UNIVERSITY OF DELAWARE

OFFICE OF THE VICE PROVOST
FOR ACADEMIC AND
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March 16, 2006

MEMORANDUM

Fred

TO: Fred DeMicco, Chair
Hotel, Restaurant and Institutional Management

Bobby

FROM: Conrado M. Gempesaw
Vice Provost for Academic and International Programs

SUBJECT: Faculty Senate - Permanent Status Program Review (PSPR)

Attached is the PSPR internal review for the M.S. in Hospitality Information Management. As part of the PSPR process (see http://www.udel.edu/facsen/course/index.html#Final, Timeline for PSPR), we request that the department write a brief response to this review and forward the documents to the appropriate college committee and/or the Dean's Office. The Dean's Office will then forward all the documents to the Faculty Senate (c/o Karren Helsel-Spry) so it can be considered for approval by the University Faculty Senate.

Please let me know if you have any questions.

dld
Attachments

cc: Avron Abraham, Faculty Senate President
Karren Helsel-Spry, Faculty Senate Office
Dean's Office, College of Human Services, Education and Public Policy

Permanent Status Program Review for
Hospitality Information Management Master of Science

Evaluation Report
John C. Bernard and John E. Sawyer

Objectives, Strengths, and Weaknesses

1. The original goal of the MS degree in Hospitality Information Management, stated generally, was to: i) develop students for careers as corporate hospitality information managers and ii) offer instruction to current hospitality information managers seeking further education in technology. It was also hoped to help students intending to pursue PhD's in this area.

The program appears to be succeeding well with the first part of their goal with good job placement success with their graduates, including what appears to be a strong connection with Cendant.

From the information provided though, there does not seem to be currently employed individuals joining the program as stated in the second part of their goal. There are only three part-time students enrolled in the program. This may be an area the program should address moving forward, either by reorienting their goals or through increased recruiting efforts.

2. The program is fully compatible with the Academic Priorities of the University, and we believe, a useful addition.

3. A major strength of the program is that it appears to have established a niche with their focus on information technologies. Being a new program, and competing with other top schools with established programs, having a unique emphasis has certainly helped in its establishment.

We do not see a lot in terms of weaknesses. One issue we had was the number of courses that are cross-listed as undergraduate and graduate. We would like to see some effort in the future to avoid these to make sure the classes are focusing on truly graduate level material. Since the department notes they are trying to get more faculty lines, I would suggest that if they do that they consider senior candidates, and or concentrate efforts to assure that the faculty have all necessary resources to continue to promote through the ranks. Currently, they seem over weighted with Assistant Professors relative to Full Professors, with 5 Assistants, 4 Associates and only 1 Full Professor available to advise research. We would also suggest more PhD faculty acting as student advisers, right now 3 of the 10 listed for students to select from did not have this degree.

Impact and Demand

1. We do not see any evidence of any significant negative impacts from the program on other sections of the University. If anything, the unique focus on information technology and management should have a positive impact on the University and its image. The focus of the program should also, if anything, help further collaborations between HRIM and other programs at the University.

2. The admission requirements for the program seemed to appear only in the original proposal included in an appendix, where they appeared to be clearly stated. There is no evidence to suggest that their criteria are not fairly implemented. The data on applications and enrolments does raise a couple concerns. Foreign applicants make up 65% of the applicant pool. Half of the enrolled students were foreign. There were only one Asian and one Black applicant, both of whom were admitted. We recommend that significant recruiting efforts be made to get more racial diversity into the applicant pool.

3. The document acknowledges some drop in enrollments which they attribute to post 9/11 and visa limits. While they believe this has changed, they have lowered their estimate from 12 new full time graduate students per year to 8. We believe this is a reasonable level to expect and sufficient to warrant permanent status, particularly given the size of their faculty. One concern regarding future enrollments would be what will happen if other programs institute a similar MS program with an emphasis on information technology. If this is a strong and growing area, it would be unlikely to continue as a truly unique program. Plans should be put in place regarding how to deal with future competition for students looking for this focus.

4. Their revised goal of 2 graduate students per faculty is reasonable, and will aid in making sure students receive strong mentoring and advising. We believe this fits well with the department's core value of "large enough to lead, small enough to care." We were impressed as well with the students they have had to conferences and working on publications. We view this as evidence that these students are receiving excellent attention and mentoring. However, broader participation in the research by more members of the faculty would help to spread the burden of research mentorship and probably give more attention to individual students.

5. We have not seen anything to clearly indicate that the students are faced with additional expenses beyond the traditional. HRIM 601 does list field trips for which it was stated the "University is not responsible for costs..." although it was unclear to me if that meant students needed to cover their own expenses.

6. The program appears to have strong support from the faculty. Of the 16 department faculty listed, seven are represented among the course syllabi submitted for this review. However, only four faculty members participated in the 21 graduate student research papers listed. Broader faculty participation in the research component of the program would strengthen the scholarly impact of the program on faculty research.

7. The document itself raises two concerns regarding resources: their current number of assistantships and number of faculty lines. However, given as discussed above their revised plan for fewer full time graduate students, we do not feel these factors limit the department's ability to support the program. We would still encourage the program to continue to be creative in developing funding for their graduate students using some of the methods they discussed.

Evaluation

1. While evaluating the graduate program under the University's General Education goals is not required, they were well addressed in the document.

2. Knowledge and skills expected of their graduates were well delineated. However values were not really touched upon. Some effort should be put into adding this component, especially since part of their mission is to prepare students for leadership roles.

3. Work needs to be done on the department's plan to evaluate and assess learning outcomes. To begin, Learning Goal #1 must be rewritten so as to be clarified. The other issue is that all learning goals appear to be measured through papers and presentations. It would be interesting to see some development of other methods of measurement or at least some intermediate ways to assess learning. For example, goal #1 is only measured by the student's final thesis or internship defense.

4. The placement data identifies three graduates pursuing further graduate education. One is identified as going to the Purdue University PhD program. The level and school is not identified for another and the third is pursuing an unidentified MS program at UD.

While the data on placement indicates 100% placement or further graduate study, there is no data presented regarding the job title, salary level, or level of employment. It would help to know if this employment is at a level commensurate with an advanced degree.

Additional Comments

We believe this program is a good addition to the degree offerings of the University and should be afforded permanent status.

In terms of additional comments, we would have appreciated more details in some areas, and some evidence to back some of the claims. For instance, the HRIM program here is referred to as being "a top ten program" but it is not stated where this ranking is coming from. It is also noted that faculty scholarly output has increased, but we were unable to find any 'before' comparison for analysis. More specific placement data should be kept.

UNIVERSITY OF DELAWARE

COLLEGE OF HUMAN SERVICES, EDUCATION & PUBLIC POLICY

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May 8, 2006

MEMORANDUM

To: Timothy Barnekov, Dean, CHEP

From: Fred DeMicco, Professor and ARAMARK Chair, HRIM

Subject: Response to PSPR Master of Science review – Hospitality Information Management – Application for Permanent Status

The following responds to the committee's questions raised in the review, as outlined in the March 16, 2006 memorandum from Dr. Gempesaw (a copy is attached).

Response to page 1, Objectives, Strengths and Weaknesses, paragraph 3:

We currently have three part-time students. We believe we will attract more part time students due to the fact that all graduate courses have been moved to an evening time. In addition, we need to find the resources to advertise our program and the availability of a part-time program in our mid-Atlantic market. We will do this.

Page 1, Objectives, Strengths and Weaknesses, last paragraph:

We do currently cross list some of our graduate and undergraduate courses. This is due to resource issues mainly and the need for two additional faculty members in HRIM. We also teach as a service in the CHEP IT Interest area, which increases the number of IT courses that need to be taught, with a static number of faculty. I agree that we will need to move some of our current associate professors into the professorial rank. I anticipate several of our current HRIM IT assistant professors will advance to the associate level in the near future.

Page 2, Impact and Demand, point 2:

We are making a major effort to attract more U.S. students of color through career fair invitations of especially the historically black colleges and universities, a new "diversity" summit, and connections with other universities that have a more diverse student body is being developed. The Director of Graduate Studies has met with the Senior Vice President for Academic Affairs at Lincoln University, PA with an agreement for the Director to visit with upperclassmen in the fall and spring semesters. The goal is to recruit 1-2 students of color annually from the Department of Business and Information

to endow HRIM graduate assistantships in 2006. Additionally, the department will pursue opportunities with local Delaware hospitality and IT companies for a commitment of 1 graduate assistantship annually. Examples of such companies are: Delaware Business Systems, Delaware Park, and Forthill Company.

Page 3, Evaluation, point 2:

Values and ethics are discussed generally in all courses, especially in HRIM603 and HRIM604. For instance, one of the topics covered in the Issues in Hospitality Financial Management (HRIM604) course is fraudulent financial reporting. It looks at the antecedents, consequences and predictors of fraudulent reporting in corporations using ENRON and WORLDCOM as case studies. This subject heightens students' awareness of the pressures associated with management decision-making and the need for strong ethical values in one's corporate career.
The HRIM Graduate Committee will consider making ethics a learning goal.

Page 3, Evaluation, point 3:

The learning goals are under development presently at the University level for re-accreditation. HRIM has an Outcome Assessment Fellow and the learning outcomes will be further developed for both our undergraduate and graduate programs. In addition, the CHEP Graduate Council is developing college-wide outcomes assessment criteria for all graduate programs in the college and the HRIM Director is a member of this council.

Page 3, Evaluation, point 4:

One of the graduates is presently pursuing a M.S. in Accounting at UD (Yan Lin). The information on salary and job title will be provided.

Page 3, Additional comments:

We thank Dr. Bernard and Dr. Sawyer for their detailed review and suggestions to strengthen the M.S. program in the future. We also thank them for their comment that the HRIM M.S. program in Hospitality Information Management is a good addition to the degree offerings of the University of Delaware and should be afforded permanent status. We believe that strongly as well. We have attached the references for the two HRIM program ranking studies as a "top ten" program. With the addition of four new IT HRIM faculty at the assistant professor rank since 2001, clearly scholarly output has been augmented, although we have limited baseline figures to show this growth. With this self-study, we now have a solid base to make future comparisons. Indeed, more specific placement data will be maintained. Thank you.

Technology. Our existing partnership with the University of Technology, Jamaica has yielded a student of color annually.

Page 2, Impact and Demand, point 3:

The University of Delaware Master of Science in Hospitality Information management is a unique program. Surely there could be competition in the marketplace. The good news is despite the growth of outsourcing and consolidation in the IT sectors, more Americans were employed in IT this spring than at any time in the nation's history (April 24, 2006, Information Week). Fortunately our M.S. degree does cover more general hospitality management graduate courses, including finance, strategy, entrepreneurship, statistics/methodology, marketing to provide a solid foundation for future leaders. IT will continue to strongly integrate into the traditional functional area courses listed above. Other plans can include linking our M.S. with our on-campus and on-line bachelors degree for a potential three +two model, attracting international students, developing an online component to the current HIM degree and looking at a step up to a new future innovative IT doctorate (for our top M.S. graduates).

Page 2, Impact and Demand, point 4:

Broader participation by more faculty will take place as more students pursue a thesis option. In addition, four faculty are attending HITEC in Minneapolis, June 20-25, 2006, with six graduate students. The HRIM department co-sponsors an international conference every other year on hospitality and tourism with the University of Technology, Jamaica. This provides another avenue for faculty and graduate research presentations and publications. The expansion of mentoring is also presently underway.

Page 2, Impact and Demand, point 5:

On field trips, HRIM covers the majority of costs for the most part from a new professional travel fund.

Page 2, Impact and Demand, point 6:

The chair and director of the graduate program in HRIM will encourage additional faculty to participate in scholarly papers and presentations. Looking ahead, I see every graduate faculty member participating in scholarly presentations and/or papers. Currently, 4 of the 5 hospitality management functional area courses require a research term paper by the end of the courses. We believe this provides a sustained avenue for conference paper presentations and research publications while strengthening the research skills of our graduate students.

Page 3, Impact and Demand, point 7:

Graduate assistantships have been a goal and priority of the chair and the dean this year. Three separate foundation proposals have been submitted by the UD Development Office

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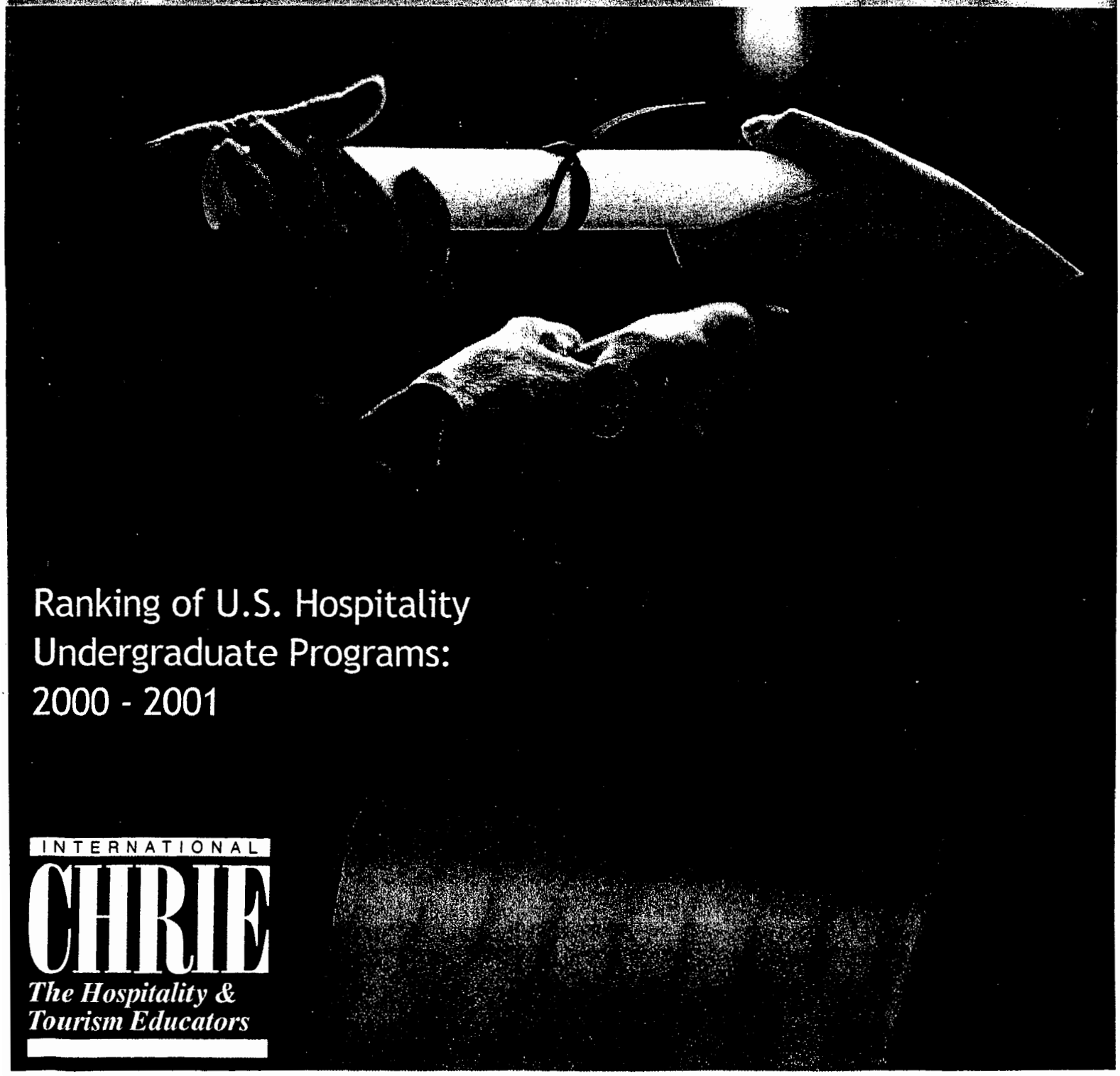


Ranking of U.S. Hospitality Undergraduate Programs: 2000 - 2001

INTERNATIONAL
CHRIE
The Hospitality & Tourism Educators

Ranking of U.S. Hospitality Undergraduate Programs: 2000-2001

By Michael G. Brizek and Mahmood A. Khan

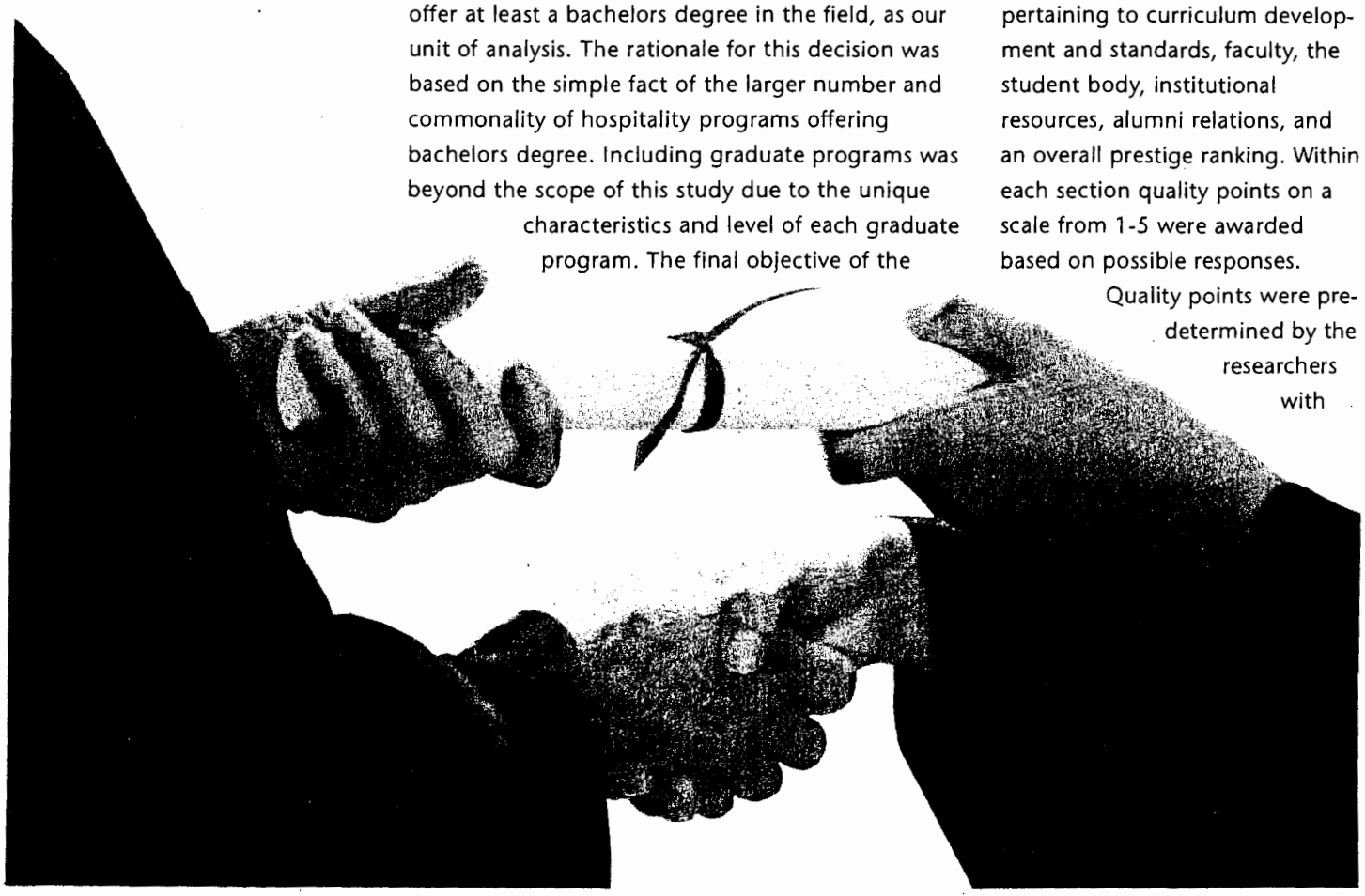
Michael G. Brizek, FMP, CHE *is director of the Department of Hotel and Restaurant Management at Shady Grove at the University of Maryland Eastern Shore in Baltimore, Maryland and a Ph.D. Candidate in the Department of Hospitality and Tourism Management at Virginia Polytechnic Institute and State University in Blacksburg, Virginia.*
Mahmood A. Khan, Ph.D. *is a professor in the Department of Hospitality and Tourism Management at Virginia Polytechnic Institute and State University in Blacksburg, Virginia.*

Introduction

Within the last twenty years, hospitality education has seen a tremendous amount of growth as it relates to the number of programs offering degrees in the field. As the field continues to grow, hospitality and tourism faculty and administrators have addressed the need for more information in understanding and comparing different programs' strengths and resources. Past research such as Calnan (1988) and Kent, Lian, Khan, & Anene (1993) have explored this need through qualitative perceptual studies. As hospitality educational programs continue to mature, a more formal evaluation and ranking of educational programs are needed. In this study, the researchers chose to evaluate undergraduate hospitality programs that offer at least a bachelors degree in the field, as our unit of analysis. The rationale for this decision was based on the simple fact of the larger number and commonality of hospitality programs offering bachelors degree. Including graduate programs was beyond the scope of this study due to the unique characteristics and level of each graduate program. The final objective of the current study and future undertakings was to continue reporting a formal ranking of educational programs and eventually provide a research instrument that will accurately measure the unique components of hospitality programs.

Methods and Determinants of Rank

A detailed, seven-page questionnaire was designed and pre-tested prior to its use. This questionnaire was divided into six distinctive sections that included questions pertaining to curriculum development and standards, faculty, the student body, institutional resources, alumni relations, and an overall prestige ranking. Within each section quality points on a scale from 1-5 were awarded based on possible responses. Quality points were predetermined by the researchers with



input by other faculty members in hospitality/tourism education and by using the annual *U.S. News and World Report's Guide to the Top Colleges* (2000) as a reference for constructing the scaling of each response. After carefully planning the scales this instrument was pretested by students in a graduate level research methods class at Virginia Tech. A careful review of the questionnaire and the ranking scale was undertaken in order to strengthen the accuracy of the scale. Using the recommendations and some opinions from other peers, the questionnaire and ranking scale were slightly revised in order to present as accurate results as possible. Following the revision, 121 questionnaires were mailed to deans, chairs, and directors of institutions that were CHRIE [The Council on Hotel, Restaurant and Institutional Education] institutional members and were four-year programs within the U.S.

Of the 121 questionnaires that were distributed, 48 were received with a response rate of 39.7%. Once the questionnaires

Table 1

Top 25 Institutions

Rank	University/College	School or Department	Curriculum Score	Faculty Score	Student Score	Resources Score	Alumni Score	Overall Score
1	Purdue University	School of Hospitality and Tourism Management	40	51	39	39	31	200
2	California Polytechnic University, Pomona	The Collins School of Hospitality Management	43	52	39	36	27	197
3	University of Houston	The Conrad N. Hilton College of Hotel and Restaurant Management	40	44	37	37	37	195
4 Tie	Pennsylvania State University	School of Hotel, Restaurant and Recreation Management	38	44	39	36	28	185
4 Tie	Michigan State University	The School of Hospitality Management	34	44	34	41	32	185
5	University of Nevada Las Vegas	The William F. Harrah College of Hotel Administration	37	46	35	35	31	184
6	Florida International University	School of Hospitality Management	38	46	40	36	23	183
7 Tie	University of Massachusetts-Amherst	Department of Hotel, Restaurant and Travel Administration	38	49	37	39	19	182
7 Tie	University of Delaware	Department of Hotel, Restaurant, and Institutional Management	38	49	38	30	25	182
8	Oklahoma State University	School of Hotel and Restaurant Management	38	44	34	34	31	181
9	University of South Carolina	School of Hotel, Restaurant and Tourism Management	36	42	37	31	34	180
10	Florida State University	Dedman School of Hospitality	32	44	37	33	30	176
11	Washington State University	Department of Hotel and Restaurant Administration	35	43	34	31	32	175
12	Robert Morris University	Department of Hospitality and Tourism	39	46	29	31	29	174
13	Georgia State University	Cecil B. Day School of Hospitality	37	44	34	31	25	171
14	Virginia Polytechnic Institute and State University	Department of Hospitality and Tourism Management	39	44	32	34	21	170
15	Texas Tech University	Department of Restaurant, Hotel and Institutional Management	40	44	28	27	30	169
16 Tie	Kansas State University	Department of Hotel, Restaurant, Institution Management and Dietetics	32	46	33	28	29	168
16 Tie	Widener University	School of Hospitality Management	37	38	35	32	26	168
17	Niagara University	College of Hospitality and Tourism Management	38	37	35	31	25	166
18	Boston University	School of Hospitality Administration	32	36	38	33	25	164
19	University of Denver	School of Hotel, Restaurant and Tourism Management	37	47	31	32	16	163
20	Northern Arizona University	School of Hotel and Restaurant Management	32	39	36	31	23	161
21	New Mexico State University	Department of Hotel and Restaurant Management	27	43	35	30	23	158
22	Colorado State University	Department of Restaurant and Resort Management	28	47	32	30	20	157
23	Metropolitan State College of Denver	Department of Hospitality, Meeting and Travel Administration	32	33	29	32	25	151
24 Tie	University of Central Florida	Rosen School of Hospitality Management	40	41	27	26	16	150
24 Tie	Iowa State University	Department of Hotel, Restaurant and Institution Management	35	41	28	31	15	150
25	Johnson and Wales University	School of Hospitality Management	34	31	31	31	22	149

input by other faculty members in hospitality/tourism education and by using the annual *U.S. News and World Report's Guide to the Top Colleges* (2000) as a reference for constructing the scaling of each response. After carefully planning the scales this instrument was pretested by students in a graduate level research methods class at Virginia Tech. A careful review of the questionnaire and the ranking scale was undertaken in order to strengthen the accuracy of the scale. Using the recommendations and some opinions from other peers, the questionnaire and ranking scale were slightly revised in order to present as accurate results as possible. Following the revision, 121 questionnaires were mailed to deans, chairs, and directors of institutions that were CHRIE [The Council on Hotel, Restaurant and Institutional Education] institutional members and were four-year programs within the U.S.

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were received, each one was reviewed and each response was scored using the predetermined five-point scale. Scores were added by each category and then an overall score was computed from each of the five sections to give an overall quality score for the program. Accounting students from the Robert H. Smith School of Business at the University of Maryland-College Park evaluated all of the completed scores for accuracy and to eliminate any possible bias. Based on the total scores, each institution was ranked selecting the top 25 institutions being noted within the context of this study. To be as fair as possible, institutions that had matching scores and were placed in the top 25 were awarded the same ranking but did not misplace another institution with a different score and ranking. This rationale was used in order to be as inclusive to all institutions as possible. A prestige ranking was also calculated within the context of this study. The prestige ranking was used in order to validate and comparative evaluate the findings of earlier studies. In the prestige ranking score 6 points were awarded to institutions that were ranked first on the questionnaire, 5 points to the second ranking, 4 points to the third ranking, 3 to the fourth, 2 points to the fifth, and 1 point to the sixth. The total number of points were calculated and ranked on a scale of one to five. This system was similar to that used in the study by Calnan (1988).

Results

Table 1 shows the top 25 institutions based on the total points received from each of the five ranking categories described above. The top nine institutions, from Purdue University (200 points) to University of South Carolina (180 points), fell within a 10% point differential of one another, indicating that they were fairly comparable in the level and number of courses offered, the quality and level of faculty at the institution, and the amount and extensiveness of their institutional resources regarding hospitality education. The next nine institutions ranked in the study, from Florida State University (176 points) to Niagara University (166 points) were all within 10 points of one another, once again reinforcing the notion of parity among hospitality programs.

Slight differences were found in the results of the ranking compared to the previous perceptual studies and prestige rankings discussed in this study. What was different to note from previous research is the immergence of some other hospitality programs that were not previously noted in the past. Institutions such as California Polytechnic University- Pomona (197 points), University of Delaware (182 points), Robert Morris University (174 points), Georgia State University (170 points), Texas Tech University (169 points), Widener University (168 points), Niagara University (166 points), Metropolitan State College of Denver (151 points), and University of Central Florida (150 points) were either not ranked as high or were not listed in previous studies. One explanation for these results is the increased number of faculty and the higher level of their credentials within the field. There has also been an increased amount of funding either through alumni contributions, grants, or endowments that have enabled programs to build their resources and grow to attract and retain a larger number of students. These issues were clearly evident from the majority of hospitality administrators who responded to this survey.

Overall, it is fair to assess from the point totals shown in Table 1 that the majority of hospitality programs ranked within the top 25 in this study are very similar in nature and are growing and increasing in stature. As was observed in an earlier study by Kent et. al (1993), newly formed schools have quickly established a reputation for quality while others simply have added to the roster of available options or have enhanced contemporary studies in their program. Older, more-traditional hospitality programs remain on the scene, with continued or varying reputations

The curriculum ratings were base on the number of credit hours, the number of credit hours withi the area(s) of concentration; the number of required core courses; the range of elective courses; the constant updating and revision o curriculum; how often faculty meetings were held for curriculu advancement and development; the presence of industry advisory boards; frequent guest lectures from the industry; the affiliation of the program within the institu tion; and accreditation by ACPHA (Accreditation Commission for Programs in Hospitality Administration). The maximum possible points were 50. Although most o the scores for the top 25 schools were close, the highest score of 43 was achieved by California Polytechnic Institute, Pomona, followed closely by Purdue University and University of Houston with scores of 40 each.

The next parameter evaluated th number and quality of faculty. Criteria included the number of full-time faculty; the number of Ph.D. and M.S. degree holders; the percentage of tenured faculty in relation to total faculty; the average years of relevant professional industry experience; professional affiliation of faculty; student to instructor ratios; research experience; publications service to professional organizations and continuing education participation. The maximum achievable score was 55 with California Polytechnic University at Pomona receiving the highest

score of 52, immediately followed by Purdue University with a score of 51.

The next ranking category involved the student body within the hospitality program. This included the total number of students within the program; the average SAT/ACT score of incoming students; average class size; scholarships and sponsorships; student organizations; hospitality-related career fairs offered by the school; student recognition; student opportunities for attending trade shows; percentage of transfer students into the program; and overall retention/attrition rate of undergraduate students within the program. The maximum possible score in this category was 50, with Florida International University receiving the highest score of 40, immediately followed by Purdue University; California Polytechnic University, Pomona; and Pennsylvania State University with 39 points each.

Table 2

Prestige Rankings for U.S. Hospitality Undergraduate Programs

Rank	College/University
1	Cornell University
2	University of Nevada, Las Vegas
3	University of Houston
4	Michigan State University
5	Pennsylvania State University
6	Purdue University

The next evaluation category was based on the resources available to the hospitality program. Under this category scores were allotted to laboratory facilities; library facilities; internet accessibility; computer facilities; distance learning classes; field trip and internship opportunities; endowments; student funding; support from professional organizations and work-study opportunities. The maximum possible score for this criteria was 50. This category showed a wider variation in scores that ranged from 41 to 26 points. The highest scores were received by Michigan State University (41 points), Purdue University (39 points), and University of Houston (37 points).

The last category ranking looked at alumni contribution and participation. Factors evaluated include current student placement rate; donations from alumni; percentage of undergraduate students returning for graduate studies; alumni endowments to the program; success rate of students and research grants. The

Table 3

Comparison Between Rankings

College/University	Qualitative Rank	Prestige Rank	Educators Perceptual Ranking in Earlier Study*
Purdue University	1	6	5
California Polytechnic University, Pomona	2	N/A	10
University of Houston	3	3	6
Michigan State University	4	4	3
Pennsylvania State University	4	5	7
University of Nevada, Las Vegas	5	2	2
Cornell University	N/A	1	1

Note: Cornell University elected not to participate in this study

* Kent et al. 1993

maximum possible score in this category was 40. Once again, there was considerable variation of scores in this category, ranging from 37 to 15 points. The highest score (37 points) was received by University of Houston, followed by University of South Carolina (34 points).

The final score was a compilation of scores from the five categories mentioned above based on a total possible score of 245 points. The final ranking was based on the overall score. Care was taken to evaluate each category and each factor within that category very carefully.

Table 2 lists the prestige ratings based on perception. The researchers wanted to continue the evaluation based on perception as published by Kent et. al (1993). Respondents were asked to indicate a prestige rating of the top hospitality programs based on their perceptions of the programs' current activities and ongoing commitment to the field. The researchers then ranked the top six hospitality schools within the U.S. based on survey responses. Only six schools were ranked since the prestige rating for the remaining schools fell well below the top six. Among the top five most prestigious hospitality programs was Cornell University, followed by University of Nevada, Las Vegas, University of Houston, Michigan State University, and Pennsylvania State University (see Table 2). In comparing the quantitative ranking with the perceptual ranking it is important to note that, for the most part, that the more detailed quantitative ranking partially validated the perception of academia in terms of program prestige. These results seem to indicate that the long-standing reputation of an institution still constitutes a major factor in perception ranking of hospitality schools.

Table 3 shows comparisons of the quantitative rankings and the prestige rankings in this study with the rankings shown in the study by Kent et. al (1993). There are many similarities among these rankings, but it was not possible to complete a statistical evaluation due to dissimilarities in methodology. In any case, it gives a good comparative view of changes taken place over the past eight years.

Limitations of the Study

In any study that involves survey research, response rates are very important to the results. Even though a response rate of 39.7% is considered to be good for social science research, the researchers would have liked a little higher response in order to strengthen the overall ranking. Some of the schools that were not mentioned in the top 25 ranking of undergraduate hospitality programs—but were mentioned in previous research—included Cornell University, University of Wisconsin-Stout, Rochester Institute of Technology, James Madison University, East Carolina University, and the University of Hawaii-Manoa. These schools either did not respond to the survey or elected not to participate in this study.

It is also worth noting that the variables that were selected for review and evaluation, although very comprehensive, still need to be more clearly defined. Even though the researchers received valuable advice and recommendations from small focus groups, more work is needed in order to strengthen and validate studies that attempt to rank hospitality programs. This study is presented as a major step forward in the ranking of hospitality programs. Also the researchers cannot emphasize more the importance of responding to requests for participation in this study in the future, which benefits administrators, faculty, students, and industry. The researchers aspire to continue this research on an annual basis in hopes that it will stimulate more interest and feedback in this area.

Conclusions

As previously mentioned, the results of this survey are basec a comprehensive, quantitative evaluation of programs in hos tality education, not just an opinion survey that has been done by previous researchers. study strengthens the researcl program rankings by examinir the major variables related to quality in an institution. It is expected that some evaluation and debate will come from thi study. It is important to note tl this is only one attempt at developing a model for evalua and ranking hospitality schools The researchers are planning tc make this research an ongoing study. It is expected that other research will follow in this area and comparisons will be drawn from these types of studies.

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Now What?

Advice to Students in a Tightening Hospitality Labor Market

INTERNATIONAL CHRIE

The Hospitality & Tourism Educators

Exploring Hospitality Program Rankings

by Stacey L. Gould and David C. Bojanic

Introduction

Recent years have been punctuated by public and private calls for greater accountability and increased quality of service provided by organizations of various types, but especially institutions of higher education. A wide array of policy tools and initiatives has been devised to meet these concerns. One that has gained the most widespread use and popularity is the ranking of academic programs. Although government has played some part in the provision of ranking systems, it is the commercial publishing industry that has popularized this tool. The concept of ranking programs at the undergraduate and graduate levels, and even distance education programming, has become big business with tremendous implications for the those involved in these academic programs.

For the purposes of this study, *a program ranking is defined as a regular effort by some organization or person to gather numerical data on two or more programs, display the information in a way which depicts program performance/quality and provides the evidence to some external audience, usually the public-at-large* (Gormley, Jr. and Weimer, 1999). It is important to note that a set of program rankings appears on a regular basis and is not a one-time assessment. In addition, program rankings are not developed by the institution of which they are a part. Rather, they are constructed by a party external to the organization and are not like governmental databases that are more likely to display data across many different types of programs without any attempt to provide rankings.

This study will consider only a specific type of program ranking—hospitality program rankings. The word "hospitality" is a generic descriptor for programs in this field that go by the names of travel and tourism management, hotel and restaurant administration and similar titles. The following questions will be addressed in this study:

(1) Do stakeholders, such as industry recruiters, use ranking systems to evaluate the quality of hospitality programs?

(2) *Would rankings based on an interval scale (ratings) be preferable to a ranking system based on an ordinal scale?*

(3) Are rankings and/or ratings biased by evaluators' affiliations with programs?

(4) *What attributes are perceived as most important in determining the quality of a hospitality program and do they differ by type of recruiter?*

Why Use Program Rankings

Many interest groups have argue in favor of report cards to be use in different contexts. The rapid rise of rankings, as one type of report card, to measure quality i higher education, however, has caught many college and university administrators by surprise. The competitive nature of Ameri can higher education and a stror consumer oriented relationship between students and institution have created an environment tha has facilitated the success for col lege-ranking services (The Colleg Board, 1997). The desire, by indi vidual consumers and consumer advocacy groups, for new and better information has been ofte expressed to help guide the selec tion of organizations that deliver

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services of various kinds (Gormley, Jr. and Weimer, 1999). The idea is that the information will result in better choices by the consumer, better performance by the organizations, or both.

Academics welcome the use of rankings for a variety of reasons. First, the rankings gather a large amount of data that can be easily accessed and understood. Second, rankings allow for various attributes to be viewed in longitudinal as well as cross-sectional comparisons (Gormley, Jr. and Weimer, 1999). Finally, rankings get to the heart of the data and identify opportunities for marketing and/or needs for program evaluations.

The Origins and Evolution of Academic Quality Rankings

Defining quality has become the cornerstone of educational rankings. Each ranking uses different attributes to determine an institution or program's quality. For example, some rankings use full-time faculty (Morse and Flanigan, 2000) or the number (or percentage) of professors with doctorates employed by the institution or program. Bogue and Saunders (1992) provide another insight on the definition of quality: "Certain conceptual assumptions are widely held by academics and lay persons concerning collegiate quality: Only high-cost colleges have quality. Only large and comprehensive colleges have quality. Only highly selective colleges have quality. Only nationally recognized colleges have quality. Only a few colleges have quality. Only colleges with impressive resources have quality" (Bogue and Saunders, 1992, p. 7). According to this definition, only a few colleges could be classified as quality institutions, however, the authors suggest that all institutions have the potential for attaining quality based on their individual missions.

Education serves different purposes for different students, parents, employers, and many others. Spangehl (2001) states that an institution can be perceived as high quality for satisfying one purpose and low for another. Based on this statement, ranking some institutions for having higher overall quality than others is what makes cumulative rankings, such as *U.S. News & World Report*, so controversial and offensive.

The first identified ranking of American universities and colleges was in 1911 by the Bureau of Education (Bogue and Saunders, 1992). It published a ranked list of 344 institutions. The top eleven institutions at that time were ranked as "Öin order, Harvard, Chicago, Columbia, California, Yale, Michigan, Cornell, Princeton, John Hopkins, Wisconsin, and Minnesota" (Bogue and Saunders, 1992, p. 66). Even today many of these institutions—especially Harvard, Yale, and Princeton—continue to be ranked highly. Since that time there have been various rankings of institutions and particular programs, with the most well-known ranking being that put forth by the *U.S. News and World Report* each year.

Rankings, as educational report cards, progressed over the years through an always-changing society. In order for rankings to gain acceptance and be institutionalized, three "streams had to converge" as explained by Gormley, Jr. and Weimer (1999). First, suitable templates had to be available to convince skeptics that a technically valid ranking (report card) could be produced. Second, leaders and the attentive public had to be concerned about a problem that rankings could *arguably* fix. Third, interest groups had to be supportive, or at least not overwhelmingly opposed. These "streams" became evident for the education industry in the 1970s. The problem stream was growing evidence that institutions were failing in providing a certain level of education. The political stream came when surveys revealed growing dissatisfaction among parents. The parents began demanding greater accountability among educational institutions. With this hasty environment surrounding education, rankings seemed appealing. If more information could be provided about various programs, then parents would be able to help students make wiser decisions. As the streams converged, interest groups, including state legislators, acted as policy entrepreneurs to implement changes at institutions across the country.

Assessment of Hospitality Program Rankings

Anyone can argue about rankings as an instrument of evaluation, but that may not be necessary if researchers are explicit about what the rankings are measuring. A solid foundation should be established for the implementation of a program ranking. Gormley, Jr. and Weimer (1999) outline six values that evaluate answers to these questions in establishing a successful program-ranking instrument.

1. *Validity*: The information provided by a hospitality program ranking should be valid and should meet widely accepted standards of scientific practice. To help ensure validity, the ranking should focus on outcomes as well as other elements.
2. *Comprehensiveness*: Information contained in the ranking should be comprehensive in terms of vital indicators essential when evaluating performance.
3. *Comprehensibility*: Those reading the hospitality rankings, primarily the stakeholders, need to be able to comprehend the information presented.

"Defining quality has become the cornerstone of educational rankings."

4. *Relevance*: Information provided by a hospitality program ranking should take into account the needs of the potential user, primarily parents and students.
5. *Reasonableness*: A program ranking should be reasonable in the demands it places upon those necessary to successfully complete the research.
6. *Functionality*: A ranking should have a purpose and be useful to people.

To summarize, the first two values (validity and comprehensiveness) essential to a successful hospitality program ranking involve the content of the ranking itself. The next two values (comprehensibility and relevance) are concerned with how the audience will use the rankings. The last two values (reasonableness and functionality) relate to how the hospitality program leaders will respond to the outcomes of the rankings. More importantly, these six values will guide the analysis of this study to ensure an effective and reliable ranking of hospitality programs.

Hospitality Undergraduate Program Rankings and Their Value to Stakeholders

Hospitality undergraduate programs are not large in number and three main studies serve as the major sources of program rankings. First, Thomas W. Calnan (1988), of the University of New Orleans, conducted one of the first rankings of hospitality programs in 1988 when he surveyed the Directors of Hospitality Management Programs and their perceptions of the leading hospitality programs in America.

Second, William E. Kent, Karl Lian, Mahmood A. Khan, and John O. Anene, Jr. (1993) conducted a more thorough study with their subjective quality-assessment survey. This survey evaluated hospitality programs at the undergraduate, graduate, and doctoral levels. It went a step further than Calnan's study because it surveyed hospitality educators as well as executives in the hospitality industry (hotel and restaurant company presidents). It was made clear in this study that the researchers were measuring *perceived* quality and nothing beyond that element. By evaluating two groups, however, it allowed the researchers to make some comparisons. For example, industry executives favored older, more traditional programs and subsequently ranked them higher. Educators were aware of more recent innovations in various programs and subsequently identified them as top programs. This ranking was encouraged by the researchers to be repeated every three to five years. The last known replication of this study, conducted by the same researchers, was done in 1997 (Withiam, 1997).

Finally, there is the highly controversial Gourman Report (starting in 1967) that produces rankings for all types of academic programs including hospitality programs. Since 1997, the Princeton Review and Random House began to publish the Gourman Report causing many within the academic arena to voice dissent for the rankings (Selingo, 1997). The controversy arises from the fact that Dr. Gourman has never publicly explained his methodology in ranking the academic programs except that he bases scores on ten factors: (1) facilities, (2) administration policies, (3) the relationship between professors and administrators, (4) support of faculty members, (5) cooperation among professors, (6) methods of communication between professors and the administration, (7) the openness of the administration, (8) the use of consultants and committees to solve problems, (9) attitudes about scholarly research, and (10) the overall cooperation of the administration (Selingo, 1997).

Dr. Gourman does not contact the institutions to gather information and refuses to elaborate on his criteria to rank programs. Many programs publicize their standing in the Gourman rankings. The debate arises from the fact that no one can assess the validity or reliability associated with these rankings. As described earlier, information asymmetries do exist and external stakeholders may rely on these controversial program rankings because of the lack of better studies (rankings). This helps to explain the value that hospitality program rankings can contribute. If valid program rankings can be produced, reducing information asymmetries, the value created will be great for all stakeholders, including the hospitality programs themselves. Hospitality programs will be able to learn from the rankings, identify performance gaps and implement new ways to improve the program better serving its stakeholders.

Methodology

This is a replication study based on a survey research design. The investigation will replicate and extend the initial research of William E. Kent, Karl

Lian, Mahmood A. Khan, and John O. Anene, Jr. (1993). Their 1993 article developed a set of program rankings by assessing the responses about academic programs from directors of academic programs (65 out of 143), hotel presidents and vice-presidents (29 out of 100), and restaurant executives (17 out of 100). Although the use of data drawn from these three sample pools of respondents represents a valuable initial effort at assessing the validity of program rankings, *the absence of information from industry recruiters is a major omission.* This group serves as a primary consumer of hospitality program rankings because of its responsibilities in the hiring of graduates from the programs included in many of the listings. Thus, this study will use the basic design of the Kent et al. investigation, but go beyond the earlier effort by focusing on information provided by industry recruiters.

Sampling Procedures and Survey Instrument

The sampling procedure was to draw limited samples from the data sources indicated in the previous section. Obviously, it is impossible to know or contact every industry recruiter in the country. This sample was based on as many industry recruiters as provided by career placement employees. This method began as a judgment sample whereas the researchers used their judgment to decide initial groups to be in the survey including those provided by the University of Massachusetts-Amherst and Cornell University career placement services. Referral sampling was then used to expand the sample size.

Referral sampling is a reasonable method of identifying and selecting prospective respondents who are members of hard-to-reach and uniquely defined target populations, such as industry recruiters (Hair, Jr., Bush, and Ortinau, 2000). Reduced sample sizes and costs are also advantages to using this method. On the other hand, referral sampling allows bias to enter the overall study. For example, there are significant differences between people within social circles (Hair, Jr., Bush, and Ortinau, 2000). Members of the population who are less well known, disliked, or whose opinions conflict with the individual giving the referral will have a low probability of being selected to take part in the survey (Burns and Bush, 1998).

The survey respondents were comprised of three groups of hospitality recruiters. The first group consisted of individuals who recruit for hotel companies and will be referred to as "hotel recruiters" throughout the remainder of this paper. The second group consisted of those individuals who recruit for restaurant companies and will be referred to as "restaurant recruiters." The final group consisted of a combination of recruiters from other areas within the hospitality industry. This included recruiters for casino properties, country clubs, and hospitality consulting firms. This group is referred to as "other recruiters" for the remainder of the paper.

The basic instrument for primary data collection was a survey. The survey asked respondents to rank the top ten out of 21 of the programs that appear on the major program rankings. Thus, the objective was to gather perceptions from the individuals in the sample pool. Rankings by those surveyed were subsequently evaluated to see if correlation was evident with an indirect assessment of the programs' overall quality ratings. Again, the overall design is exploratory research aimed at generating insights into how hospitality programs in the United States are perceived by those with substantial knowledge of the programs. The survey instrument was developed specifically for this study. Another important contribution is that this survey requested an overall ranking by the respondent, but also inquired about the criteria that each respondent uses when evaluating hospitality programs. This additional information was used to provide further explanations about the methods used to judge the quality of program ranking systems, not the programs themselves.

Results

The overall sample consisted of 509 industry recruiters: Hotel, 227; Restaurant, 134; and Other, 148. The usable response rate from the hotel recruiters was 18% (41 returned out of 227); from the restaurant recruiters, 25% (33 returned out of 134); and from the other recruiters, 19% (28 returned out of 148). A total of 102 surveys were returned with an overall response rate of 20%. The majority of respondents (73.5%) were between the ages of 30 and 49 years old, and over half of the respondents (55.9%) reported eleven-plus years of work experience within the hospitality industry. Finally, an unusually large number of hospitality industry recruiters (74.5%) identified that they did not use rankings for recruiting purposes. Of the 25.5% of those who did use rankings, all of them reported using the Gourman Report.

In order to study whether bias is produced with ranking systems, respondents were asked to identify institutions with which they had any sort of affiliation (e.g., current employee, alumnus, patron, or board member). Of the 102 surveys returned, 57.8% of the respondents had some sort of affiliation with one or more institutions. Only 4 out of the 21 institutions had more than 10% of the respondents indicate any affiliation (UMass, 23.5%; Purdue, 16.7%; Cornell, 15.7%; and Johnson & Wales, 15.7%). These higher percentages of affiliation are more than likely due to the

Table 1

Average Rank of Recruiters' Perceptions

Institution	Mean	Average Rank
California State Polytechnic	8.52	20
Cornell University	1.88	1
Delaware, University of	6.56	9
Denver, University of	7.29	13
Florida International University	6.32	8
Florida State University	7.69	17
Houston, University of	6.71	10
Iowa State University	7.20	12
Johnson & Wales University	5.36	6
Kansas State University	8.50	19
Massachusetts-Amherst, University of	4.86	5
Michigan State University	4.59	4
Nevada-Las Vegas, University of	3.61	2
New Hampshire, University of	7.05	11
Northern Arizona University	8.58	21
Pennsylvania State University	5.37	7
Purdue University	3.99	3
South Carolina, University of	7.63	16
Virginia Polytechnic Institute	7.50	14
Washington State University	7.84	18
Wisconsin-Stout, University of	7.59	15

selected sample being derived primarily from the northeast.

Average Ranking of Institutions

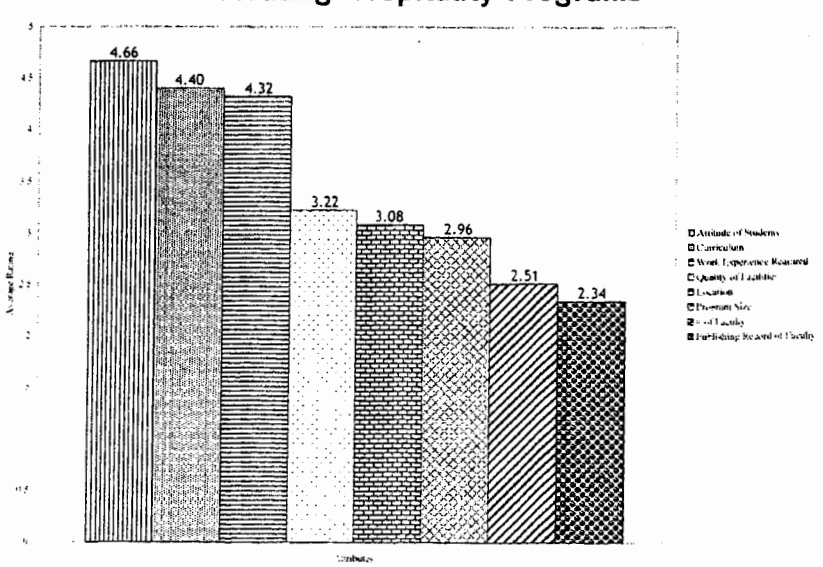
As mentioned earlier, 21 institutions were selected for this study. These institutions were included in the reports by Kent et al., Calnan, and/or the Gourman Report. The recruiters were asked to simply rank the top ten institutions based on what they perceived as the institution offering the best hospitality program. The rationalization for this decision was that respondents might not have experience and/or knowledge of all 21 institutions (Kent et al., 1993). The ranking was determined by the average mean of an institution's rank and the top five schools were Cornell University, University of Nevada-Las Vegas, Purdue University, Michigan State University, and University of Massachusetts-Amherst, respectively (see Table 1).

Importance of Attributes

A pilot study was conducted that asked recruiters to identify attributes they deemed important when evaluating hospitality programs. From the list, eight attributes that appeared the most frequently were chosen for the survey. Survey respondents rated which attributes they felt were most important. Figure 1 depicts these results with 'Attitude of Students' being the most important, followed by 'Curriculum' and 'Work Experience'. The average importance rating dropped considerably after the top three (from 4.32 to 3.22).

Figure 1

Importance of Attributes When Evaluating Hospitality Programs



Individual Attribute Ratings for Each Institution

The rating system used in the survey gives the reader a better overall look at how the institutions compare when vital aspects of the programs are measured. The ratings identify strong and weak points for the institution's hospitality program (see Table 2). For example, Cornell rated high based on all attributes, except on the attitude of its students (12th), and Washington State was rated first for career services. Purdue, UNLV, and Michigan State were consistently rated in the top five on the list of attributes.

All of the correlations between the attribute ratings were significant ($p \leq .05$). In addition, a correlation test was conducted to determine if there

Table 2

Institutions Ranked by Attribute Rating

	Curriculum		Attitude of Students		Quality of Facilities	
1	Cornell	3.94	1 Purdue	3.80	1 Cornell	3.75
2	Purdue	3.88	2 UNLV	3.69	2 UNLV	3.64
3	UNLV	3.87	3 Delaware	3.63	3 Purdue	3.53
4	Michigan State	3.74	4 Michigan State	3.61	4 Johnson & Wales	3.43
5	Penn State	3.68	5 Kansas State	3.60	4 Michigan State	3.43
6	FIU	3.60	5 Penn State	3.60	6 Penn State	3.40
7	Houston	3.50	7 Wisconsin	3.56	7 Northern Arizona	3.33
8	UMass	3.45	8 UMass	3.55	8 Denver	3.30
9	Denver	3.40	9 Washington State	3.50	9 Washington State	3.25
10	Delaware	3.38	10 Florida State	3.43	10 Florida State	3.14
11	Johnson & Wales	3.37	11 Johnson & Wales	3.42	11 Delaware	3.13
12	Florida State	3.29	12 Cornell	3.40	11 Houston	3.13
13	Washington State	3.25	13 Houston	3.38	13 FIU	3.07
14	Wisconsin	3.22	14 FIU	3.33	14 Cal State Poly	3.00
15	Iowa State	3.00	15 Denver	3.30	15 Wisconsin	2.89
16	New Hampshire	2.93	16 Iowa State	3.20	16 New Hampshire	2.86
17	Cal State Poly	2.80	17 Northern Arizona	3.00	17 Iowa State	2.80
17	Kansas State	2.80	18 New Hampshire	2.93	18 UMass	2.59
19	Virginia Tech	2.75	19 Cal State Poly	2.75	19 South Carolina	2.50
20	Northern Arizona	2.67	19 Virginia Tech	2.75	19 Virginia Tech	2.50
21	South Carolina	2.00	21 South Carolina	2.50	21 Kansas State	2.00

	Quality of Faculty		Career Services		Overall Quality	
1	Cornell	3.85	1 Washington State	3.75	1 UNLV	3.82
2	UNLV	3.80	2 Cornell	3.74	2 Cornell	3.81
3	Michigan State	3.65	3 UNLV	3.64	3 Michigan State	3.63
4	Purdue	3.55	4 Michigan State	3.50	4 Purdue	3.55
5	Penn State	3.48	5 Purdue	3.45	5 Penn State	3.54
6	Florida State	3.43	6 UMass	3.36	6 Washington State	3.50
7	FIU	3.33	7 Johnson & Wales	3.34	7 Florida State	3.43
8	Denver	3.30	8 Northern Arizona	3.33	8 Johnson & Wales	3.39
9	Johnson & Wales	3.27	8 Penn State	3.33	9 Northern Arizona	3.33
9	UMass	3.27	10 Delaware	3.29	10 Delaware	3.25
11	Washington State	3.25	11 FIU	3.20	10 UMass	3.25
12	Delaware	3.14	12 Florida State	3.14	12 FIU	3.20
13	Houston	3.00	13 Wisconsin	3.11	13 Wisconsin	3.11
13	New Hampshire	3.00	14 Houston	2.88	14 Denver	3.00
13	Virgina Tech	3.00	15 Kansas State	2.80	14 Houston	3.00
13	Wisconsin	3.00	16 New Hampshire	2.79	14 New Hampshire	3.00
17	Cal State Poly	2.75	17 Denver	2.78	17 Virginia Tech	2.75
18	Northern Arizona	2.67	18 Virginia Tech	2.75	18 Iowa State	2.60
19	Iowa State	2.60	19 Iowa State	2.60	19 Cal State Poly	2.50
19	Kansas State	2.60	20 South Carolina	2.00	19 South Carolina	2.50
21	South Carolina	2.00	21 Cal State Poly	1.75	21 Kansas State	2.40

"...continuous research into what stakeholders want measured will also make the scorecard more relevant to the evaluation of hospitality programs."

is an association between average rank and the overall quality rating. Kendall's tau_b rank order correlation (which allows for ties) between the average rank and the overall quality rating was -.516, which is significant at the .01 level. This correlation indicates that there is a strong and direct association between the respondents' rankings of the programs and their overall quality perceptions when considering certain attributes.

These attribute ratings provide a more complete assessment of the various hospitality programs and allow institutions to set goals and monitor performance. Another useful step is to examine the attribute ratings relative to the importance assigned by respondents to each attribute. A Fishbein-type attribute/choice model was used to determine the respondent's preference rating by combining the weighted importance of the three most important attributes (i.e., curriculum, attitudes of students, and quality of facilities) with the attribute perceptions (Goodrich, 1978). This type of multiattribute model is popular in consumer behavior studies.

The following formula was used to calculate the respondents' preference ratings for each institution:

$$R_j = \sum_{I=1}^{n} I_i A_{ij}$$

where,

- i = attribute or program characteristic
- j = institution
- R_j = respondent's preference ranking of institution
- I_i = the average importance rating of attribute i by respondents
- A_{ij} = respondent's belief about the amount of attribute i that institution j possesses
- n = the number of attributes (3)

The results in Table 3 indicate Purdue (46.15) received the highest combined rating, followed by UNLV (45.95), and Cornell (45.26). Michigan State (44.32) and Penn State (43.92) round out the top five. Purdue University seems to be the main benefactor of this analysis because of its consistency across the three main attributes (Purdue only was rated the highest on one out of the six attributes in Table 2).

Another benefit of using the weighted ratings approach instead of simply ranking programs is the ability to measure the distance between programs. In some cases, there is very little distance between adjacent programs. However, there are some instances where the difference is noticeable like between Penn State and Delaware, or Massachusetts and Iowa State. One product of this analysis could be the creation of a 'tiered system' whereby schools are placed in one of three tiers based on their combined ratings (see Table 3). It could be assumed that schools in the same tier are similar in overall quality.

Institution Affiliation

Bias can be prevalent in many different types of ranking systems. The Kent et al. (1993) study contained an observation about larger hospitality programs having more graduates in the workforce than smaller programs. The Kent study concluded that respondents were likely to have an affiliation with a larger institution, thereby biasing the rankings. This was an assumption made by the authors. No tests were conducted to support their assumption. This study, however, conducted a series of t-tests to investigate if any biases existed. Two series of t-tests were conducted: (1) between the affiliation and the average rank and (2) between affiliation and overall quality ratings. The respondent's affiliation was used as the independent variable and the average rank and overall quality rating were used as dependent variables.

Eight out of the twenty-one institutions demonstrated a significant difference ($p \leq .05$) on average rank by affiliation (Cornell, FIU, Florida State, UMass, UNLV, UNH, Penn State, and Washington State). In all eight cases, those who were affiliated with the institution ranked it higher (i.e., a lower average rank) than those who were not affiliated. The overall quality ratings were also examined by affiliation. The results of the t-tests showed a significant difference ($p \leq .05$) for two out of the twenty-one institutions (Johnson & Wales and Purdue). Interestingly, those respondents who were not affiliated with Johnson & Wales actually gave the school a higher quality rating than those who were affiliated with the program. The mean

Table 3

Attribute Ratings Weighted by Importance

Rank	Institution	Score
1	Purdue	46.15
2	UNLV	45.95
3	Cornell	45.26
4	Michigan State	44.32
5	Penn State	43.92
6	Delaware	41.87
7	Johnson & Wales	41.81
8	Florida International	41.25
9	Houston	41.23
10	Washington State	41.08
11	Denver	40.97
12	Florida State	40.57
13	Wisconsin – Stout	40.43
14	Massachusetts	40.06
15	Iowa State	37.13
16	Arizona	36.45
17	New Hampshire	35.75
18	Kansas State	35.54
19	Cal State Polytechnic	34.80
20	Virginia Tech	32.97
21	South Carolina	28.50

difference in average rank was 22% (lower average rank) and the mean difference in quality rating was 6% (higher average rating) - both representing a favorable bias.

Analysis by Type of Respondents

Kent et al. (1993) identified different responses among the industry professionals and academic groups in their study. This is important because it reveals that certain institutions may be perceived differently among the different types of recruiters surveyed. In addressing the research question put forth in this study it is also important to investigate what attributes recruiters consider to be most important when ranking hospitality programs.

First, an ANOVA was performed to examine the average rank for each institution by type of respondent. Duncan's multiple range test (Burns & Bush, 1998) was performed when the results of the ANOVA were significant to determine where the difference(s) occurred. Only 2 of the 21 institutions showed a statistically significant difference. The University of Delaware ($F = 4.933$, $p = .017$) had hotel recruiters rank the institution lower on average (8.33) than the other two groups of respondents (restaurants = 5.80; other = 5.45). Florida International University ($F = 3.524$, $p = .037$) was opposite with hotel recruiters ranking the institution higher (5.21) than the other two groups (other = 6.93; restaurant = 6.95). These results imply that hotel recruiters view the University of Delaware as less hotel service oriented in its program, whereas Florida International University appears to provide more and/or better services to students concentrated in the hotel industry.

The next analysis was to examine the importance ratings for each attribute by type of respondent. Only one of the eight attributes (quality of facilities) had any noticeable difference ($F = 2.578$, $p = .081$) between the three groups of respondents. Although the 'quality of facilities' attribute was not statistically significant (i.e., $p \leq .05$), it is worth further examination. Duncan's multiple range test was used to identify that the 'other recruiters' (3.39) actually rated the quality of facilities more important than restaurant recruiters (2.97), but not significantly different from hotel recruiters (3.30).

Implications

The first major finding of this study is that hospitality industry recruiters do not use program rankings for recruiting purposes. This implies that recruiters are unaware, unfamiliar, or not satisfied with the current program ranking systems. More than likely, many recruiters find the rankings do not incorporate variables that are used either implicitly or explicitly in their decision-making processes as they search for potential recruits. If this implication is valid, it is recommended that future research be conducted as to precisely why recruiters do not use program rankings.

The second major finding of this study is that using a rating system (i.e., an interval scale) provided more information regarding the differences between institutions. This implies that the evaluation of key performance indicators (attributes of a program) helps to identify the 'health' of a particular hospitality program overall and could serve as a measure of accountability. Three recommendations are offered to make better use of the rating system. One is that hospitality departments should use the individual metrics in making specific changes, additions, and/or modifications in their programs. A second recommendation is that periodic studies (e.g., once every one to three years) be conducted for continuous improvement. Third, it is recommended that further research be done to learn what other individual attributes might be useful in defining excellence in a program.

The third major finding of this study is that adjusting the rating by level of importance for each attribute provides a more accurate picture of stakeholders' perceptions. This implies that institutions

have a better idea of how people perceive them in separate attributes because the importance factor is considered. It is recommended to apply a preference/choice model to provide a more accurate assessment, similar to the Fishbein-type choice model (Goodrich, 1978) that was applied in this study. Also, it may be more useful to develop a tiered ranking system that will group similar programs together.

The fourth major finding of this study is that a bias may exist between a respondent's affiliation with an institution and the respondent's ranking of that institution. This implies that a respondent's former and/or current association with an institution can cause either a positive or negative bias. One solution is that responses should be drawn from a larger sample. Second, it is recommended to ensure that the sample is representative of the entire population being studied (e.g., stratified or quota sampling technique).

Conclusion

It can be concluded with some degree of certainty that recruiters tend not to use hospitality program rankings for recruiting purposes. It may be that recruiters do not put much faith in the validity, comprehensiveness or relevance of current program ranking approaches. Another reason could be that the recruiters are unaware of the rankings existence. There does seem to be some consistency, however, in the significance ascribed to certain attributes deemed important among the three groups of hospitality recruiters surveyed in this investigation. On the other hand, what the recruiters consider important measurements appear to be inconsistent with the models used to prepare other published rankings such as the Gourman Report. Obviously, this raises questions about the usefulness of the Gourman Report. Given the difficulty most observers have in understanding how the report is constructed and what variables are used to rank programs, the development of a good alternative to the Gourman Report seems warranted and desirable.

In particular, hospitality program scorecards should address criteria deemed important by those who will be using them. By doing so, the scorecards will fulfill some of the necessary criteria for a successful evaluation. This means the scorecard will be comprehensible because the stakeholders will understand what is being measured and how. The extent of attributes measured will make the scorecard more comprehensive and provide more information to the reader. Additionally, continuous research into what stakeholders want measured will also make the scorecard more relevant to the evaluation of hospitality programs. This will help to better reflect evolving trends in the environment. Combining these elements into the creation of a hospitality scorecard will make them much more reliable and functional for the stakeholders, increasing their value to provide information to interested parties. In turn, this should reduce the current irrelevance of existing program ranking systems and increase their use by those in the industry who desire a reliable and instructive way to seek the best and brightest from top-ranked programs.

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