

Assessment of Student Outcomes for Bachelor of Science in International Hospitality Management specialized in Cruise line Operations in Hotel Services for the Year 2014-2018

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Abstract – Outcome Based Education (OBE) has appeared as a chief direction for educational reform. This aimed to assess the student outcomes of BSIHM-Cruise line Operation in Hotel Services for the year 2014-2018. Specifically it assessed the ability to utilize/apply different cruise ship terminologies; perform the safety of life at sea procedure and manage crowd and crisis; demonstrate skills in guest relations, food handling, production, food and beverage service operations, and rooms division based on international standards; speak articulately and express themselves clearly in both oral and written form; apply knowledge of different theories and principles in the areas of cruise ship, hotel and restaurant operations; manifest professionalism and self confidence in the performance of the duties and responsibilities in the practice of the profession; ability to identify different geographical locations, cruising regions and tourist attractions; conduct a research in the field of cruise line, tourism and hospitality industry and utilizing the results for community development; ability to conceptualize products, ideas and systems in hospitality businesses; ability to establish hospitality-related business; and demonstrate respect to different culture and nationalities and awareness of social issues in the community and proposed an action plan. Based on the result, the 75 percent performance target was met and exceeded in all performance indicators. The highest rating was 92 percent for Student Outcomes C in PI #4, applying required internship and for Student Outcomes F in PI #4, observe functionality, respectfulness, honesty, and obedience to manifest professionalism while the Student Outcomes in PI# 3 identifying different areas and sections of the cruise ship, hotel and restaurant businesses got the lowest rating of 85 percent.

Keywords – Hospitality education, outcome-based education, student assessment

INTRODUCTION

Outcome Based Education (OBE) has appeared as a chief direction for educational reform in the United States. Students of the present generation are not only focused on developing the theoretical aspects but also looking into approach of education where the focus lies on future employment [1]. In South Africa OBE model was selected and introduced because the stress in curriculum was particularly on factors like idea generation, skill acquisitions and problem solving with the aim to develop clear thinking and competent citizens [2]. Whereas in Malaysia the transition from conventional teaching approaches to focus on students learning outcomes is eventually gaining importance and a significant feature that cannot be overlooked [3]. In Pakistan, Outcome-based Education (OBE) has recently gained much attention. It is used in education because it has clear focus and organize everything in an educational system around what is necessary for all students to be able to do at the end of their learning [4].

In the Philippines, student learning outcomes are anchored on the principle of outcome-based education. This is the main thrust of the higher education institutions in the

Philippines. It comes in the form of competency-based learning standards and outcomes-based quality assurance monitoring and evaluating under the Commission on Higher Education (CHED) Memorandum Order (CMO) No. 46, s. 2012 [5]. The outcomes provide details against which the graduates of the curriculum can be measured and facilitate quality-assurance process. In OBE, student-centered is the instruction approach wherein students take priority in acquiring knowledge and developing skills. It is where teacher's main role is to facilitate the learning in the classroom [6].

To continue providing excellence in delivering Filipino hospitality in the global cruise industry, schools and universities in the country began introducing hospitality and tourism programs specialized in cruise line operations. These schools and university are from north to south of the country including Manila, Iloilo, Davao, Misamis Oriental, Cebu, Cavite, South Cotabato, Laguna and Batangas [7]. The Lyceum of the Philippines University – Batangas offers the Bachelor of Science in International Hospitality Management specialized in Cruise Line Operations in Culinary Arts and Cruise Line Operations in Hotel Services. These are considered as one of the fast-rising programs at

the university providing unique educational experience and specialization for the students.

CLOHS specialization has 11 students' outcomes with 42 performance indicators which will be assessed in this study. Utilize/apply different cruise ship terminologies; perform the safety of life at sea procedure and manage crowd and crisis; demonstrate skills in guest relations, food handling, production, food and beverage service operations, and rooms division based on international standards; speak articulately and express themselves clearly in both oral and written form; knowledge of different theories and principles; manifest professionalism and self-confidence; identify different geographical locations, cruising regions and tourist attractions; conduct a research and utilizing the results for community development and conceptualize products, ideas and systems in hospitality businesses to establish hospitality-related businesses [8].

The importance of hospitality management education has been recognized all over. The responsibility for developing service-oriented human resources lies not only with the hospitality and tourism organizations but also with the system of a country's hospitality management education [9]. As the cruise line industry continues to drive service innovations to make cruise vacations more appealing to the target markets, schools and universities reassures that cruise line students are being developed to meet the knowledge and skills requirements of the industry. The satisfaction of customers through the delivery of quality services by skilled and competent staff is a result having an existing effective hospitality education system

It is important to conduct this study because the result of this assessment would help to understand what students have learned and what skills they should possess after graduation that are significant to the stakeholders or to employment.

OBJECTIVES OF THE STUDY

This study assessed the student outcomes of BSIHM-Cruise line Operation in Hotel Services for the year 2014-2018. Specifically, it assessed 11 students for cruise line and proposed an action plan based on the result of the study.

MATERIALS AND METHODS

DESIGN

This study used descriptive research design to assess the student outcomes of BSIHM-Cruise line Operation in Hotel Services for the Year 2014-2018.

RESPONDENTS OF THE STUDY

The participants of the study are 35 students or 1 section out of 3 sections BSIHM-CLOHS who started the program in 2014 and graduated 2018. They were assessed in all professional courses offered every semester from 1st year to fourth year.

DATA GATHERING INSTRUMENT

The study used the student outcomes with specific performance indicators of the program as data gathering instrument. All the grades in the professional courses in each performance indicators were included in the assessment.

DATA GATHERING PROCEDURES

During the curriculum mapping, courses were reviewed by the Dean, department chairs and faculty expert on what specific student outcomes each course will be included. The result of this curriculum mapping was used to assess the student outcomes with the given performance target of 75 percent in all indicators. Percentage was used to measure the performance of the students on each subject assessed.

DATA ANALYSIS

Data collected from the class record were tabulated and analyzed based on the final grade of each course. A performance target of 75% was set for all performance indicators.

ETHICAL CONSIDERATION

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-CLOHS from SY 2014 to 2018. No opinion was given by the researchers, only information and results based on the data gathered.

RESULTS AND DISCUSSION

The SO I - Ability to conceptualize products, ideas and systems in hospitality businesses topped on the rank with the rating of 89.7 percent followed by SO B: Ability to perform the safety of life at sea procedure and manage crowd and crisis (89.5), SO F: Manifest professionalism and self confidence in the performance of the duties and responsibilities in the practice of the profession (89.5) and SO H: Conduct a research in the field of cruise line, tourism and hospitality industry and utilizing the results for community development (89.5). The result revealed that the performance target of 75% was met and exceeded by the students.

For SO I, students were able to apply their knowledge, skills to produce new products in the entrepreneurship course they have. They are required to produce/develop a product out of a business plan they will propose and defend their product before the panel of experts. New product development (NPD) requires early and active participation of consumers for the success of new products [10]. Using different conceptualizations of value, the literature provides various approaches to value-based pricing. Against this background, this article examines the suitability of product-centric and customer-centric pricing schemes for a value-based pricing strategy [11].

Table 1 - Summary of Student Outcome

Student Outcome	Grade	Rank
SO A: Ability to utilize/apply different cruise ship terminologies in the cruise line & hospitality operations	86	10
SO B: Ability to perform the safety of life at sea procedure and manage crowd and crisis	89.5	3
SO C: Ability to demonstrate skills in guest relations, food handling, production, food and beverage service operations, and rooms division based on international standards	88	5.5
SO D: Speak articulately and express themselves clearly in both oral and written form	88	5.5
SO E: Apply knowledge of different theories and principles in the areas of cruise ship, hotel and restaurant operations	86	10
SO F: Manifest professionalism and self confidence in the performance of the duties and responsibilities in the practice of the profession	89.5	3
SO G: Ability to identify different geographical locations, cruising regions and tourist attractions	86.5	8
SO H: Conduct a research in the field of cruise line, tourism and hospitality industry and utilizing the results for community development	89.5	3
SO I - Ability to conceptualize products, ideas and systems in hospitality businesses	89.7	1
SO J - Ability to establish hospitality-related business	87.3	7
SO K- Demonstrate respect to different culture and nationalities and awareness of social issues in the community	86	10

For SO B Students were able to perform the safety life at sea (SOLAS) because the university has the available facility in LIMA campus and the Training Center. The word SOLAS is an abbreviation and SOLAS full form is “Safety Of Life At Sea”, an international maritime treaty, also known as SOLAS Convention or International Convention for the Safety of Life at Sea (SOLAS), which establishes the least safety measures in the construction, equipment and operation of merchant ships. The International Convention for the Safety of Life at Sea describes the requirement for all merchant ship of any flag state to comply with the minimum safety norms [12].

For SO F student were able to perform their task professionally and able to show positive attitude towards their superior and colleagues. Professionalism, reliability, good written and verbal communication, plan and think strategically, creativity and self-confidence, ICT skills, self-management and time management, willingness to learn and accept responsibility, teamwork are the Interpersonal soft business-related skills – soft skill that hospitality professional needs to possess to be employable [13].

For SO H students were able to join the immersion provided by the college for them to be familiar with the operation of the cruise ship or hotels and restaurant. Immersion represents a unique opportunity to comprehend the essence of the hospitality industry and is reserved to students who, prior to joining this program, didn't have any experience in the hospitality industry. It is designed to enrich, intensify, and make a pleasurable introductory experience

However, there are Students Outcomes which rank lowest with the rating of 86 percent. SO A- Ability to utilize/apply different cruise ship terminologies in the cruise line and hospitality operations, SO E: Apply knowledge of different theories and principles in the areas of cruise ship, hotel and restaurant operations and SO K- Demonstrate respect to different culture and nationalities and awareness of social issues in the community. They rank the lowest but still met and exceeded the performance target for 75%.

For SO A, students were able to learn various terminologies and concept needed by the cruise line students. The faculty members handling the courses were able to provide the necessary lectures to for the students to knowledgeable in this area. Identifying what to evaluate i the start of measuring the learning. (These things could be changes in knowledge, skills, or attitudes.) Measuring these areas both before and after training is usually helpful for both the trainees and the provider. So, before training starts, test the trainees to determine their knowledge, skill levels, and attitudes. Once training is finished, test the trainees a second time to measure what they have learned, or measure learning with interviews or verbal assessments [14]-[15].

For SO E, the performance indicator with the lowest rating is identifying different areas and sections of the cruise ship, hotel, and restaurant businesses. The result maybe low because during the time that they are taking the courses they don't have exposure yet of the actual visit or immersion in the cruise ship, hotel, and restaurant. But as they go to the higher year of the program, and they become immersed with this establishment they will be able to identify such areas. Some cruise lines do offer ship visits to loyalty club members. Being a member of a maritime organization can also help [16]. Organizing ship visits is important for the students to learn the parts of the cruise ship.

For SO K, as part of the curriculum students are required to produce research related to their field of specialization. They were able to conduct action researches and the output of their study will be utilized by the stakeholders in the improvement of the community or address social or cultural issues in the community. The hospitality industry has unique cultural characteristics that are distinguished from similar industries. Cohesiveness is the most important cultural element of the hospitality industry. This is all about the newly developed scale recommended that it can be used by the hospitality industry to measure and intensify organizational culture within organizations in this same industry [17].

Table 2. Proposed Action Plan to Improve Student Outcome

KRA/ Objectives	Strategies/Program	Outcomes
Student Outcome C To pass at least 2 National Certification	1. Faculty members may undergo simulation/ trainings to address this kind challenges experienced by the students. This can be shared by the faculty members to their students. 2. Strict implementation of the assessment of each subject area.	One hundred percent of the students will pass the National Certification
Student Outcome E To identify different areas in the cruise line industry	Provide simulation rooms with complete parts of the vessel	Attain higher grade in the courses

CONCLUSION AND RECOMMENDATION

Student outcomes were meet and exceeded in all performance indicators with performance target of 75 percent. The highest rating was 89.7 percent for Student Outcomes I while in the lowest rank triple tied with 86% in SO A, SO E and SO K. With this result, an action plan was proposed to further improve the student outcomes.

It is recommended that he performance target maybe increased from 75 percent to 85 percent. The College may continuously improve the curriculum by incorporating the current trends in hospitality and cruise line industry to achieve the desired student outcomes. Students may join conferences organized by professional organizations in collaboration with other agencies in lined with cruise line industry practices. Future researchers may conduct another study to assess the student outcomes of the next cycle/next batch of students, 2015-2019.

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