

Student Learning Outcomes in Professional Courses in Hotel and Restaurant Management Program

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ABSTRACT

The learning outcome assessment is a significant process in providing quality education to students. The study evaluated the course intended learning outcome of B.S. HRM in their professional courses. Utilizing correlational research design, the researcher used survey questionnaire for course evaluation, conducted key informant interview, and performed syllabi review. T-test and Wilcoxon determined the significant difference between the two assessments. Further, Pearson correlation ascertained the significant relationship between the learning outcomes and student's grade. Syllabi review of Professional courses resulted in an excellent rating. The majority of the Course Intended Learning Outcomes have a higher order of skills. The grades of the BSHRM indicate that they are average learners in the knowledge-based professional course and encounter difficulty in their scientific-based professional courses. Course Evaluation revealed that the faculty members are very effective in the learning experience of the students. Faculty perceived that the students are proficient and have acquired the majority of the CILOs. Both assessments affirmed that there is a need to improve the leadership skills of the students. Results also indicate that the faculty assessment of the students' competencies is significantly related to the students' grade. As a recommendation, the Colegio should

conduct a course evaluation every semester, and the syllabus should be revisited to ensure leadership skill is integrated as a component.

KEYWORDS

Education, Student Learning Outcomes, Professional Courses, Descriptive Design, Calamba City, Philippines

INTRODUCTION

Program outcome measurement is the systematic assessment of the process and results of a program (Potter, 2006). Also, it provides a learning loop that needs information back into programs on how well they are doing (Patton, 2002). It also addresses how the program activities relate to changes in KASA (knowledge, attitude, skills, and aspirations). These help to measure program effects on participants.

The assessment focuses on student learning, a process that involves reviewing and reflecting on practice as academics have always done, but in a more planned and careful way (Ewell, 2000). According to Cox and Godfrey (1997), the process of utilizing assessment and evaluation within the context of education relates to the principles of good teaching and classroom management.

In 2013, Rev. Fr. Honorato Castigador O.P., the Rector and President of the Colegio conveyed that the academic school of Colegio de San Juan de Letran-Calamba (CSJL) embraced outcomes-based education. CSJL implemented programs and engaged in training activities that helped teachers and administrators understand the changing landscape of education. Outcomes-based education (OBE) restructures curriculum, assessment, and reporting practices in education to reflect the achievement of high order learning and mastery rather than the accumulation of course credits (Tucker, 2004). Furthermore, 21st-century skills were embedded in the curriculum.

Wong (2014) contends that learning outcome assessment has been an important tool in measuring the effectiveness of the program. According to Cox and Godfrey (1997), the importance of measurement, assessment, and evaluation techniques to the teaching process relates to the reason for the procedure of teaching itself. One assumes that students will be different

after a unit of work has been taught. The question arises as to the degree of difference. Hence, measurement assessment and evaluation are imperative in determining the difference. Within this context, classroom instruction enables students to achieve intended learning outcomes. In so doing, the teacher becomes a predictor.

Colegio de San Juan de Letran offers the program Bachelor of Science in Hotel and Restaurant Management. In 1997, CSJL started offering a BS Tourism major in Hotel and Resort Management. By 2002, the old curriculum was replaced by a BS Hospitality Management major in Hotel and Restaurant Management and it was in 2010, when it became BS Hotel and Restaurant Management. The Office of the Registrar annually conducts program evaluation, which measures the quality of service rendered to the students. However, there was no study on the assessment of the learning outcome.

FRAMEWORK OF THE STUDY

Program outcomes have more specific objectives that are explicitly stated in every course, known as the learning outcome. In the context of the Colegio, these learning outcomes are referred to as the Course Intended Learning Outcome or CILO. These are usually 5-6 statements that indicate what is expected from the students after a semester. Jackson, Wisdom, and Shaw (2003) reiterated that several methods could be used to assess these outcomes. Likewise, Fulks and Pacheco (2010) mentioned that different data could be utilized in the assessment. This study has chosen to use quantitative data to evaluate the outcome as Fulks and Pacheco indicated that these data can be easy to manage and can be generalized. Further, the research also considered the primary data to provide evidence of the students' knowledge, skills, and attitudes and measure the student learning. In the Colegio, learning outcomes were measured through the course requirements, which include but are not limited to quizzes, recitations, practical activities, examinations, and class activities.

In the conceptualization of the learning outcome, the Program Educational Objectives (PEO) should be formulated first. The alignments of these variables are imperative for the institution. In the context of the Colegio de San Juan de Letran-Calamba, the learning outcome addresses the PEO. Kommalapati et al. (2008) said that mapping would provide a quantitative measurement of the attainment of the program outcome.

Biggs and Tang (2007) and Warren (2005) have stated that the alignment of the teaching methods, learning activities, and the assessment task is necessary for an effective learning outcome. The Colegio procedures to check the consistency of the three elements were through a syllabus review by the program chair and academic heads. It is through strict compliance of the faculty in the content of the syllabus that will make the whole process in the attainment of the learning outcome.

Reichgelt, Zhang, and Price (2002), Naaj & Medhi (2012) suggest that the learning outcome should be expressed in action verb for the students to demonstrate what they have learned after a period. Likewise, the three domains that were developed by Benjamin Bloom was an educational framework embraced by the Colegio. This model is used to identify the learning outcome in every course. Cognitive, affective, and psychomotor skills were the main elements of Bloom’s Taxonomy. The result of this study has indicated the level of the CILOs of Professional courses in Bloom’s Taxonomy. Further, in this study, the scale of skills were adopted from the Dreyfus model.

The assessment cycle refers to the process called closing the loop and is figuratively represented in Figure 1. Closing the loop refers to the use of assessment results to improve student learning through collegial dialogue informed by the results of student service or instructional learning outcome assessment. It is part of the continuous cycle of collecting assessment results, evaluating them, using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results (Fulks and Pacheco 2010).

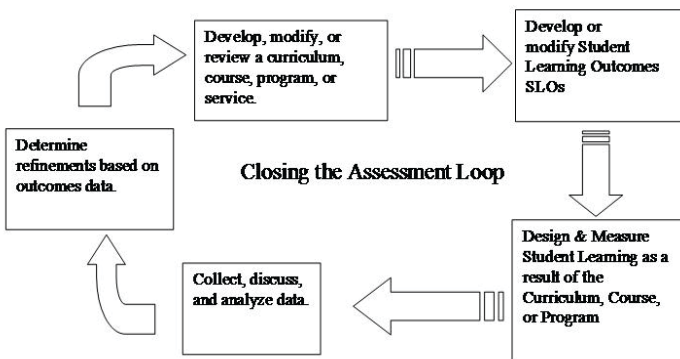


Figure 1. Assessment Cycle

This study focuses on the assessment of the learning outcome of B.S. HRM after completing the professional courses offered in A.Y. 2014-2015. The course intended learning outcomes (CILOs) were identified through reviewing the syllabi made by the STHM faculty. The CILO served as the learning objectives of the course.

OBJECTIVES OF THE STUDY

This study measured the learning outcome of the BS Hotel and Restaurant Management after completing the major courses offered in the First semester of A.Y. 2014-2015.

The study specifically aimed to:

1. Determine the result of the syllabi review of the professional courses in B.S. HRM program offered in first semester A.Y. 2014-2015;
2. Assess the course requirement status of the students enrolled in the professional courses offered in BS HRM;
3. Determine students' perceived effectiveness of professional courses;
4. Ascertain the extent of competencies gained after the completion of the professional courses as assessed by the BS HRM students and faculty;
5. Determine if there is a significant difference between the self-assessed learning outcome and the assessment of the faculty; and
6. Ascertain if the grades of the students in Professional courses are related to the extent of assessed competencies gained based on the Course Intended Learning Outcome.

METHODOLOGY

Research Design

This study used a correlational research design that evaluated the Course Intended Learning Outcomes of B.S. Hotel and Restaurant Management in Profession and related to the grades of the students. Likewise, a Quantitative approach was used determined the extent of competencies gained after completion of the major courses based on CILO, which pertains to the skills or knowledge or changes in their behavior as a result of involvement in the program.

Research Locale

The study was conducted at The School of Tourism and Hospitality Management located at John Matias Building of Colegio de San Juan de Letran.

Since there were 11 professional courses in 1st-semester A.Y. 2014-2015, respondents in each professional course were derived using Slovin's formula.

Table 1. Distribution of Respondents in Professional Courses

	Teacher	Number of Students N	number of samples n
Principles of Tourism 1	Faculty RS	50	33
Principles of Food Safety	Faculty M	60	38
Nutrition	Faculty M	45	31
F& B procedures	Faculty RS	49	33
Bakery Science	Faculty E & Faculty R	43	30
F&B cost control	Faculty C	53	35
Asian Cuisine	Faculty R	50	33
Rooms Division Mgt	Faculty C	47	32
Banquet & Catering Mgt.	Faculty M	45	31
Entrepreneur and Business Planning	Faculty A	56	36

Instrumentation and Data Collection

The study utilized a survey questionnaire intended for the students and faculty members. It measured the extent of competencies gained after completion based on the course intended learning outcome. The survey questionnaire for the students has two parts. The first part was adopted by the researcher from the Office of Vice President for Academics. These include generic questions in measuring learning outcomes in every program. On the other hand, the second part of the questionnaire contains the CILOs in every professional course. The researcher was permitted by the Dean of School of Tourism and Hospitality Management to administer questionnaires.

A syllabus review and interview with the faculty members were conducted to determine the CILOs of the major courses offered in BS HRM.

The course requirements for quiz, examination result, class standing, and grade per term were obtained from the Office of STHM to determine

the progress of the learning outcome of the students.

Data Analysis

To statistically evaluate the difference between the mean of the self-assessed learning outcome and assessment of the faculty, the researcher used paired sample T-test and Wilcoxon. Likewise, the researcher used a non-probability test the Wilcoxon which is based solely on the order in which the observations from the two samples fall.

RESULTS AND DISCUSSION

The faculty members of the School of Tourism and Hospitality Management were required to submit their syllabi two weeks before the start of the semester. These were reviewed by the program chair of HRM and were approved by the Dean of STHM. Reviewing the syllabi includes checking the format and its content. These include expectations that were stated in general terms and regarded as the Course Intended Learning Outcome (CILO). These CILOs are five to six statements that are aligned with the Institutional Intended Learning Outcome (IILO) and Graduate Attributes (GA). These GA are the characteristics that are expected of the students after their degree. Further, these are aligned with the 21st-century skills that cover leadership, critical thinking, problem solving, research practices, oral and written communication, global and multicultural literacy, environmental and conservation literacy.

The review presents that 80% of professional courses CILOs are aligned with the Institutional Intended Learning Outcome. On the other hand, 20% of the Asian Cuisine lecture and Food and Beverage lecture and laboratory syllabus obtain a very good rating. The two CILOs (CILO 1 & 4) of Food and Beverage are not aligned with the IILO (engage in research and continuous learning, and develop leadership in one's field of study). The Asian Cuisine Laboratory syllabus was rated average since three of the CILOs (CILO 1, 5, & 6) were not aligned with the IILO.

It is also vital that the CILOs are aligned with the specific course description. The study reports that an excellent rating (mean=5) was obtained in the alignment of the CILOs to the course description. Also, the CILOs should contain the three domains: cognitive, affective, and psychomotor in which all of the professional courses were rated excellent except for

the Asian Cuisine Laboratory, which was rated very good. The CLOs are written using action verbs, so the students can demonstrate what they have learned or achieved. The cognitive domain refers to mental activities, which are evident in all of the Professional courses. On the other hand, the psychomotor domain which focuses on physical activities, is best exhibited in all of the laboratory courses. The affective domain which includes the values and beliefs were also evident in all the CLOs of professional courses.

Moreover, the CLOs should be aligned with the Graduate Attributes (GA). It is good to note that all of the professional courses were rated excellent (5) on this part. This only implies that the outcome of the professional course will contribute to the quality of the students after they finish the degree.

The specific learning objectives in the syllabus are considered as the Intended Learning Outcome (ILO). These describe what the students should be able to do or demonstrate regarding particular knowledge, skills and attitudes, by the end of the course. The ILO should cover the blooms taxonomy and faculty should aim for a higher level of skills. Also, psychomotor and affective domain should explicitly state. In this part, all of the professional courses were rated very good (4) because most professional courses mostly focus on mental and physical activities and seldom include an affective domain in the ILO.

All of the professional courses are related to the subject matter with a mean of 5. Subject matter refers to the specific topics that were discussed in a week or a specified period in a term. Different teaching learning activities can be employed in which TLAs are discussion and demonstration. Some also included the video presentation, assigned reading, reflective lecturing, work along activities, and reporting. Based on the syllabi review of the program chair, all of the professional courses TLAs are appropriate to the ILO obtaining an excellent rating. However, not all ATs of the professional courses obtain an excellent rating. Such were Rooms Division and Asian Cuisine, which were rated very good.

At the latter part of the syllabus, classroom policies of STHM were stipulated. Likewise, the references that the faculty will use in the course should be at least five references published in the last five years. All of the professional course syllabi complied with the required references. These references should be available in the library, so students can access different sources for the course. Also, at least three journals and online references should be included.

Various tasks like quizzes, assignments, projects, activities, and exams were clearly stated in the syllabi of the professional courses and are consistent with the Colegio's grading system. The term grade comprises 25% quizzes, 25% class standing, and 50% examination. The Final grades were obtained from the average grade of the three-term (prelim, midterm and pre-final). These course requirements were encoded in the system by the faculty member in every grading system.

Course Intended Learning Outcome (CILO) in Professional Courses

The study shows that majority (42%) of the course intended learning outcome (CILO) of the Professional courses are focused on the application which was classified to a higher level of activities, it involves applying learned information to a new Bloom's level of cognitive skills (Scott, 2003). It is also good to note that 18% of the CILOs were focused on synthesis this attributed to the majority of the professional courses. On the other hand, a higher order of cognitive skill which is evaluation (6%), was observed in the following courses: Food Safety, Rooms Division, F & B Control System, and Banquet and Catering Management.

About the category of the course intended learning outcome in Bloom's Taxonomy, it is good to note that the Professional courses in HRM are engaging the students to the higher level of activities.

Students Grade in the Professional Courses offered in BS HRM in First Semester A.Y. 2014-2015

Colegio's grading system that was implemented was strictly monitored by the institution. The college grade comprises of quizzes 25%, term examination 50%, and class standing 25%. The class standing components include class activities, as mentioned earlier including the affective domain of the students. The faculty has the prerogative to assign percentage on the core values, which usually comprises 10-20% of the class standing.

A semester consists of 18 weeks of three terms namely: prelim, midterm and pre-final. A term comprised six weeks in which the last week of the term is the examination week.

The grades that reflected indicate the level of performance of the students in their professional courses. According to Bailey and Koney (2002), it is also a determinant for the attainment of the learning outcome. The performance is based on the knowledge, skills, and abilities students have learned from the course.

Grades of 1st year HRM students in Professional Courses

Students enrolled in food safety and sanitation were below average (78). Difficulties were encountered on the assessment of scientific-based knowledge, including biological hazards and Hazard Analysis Critical Control Points (HACCP). Despite difficulty encountered on the quizzes, students tend to excel in class activities including recitation, research on food safety and sanitation, assignments and oral reporting. A 78 grade indicates that despite the difficulty encountered students still achieved the learning outcome of the course. However, they still need improvement in their study skills in food safety and sanitation.

Despite a low grade in food safety and sanitation, the first year HRM students obtained an average grade of 85 in Principles of Tourism I. Principles of Tourism I deals with the role of the tourism industry, its different segments, and tourist impact in a geographical area. The study shows that the students are considered as average learners in this course and have attained the learning outcome by their grade.

Grades of 2nd year HRM students in Professional Courses

The 2nd year HRM students are considered below average (79). Similarly, the 2nd year HRM students are below average (77) in Nutrition to food service operation. This course provides awareness of the importance of nutrition to health. It also allows the students to understand dietary guidelines, food pyramid and food labels in planning menu. It also covers developing and implementing the healthy menu. The result indicates that the students encounter difficulty in this subject. It is also noted that Bakery Science and Nutrition to foodservice operation are both scientific-based course which finds the students difficult to excel. Likewise, both courses measure higher order of skills though the majority of the learning outcome of bakery science falls under application of the knowledge and principles. Despite a low grade in the said subjects, an overwhelming grade of 90 was obtained in F & B procedures. This course provides the students with the knowledge and application of table skirting, flower arrangement, table service, room service and guest relations. The grade obtains by the 2nd year HRM students points out that they did not encounter difficulty in this skilled-based course. In a similar manner, students have executed the expectation of their instructor as indicated in the learning outcome where the majority of the CILOs measure the application of the skills.

Results have revealed that 2nd year HRM students excel in skill based course rather than scientific-based course. Further, the scientifically based

course measures a range of higher cognitive level which is challenging for the 2nd year HRM students to achieve a higher academic performance. A low grade might indicate a result of poor study habits of the students. Ogbodo (2010), states that most problem that attributed to poor academic performance is through lack of proper study habits. It is also affirmed by Afful-Broni and Hogrey 2010 that most contributing factor for the low-grade is poor study habits.

Grades of 3rd year HRM in Professional Courses

Rooms Division Management and Cost Control System focuses on the practices and control procedures in housekeeping, front office and safety and security. The 3rd year HRM students were considered average learners in this course. Consistent grades were also observed in the subject of Food and Beverage Procedures (80) and Asian Cuisine (82). It implies that 3rd year HRM students are average learners in their knowledge-based courses and practices good study habits. Given the different assessment, task provided results have indicated that students have achieved the learning outcome.

Grades of 4th year HRM students

Banquet and Catering Management were focused on a restaurant concept, marketing plan, purchasing, budget control and the creation of the catering business plan. The 4th year HRM students are considered average learners and have achieved the learning outcome of the course. A similar grade was observed in Entrepreneurship. Banquet and Catering Management are combination of the previous professional courses in which the students have already gained familiarity and knowledge that have helped them to develop skills and attain a higher academic performance.

Course Evaluation of the students in the professional course

The evaluation shows that the highest mean value that was noted is 4.67, the students perceived that the topics covered in the professional courses are related to the course description. Before the implementation of the syllabus, the content of the course was examined by the program chair and dean. Also the alignment of the content was verified.

Biggs and Tang (2007) have developed the idea of constructive alignment in which the process of synchronizing teaching methods, learning activities and assessment task with course learning outcome. Also, the study revealed that the learning activities were rated excellent (4.63) as related

to the topics of the courses. Biggs and Tang (2007) added that the learning activities refer to any activity which stimulates encourages or facilitates the learning of one or more intended learning outcome.

The students perceived that three units for lecture course and five units a course with laboratory are adequate (4.49). Likewise, the time allotted in the professional courses obtained a mean value of 4.48. Though these variables were the lowest mean rating it is still interpreted as very good (Table 10.1).

The majority (70%) of the Professional courses obtain an excellent rating that is attributed to the content of the syllabus and the alignment of teaching learning activities, intended learning outcome and assessment task. An excellent rating implies that the faculty members provide quality learning experiences to the students.

Learning and Innovation Skills refer to the conceptual ability and creativity of the students. These skills are relatively significant in the increasingly complex life and work environments (www.P21.org, April 21, 2015). These are essential to be integrated into the HRM students because the hospitality industry utilized innovation to gain or maintain a long-term competitive advantage. Results show that all the variables about these skills were rated very good (4.42-4.45). This implies that the professional courses provide the development of students critical thinking and innovation skills, though the value may still show gap for the improvement of the courses. 40% of the professional courses obtain a mean excellent value on learning and innovation skills. This indicates that in Bakery Science, F & B Control System and Asian Cuisine the learning and innovation skills were exceptionally exhibited.

Today's environment is technology and media-driven, in which the hospitality industry is abreast with the demand of the digital age (www.p21.org April 21, 2015). An HRM student should keep up with the rapid changes in technology tools and can collaborate. The students perceived that they were given an opportunity to use technology to facilitate their learning, though this variable was the lowest mean value it is still interpreted as very good (4.34).

The study shows that the courses are vital in strengthening their career knowledge with the highest mean value of 4.70. The professional courses are highly significant in the application of their knowledge in the hospitality industry. Likewise, the skills that they acquire are highly relevant in their

career. The strategies that were utilized by the faculty members have assisted them to attain the learning outcome.

The extent of competencies gained after completion of professional course

After completing the professional course, it is important to assess the students as to how they have achieved the course intended learning outcome. The following discussions present the extent of competencies gained by the students through the learning outcome of the ten professional courses offered in 1st semester of A.Y. 2014-2015. The learning outcomes were assessed by the faculty handling the course and self-assessment were done by the students enrolled.

Principles of Food Safety and Sanitation

The faculty who handled food safety and sanitation mentioned that the CILO should address the Graduates Attributes and the given ILO. Leadership skill was one of the graduates attributes and several class activities were included that will manifest the leadership skills of the students. One of the class activities is conducting an observation on the potential safety hazards in the Colegio's canteen. Students were group, and one would assume a leader in a group, and they will analyze how sanitation is done in the canteen. Another activity is a seatwork that require group output. She mentioned that the position of a leader should rotate in the whole semester. Students were rated with the lowest mean rating of 3.11 and interpreted as competent obtaining in exhibiting leadership skills in the class as the faculty explained that the students are freshmen and the self-esteem of the students were just developing at this stage and were expected to fully develop at the end of the program. On the other hand, self-assessed revealed that they are proficient with a mean of 4.34.

As she recalled, during recitation the majority of the students would answer ambiguous term and were not able to expound the principles behind the situation. The students were rated as competent by the faculty in this aspect as they have partly attained the learning outcome of the course (3.72). Conversely, the student's self-assessment revealed that they have achieved the learning outcome, and they considered themselves as proficient (4.47) in analyzing HACCP, obtaining the highest mean rating for self-assessed.

Students are competent as rated by the faculty in expressing their ideas in food safety during the class discussion as these also measures the

communication skills of the students through oral and written assessment. The faculty justified that the students were not able to expound the principles during the assessment like recitation and seatwork. However, during informal setting like discussion, students were able to express their learning. Conversely, the students see themselves as proficient in communicating their ideas regarding food safety.

A mini research that was given to the students is the analysis of the food safety and sanitation practices of the concessionaires of the Colegio's canteen. Their actual observation of the operation includes identification of the possible hazard, the reason for the possible hazard, and the potential effect that this may bring. Likewise, students drew up conclusion and recommendation as a measure to prevent possible food borne illness. The students had partly achieved the learning outcome as they are rated 3.37 by their professor.

Students are considered competent in food safety and sanitation as assessed by their faculty. The highest rated mean (3.71) revealed that students are technically skilled however they need to improve their leadership skills with the lowest mean rating as assessed by the faculty. Conversely, the students see themselves as proficient with the highest mean rating of 4.47 as they are a good critical thinker and considered themselves responsible citizen, on the other hand, their lowest mean rating fall on the lifelong learner.

Principles of Tourism I

According to the faculty handling food and beverage procedures, the syllabus was adopted from the previous instructor though he is the one who formulate the course intended learning outcome. The assessment tasks given were quizzes, recitation, seatwork, assignment, and examinations. A part of the pre-final examination grade is the Laguna tour.

The faculty assessed the students considerably higher in all the variables. The faculty perceived that the students are expert in interpreting tourism industry, the assessment task provided were group recitation and group presentation. The highest mean value is 4.67 in which the faculty perceived that the students are expert in interpreting the history of the tourism industry. It implies that the students are good in comprehension. On the other hand, the study also shows that the lowest mean value based on the faculty assessed is 4.42 though it is still interpreted as proficient.

The students are an expert in this professional course indicating that the students have fully achieved the learning outcomes of the course.

Meanwhile, self-assessed reports that they considered themselves proficient in all aspects of food and beverage procedures with the mean value range from 4.09 to 4.30, respectively.

Bakery Science

The course intended learning outcome no 1-6 refers to the learning outcome in the laboratory and 7-12 are the intended learning outcome for the lecture.

Bakery Science has a maximum of 25 students enrollees due to the capacity of the laboratory facilities. Students were grouped, and one of will assume the responsibility of a leader in every laboratory. The position of the leader has to rotate every laboratory as he/she takes several responsibilities. The group leader has to conduct a meeting before the laboratory activity to make a production schedule that will determine the role of every member of the group. He/she has to check if the tool keeper had already requested the kitchen tools and equipment that they will use in the laboratory. Kitchen tool request should be made three days before to the activity. Also, he/she has to ensure that the marketer purchased all the ingredients. The faculty perceived the students as proficient (3.60) in exhibiting their leadership skills. On the contrary, students assessed themselves as an expert.

Laboratory activity requires integration of the theories that the students have learned during the lecture and the execution of their skills. The faculty handling the subject stated that the students were able to apply the principles during baking as they were perceived as proficient (3.97 & 4.17). It is also noted that the students assessed themselves as expert (4.53 & 4.80).

Communicating effectively among members is necessary for a group activity for the proper execution of the production schedule and to produce quality baked products. The faculty perceived that the students have achieved this learning outcome as she considered them as proficient with a mean of 4.20 & 3.69. However, the students see themselves that they had fully achieved the learning outcome obtaining mean of 4.60 and 4.90.

During laboratory exercises, the recipes were given by the faculty. However, during the laboratory examination, the students are required to formulate healthy recipes in the application of the baking principles. The students were considered as proficient (3.87 & 4.07) in the modification of

recipe as they have achieved the learning outcome. On the contrary, the students self-assessed showed that they are expert (4.73 & 4.80).

Likewise, in exhibiting concern and value to human life by practicing food safety during laboratory shows that the students were able to practice food safety during preparation and were considered as proficient by the faculty.

Generally, the faculty assessed the students as proficient (3.95) in Bakery Science. The study showed that the students are ethical and responsible citizen as the students as they respect their classmates during class activities. However, the study also indicated that the students obtain the lowest mean rating in technically skilled as assessed by their faculty.

Self-assessed results reveal that generally students perceived themselves as expert specifically in communicating during class activities in which they can be considered as a sensible communicator. However, their lowest rated mean was critical thinking though it is still interpreted as an expert.

Nutrition for Foodservice Operation

According to the faculty handling this course, in conceptualizing the CILO in Nutrition for Foodservice Operation, she takes into consideration the subject matter or topic of the course. She cited that a particular activity could measure more than one CILO.

The nutrition month is celebrated every July. During this month, Nutrition students were assigned to create a poster, and these were displayed in the public areas in the Colegio for the purpose of promoting healthy eating habits. The faculty assessed the students as proficient in promoting healthy habits, on the other hand self-assessed revealed that students are expert in this outcome.

A major requirement of the course is recipe modification wherein healthy recipe for school foodservice were designed by the students at the end of the semester. In modifying the recipe, the group has to choose nutritious ingredients and even adjust the cooking method that will contribute to the well-being of consumer. The students presented the food as well as the recipe in the class. With these, the faculty was overwhelmed with how the students have met the outcome as they were rated expert in this aspect.

Faculty-assessment revealed that the students are proficient in Nutrition in foodservice operation with the highest mean rating of 4.77 as they are

considered high in technical skills. Further, the self-assessed showed that students are high in communication skills. On the contrary, both respondents affirm that the students are low in leadership skills as it obtains the lowest mean.

Food and Beverage Procedures

The faculty video presentation included different table appointments and dining environment. Assessments were usually given during the lecture are quizzes in which the faculty stated that majority of the students passed the quizzes and obtained a high grade in the assessment. The record of the faculty could attest the rating. Likewise, the students are perceived as an expert in distinguishing the table appointments in a different table set up.

An overwhelming high competency was given in all of the parameters measuring the learning outcome. The highest mean rated by the faculty is the reflective steward of God as the students exhibit the affective domain of the course. Further, the self-assessed indicate that students are high in technical skills as they demonstrate food and beverage services. Conversely, both assessments revealed that the students are low in leadership skills obtaining the lowest mean.

Food and Beverage Cost Control

According to the faculty majority of the students failed on the application part and critical thinking in which they have to calculate and critique different financial aspects. In the event like this, the faculty reviewed the particular subject matter, so the students most likely understand the topic and performed what was expected of them. Out of 35 students respondents, 94% of the students passed the professional course.

Both assessments revealed that the students are high in ethically and responsible citizen, however, the faculty assessed that the students are low in criticizing foodservice with regards to purchasing and storage. The students see themselves low in leadership skills.

Asian Cuisine

Traditional food habits and meal composition cycle were discussed before the laboratory exercise. The faculty handling the subject rated the students as competent (3.36) as he based it on the quizzes given to them on the contrary, students perceived themselves as expert (4.61) as they have fully achieved the learning outcome.

Different Asian dishes require authentic ingredients. The recipes in each laboratory exercises were provided by the faculty handling the subject. He wants to ensure that students will purchase the authentic ingredients; he added that as much as possible, he wants to avoid ingredient substitution though there are some cases that a particular ingredient was not locally available. He considered that the students utilized various international as he identified the students as proficient. Conversely, it is noted that the students highly considered themselves as an expert.

On the pre-final part of the course, the students combined different Asian cuisine. With this, students integrated international flavors by creating and developing their menu through fusion. After the preparation, students were also required to discuss the dishes that they have developed.

Rooms Division Management and Control System

In examining the controls applied in rooms division and to discuss the different problems encountered, the students were given different activities to measure this outcome. Case studies were provided to assess the scenarios in the rooms division. The students evaluated the occupational safety and health of the Hotel laboratory. The faculty assessed the students as competent with a mean rating of 3.28 & 3.44. On the other hand, the students self-assessed showed that they have fully achieved the learning outcome (4.59 & 4.50).

As students are expected to be in the hospitality industry after their degree, they will encounter different workplace conflicts. They will be dealing with guest complains as well. In assessing how the students are able to evaluate and solve real life problems, they were given different scenarios to role-play in the class. Solutions were acted in workplace conflict following the procedure of dealing with conflict. The faculty had assessed the student as competent in dealing with conflict while the students considered themselves as proficient.

Both assessments revealed that the students are proficient in Rooms Division and Control System. The faculty assessed the students highest in leadership skills while it is considered as lowest mean by the students. The faculty observed that the students high in communication skills.

Entrepreneurship and Business Planning

Students in this course were expected to produce a business plan at the end of the semester. According to the faculty handling this course the students were usually group and for different case studies regarding the restaurant operation. These activities create awareness to the students with the opportunities in establishing a business. The students assessed themselves as the expert in this field as they have fully achieved the learning outcome, however, the faculty-assessed showed that the students are proficient. Further, sample case study that was given to the students is a competitive analysis. A competitive analysis is a detailed analysis wherein it helps understand the position of its major competitors and the opportunities that are available. This activity was done during the early part of the semester as an assessment task of the competency of the students. With these activity students, leadership skills and cooperation among team members were practiced. Students were rated proficient (3.69 & 4.31) by both respondents.

The business plan was a final requirement; students were grouped into five members wherein they have to conceptualize a restaurant or a bar. The business plan includes the organization, the product and services, the production plan and the marketing aspect. However, the financial aspect was not included in this business plan because according to the faculty the projected sales, cash flow and other financial statements that can only be done by an accountant. The students presented the business plan in class. With these students were considered as proficient by both respondents; this implies that the students have achieved the learning outcome. The legal aspect of the business plan measures the foundation business ethics and morality of the students. Likewise, the faculty rated the students as proficient (3.72).

Overall, the students are considered proficient in Entrepreneurship and Business Planning. Both assessments showed that the students are rated highest in the ethical and responsible citizen. The lowest faculty rating was attributed on lifelong learner of the students and self-assessed present low rating in leadership skills.

Banquet and Catering Management

On the early part of the semester, the students were grouped case analysis to assess the effectiveness of the management style of a catering business. Further, after analyzing of the catering scenario, they will formulate a recommendation as to how the business should deal with the difficulties. The study revealed that the students are proficient in their leadership skills as they collaborate with their team and be able to think critically in different cases of the catering business.

Before creating a business plan, the faculty provides a step by step process in which students should clearly understand how catering business would operate. Students created their business name, logo, mission, and vision. Likewise, menu proposal caters different occasions. A part of introducing the catering business in the market is to formulate a marketing promotion, wherein students create and present signage, brochure, and another business form, as well as adopting the new trends in a catering business.

Faculty assessment of the students on how they respond to real-life circumstances of a catering business obtained the lowest mean of 3.06 interpreted as competent. Likewise, same mean was obtain on how the students integrate green practices. On the other hand, the students see themselves as Proficient in both competencies.

Overall, the students are considered proficient in banquet and catering management. Faculty showed that the highest mean rating falls on technical skills while lowest on ethical and responsible citizen and steward of God. Conversely, self-assessed revealed that the students see themselves high in ethically and responsible citizen while lowest in leadership skills.

Summary of the extent competencies gained of the students in Professional Courses

The faculty perceived that the students are proficient in their professional courses. It also indicates that students have an in-depth understanding of the discipline and students have achieved the learning outcome of the course. On the other hand, students have a relatively higher mean rating on their competencies. They believed that they have fully achieved the learning outcome and considered themselves as expert in their discipline.

The study reveals that both assessments affirmed that the students are low in leadership skills. Leadership skills are essential for hospitality managers since they are in the people-oriented business. A manager with good leadership can influence their subordinate to work willingly towards the company’s goal. On the other hand, it is good to note that the faculty acknowledges the students as ethically and responsible citizen, while the students see themselves as good communicator.

Table 2. Summary of the extent competencies gained of the students in Professional Courses

	FACULTY ASSESSEMENT							grand mean		SELF-ASSESSMENT							grand mean		
	Competent leader	Critical thinker	Sensible communicator	Lifelong learner	Ethical & responsible	Technically skilled	Steward of God			Competent leader	Critical thinker	Sensible communicator	Lifelong learner	Ethical & responsible	Technically skilled	Steward of God			
Food safety	3.1	3.4	3.3	3.4	3.2	3.7		3.35	competent	4.3	4.5	4.4	4.32	4.47	4.4			4.4	Proficient
Principles of To	4.4	4.7	4.4	4.5	4.6	4.7		4.55	Expert	4.2	4.2	4.3	4.15	4.3	4.1			4.2	Proficient
Bakery Science	3.6	4	4.2	3.9	4.2	4.1		3.98	Proficient	4.6	4.5	4.6	4.73	4.8	4.7			4.7	Expert
	3.7	3.9	3.7	4.1	3.2	5		3.92	Proficient	4.7	4.7	4.9	4.8	4.47	4.8			4.7	Expert
Food and Bever	4.7	4.7	4.7	4.7	4.7		4.8	4.72	Expert	4.6	4.6	4.6	4.7	4.64		4.6		4.6	Expert
Nutrition for Fo	3	3.4	3.5	4.7	4.8		4	3.90	Proficient	4.6	4.4	4.7	4.67	4.63		4.6		4.6	Expert
Rooms Division		3.3	3.4	3.4	4.1	3.4		3.52	Proficient		4.6	4.5	4.41	4.31	4.4			4.4	Proficient
F & B control sys	3.1	3.1	3	3	4.3	3		3.25	competent	4.4	4.6	4.6	4.56	4.78	4.7			4.6	Expert
Asian Cuisine	3.4	4	3.6	4.8	4.8	4		4.09	Proficient	4.6	4.6	4.6	4.58	4.76	4.6			4.6	Expert
	3.6	4				4.1		3.90	Proficient	4.8	4.6				4.6			4.7	Expert
Entrepreneursh	3.7	3.7	3.7	3.6	3.7			3.67	Proficient	4.3	4.4	4.5	4.53	4.61				4.5	Proficient
Banquet and Ca	3.9	4			3.1	4	3.1	3.60	Proficient	4.2	4.2			4.35	4.2	4.3		4.2	Proficient
Grand Mean	3.7	3.8	3.8	4	4.1	4	3.9	3.87	Proficient	4.5	4.5	4.6	4.55	4.56	4.5	4.5		4.5	4.5
	lowest			highest						lowest		highest							

Self-assessed learning outcome and the assessment of the faculty in the professional courses

In the entire six-course learning outcome, t-test and Wilcoxon revealed at 99% confidence interval that there is a significant difference between the mean ratings of the faculty and the self-assessment of the students. Thus, the results support the research hypothesis. The faculty rated the students’ competencies lower than what the student’s rate themselves. The faculty believes that students in food safety acquired technical skills as they devised measures to prevent foodborne illness. Likewise, the faculty believed that the student partly acquires critical thinking, sensible communication, lifelong learning, competent leadership and ethically responsible citizenship.

Although the competencies listed are almost similar in rating what was achieved by the students after completion of the professional course was not as high as what the students believed themselves demonstrated.

Principles of Tourism 1

Based on the t-test and Wilcoxon, there is a significant difference in the assessment of two courses learning intended outcome. It is evident that the faculty handling the subject significantly rated the students competencies higher in interpreting the tourism industry.

Bakery Science

It is interesting to note a significant difference in all the assessments of the course intended learning outcome as assessed by the faculty and student. All of the variables were significantly different at 99% confidence coefficient. It is evident that the faculty rated the student significantly lower in the competencies that the students acquired after the course. It is good to note that the faculty perceived the students to be the ethical and responsible citizen as they obtain the highest mean. On the other hand, the students see themselves as an expert in all fields.

Nutrition for Foodservice Operation

Based on the t-test and Wilcoxon, the registered variation presents that there is a significant difference in the assessment of the four course intended learning outcome. The mean for a competent leader (3.03), critical thinker (3.37), sensible communicator (3.50) and steward of God (4) were significantly different from the students self-assessed. A t-test on the data showed that this difference was significant at the 0.001 alpha level thus research hypothesis was supported.

Food and Beverage Cost Control

There is a significant difference in all the assessment of the course intended learning outcome as assessed by the faculty and the students. All of the variables were significantly different at 99%. It is evident that the faculty handling food and beverage control system rated the student significantly lower in all the competencies than the students rating. The research hypothesis was supported.

Asian Cuisine

The study revealed that there are significant differences in the seven course intended learning outcome in Asian Cuisine. The faculty handling the subject rated the learning outcome of the students significantly lower than their assessment. Conversely, it is apparent that both assessments is likely similar in practicing food habits and comparison on country nationality food.

Rooms Division Management and Control System

A significant difference on all the assessments of the course intended learning outcome as assessed by the faculty and student's self-assessed. All of the variables were significantly different at 99% confidence coefficient. It is evident that the faculty rated the student significantly lower in the competencies that the students acquired after the course. The faculty perceived the students to be sensible communicator as they obtain the highest mean. On the other hand, the students rated themselves as proficient in Rooms Division.

Entrepreneurship and Business Planning

In the entire six-course learning outcome, t-test and Wilcoxon revealed at 99% confidence interval that there is a significant difference between the mean ratings of the faculty and the self-assessment of the students. It is evident that the students rated themselves higher than the faculty handling Entrepreneurship and Business Planning. Both respondents perceived that the students acquired a sound foundation of business morality and ethics in business decisions and trended analysis as it obtained the highest mean. On the other hand, the lowest mean value was the lifelong learner and competent leader.

Banquet and Catering Management

A significant difference was attributed in the remaining CILO. It is evident that the faculty assessed the students significantly lower in the areas of technically skilled, ethically responsible and stewardship of God.

Faculty assessed and students' self-assessed competencies as related to their Grade

Principles of Food Safety and Sanitation

The study shows that there is a high relationship between the assessment of the faculty on the leadership skills of the first year HRM students and the grades in Food Safety after the semester. A high relationship indicates that the leadership skills as stated in the course intended learning outcome of food safety is highly measurable by the faculty handling the subject as it is reflected in the grades of the students. Likewise, it is also evident that the thinking skills, technical, communication skills research skills and ethically responsible citizen show a substantial relationship with the grades of the first year students. It indicates that their grades are proportional with the said competencies.

Principles of Tourism 1

There is a moderate relationship between the assessment of the faculty in the competencies of the first year students and the grades that were obtained in Principles of Tourism I. It indicates that the evaluation of the faculty in the leadership skills, critical thinking skills, communication skills, research skills, and technical skills of the students is substantially reflected on the grades that were given by the faculty. Also, the five course intended learning outcome can be quantified. On the other hand, the study also revealed that all of the students self-assessed shows a very low relationship with their competencies. The low relationship indicates that their assessment is lower compared to their grades in Principles of Tourism I and it probably also indicates that the course intended learning outcome is not that clear to them.

Nutrition for Foodservice Operation

An overwhelming high relationship registered between the assessment of the faculty on the competencies; namely; leadership skills, thinking skills and communication skills- and the grades of the 2nd year HRM students. The competencies mentioned are highly measurable and have been quantified through the grades given by the faculty handling Nutrition. However, the last two competencies show no relation on the grades of the 2nd year students.

Food and Beverage Procedures

There is relationship between the faculty assessment on the competencies namely- leadership skills, communication skills, research skills and ethically responsible citizen- and the grades of the 2nd year HRM students

in Food and Beverage Procedures. It points out that these competencies are clear, and the faculty could quantify the learning outcome through the grade. Conversely, it is noted that only one competency which pertains to communication skills of the 2nd year HRM students attain a substantial relationship.

Food and Beverage Cost Control

The researcher finds a relatively moderate relationship between how the faculty assessed all the competencies of the 3rd year students and their grades at the end of the semester. The value of r ranges from 0.534 to 0.610. The result points out that competencies of the 3rd year students as rated by the faculty is proportional to the grades. It further suggests that the CILO's of Food and Beverage Cost Control is evident to the students as it can be justified through the grades given to them.

Rooms Division Management and Control System

An examination of the correlation revealed further insights into the relations between the subscales. The first results infer a moderate correlation between the faculty assessment of the competencies of 3rd year HRM students and with the grades in Rooms Division Management. This result affirms that the thinking skills, technical, communication skills, research skills and ethically responsible citizen were proportional with the students grade. It is also supported by the self-assessment of the 3rd year HRM students in their communication skills and research skills.

Entrepreneurship

The researcher found a moderate relationship between the faculty assessment of the 4th year students competencies and their grades in Entrepreneurship and business planning. The value of r ranges from 0.422 to 0.520. It suggests a substantial relationship between the variables. Further, it points out that the leadership skills, thinking skills, communication skills, research skills, and being ethically responsible citizens were proportional with the grade they obtain after the 1st semester A.Y. 2015-2016. Similarly, the students self-assessed competencies also show substantial relation to their thinking skills, research skills and ethically responsible citizen.

Banquet

The first results in the column indicate a moderate correlation between the rating of the faculty on the competencies of the 4th year HRM students (leadership skills, thinking skills, and technical skills) and their grades in banquet and catering management. The said competencies were proportional with the grades of the students. It also indicates that the course intended learning outcomes are clear and could be quantified as it reflects on the grades.

Table 3. Summary of Faculty students' assessment of competencies as related to their Grade in Professional Courses

Professional Courses	Faculty assessed competencies as related to students grade	Student assessed competencies as related to students grade
Principles of Food safety and sanitation	accept Ha (related)	accept Ha (related)
Bakery Science Lec & Lab	accept Ha (related)	reject Ha (not related)
Nutrition for Foodservice Operation	accept Ha (related)	reject Ha (not related)
Food and Beverage Procedures	accept Ha (related)	reject Ha (not related)
Food and Beverage Control system	accept Ha (related)	reject Ha (not related)
Asian Cuisine lab	reject Ha (not related)	reject Ha (not related)
Rooms Division Management	accept Ha (related)	reject Ha (not related)
Entrepreneurship	accept Ha (related)	reject Ha (not related)
Banquet and Catering Management	accept Ha (related)	reject Ha (not related)

CONCLUSIONS

The faculty handling the professional courses complied with the Colegio's policy on the content and format of the syllabus. In this research, it is concluded that majority of the syllabi course intended learning outcome have higher order skills and manifestation of this competencies was evident in the students. The course intended learning outcome, teaching learning activities and assessment tasks were aligned that students reached the desired the outcome.

By the grade, the HRM students have difficulty in attaining a higher academic performance in their science-based professional courses. On the other hand, they are average learners in their knowledge-based professional course and are capable of excelling in their skills based professional course.

Students enrolled in professional courses are proficient and have achieved all the learning outcome of the professional course. Based on the analysis of all the mean value across the professional courses, both assessments revealed that the HRM students are low in leadership skills. It is concluded that the learning outcome of the professional courses have not adequately integrated the leadership skills and have the least contribution in the graduate attribute to be a globally competent leader. On the other hand, the professional courses have a great contribution on the students to be ethically and responsible citizen. It is, therefore, understandable that the professional course has successfully integrated this attribute in all professional courses.

The faculty members have a lower rating on the students' competencies while the students tend to overrate themselves.

Competencies have a substantial relationship between the grades of the students. The faculty assessment and the grades are proportional. The majority of the faculty has stated their course intended learning outcome specific, measurable, attainable, and time bound as it could be quantified. Hence, the faculty members are experts in the discipline in assessing the learning outcomes.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are formulated.

Syllabus review and evaluation of the course intended learning outcome of the students should be done every semester. It is also suggested that the course evaluation should not have only generic questions across all program it should also contain the assessment course intended learning outcome of a professional course.

The Office of the Vice President for Academics should provide a rubric for the instrument for syllabus review to delineate the 5 point scale rating and will justify why the rating was made by the evaluator.

The course intended learning outcome should have several specific learning outcomes covering three domains: cognitive, affective and psychomotor. In addition, a review of TLAs could be done to assure that the activities meet the ILOs.

Since the institution implements outcome-based approach in all courses, it should focus on the desired outputs not the inputs which refer to the content and method. It is suggested that faculty could adopt an approach to planning which is the “backward design”. It is an approach to designing a curriculum or a course that begins with the end in mind and designs toward that end. Then, identifying the evidence necessary to determine that the results have been achieved through assessment. The faculty determines the necessary knowledge, skills and then the teaching needed to equip the students to perform what is expected on them.

The course intended learning outcome in all professional courses should focus more on higher order skills in the Bloom’s taxonomy.

Since the students are considered digital natives, the students should be provided with the opportunities to facilitate learning. The school should invest for the technology needed in every professional course.

Grades and learning outcomes could be regarded as complementary measures, measuring different aspects of students’ learning. While grades mainly measure subject specific knowledge based on academic criteria, learning outcome to a greater extent measure the competencies of the students. The measure of the learning outcomes is a relevant tool in assessing the skills that go beyond subject specific knowledge. It is suggested that grades will also be evaluated in relation to the learning outcome of the students.

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