Mt. SAC?

2001

2.   How did you first hear about the HRM program?

"HRM was part of the Department at the time of my hire."

3.   Between the 2003 to 2006 the HRM program launched marketing campaign with the goal of increasing public awareness of the existence of the program, attracting more students, increasing class offerings, and enabling more students to earn certificates or a degree. In your opinion has the HRM program achieved any of these goals? Please explain your response.

"Absolutely! At the time that I joined Mt. SAC there was no full-time faculty member for the HRM Program and in my opinion the Program was at a standstill. I'm not sure that there were any clear criteria set for either the degree or the certificates. From 2003, with the hiring of Dr. Al-Malood, the HRM Program took a different turn, a positive turn. There has been, and continues to be heightened awareness and great interest in the field. Yes, the HRM Program has achieved these goals."

4.   Of the following marketing strategies that were applied between 2003 to 2006, which do you think were the most effective and had the <u>greatest</u> impact on students? And why do you think so?

HRM Website:
"Effective as it offers accessibility to students. I am able to easily refer students to the Program website and from here students would be able explore the degree and then directly contact Dr. Al-Malood."

Mail Fliers, Campus Fliers, In-Class Promotion:
"Hard copy/paper format is effective as it captures the attention of people."

Campus Poster
> "Effective as a poster may attract the attention of an "undecided" student."

Brochures
> "Effective as it shows a snapshot of what the major entails and career avenues."

Movie Theater Advertising:
> "Excellent avenue to capture a diverse population of people."

> "To sum up, I think the website and the brochures, posters, etc. have been clearly effective. (Let's not forget "word of mouth" from other students ...this   is equally effective!)"

5.   **In your opinion what is the most effective way of communicating with students and why?**

"I believe "in person" communication is most effective especially when dealing with new students. Students need to "see" the leader/faculty member of a Program as this person represents the area in which he/she plans to pursue. Another effective mode of communication is email, which I think is perfectly acceptable in communication with students."