

Assessment of student outcomes for bachelor of science in international hospitality management specialized in Hotel and Restaurant Administration (HRA) of academic year 2013-2017

Felicen, Sevilla S. ✉

Graduate School, Lyceum of the Philippines University - Batangas, Philippines (ssfelicen@lpubatangas.edu.ph)

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Abstract

This study aims to assess the level of attainment of student outcomes of BSIHM specialized in Hotel and Restaurant Administration for academic year 2013 to 2017. Specifically, it determined the ability of the students to demonstrate hospitality skills, technological skills, communication skills, research skills, product conceptualization skills and respect for culture. The study used retrospective descriptive design with 40 HRA students as subject of the study. Grades were collected from the class records submitted by the faculty handling professional courses. Based on the result, students were able to achieve the 75 percent performance target of all student outcomes in all the professional courses that was assessed. Performance indicators was measured using the assessment tool such as Final Exam, Hands on Activity, Industry partners' evaluation, revalida and oral defense. The result of this study will help the College in the preparation of the course plan in which area of the courses will be improved.

Keywords: student outcomes, hotel and restaurant administration

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1. Introduction

Outcome-based education is a model of education that rejects the traditional focus on what the school provides to students, in support of making students demonstrate that they "know and are able to do" whatever the required outcomes are. It emphasizes setting clear standards for observable, measurable outcomes. The emphasis in an OBE education system is on measured outcomes rather than "inputs," such as how many hours students spend in class, or what textbooks are provided. Outcomes may include a range of skills and knowledge (K12 Academics, 2019). The current initiative of the Philippine higher education institutions (HEIs) is the implementation of Outcomes-based education which is backed up with government and regulatory bodies. However, its implementation is not really to the fullest because the preparation of this curriculum is tedious, laborious and challenging. Also, training, time, and tools of teachers are still limited. (Alata, 2019).

In connection to this, the concept of OBE was entertained by Higher Educational Institutions (HEIs) in the Philippines. It is a new concept to teaching and a form of learning method in which the concluding result regarding the set of courses are motivated by the learning results that the students must possessed at the end of the course (Carlos & Dacoco, 2021). In OBE, instructors would raise questions concerning the students' desire to perform, subsequent to teaching that they may not perhaps do before, and as a customary means of providing learning activities that will assist them in attaining those outcomes and appraisal, for them to distinguish how sound they have gotten and acquired those outcomes.

The importance of learning outcomes was already established within higher education, and it is expected that they will be guided on the curriculum development, teaching and learning process and finally the assessment. At the same time, act as foundational elements to transition towards competency-based education, national qualification frameworks and international partnerships. (Schoepp, 2019)

To assess the student outcomes the following areas were being measured. First, the students must develop their skills in food handling and production, food and beverage, rooms division and technological skills, like the use of computer reservation system and be able to apply those skills in their future job in hospitality businesses. Second, is to increase their knowledge in different theories and principles and express themselves articulately in professional manner. As a result of the study of Alata (2019), one of the best practices noted by teachers are horizontal and vertical articulation, knowledge on OBE, appropriate classroom activities, provision of clear parameters of learning with constant monitoring. There have been discrepancies in terms time for preparation of outputs and students' mastery of skills and students are not always showing intended outcomes in the same manner and at the same time. For the successful implementation of OBE, the schools are required to have clear vision-mission-goals (VMG), and good relationship among faculty experts in their discipline.

Lyceum of the Philippines University Batangas started the implementation of Outcomes Based Education in 2013. Hotel and Restaurant Administration (HRA) is one of the specialized programs of Bachelor of Science in International Hospitality Management. This program specialization focuses on the hotel services which offer professional courses such as Basic Food Preparation, Front office Services, Food and Beverage Services, Housekeeping Services, Catering and Banquet Operation and Events Management.

The purpose of the BSIHM program specialized in Hotel and Restaurant Administration is to prepare students for successful hospitality careers and productive citizenship. This can be accomplished by having a curriculum that is responsive to the needs of the growing hospitality industry and the conditions of the

twenty-first century. Graduates are able to gain entry-level management positions in a variety of hospitality sectors, such restaurants, resorts, hotels, theme parks, country clubs, and other establishments.

Objectives of the Study - This study assessed the level of attainment of student outcomes of Hotel and Restaurant Administration students for academic year 2013 to 2017. Specifically, it 1) determines the following aspects: a). ability to demonstrate skills in guest relations, food handling, production, food and beverage service operations and room division based in international standards; b) perform and adjust to technological advancement and services in international standards using Computer Reservation System; c) speak articulately and express themselves clearly both in oral and written form; d) apply knowledge of different theories and principles in the areas of hotel and restaurant management; e) manifest professionalism and self confidence in the performance of the duties and responsibilities in the profession; f) conduct a research in the field of tourism and hospitality industry and utilizing the results for community development; g) ability to conceptualize products, ideas and systems in the hospitality business; h) ability to establish hospitality related business; i) demonstrate respect to different cultures and nationalities and awareness of social issues in the community and 2) proposed an action plan to improve the student's outcome.

2. Methodology

The study used retrospective descriptive design to assess the level of attainment of students' outcomes of HRA students. A retrospective study is performed a posteriori, using information on events that have taken place in the past (NEDARC, 2010). The participants of the study were 40 students or 1 section of Bachelor of Science in International Hospitality Management specialized in Hotel and Restaurant Administration (BSIHM-HRA) who started the program in 2013 and graduated in 2017. Respondents differ each level and courses (35-40) due to the number of students enrolled per section. They were assessed in all professional courses offered every semester from first year until graduation.

The Student Outcomes of the HRA program served as the instrument with each specific performance indicators used to assess the level of attainment of the outcomes. The researcher used the class record of the faculty members who handled the courses for BSIHM-HRA Program. Grades were taken for each courses to determine the outcomes. This class record is being kept in the Dean's Office. Grades of students in every professional courses were tallied to come up with the result of the outcomes. Those students with INC mark, OD and UD for every course were not considered in the study because there is no numeral grade that can be assessed.

The data gathered were analyzed using average, frequency distribution and ranking. Grades of the students taken from the class record were computed to get the average grade per course in relation to the specific outcomes that applies. Ranking was used to determine which among the indicators topped on the rank and got the lowest position. Graphical presentation of data using bar graph was utilized in every performance indicators. To observe highly confidential nature of the survey no particular names were mentioned in the report. The identity of the participants was not revealed except that they are students for BSIHM-HRA from SY 2013 to 2017. No personal opinion was be given by the researchers, only information and results based on the data gathered.

3. Results and Discussion

BSIHM - HRA Section A was assessed with different number of students per course. This represents 1 of 3 sections per year level where summative data were collected for Performance Indicators (PI) of each student outcomes. The assessment results were reviewed by the faculty members who are responsible for teaching strategies. Figure 1 presents the student outcomes A with 5 performance indicators. For PI #1, Final Exam, Industry Partners Evaluation and Defense was used as the primary assessment method. For PI # 2, Final Exam and National Assessment was given to students as a method of assessment. For PI # 3, Final Exam and Industry

Partners Evaluation was used. For PI #4, only Industry Partners Evaluation was used to assess the student performance on OJT and for PI # 5, Final Exam, Industry Partners Evaluation and Defense was used. The performance of the students who demonstrated each of the criteria were as follows: applying acquired learning through internship (PI # 4) got the highest percentage of 93, followed by executing professional skills in food and beverage service and hotel services (PI #1) with 89 percent and executing the procedures in handling customer inquiries and concern (PI # 3) got 88 percent. Participating in various trainings and seminar (PI #5) got 87 percent and the lowest, passing at least two TESDA National certification (PI # 2) got 86 percent.

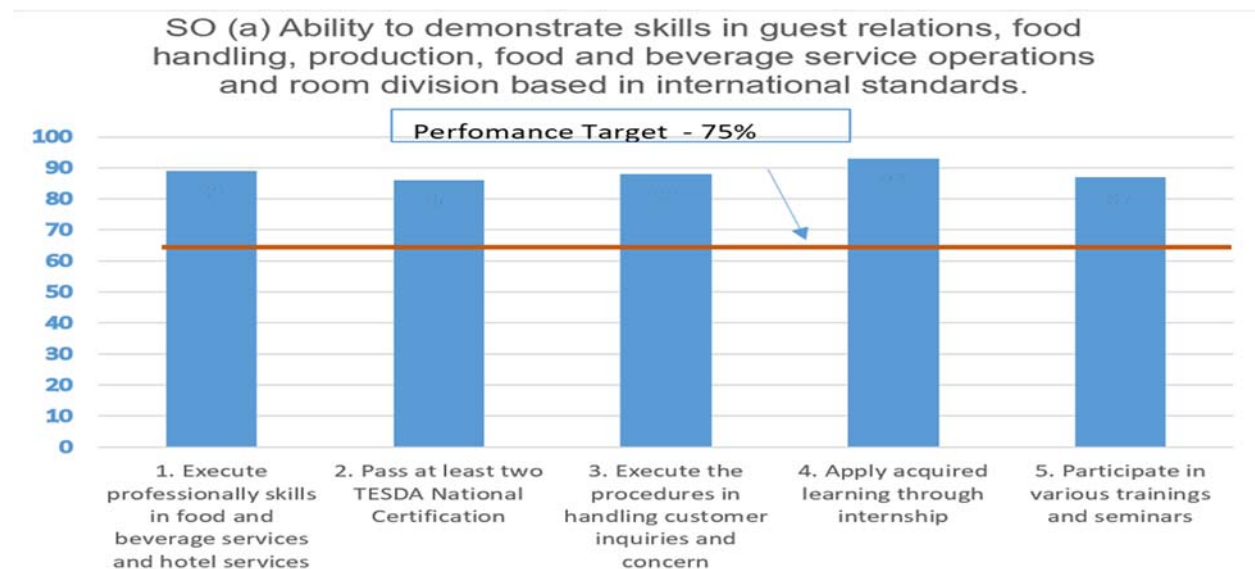


Figure 1. Student Outcomes A

This means that the performance target of 75 percent was achieved in all performance indicator for student outcomes A, “the ability to demonstrate skills in guest relations, food handling, production, food and beverage service operations and room division based in international standards”. The students were able to apply their learning in the various professional courses when they were deployed for internship in the different sections of the hotels and restaurants. Integrating classroom knowledge and theoretical foundation with practical application and skills is the most important element of internships that is being used for development in the community or professional settings. This can provide variety of benefits to the student while at the same time they are completing their degree. (Miao, 2018).

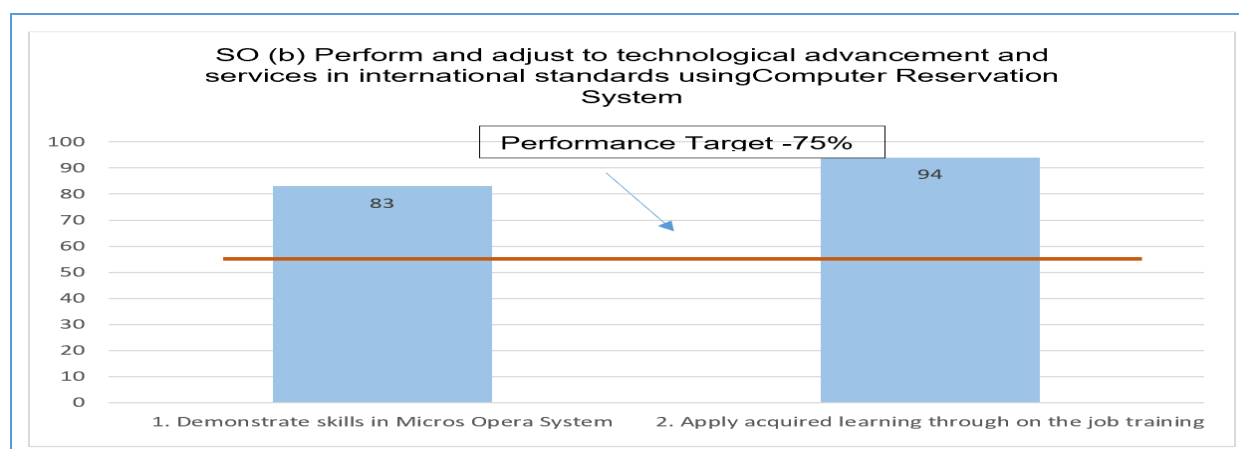


Figure 2. Student Outcomes B

Figure 2 shows the student outcomes B with 2 Performance indicators. For PI #1, Final Exam and Hands-on activity was the primary assessment method while for PI #2, Industry Partner Evaluation was used to assess the performance of the students. The performance of the students who demonstrated each of the criteria were as follows: applying acquired learning through on the job training (PI #2) got higher percentage of 94 while demonstrating skills in Micros Opera System (PI #1) got only 83 percent.

This result indicates that the performance target of 75 percent was achieved for both indicators in student outcomes B, “Perform and adjust to technological advancement and services in international standards using Computer Reservation System”. Student were able to apply what they have learned in the course Micros Opera System and able to adapt with the system used by the establishment during their internship. In the information technology today, Micros Opera performs a big role as it is one of the best computer reservation software that helps hotel to be more advanced in providing excellent guest service. Having this knowledge in technology provides help in achieving the performance target of this student outcome (About Micros, 2018).

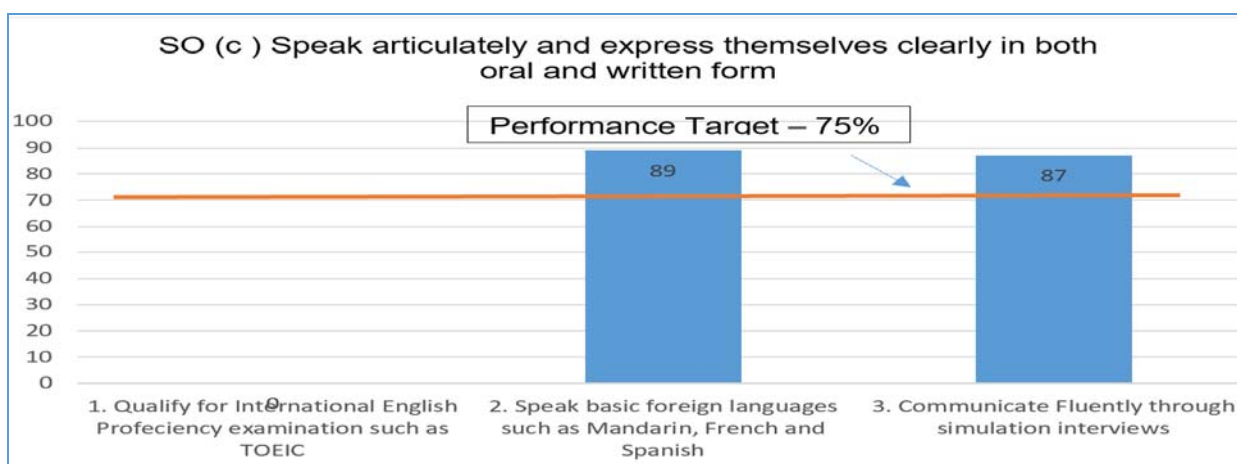


Figure 3. Student Outcomes C

Figure 3 presents Student Outcomes C with 3 Performance Indicators. PI #1 data was not collected due to unavailability of record. The result of TOEIC exam was given to the student in the sealed envelope that’s why the researcher does not have the chance to gather the data. For PI #2, Final Exam, revalida, Industry Partners Evaluation and Final Defense was chosen as the primary assessment method while for PI #3, Final Exam and Final Defense was used to assess the performance of the students. The performance of the students who demonstrated each of the criteria were as follows: speaking foreign languages such as Mandarin, French and Spanish (PI #2) got 89 percent while communicating fluently through simulation interviews (PI #3) got 87 percent.

The result is an indication that the performance target of 75 percent for both PI’s were achieved in student outcomes C, “speak articulately and express themselves clearly in both oral and written form”. Speaking foreign languages is an advantage specially if the graduates will be working in foreign countries. Having good communication skills is anyway important in the workplace specially if the assigned position is in the frontline. Effective communication is a critical aspect of all professional activities. Therefore, frontline employees like front desk staff must be equipped with the necessary skills to deal with a variety of typical workplace situations (Intellisoft Systems, 2020).

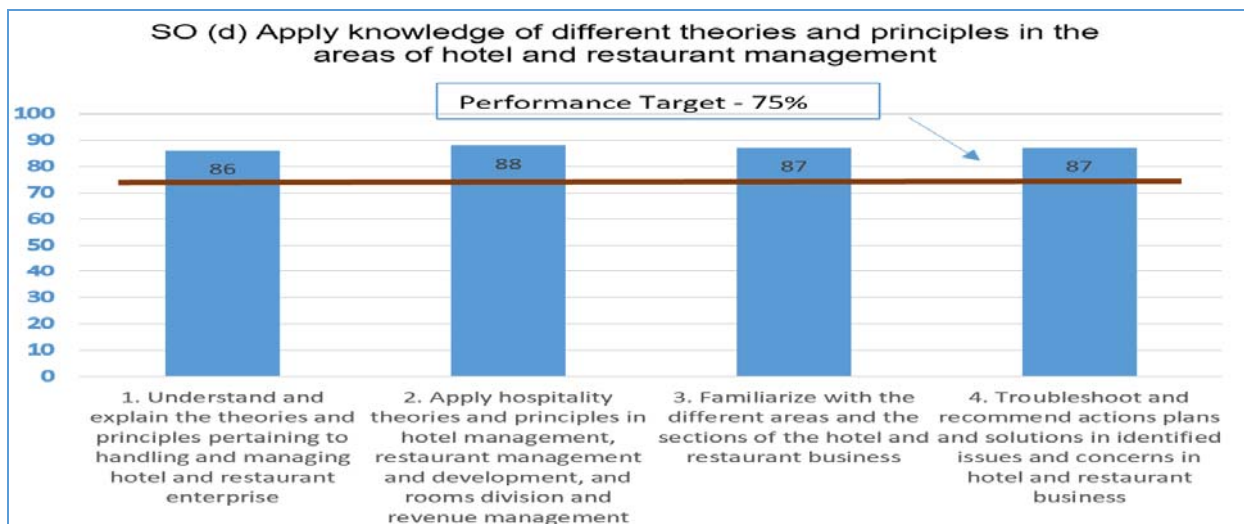


Figure 4. Student Outcomes D

Figure 4 presents the student outcomes D with 4 performances indicators. For PI #1, Final Exam and Final Defense was chosen as the primary assessment method. For PI #2, Final Exam, Final Defense, Industry Partner Evaluation and Revalida was used to assess the performance of the students. For PI #3 Final Exam, Industry Partner Evaluation and Revalida and for PI # 4, Final Exam, Final Defense, Industry Partner Evaluation and Revalida was used. The performance of the students who demonstrated each of the criteria were as follows: applying hospitality theories and principles in hotel management, restaurant management, rooms division and revenue management (PI # 2) got the highest percentage of 88 followed by familiarizing the different areas and sections of the hotel and restaurant (PI #3) and troubleshooting and recommending action plans and solutions in identified issues and concern (PI # 4) tied with 87 percent. The lowest is understanding and explaining the theories and principles pertaining to handling and managing hotel and restaurant enterprise (PI #1) with 86 percent.

This indicates that the performance target of 75 percent was achieved for student outcomes D, “apply knowledge of different theories and principles in the areas of hotel and restaurant management”. Having the knowledge of theories in any field is important because this is the foundation of learning the aspects of every courses. Being an effective and efficient learner is a result from learning theories that provided important insights to the students. While expanding knowledge of broad theories as a central focus continues to diminish, present-day researchers typically embrace one or more of four foundational learning-theory domains (Leader in Me, 2018).

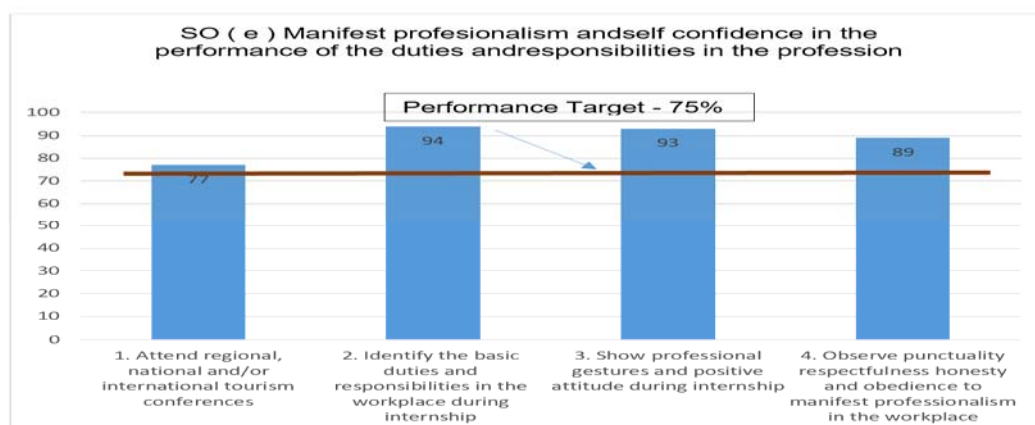


Figure 5. Student Outcomes E

Figure 5 shows student outcomes E with 4 performance indicators. For Indicator #1, Final Exam and Final Defense was chosen as the primary assessment method. For Indicator #2 and #3, Industry Partner Evaluation and Revalida was used to assess the performance of the students. For Indicator #4, Final Exam, Final Defense, Industry Partner Evaluation and Revalida was used. The rating of the students who demonstrated each of the criteria were as follows: Identifying the basic duties and responsibilities in the workplace during internship (PI # 2) has the highest performance level of 94 percent followed by showing professional gestures and positive attitude during internship (PI # 3) got 93 percent. Observing punctuality, respectfulness, honesty and obedience to manifest professionalism in the workplace (PI #4) got 89 percent and the lowest attending regional, national and or international conferences got 77 percent.

This means that all the PI's in student outcomes "manifest professionalism and self confidence in the performance of the duties and responsibilities in the profession" was achieved. Students shows that they are well versed with the duties and responsibilities of every position in the organization. This will help them accomplished the task that will be assigned to them easily. Workers needs to be responsible, shows the values such as excellence, accountability and integrity at all times. This is true in all jobs because all of it needs to be advance and move ahead to be successful in their career with high degree of professionalism.

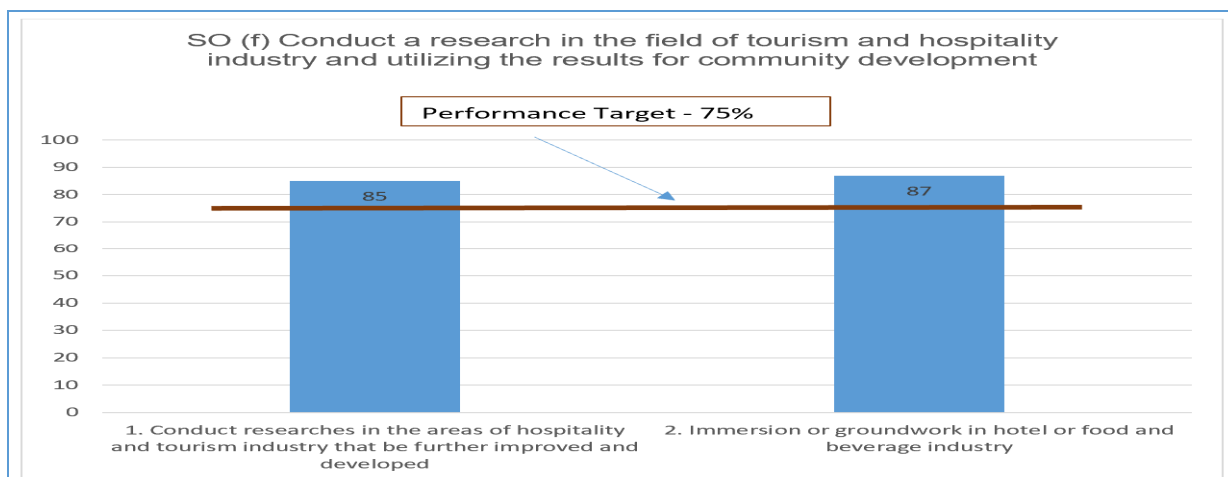


Figure 6. Student Outcomes F

Figure 6 shows student outcomes with 2 performance indicators. For PI #1, Final Exam and Final Defense was chosen as the primary assessment method and for PI #2, Final Exam, Industry Partner Evaluation and Revalida was used to assess the performance of the students. The rating of the students who demonstrated each of the criteria were as follows: Conducting researches in the areas of hospitality and tourism industry that be further improved and developed (PI #1) got 85 percent while Immersion or groundwork in the hotel and food and beverage industry (PI # 2) got 87 percent.

This indicates that performance target of 75 percent was achieved for student outcomes "conduct a research in the field of tourism and hospitality industry and utilizing the results for community development". Conducting research or knowledge in research will help an individual have more knowledge in their field of specialization. Researches conducted may be used to improved or developed every aspects in the hospitality and tourism. Research in hospitality and tourism has shed new light into the different field such as management, marketing finance, human behavior and many more. Studying the combination of these is called multidisciplinary research which collaborate the perspectives of different disciplines (Role of Research, 2018).

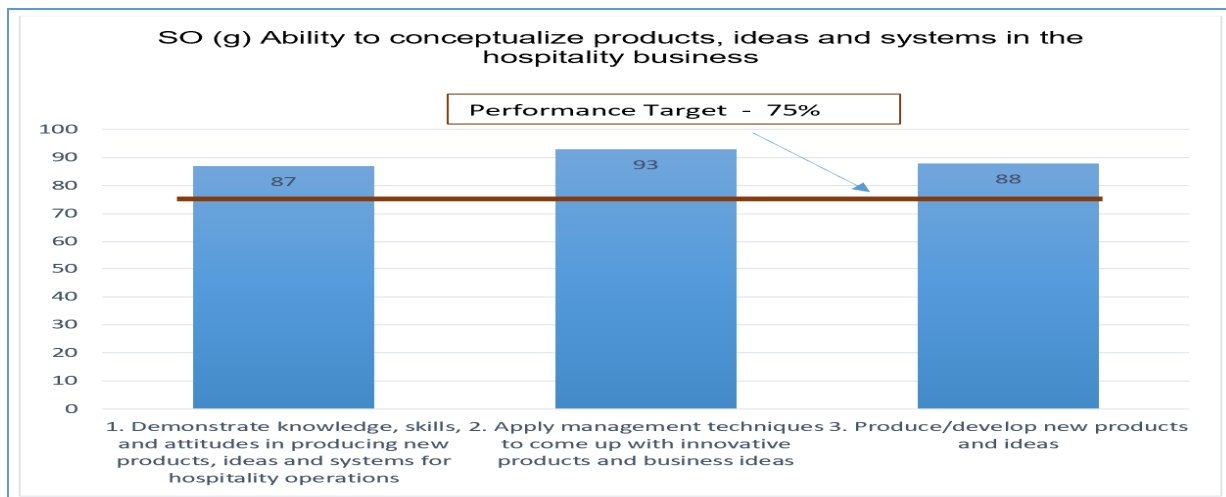


Figure 7. Student Outcomes G

Figure 7 presents student outcome G with three (3) performance indicators. For the three (3) indicators Final Exam, Industry Partner Evaluation, Revalida and Final Defense was chosen as the primary assessment method to assess the performance of the students. The rating of the students who demonstrated each of the criteria were as follows: Applying management techniques to come up with innovative products and business ideas (PI # 2) got the highest performance level of 93 percent followed by producing/developing new products (PI #3) got 88 percent. Demonstrating knowledge, skills and attitudes in producing new products, ideas and system (PI # 1) got the lowest performance of 87 percent.

This means that the performance target of 75 percent was achieved for student outcomes G, “Ability to conceptualize products, ideas and systems in the hospitality business”. Application of management techniques will help improve or innovate products and services offered to the customers. It will also help in producing new products and ideas. In achieving organizational success, product innovation is a valuable key. In relation to other forms of innovation, the radical product innovations provide benefits to customer, reductions of cost or the ability to create new business. Having this factor may lead to superior performance in the organization. It enables the organization to be aligned with evolving customer needs in the business environment (Slater, et al., 2013).

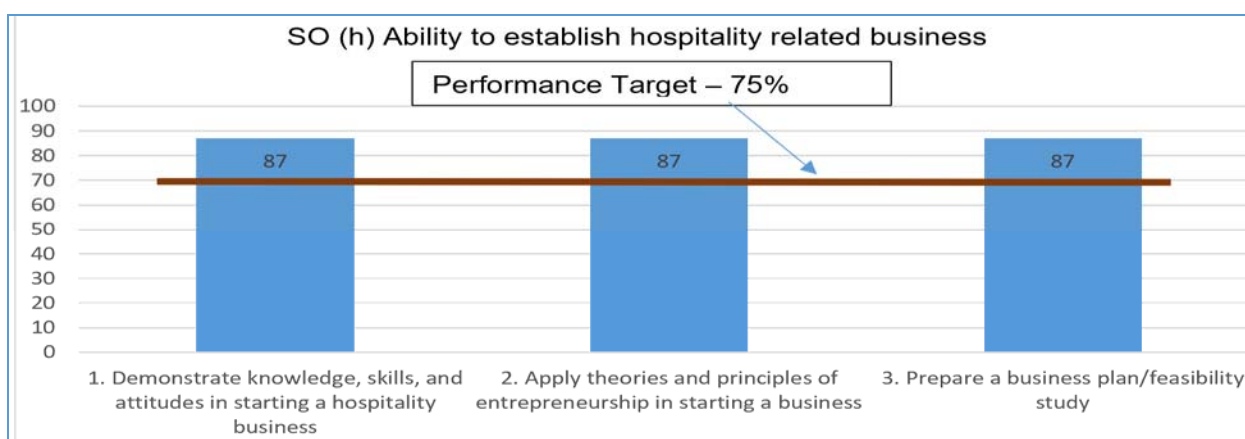


Figure 8. Student Outcomes H

Figure 8 shows student outcomes H with three (3) performance indicators. For PI #1 and #2, Final Exam, Industry Partners Evaluation, Revalida and Final Defense was chosen as the primary assessment method. For Indicator #3, Final Exam and Final Defense was used to assess the performance of the students. The rating of the

students who demonstrated each of the criteria were all 87 percent for all indicators. Demonstrating knowledge, skills and attitude in starting a hospitality business (PI #1) applying theories and principles in entrepreneurship in starting a business (P #2) and preparing a business plan or feasibility study (PI #3).

This result indicates that the performance target of 75 percent was achieved in student outcomes H, “Ability to establish hospitality related business”. The ability to established business is also necessary in every individual because not all graduates will pursue their career in hospitality as an employee. Some of the graduates will put up their own business if they will be given the chance to have the capital to venture into business. ecognizing entrepreneurial competencies can make the individual develop their abilities and skills and every career draws on the competencies of an individual. Some of these competencies may be general and some peculiar to the chosen career. In the economic development, entrepreneurship has the key role to play (Podile, et al., 2011).

Figure 9 presents student outcome I with five (5) performance indicators. For PI #1, #2, #3 and #4 Final Exam and Final Defense was chosen as the primary assessment method while for PI #5, Industry Partner Evaluation, Revalida, Final Exam and Final Defense was used to assess the performance of the students. The rating of the students who demonstrated each of the criteria were as follows: Demonstrating adaptability and flexibility has the highest performance level of 94 percent followed by demonstrating understanding of customs and tradition of different nationalities (PI # 3) with 86 percent. Identifying social problems and make research to address the issues (PI #1), conducting research to address the identified issues (PI #2) and participating actively in the community extension program of the college (PI # 4) triple tied in the lowest rank with 85 performance level.

This indicates that all PI achieved the performance target of 75 percent for student outcomes. Understanding individual customs will help every individual to get along with their co-workers. Having this character is an indication of being respectful to the culture and traditions of other nationality. More employees from different countries are now being hired by companies which means that people have to adapt themselves to work in harmony to avoid potential conflicts brought by differences in cultures. Cultural differences is usually a weakness but it can also be a strength for companies depending on how the managers handle it (Dieudonné, 2019).

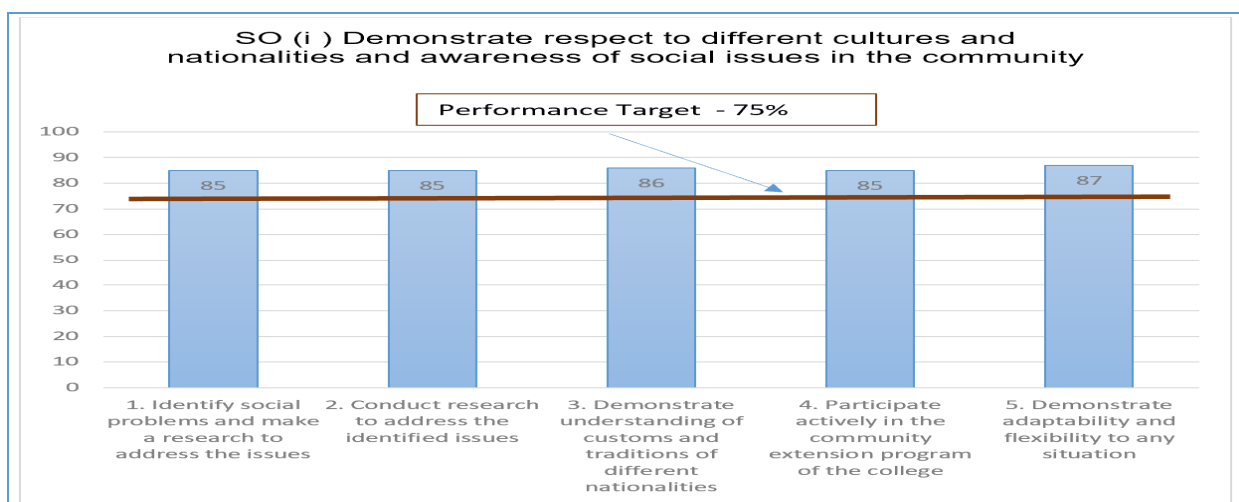


Figure 9. Student Outcomes I

Table 1

Proposed Action Plan to Improve the Student Outcomes of BSIHM specialized in Hotel and Restaurant

Administration

Key Result Areas/Objectives	Strategies	Outcome
so (b) To increase the mastery of students to the use of Micros Opera	Organize competition every end semester for the students enrolled in Tour 5 - Micros Opera	Students will become more enthusiastic to learn when taking the course.
so (e) Provide opportunity for the students to compete and/or join international, national and regional conferences.	Require students to attend national and international conferences organized by various organization related to the field. Encourage students to join national and international competitions. Organize more webinars and require students participate.	Students will gain additional knowledge and improved professionalism.

4. Conclusion and Recommendations

All students met the performance target of 75% for each performance indicators in all 9 student outcomes for hotel and restaurant administration program. Final exam, industry partners evaluation, revalida and final defense were the primary assessment method used to measure the student performance. An action plan was proposed to improve the student's outcomes.

It is recommended for the College of International Tourism and Hospitality Management may continuously improve the curriculum to achieve the desired student outcomes. The college may increase the performance target to at least 80% because the current target can easily be achieved. Students may join the international conferences/webinar in order to gather additional knowledge that was not covered in the classroom discussion. Study for the next cycle, 2014-2018 may be conducted to compare the performance level for each performance indicators of student outcomes.

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