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Student Outcomes for BSIHM - Hotel and Restaurant Administration (HRA) of Academic Year 2014-2018

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Abstract – Outcome-based education (OBE) explicitly focuses and organizes all aspects of an educational system on what is necessary for all students to achieve success at the conclusion of their educational experience. This study aimed to assess the student outcomes for Bachelor of Science in International Hospitality Management specialized in Hotel and Restaurant Administration of the academic year 2014 to 2018. Specifically, it aimed to measure the attainment of the performance target of 75 percent in all performance indicators of each student outcomes. Quantitative research design was used with 40 students as subject of the study. Final grades of the students were used as the main data that was taken from their courses taken from first year to fourth year. Percentage was used to measure the performance of the students on each subject assessed in the performance indicators. Based on the result, students were able to exceed the performance target of 75 percent and get the lowest grade of 83 percent in the performance indicator of no. 1 (attending regional, national and/or international tourism conferences) of student outcomes E while the highest grade 96 percent were obtained by the performance indicator of no. 1 (conducting researches in the areas of hospitality and tourism industry) of student outcomes F. An action plan was proposed to further improve the student outcomes

Keywords – Student Outcome, Hotel and Restaurant Administration

The term "outcome-based education," or OBE, refers to the practice of clearly centering and structuring everything in an educational system around on what it is vital for all students to be able to perform successfully by the time they reach the conclusion of their learning experiences. One of these that is fresh, even revolutionary, and is currently gaining popularity is called outcome-based education (OBE). Educators have been the driving force behind this reform as a response to call for a greater emphasis on breaking with old assumptions about the way in which we instruct our children. This method of putting up lesson plans is different from any previous suggestion for educational reform made in the past thirty years [1].

OBE is utilized in the field of education due to the fact that it distinctly concentrates and arranges everything that is part of an educational system around what it is important for all students to be able to do at the conclusion of their learning. OBE presents a choice that is both influential and exciting for reshaping and arranging the educational system [2].

In 1988, William Spady published an article titled "Organizing for Results," in which he proposed the concept of OBE for the first time. Spady came up with the concept of outcome-based education as a solution to the issues that are caused by education based on a "calendar defined model," which is the predominant

instructional model used in schools and places a greater emphasis on curriculum coverage than it does on student learning. As a result, OBE refers to "organizing for results," which is defined as "basing what we do instructionally on the outcomes we wish to attain," whether it be in specific portions of the curriculum or in the education process as a whole [3].

The delivery of knowledge and skills to students in a manner necessary for their incorporation into society and the economy has always been a primary concern for educators, and they have long demonstrated an interest in better comprehending the primary elements that have an impact on the academic achievements of their charges. The educators of the globe have recently come to the conclusion that learning is not simply the transmission of information. Involving a cognitive process of information generation that is heavily influenced by cultural, societal, and emotional elements is at the heart of this concept. The traditional teaching process, in which a set curriculum is delivered to pupils using traditional teaching methods, continues to hold sway over the educational system in Pakistan, which is still dominated by the traditional teaching process [4].

It is usually suggested that students take an active part in the classroom discussion, as this helps to enhance not only the cognitive ability of the learners, but also the affective and psychomotor domains. Students are encouraged to participate in the resolution of problems,

the generation of new ideas through brainstorming, the development of their own questions, the discussion of concepts, and the expression of their opinions during discussions. They will have a greater capacity to become leaders and to be accountable in the performance of the tasks that have been allocated to them if they are given the opportunity to participate in team activities. Therefore, the cooperative learning strategy may provide better opportunities for students to develop personally and professionally, as well as to attain the learning outcomes and course objectives [5].

It is essential to implement methods for the expansion and improvement of hospitality programs if one wishes for those programs to achieve their goals of success. The process is made significantly more difficult by the importance of curriculum design and measurement. In this context, the assessment of the needs and requirements of the industry leads naturally to the formation of sector-specific education and training skill standards, as well as the engagement of the industry in the design of academic curriculum [6].

The Hotel and Restaurant Administration Program is a Bachelor of Science Degree Program that offers foundational and specialized study in the Hotel Management field by way of classroom, laboratory, and field internship experiences. The program's name comes from the combination of the words "hotel" and "restaurant." The curriculum is designed to give the students with the knowledge and skills essential to ensure efficiency and to prepare the students for positions as supervisors in the hospitality sector. The curriculum is structured in two main areas in the hotel industry, namely operations and management, with the goal of preparing students for employment in a variety of hotel roles in the rapidly expanding hotel industry.

As one of the specialized courses offered by the Bachelor of Science in International Hospitality Management (BSIHM), Hotel and Restaurant Administration' offers three Program Educational Objectives (PEO). First, a holistic competency analysis was performed on the domestic and international tourism and hospitality industries. This analysis included pertinent data as well as products, services, policies, technologies, and applicable laws that were geared toward both nationalism and global competitiveness. Second, the application of creative management practices and entrepreneurial functions in corporate organizations focused on providing a service, with the goal of mitigating risks and responding to crises after demonstrating proficiency in the use of communication

channels. Third, had the competitive skills, knowledge, and attitude necessary to meet the needs and demand of the hospitality industry in the local, national, and international workplaces, and had the ability to be globally competent managers and recognized professionals in the areas of accommodation, food and beverage, and other hospitality services. This Primary Educational Objective will be met by achieving the eight (8) student outcomes that are outlined in the study's objectives. There are several different performance markers that make up each student's outcomes.

Student outcomes or course outcomes refers to the desired exit outcomes that play an important role in the process of designing the curriculum and steer the directions of all other levels of outcomes in an instructional system. These desired exit outcomes serve as a critical factor in designing the curriculum. There are a great number of studies that have been done on student outcomes; however, there have only been a small number of studies that have been done specifically on hotel and restaurant administration. As a foundation for the improvement of the new curriculum, this study was carried out with the intention of determining the degree to which students in the Hotel and Restaurant Services program have achieved the desired outcomes.

OBJECTIVES OF THE STUDY

This study assessed the student outcomes of Hotel and Restaurant Administration graduates for the year 2014-2018. Specifically to 1) measure the level of attainment of the performance target of seventy five (75) percent in all performance indicators; 2) assess the ability of the students to: a) 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 workplace; f) conduct a research in the field of tourism and hospitality industry and utilizing the results for community development; g) establish business and conceptualize products, ideas and systems in the hospitality and related business; h) demonstrate respect to different cultures and nationalities and awareness of social issues in the community and

proposed an action plan to improve the student's outcome.

MATERIALS AND METHODS

This assessment of the student achievements for the BSIHM-HRA for the year 2014-2018 was carried out using a quantitative research design.

The participants of the study are 40 students or 1 section out of 2 sections of BSIHM-HRA who started the program in 2014 and graduated 2018. They were assessed in all professional courses offered every semester from first year to fourth year.

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

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.

The researcher used the class record submitted by the faculty members who handled the professional courses for BSIHM-HRA Program. The class record is being kept in the Dean's office. The final grades of the students for each course were taken from the class record and tallied.

The study used percentage to assess the student outcomes of BSIHM-HRA graduates. Percentage was used to measure the performance of the students on each subject assessed in the performance indicators. Data collected from the class record were tabulated and analyzed based on the final grade of each course. Average rating was computed using excel to get the average scores per performance indicators. A performance target of 75% was set for all performance indicators

Ethical Considerations

To adhere with research ethical consideration, the data gathered was taken with strict confidentiality and was used for research purposes only. No name was mentioned in the study only that they were students of BSIHM- HRA of school year 2014 to 2018.

RESULTS AND DISCUSSION

Figure 1 presents the five indicators. PI # 4 applying acquired learning through internship ranked first (91percent) followed by PI #1 executing professionally skills in food and beverage services and hotel services (90 percent).

This means that Student Outcomes A- demonstrate skills in guest relations, food handling, production, food and beverage service operations and room division based in international standards was met and exceeded. Students were able to apply what they have learned in the university in their internship through industry partners during deployment.
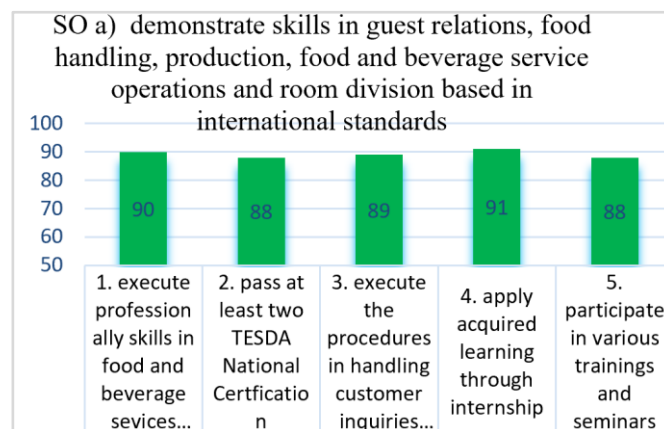

Figure 1. Student Outcomes A.

Learners have the opportunity to inquire through the pursuit of their interests, future learning goals, and job objectives when they participate in internships. The completion of an internship has many advantages, including the following: the growth of a healthy self-concept and personal confidence; the growth of effective teamwork skills; the growth of personal responsibility; the opportunity to experience jobs that match academic and personal interests; and the opportunity to develop industry-specific abilities while still enrolled in a program of study [7].

Ranked third, PI # 3, executing the procedures in handling customer inquiries and concern (89 percent) and tied in the lowest rank with 88 percent, passing at least two TESDA National Certification (PI# 2) and PI #5 - participating in various trainings and seminars with 88 percent.

Participation on trainings and seminars will help students to have an additional knowledge and skills on the learnings they have from the professors teaching the courses. They can learn more through the shared experience of the speakers during the seminar and training.

Students and graduates of HRA who have participated in TESDA examinations, such as national certifications in Housekeeping, Food and Beverage, Bartending, and Front Office, are unsure as to whether or not these examinations may give them an advantage in the process of obtaining a student's chosen profession or preferred career in terms of job placement and security [8].
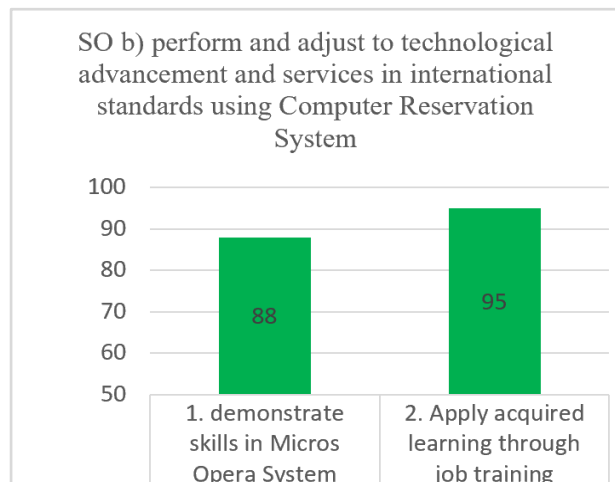
Figure 2. Student Outcomes B

Figure 2 presents two performance indicators. Applying acquired learning through on the job training (PI #2) got 95 percent while demonstrating skills in Micros Opera System (PI #1) got 88 percent.

The result shows that students met and exceeded the performance target of 75 percent for Student Outcomes C - Perform and adjust to technological advancement and services in international standards using Computer Reservation System. Students were able to get these grades from the strategies provided by the faculty members such as final exam, hands on activities and revalida. They were able to acquire learning through on-the-job training. There were deployed to the different hotels, restaurant and resorts to gain knowledge and skills to make them ready for their future job.

One of the benefits of acquiring knowledge through the use of technology is that it enables continuous improvement. Not only does the implementation of technology into the classroom setting result in the creation of a highly accessible curriculum, but it also helps to prepare the working population for the next wave of technological advancements, such as gamification, artificial intelligence, and virtual reality [9].

Having Micros Opera in the curriculum is one of the advantages of the BSIHM-HRA students in in LPU. They were available to have knowledge and experience in using the reservation system that is widely used in the hospitality industry.

Students are expected to possess abilities in Micros-opera and to apply what they've learned into practice through practical application. They were able to get hands-on experience with the system so that when they need to use it for on-the-job training or in the future for

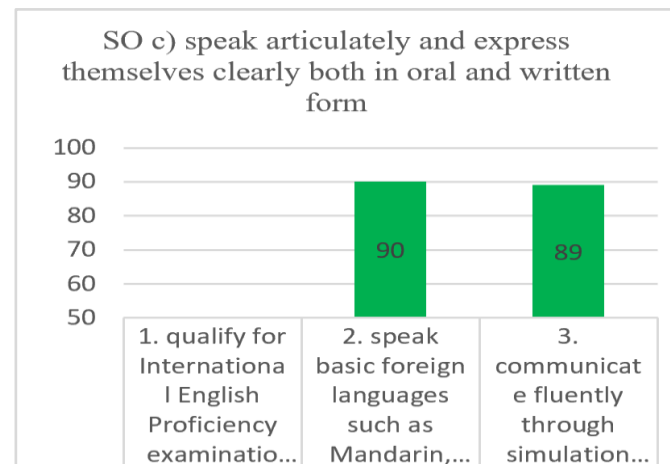their employment, they would be able to successfully perform these computer abilities [10].

Figure 3. Student Outcomes C

Figure 3 shows the 3 performance indicators for student outcomes C. Speaking basic foreign languages such as Mandarin, French and Spanish (PI #2) ranked first with 90 percent followed by communicating fluently through simulation interviews (PI# 3) with 89 percent.

This means that HRA students met and exceeded the performance target of 75 percent for Student Outcomes C - speak articulately and express themselves clearly both in oral and written form. The strategies used to rate students were through the final exam and oral presentation of the languages they were enrolled in. Speaking foreign language, at least basic, is very important for the hospitality industry practitioner because they are dealing with customers with different nationality.

In order to speak meaningfully in real-world conversations, people must not only be able to pronounce tones, sentences, and phrases accurately in accordance with the relatively static laws of a given language, but they must also be able to do so in a socially acceptable manner at the time of speaking.

Students are using software _ in their English course to able to practice their communication skills. They were able also to practice communication during their interviews before deployment for on the job training.

According to the research conducted, recent graduates have difficulty speaking with their coworkers and clients [11]. As a result, he advocated that the academic community should take measures to ensure that students will have effective communication skills.
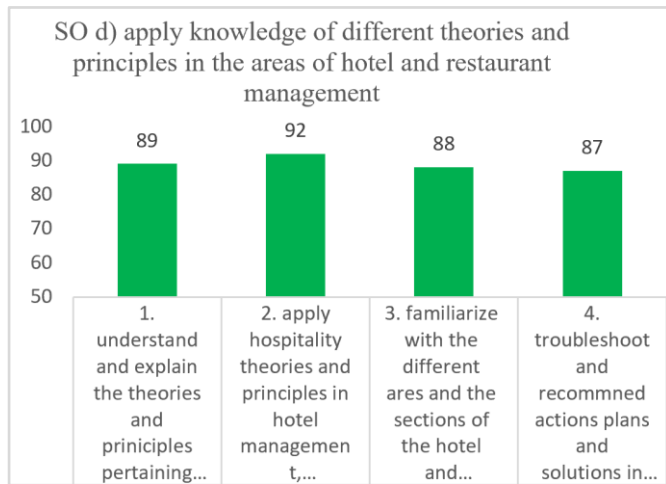
Figure 4. Student Outcomes D

Figure 4 presents the four performance indicators for Student Outcomes D. Apply hospitality theories and principles in hotel management, restaurant management and development, and rooms division and revenue management (PI # 2) with 92 percent ranked first followed by understanding and explaining the theories and principles pertaining to handling and managing hotel and restaurant enterprise (PI #1) with 89 percent.

The result means that the performance target of 75 percent was met and exceeded in the Student Outcomes D - Apply knowledge of different theories and principles in the areas of hotel and restaurant management. Faculty members used final exam to meet all 4 indicators. Theories related to the topics were presented by the professor during their class discussion. This theories must be applied to the situation or cases that will be given by the faculty to ensure that they were able to comprehend to those theory presented.

It is essential to one's understanding of the origin of theory and how it has developed within a discipline to pay special attention to the fields of study from which theories were initially derived. Students who study history are better able to comprehend the here and now and to anticipate the future [12].

Understanding and explaining the theories and principles pertaining to handling and managing hotel and restaurant enterprise (PI # 1) ranked third with 88 percent and the lowest troubleshooting and recommending actions plans and solutions in identified issues and concerns in hotel and restaurant business (PI #4) with 87 percent.

Troubleshooting or providing solutions the problems is one of the areas that students need to improve. Students should be given cases to be solved in order for them to relate the theories they learn during the class discussion.

This comes at a very opportune time because, despite the fact that the hospitality industry is slowly making a comeback, there is a pressing need to make significant changes to the way hospitality businesses are run. Businesses in the hospitality industry are expected to make significant adjustments to their operations within the context of the business environment in order to ensure the health and safety of their employees and customers, as well as to increase customers' propensity to patronize their establishments [13]. It is at this point that the recommendations made by the graduates will be considered.

Figure 5. Student Outcomes E

Figure 5 shows the four indicators of student outcomes E. Showing professional gestures and positive attitude during internship (PI #3) ranked first with 93 percent followed by identifying the basic duties and responsibilities in the workplace during internship (PI # 2) with 92 percent.

This means that students met and exceeded the performance target of 75 percent for the student outcomes E - manifest professionalism and self confidence in the performance of the duties and responsibilities in the workplace. Students were able to practice professionalism during their internship by performing well their duties and responsibilities. Having assigned in the different areas of the hotel, such as Front Office, Food and Beverage and housekeeping department, interns must give their best in providing excellent service to their customer. They need to prioritize, plan and manage their assignments and task.

An internship is a trial that is completed in order to gain experience in the working world. It could also be training that takes place over a predetermined trial time. This is done so that an expert can be evaluated to see whether or not they meet certain standards for a

particular profession. An internship is a sort of professional development, and part of its requirements are for the employee to study the process while they are on the job. The length of the internship will vary according to the objectives of the program and the requirements of the company [14].

Observe punctuality, respectfulness, honesty and obedience (PI #4) ranked third and the lowest attending regional, national and/or international tourism conferences (PI# 1) with 83 percent.

As hospitality students, it is important to attend conferences specially those with international perspective because with this they can be updated with the current trends in hospitality or the can be updated with what is happening in the international scene.

Participating in an international conference will enable students to expand their boundaries and learn for the presentation of many people from across the globe. Students attending conferences[15] have a powerful and inspiring experience because they get to meet other student leaders from all over the world, learn about their projects, career ambitions, and how they can collaborate and work together to address environmental and social issues that concern them the most.
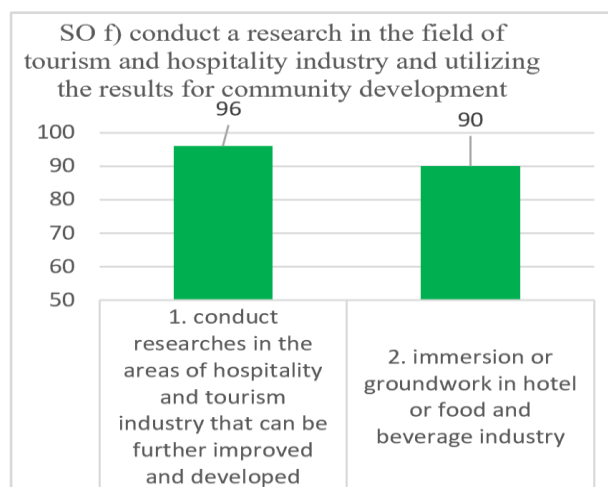

Figure 6. Student Outcomes F

Figure 6 shows the 2 indicators for student outcomes F. Conducting researches in the areas of hospitality and tourism industry that can be further improved and developed (PI # 1) got 96 percent while immersion or groundwork in hotel or food and beverage industry (PI # 2) got 90 percent.

The result means students met and exceeded the performance target of 75 percent in all aspects of Student Outcome C- conduct research in the field of tourism and hospitality industry and utilizing the results for community development. This result was meet using the strategies of faculty members such as final exam, consultation and revalida. Students as a requirement for graduation are conducting research related to hospitality industry. Results are presented to the stakeholder and later on with utilized.

The assumption that more needs to be learned about people's perceptions, attitudes toward, and experiences of research culture served as the impetus for the research that was conducted [16]. The goal of this research was to provide an evidence base for initiatives that are aimed at improving research environments. The performance of research contributes to an environment in which researchers are put under severe pressure to publish, as well as to the creation of workplace cultures that place a greater priority on what is produced and less value on how it is obtained as well as the human costs connected with it [17].

Immersion happens during the hotel familiarization tour. This is the time where students were able to experience all the areas of the hotel. Seminars are given to the students about the operations of each areas like F&B, Housekeeping and Kitchen.

Participating in familiarization tours or educational tours can be one of the most eye-opening and life-changing experiences for students in higher education. Educational tours provide meaningful responses to critical topics even though participants are not physically present in a classroom setting; for this reason, educational tours are an excellent point of reference when it comes to the subject of education [18]. (Suarez, et.al, 2017).

Figure 7 shows the six performance indicators of SO G. Demonstrating knowledge, skills and attitudes in producing new products, ideas and systems for hospitality operation (PI #1) and applying theories and principles of entrepreneurship in starting a business (PI #5) with 90 percent topped on the rank followed by produce/develop new products and ideas (PI #3) and demonstrate knowledge, skills and attitudes in starting a hospitality business (PI # 4) with 89 percent.

This means students met and exceeded the performance target of 75 percent for all the indicators in SO G - establish business and conceptualize products, ideas and systems in the hospitality and related business. Student outcomes was met through the strategies provided by the faculty members. Outcomes was measured using final exam, actual product presentation and final defense. With the preparation and writing

business plan and product presentation at the end of the semester, they will be able to develop their knowledge and skills of becoming a future business owners.
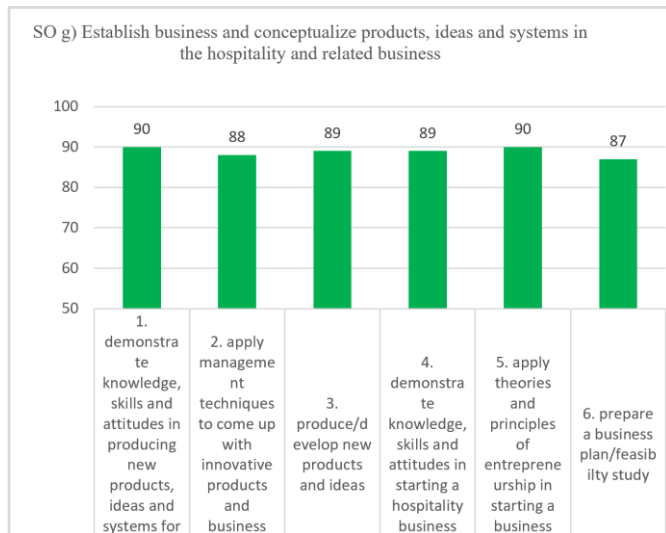

Figure 7. Student Outcomes G

At the moment, entrepreneurship, the development of businesses, and innovation carried out by SMEs are essential drivers for success in the tourist and hospitality industry, which is a major source of job opportunities. The dynamic nature of the world as a whole and the rapid pace of change within this sector demand for a fresh take on the entrepreneurial spirit, not only in the formation of new enterprises but also in the operations of those already in existence. The process of coming up with an original new service, idea, or product can be difficult. The importance of small and medium businesses to the tourism and hospitality industry, as well as the link between these businesses and the socioeconomic growth of the areas, drew attention to the opportunities for the development of tourism-related entrepreneurial endeavors as a driving force behind the growth of local communities [19].

The performance indicator with the third-highest score, "using management strategies to cope with new products" (PI #2), received 88 percent, while the performance indicator with the lowest score, "preparing a business plan/feasibility study," received 87 percent.

One of reason why business plan preparation or writing a business plan got the low result because this is like research, it is hard to write business plan. Students needs to undergo the process like having the business registered with DTI, environmental scanning and the like.

It was found out that Students show a high level of preparation in terms of personal maturity skills and demonstrate a desire for accomplishment and success.

The professors and curriculum are the internal entrepreneurial environment's strengths, while the supporting resources supplied for students are its weaknesses. The students' preparation, both in terms of skills and personal attributes, is heavily influenced by the internal entrepreneurial environment [20].
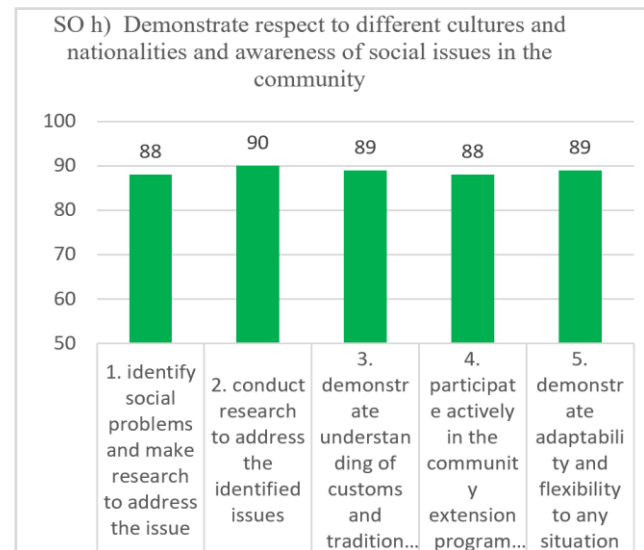

Figure 8. Student Outcomes H

Figure 8 shows the five performance indicators for SO h. Conducting research to address the identified issues (PI # 2) rank first with 90 percent followed by demonstrating understanding of customs and traditions of different nationalities (PI #3) tied with demonstrating adaptability and flexibility to any situation (PI # 5) with 89 percent.

The result mean students met and exceeded the performance target of 75 percent in all the indicators in SO H - demonstrate respect to different cultures and nationalities and awareness of social issues in the community. In the conduct of research they had the chance to address the identified issues in the community. Students were able to recommend to the stakeholders for the improvement of the community based on the result of the study conducted.

It has been stated that the cultivation of cross-cultural competency should be a primary concern for both educational institutions and professional settings. The growing body of research on cross-cultural development not only reflects the importance of the subject matter, but also the struggle to find effective pedagogical and andragogical approaches to foster such development in university students, expatriate managers, working professionals, and members of the workforce in general. This struggle is reflected in the burgeoning research literature on cross-cultural development [21].

Tied on the lowest rank was identifying social problems and make research to address the issue (PI #1) and participating actively in the community extension program of the college (PI#4), both with 88 percent.

Since community extension is one of the trifold functions of education institution, it is necessary to encourage students to join the outreach program or sustainable program. Attending on this type of activity can help students to be more open with the life outside the classroom. Participating in this activity can also help the people in the community.

A significant component of community service includes not just the provision of environmental initiatives, but also assistance to those who are in need. Donations and feeding initiatives are included under this category. Assisting children academically and instructing them are also components of this endeavor [22].

Table 1 presents the proposed action plan to address the student outcomes result of 87 percent and below.

Table 1
Proposed Action Plan to continuously improve BSIHM-HRA Program

Key Result Areas/Objectives	Strategies	Outcomes
Student Outcomes D To troubleshoot and recommend action plans and solutions in identified issues and concerns in hotel and restaurant business	Add more industry practitioner in the field of hospitality in the faculty roster.	Issues related to hotel and restaurant concerns can be addressed.
Student Outcomes E To increase participation in national and regional conference	Encourage students to attend to national and international conferences organized by various organization related to the field. Organize more webinars and require students participate	Students will gain additional knowledge and will be exposed with the trends in hospitality
Student Outcomes G To prepare a business plan/feasibilty study	Organize a competition wherein students can showcase their products like Restaurant Challenge.	Students will be encourage to be creative in coming up with the business proposals.

CONCLUSION AND RECOMMENDATION

The performance target of seventy-five (75) percent were exceeded in all performance indicators. The student outcomes were achieved with the lowest of 83 percent for PI #1 of SO E and the highest of 96 percent for PI #1 of SO F and an action plan was proposed to further improve the student outcomes of Hotel and Restaurant Administration.

It is recommended that the performance target may be increased by the college from 75 percent to 80 percent to have higher goals in attaining the target. Students may attend other seminars or webinars in order to have more exposure of the industry trends.

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