






# Student Outcomes for Bachelor of Science in International Hospitality Management Specialized in Cruiseline Operation in Culinary Arts for the Years 2018-2022

SEVILLIA S. FELICEN<sup>1</sup> , MARY ANGELICA Y. MARASIGAN<sup>1</sup>   
& KRISTINE M. MANLAPAZ<sup>1</sup> 

<sup>1</sup>Lyceum of the Philippines University – Batangas, Batangas City, Philippines

*Corresponding Author: [ssfelicen@lpubatangas.edu.ph](mailto:ssfelicen@lpubatangas.edu.ph)*

Originality: 100% • Grammarly: 98% • Plagiarism: 0%

## ABSTRACT

### Article History

Received: 08 Oct 2024  
Revised: 20 Jan 2026  
Accepted: 30 Jan 2026  
Published: 30 Mar 2026

**Keywords**— Education, student outcomes, cruise line management, Descriptive Design, Philippines

An educational outcome is what a student should be able to do upon successful completion of an academic program. This study aims to assess the attainment level of 13 student outcomes for Bachelor of Science in Hospitality Management students specializing in Cruise Line Operations in Culinary Arts (BSIHM-CLOCA). This study used a descriptive design to assess the student outcomes of BSIHM-CLOCA. The study participants were 72 students, or 100% of the 2 sections of BSIHM-CLOCA, who

began the program in 2018 and graduated in 2022. They were assessed in all professional courses offered each semester from the first year to the fourth year of the program. The study used percentages and ranking to assess the student



© Felicen, S. S., Marasigan, M. A. Y., & Manlapaz, K. M. (2026). Open Access. This article published by JPAIR Multidisciplinary Research is licensed under a Creative Commons Attribution-Noncommercial 4.0 International (CC BY-NC 4.0). You are free to share (copy and redistribute the material in any medium or format) and adapt (remix, transform, and build upon the material). Under the following terms, you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. You may not use the material for commercial purposes. To view a copy of this license, visit: <https://creativecommons.org/licenses/by-nc/4.0/>

outcomes of BSIHM CLOCA graduates. A 75% performance target was set for all performance indicators. Based on the findings, all students met and exceeded the 75% performance target for each performance indicator across all 13 student outcomes. This indicates that students can easily adapt to the program. An action plan was proposed to improve student outcomes in culinary arts.

## INTRODUCTION

Learning outcomes clearly define what students can do upon completing a learning experience. In formal higher education programs, learning experiences can be organized into distinct units. These units may range from a few hours of individual or classroom-based learning to a one-semester course, or even a structured program lasting two to four years (Rao, 2020).

In addition, students in this batch experience both face-to-face and online learning. During their first and second years, they attended class face-to-face; during their 3rd and 4th years, when the COVID-19 pandemic hit the Philippines, an online learning modality was used. Students were restricted from attending school for safety and security reasons.

An educational outcome is what a student is expected to achieve upon successfully completing a program, course, or instructional unit. One of the key benefits of Outcome-Based Education (OBE) is its clarity and relevance, fostering meaningful discussions, accountability, and self-directed learning. It offers flexibility, integrates teaching, learning, and assessment within a cohesive framework, and supports diverse learning styles, encouraging innovation in teaching (Davis et al., 2015).

Evaluating student learning outcomes (SLOs) through effective assessment is a challenging, multifaceted process for all higher education professionals. Conversations at the university level are increasingly focused on SLOs related to students' skills proficiency, continuous improvement, and retention (Goss, 2022).

The Bachelor of Science in International Hospitality Management with a specialization in Cruise Line Operations in Culinary Arts (BSIHM-CLOCA) offers foundational and specialized education in culinary arts and food service. Through academic coursework, hands-on laboratory practice, and field internships, the program equips students with the knowledge and skills to ensure efficient, high-quality food preparation and service. The curriculum focuses on two key areas: culinary operations and management, preparing graduates for various roles in food production and restaurant management within the growing cruise line industry

The BSIHM program, specializing in Cruise Line Operations and Culinary Arts, has been awarded Center of Excellence status by the Commission on Higher Education. It has PACUCOA Level IV Accredited Status, International Center of Excellence (4-stars) awarded by the Asia Pacific Institute for Events Management (APIEM), and is fully accredited by The International Centre of Excellence in Tourism and Hospitality Education (THE-ICE).

With such a high level of accreditation, students are expected to achieve high student outcomes. Student outcomes, or course outcomes, are the desired exit outcomes that are critical to curriculum design and serve as directions for all other levels of outcomes in an instructional system. This study was conducted to measure the level of attainment of student outcomes in the Cruise Line Operations Culinary Arts Program, as a basis for curriculum enhancement.

### **OBJECTIVES OF THE STUDY**

This study aims to assess the level of student outcomes of Bachelor of Science in Hospitality Management Students specialized in Cruise Line Operation in Culinary Arts. Specifically, it 1) assessed the 13 student outcomes with different numbers of performance indicators and 2) proposed an action plan to improve the student outcomes.

### **FRAMEWORK**

This study is anchored to the Outcome-based education (OBE) framework by Spady (1994), which focuses and organizes everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. It emphasizes achieving clearly defined learning outcomes as the primary goal of education. It shifts the focus from traditional content delivery to what students can demonstrate upon completing their learning.

The desired learning outcomes, or what students should know, be able to do, or value, are explicitly stated from the outset. These outcomes drive all aspects of the educational process.

It also focuses on what students learn rather than what teachers teach. The instruction and assessment methods are designed to support students in achieving the defined outcomes.

## METHODOLOGY

### Research Design

This study used a descriptive design to assess the student outcomes of the Bachelor of Science in International Hospitality Management, specialized in Cruise Line Operations in Culinary Arts (BSIHM-CLOCA). Descriptive research seeks to provide an accurate and systematic depiction of a population, situation, or phenomenon. It addresses questions of what, where, when, and how, but does not focus on why (McCombes, 2023).

### Respondents

The participants in the study were 72 students, or 100%, from the 2 sections of BSIHM-CLOCA who started the program in 2018 and graduated in 2022. They were assessed in all professional courses offered each semester, from the 1st year to the 4th year of the program. The researchers used the entire population.

### Instrumentation

The study used the 13 student outcomes, with specific performance indicators, of the BSIHM-CLOCA program as a data-gathering instrument. Each outcome has particular performance indicators that vary from 3 to 6. The questionnaire is based on the program's student outcomes. The instrument used only the percentage of the student grades.

### Data Gathering Procedure

During the curriculum mapping, courses were reviewed by the deans, department chairs, and faculty experts to determine which specific student outcomes each course will include. The result of this curriculum mapping was used to assess student outcomes against the given performance target of 75 percent across all indicators.

The researcher used the class record submitted by the faculty members who handled the professional courses for the BSIHM CLOCA Program. The class record is being kept in the dean's office. The final grades of the students for each course were obtained from the class records and tallied in Excel. After tallying, the average score per indicator was computed.

### Data Analysis

The study used percentages and ranking to assess the student outcomes of BSIHM CLOCA graduates. The percentage was used to measure students' performance in each course assessed under the performance indicators. Data

collected from the class records were tabulated and analyzed by final grade for each course. The average rating was computed in Excel to obtain the average score per performance indicator. A 75% performance target was set for all performance indicators.

### Research Ethics Protocol

The Data Privacy Act of 2012 was observed in the gathering of data. The data gathered were handled with strict confidentiality and used only for research purposes. To maintain the survey's strict confidentiality, the report refrains from naming individuals. The participants' identities, while disclosed as students of BSIHM CLOCA from SY 2018 to 2022, remain otherwise undisclosed. The researchers refrain from expressing personal opinions, presenting solely information and results derived from the collected data.

## RESULTS AND DISCUSSION

**Table 1**

*Student Outcome A. Apply Knowledge of Physical, Social, Natural Sciences, and Humanities in the Practice of the Profession*

Performance Indicators	Rating	Rank
a.1 Demonstrate a better understanding of their personality, self, and identity and basic skills in managing and caring for the self.	85.83	5
a.2. identify the challenges posed by globalization from a variety of perspectives and its effects on traditional cultures and communities, and local, national, and regional economies.	88.50	1
a.3 Appreciate and contribute to artistic beauty.	87.42	2
a.4 Reflect critically on shared concerns and think innovative, creative solutions guided by ethical standards.	87.40	3
a.5. Apply different analytical modes in tackling problems methodically.	85.95	4
Average	87.02	

Table 1. Apply knowledge of physical, social, natural sciences, and humanities in the practice of the profession, showing 5 performance indicators with an average rating of 87.02. Identify the challenges posed by globalization from a variety of perspectives and its effects on traditional cultures and communities, and local, national, and regional economies (Performance Indicators - PI 2) with a rating of 88.50% ranked the highest followed by appreciate and contribute to artistic beauty (PI 2) with a rating of 87.42% and the indicator with the lowest

rating demonstrate a better understanding of their personality, self, and identity and basic skills in managing and caring for the self (PI 1) with rating of 85.83). The result means that the performance target of student outcomes A was met and exceeded.

Students become aware of the challenges posed by globalization through the courses they take during their college years at LPU. Experiential learning opportunities such as internship programs, local and abroad, and field research projects allow students to witness firsthand the effects of globalization in different contexts. By immersing themselves in diverse cultures, economies, and environments, students gain a deeper appreciation for the complexities and challenges of globalization.

Aside from globalization, adapting to online learning also affects students' grades. These courses were taken during the pandemic, when students had to make adjustments from face-to-face to online learning.

Globalization is the growing interconnectedness and interdependence of countries and their economies through the exchange of goods, services, information, ideas, and technology. This multifaceted process involves economic, social, cultural, and political integration worldwide. Advances in technology, especially in transportation and communication, have facilitated globalization by reducing barriers to trade, investment, and communication between nations (Singh, 2021).

**Table 2**

*Student Outcome B. Apply Skills in Food Handling, Food Production, Food Presentation, And Food and Beverage Service Operations Based On International Standards*

Performance Indicators	Rating	Rank
b.1. Identify the appropriate quality of the ingredients to be used.	98.80	1
b.2. Apply the appropriate cooking methods and techniques in food preparations	87.69	5
b.3. Exhibit creativity on food plating and presentation	92.14	2
b.4. Apply skills in food and beverage operations	91.13	3
b.5. Pass the TESDA competency assessment and obtain National Certification in Food and Beverage Service, Ship's Catering and Cookery	88.63	4
Average	91.68	

Table 2. Apply skills in food handling, food production, food presentation, and food and beverage service operations based on international standards with 5 performance indicators showing an average rating of 91.68%. Identify the appropriate quality of the ingredients to be used (PI 1) with a rating of 98.80, followed by Exhibit creativity on food plating and presentation (PI 3) with a rating of 92.14, and the lowest, apply the appropriate cooking methods and techniques in food preparations (PI 2) with a rating of 87.69%. The result means that the performance target of student outcomes B was met and exceeded.

The students were able to identify the appropriate quality of ingredients for every menu because they learned this in the different courses they took in the culinary program. Choosing appropriate ingredients is crucial to the success of any culinary endeavor, whether at home or in a professional kitchen.

Bohn et al. (2022) found that analyzing declared ingredients and nutritional values enables food professionals to evaluate consistency, authenticity, and compliance with quality standards. This approach helps ensure that ingredients used in food production meet regulatory requirements and expected nutritional quality.

**Table 3**

*Student Outcome C. Adapt to Technological Advancement and Services of International Standards Utilizing the Different Software and Applications for Cruise Line*

Performance Indicators	Rating	Rank
c.1 Operate Micros Opera System and Point of Sales system.	90.10	2
c.2 Prepare night audit and other rooms division reports	87.82	3
c.3 Analyze food and beverage sales reports and update inventory using POS	91.30	1
Average	89.74	

Table 3. Adapt to technological advancements and international-standard services, utilizing various software and applications for the cruise line, with 3 performance indicators showing an average rating of 89.74%. Analyze food and beverage sales reports and update inventory using POS (PI 3), followed by operating Micros Opera System and Point of Sales system (PI 1) with a rating of 90.10%, and the lowest Prepare night audit and other rooms division reports (PI 2) with a rating of 87.82 %. The result means that the performance target of student outcomes C was met and exceeded.

Students can analyze food and beverage sales reports in courses such as Food

and Beverage Cost Control. Knowledge of this provides valuable insights into the performance of a restaurant, bar, or food service establishment because these reports typically include data on sales volume, revenue, menu item popularity, customer preferences, and trends over time.

Sales volume data helps in identifying peak business hours, popular days of the week, and seasonal trends. By analyzing this data, managers can adjust staffing levels and stock levels accordingly and plan promotional activities to maximize sales during high-traffic periods. Revenue figures provide an overall picture of the establishment's financial health. By comparing revenue across different time periods, managers can assess growth patterns, identify downturns, and investigate potential causes such as menu changes and external factors.

**Table 4**

*Student Outcome D. Demonstrate Ethics, Professionalism, And Respect to Cultural Diversities in Performing Duties and Responsibilities*

Performance Indicators	Rating	Rank
d.1 Understand the cultural diversity issues in the workplace.	96.39	2
d.2 Identify social problems/issues, trends and impact.	87.96	4
d.3 Conduct research to address the issues	93.37	3
d.4 Demonstrate understanding of the customs and traditions of different nationalities.	97.38	1
d.5 Participate actively in the community extension program of the college.	85.69	5
d.6 Demonstrate adaptability and flexibility to any situation.	85.38	6
Average	89.56	

Table 4. Demonstrate ethics, professionalism, and respect for cultural diversity in performing duties and responsibilities with 5 performance indicators showing an average rating of 89.56%. Demonstrate understanding of the customs and traditions of different nationalities (PI 4) with a rating of 97.38% rating first, followed by understanding the cultural diversity issues in the workplace (PI 1) with a rating of 96.39%, and the indicator with the lowest rating, demonstrate adaptability and flexibility to any situation (PI 6) with the rating of 85.38%. The result means that the performance target of student outcomes D was met and exceeded.

Students were able to understand the customs and traditions of different nationalities through the course Multicultural Diversity in the Workplace. This is essential for fostering cultural sensitivity, building rapport, and avoiding misunderstandings in cross-cultural interactions. Demonstrating knowledge of

the customs and traditions of different nationalities involves recognizing and respecting cultural norms, values, and practices. This includes understanding greeting customs, dining etiquette, religious observances, gestures, and taboos specific to each culture.

McMurry (2022) demonstrates that customs and traditions are central to the identity of indigenous groups in the Philippines and play a key role in their recognition by the state. The study finds that formal recognition of indigenous practices, such as customary law and ancestral land governance, strengthens cultural understanding and pride without weakening national identity. Instead, integrating diverse cultural traditions into state institutions fosters both respect for cultural differences and stronger identification with the nation.

**Table 5**

*Student Outcome E. Communicate Effectively and Express Themselves Clearly Both Orally and Written*

Performance Indicators	Rating	Rank
e.1 Speak basic foreign languages such as Mandarin/French/Spanish/Korean/ Nihongo.	88.73	3
e.2 Create business correspondence for different purposes.	93.82	1
e.3 Write in different formats and platforms with clarity and efficiency.	88.34	5
e.4 Use appropriate language to deliver and convey expressions clearly in performing hospitality and tourism services	90.08	2
e.5. Exhibit responsible use of non-verbal clues, pictures, graphics, and images in oral, written, and online communication	88.57	4
Average	89.08	

Table 5. Communicate effectively and express themselves clearly both orally and in writing, with 5 performance indicators showing an average rating of 89.08%. Create business correspondence for different purposes (PI 2) ranked first, having a rating of 93.82%, followed by Use appropriate language to deliver and convey expressions clearly in performing hospitality and tourism services (PI 4) with a rating of 90.08%, and the lowest rating 88.34 for PI 3 Write in different formats and platforms with clarity and efficiency. The result means that the performance target of student outcomes E was met and exceeded.

Students learned to write business correspondence in the GEC-PCom course. Business correspondence is important because it serves various purposes, including conveying information, making inquiries, requesting assistance, and expressing appreciation. Effective business correspondence requires clarity,

professionalism, and consideration of the recipient's perspective. Analyzing each communication's purpose, content, and tone helps ensure that the message is conveyed effectively and achieves its intended goals.

Communication is regarded as a crucial tool for organizational performance and growth. Most businesses depend on effective communication with both customers and employees to boost sales and drive growth. Poor or ineffective communication often leads to organizational mismanagement and unfavorable business outcomes. The study Mandasari (2020) confirmed that effective communication within any business significantly impacts employee performance. Businesses are encouraged to maintain a strong flow of information throughout the organization to enhance employee performance and long-term profitability.

**Table 6**

*Student Outcome F. Apply Innovative Management and Entrepreneurial Functions in Service-Oriented Business Organizations*

Performance Indicators	Rating	Rank
f.1 Apply management theories and principles in the formulation of hospitality and cruise line-related business	93.13	2
f.2 Analyze business opportunities in the marketplace	91.55	3
f.3 Conceptualize innovative products and business ideas.	87.42	4
f.4. Develop and present a business plan	95.76	1
Average	91.96	

Table 6. Apply innovative management and entrepreneurial functions in service-oriented business organizations with 4 performance indicators showing an average rating of 91.96%. Develop and present a business plan (PI 4) with a rating of 95.76%, followed by applying management theories and principles in the formulation of hospitality and cruise line-related business (PI 1) with a rating of 93.13%, and the indicator with the lowest rating is 87.42. Conceptualize innovative products and business ideas (PI 3). The result means that the performance target of student outcomes F was met and exceeded.

Students learned to develop and present a business plan because this is one of the requirements in the course Entrepreneurship and Business Planning. Learning to develop and present a business plan in a course serves multiple purposes, including practical skill development, critical thinking, understanding of business concepts, preparation for entrepreneurship, enhanced communication skills, receiving feedback, and assessing entrepreneurial viability. These skills and experiences are essential for students aspiring to succeed in the dynamic and

competitive world of work.

Entrepreneurs serve as the cornerstone of a nation's economy. Strengthening a country's economic foundation necessitates a dedicated emphasis on the younger generation (Hameed & Irfan, 2019). College students, exhibiting remarkable potential for innovation and entrepreneurship, stand at the forefront. Their capacity for independent learning renders them adept at fostering an entrepreneurial spirit. Moreover, engaging college students in innovation and entrepreneurial endeavors is notably feasible. Evidence suggests that students who undergo entrepreneurship education tend to harbor greater entrepreneurial aspirations (Lv., 2021).

**Table 7**

*Student Outcome G. Perform Administrative and Managerial Skills in Culinary and Cruise Line Operations*

Performance Indicators	Rating	Rank
g.1 Prepare and present related hospitality reports.	88.27	2
g.2 Handle customer complaints and queries.	85.65	8
g.3 Perform human resource functions.	88.72	1
g.4 Analyze statistical and financial reports.	87.73	3
g.5 Conduct employee briefing and meeting..	85.20	9
g.6 Create a marketing plan for the hospitality business.	86.69	5
g.7. Execute the concepts of Total Quality Management System in the cruise line industry.	86.42	6
g.8. Perform purser and cruise administration	86.24	7
g.9. Ability to identify different geographical locations, cruising regions, and tourist attractions.	87.38	4
Average	86.38	

Table 7. Perform administrative and managerial skills in culinary and cruise line operations, with 9 performance indicators showing an average rating of 86.38. Perform human resource functions (PI 3) with a rating of 88.72%, rated as the highest, followed by preparing and presenting related hospitality reports (PI 1) with a rating of 88.27%, and the indicator with the lowest rating, conduct employee briefing and meeting (PI 5) with a rating of 85.20%. The result means that the performance target of student outcomes G was met and exceeded.

Students learned to perform human resource functions during the course Human Resource Management and Organizational Behavior. It is a 2-in-1 course

that equips students with the knowledge, skills, and tools to effectively manage human capital within organizations, contributing to organizational success and employee well-being. Through a combination of theoretical concepts, case studies, practical exercises, and real-world applications, students develop a comprehensive understanding of HR functions and their strategic importance in driving business outcomes.

The study of Raub et al. (2024) shows that millennials place greater importance on ego-driven work values such as personal development, competitive compensation, work–life balance, and support systems compared to Generation X, which has direct implications for HR recruitment and retention strategies. To effectively perform human resource functions, cruise line HR professionals must adapt by offering enhanced training and career development programs, adjusting compensation structures, and creating work environments aligned with evolving employee expectations.

**Table 8**

*Student Outcome H. Conduct Research in The Field of Cruise Line and The Culinary Industry and Utilize the Results for Community Development*

Performance Indicators	Rating	Rank
h.1 Research and gather information.	88.12	3
h.2 Produce research in the areas of the hospitality and tourism industry	90.50	2
h.3 Present, publish and utilize research.	90.70	1
Average	89.77	

Table 8. Conduct research in the fields of the cruise line and culinary industries and utilize the results for community development, with 3 performance indicators showing an average of 89.77. Present, publish, and utilize research (PI 3) with a rating of 90.70%, followed by producing research in the areas of the hospitality and tourism industry (PI 2), and the indicator with the lowest rating, Research and gather information (PI 3), with 88.12%. The result means that the performance target of student outcomes H was met and exceeded.

Presenting, publishing, and utilizing research are crucial aspects of the academic and professional world, enabling the dissemination of knowledge and its application in various fields. Students or groups of students who are chosen as the best in their class present their papers/work at a colloquium, allowing faculty members and students to stay updated on the latest research developments in their discipline. Winners in this colloquium are given recognition during dedication ceremonies before graduation.

According to Redondo (2024), they employed various strategies and approaches to promote research dissemination and utilization. Policymakers and institutions should support these efforts by providing resources and training opportunities. The study also highlighted both similarities and differences in the experiences of professorial lecturers and graduate students.

**Table 9**

*Student Outcome I. Perform Crisis Risk Mitigation and Management Activities Focused On Sea-Based Hotel Operations with Emphasis On Safety and Security, Crowd, And Crisis Management*

Performance Indicators	Rating	Rank
i.1 Analyze possible risks in the workplace	89.05	5
i.2 Practice the basic principle of food safety and sanitation in handling products.	96.11	1
i.3 Perform risk mitigation activities and ergonomics in the workplace.	96.07	2
i.4 Pass Basic Training Course, SDS, Crowd Management and Crisis Management.	90.12	3
i.5. Ability to perform the safety of life at sea procedure and manage crowds and crises.	87.91	6
i.6. Perform risk mitigation strategies for consequences related to field failures or in the occurrence of undesired events onboard	90.02	4
Average	92.06	

Table 9. Perform crisis risk mitigation and management activities focused on sea-based hotel operations with emphasis on safety and security, crowd, and crisis management, with 6 performance indicators showing an average rating of 92.06%. Practice the basic principle of food safety and sanitation in handling products (PI 2) got a rating of 96.11 ranked the highest followed by Perform risk mitigation activities and ergonomics in the workplace (PI 3) with a rating of 96.07 and the lowest Ability to perform the safety of life at sea procedure and manage crowd and crisis (PI 5) got a rating of 87.91). The result means that the performance target of student outcomes was met and exceeded.

Students have the chance to practice the basic principles of food safety and sanitation during their practicum. Food safety and sanitation are crucial at every stage of handling food products, from storage and preparation to serving and consumption. These principles are designed to minimize the risk of foodborne illnesses and ensure the safety and quality of the food supply. They learned these principles in the course Principles of Food Safety and Sanitation during their

First-year level.

Food safety is a concern at every stage of the Agri-food industry. Food service hygiene; premises; utensils, equipment, and facilities; food preparation and handling; personnel health and personal hygiene; waste disposal; cleaning and sanitization; and sources of advice for food businesses. Therefore, the course taken related to this is very useful not only to the industry but also for every individual (Owusu-Apenten & Vieira, 2022).

Additionally, Regular cleaning and sanitizing of food contact surfaces, utensils, and equipment is a critical part of food safety practices. Food establishments should follow established protocols to clean and disinfect surfaces effectively (Liivat, 2024).

**Table 10**

*Student Outcome J. Engage in Continuous Personal and Professional Development*

Performance Indicators	Rating	Rank
j.1 Attend regional, national and/or international tourism / hospitality MICE.	86.77	4
j.2 Perform duties and responsibilities during simulations and internship	93.20	2
j.3 Participate to domestic and/or international tours.	87.50	3
j.4 Obtain local and/or international certification.	97.40	1
Average	91.21	

Table 10. Engage in continuous personal and professional development with 4 performance indicators showing an average of 91.21%. Obtain local and/or international certification (PI 4) got a rating of 97.40% ranked the highest followed by Perform duties and responsibilities during simulations and internship (PI 2) with a rating of 93.20% and the lowest Attend regional, national and/or international tourism / hospitality -MICE (PI 1) with a rating of 86.77%) The result means that the performance target of student outcomes J was met and exceeded.

Students were able to obtain local certifications, such as TESDA National Certification in Food and Beverage Services, Housekeeping Services, ship catering, and others. They also hold international certifications from the American Hospitality Academy (AHA), including Hospitality Professional Course and Managing Diversity in a Multicultural Workplace. Obtaining local and/or international certification is a valuable investment in one's professional development and career advancement, providing individuals with the credentials, skills, and recognition needed to succeed in the cruise line industry and beyond.

The Philippines ensures TVET quality through a national qualification framework and a unified registration and accreditation system for TVET programs. However, research indicates that TVET in the Philippines currently faces challenges, including subpar quality, difficulties in student employment, and fragmented management across multiple departments (Edralin & Pastrana, 2023).

The Philippines maintains the quality of Technical and Vocational Education and Training (TVET) through a national qualifications framework and a standardized registration and accreditation system for TVET programs. However, research by Edralin and Pastrana (2023) highlights that TVET in the Philippines is currently facing several challenges, including poor quality, difficulties in student employment, and fragmented management across various departments.

**Table 11**

*Student Outcome K. Demonstrate Responsible Citizenship and Pride of Being A Filipino*

Performance Indicators	Rating	Rank
k.1 Analyze selected readings contextually and in terms of content (stated and implied) covering Philippine history to enable students to understand and appreciate rich past events.	92.72	2
k.2 Analyze crucial qualities of the Filipino moral identity in their own experience and existence at various levels	88.42	4
k.3 Examine the contemporary world from both Philippine and global perspectives.	93.81	1
k.4. Demonstrate patriotism and promote Philippine culture, values, and practices	89.58	3
Average	91.13	

Table 11. Demonstrate responsible citizenship and pride in being a Filipino with 4 performance indicators showing an average of 91.13%. Examine the contemporary world from both Philippine and global perspectives (PI 3) with a rating of 93.81 followed by analyzing selected readings contextually and in terms of content (stated and implied) covering Philippine history to enable students to understand and appreciate rich past events (PI 1) with a rating of 92.72 and the lowest Analyze crucial qualities of the Filipino moral identity in their own experience and existence at various levels (PI 2) with a rating of 88.42%. The result means that the performance target of student outcomes J was met and exceeded.

The result means that students were able to examine the contemporary world from both Philippine and global perspectives and gained a comprehensive understanding of the complex interplay between local dynamics and global trends. By recognizing the interconnectedness of local and global issues, policymakers, stakeholders, and individuals can work toward inclusive and sustainable development that addresses both local needs and global challenges.

Students learn to assess how globalization shapes societal structures, economies, and cultural exchanges locally and globally. Through this analysis, they are encouraged to consider responses to challenges posed by globalization, enhancing their critical thinking skills (Regala, 2024).

**Table 12**

*Student Outcome L. Demonstrate Competitive Skills, Knowledge, And Attitude to Meet the Needs and Demands of the Cruise Line Industry in The Local, National and International Workplace*

Performance Indicators	Rating	Rank
l.1. Apply hospitality theories and principles in restaurant management and kitchen development.	87.50	6
l.2. Stage an actual event applying management, marketing and financial principles and theories	92.87	3
l.3. Execute a function utilizing the full range of food and beverage preparation and services	91.95	4
l.4. Apply acquired knowledge, skills, and attitude through internship..	88.26	5
l.5. Familiarize the cruise line industry and its operation.	95.76	2
l.6. Pass the TESDA competency assessment and obtain National Certification in Housekeeping Services, Front Office, and Events Management.	97.00	1
Average	93.16	

Table 12. Demonstrate competitive skills, knowledge, and attitude to meet the needs and demand of the cruise line industry in the local, national and international workplace an average of 93.16. Pass the TESDA competency assessment and obtain National Certification in Housekeeping Services, Front Office, and Events Management (PI 6) with a rating of 97.00 % ranked the highest followed by Familiarize the cruise line industry and its operation (PI 5) with a rating or 95.76% and the lowest Apply hospitality theories and principles in restaurant management and kitchen development (PI 1) with rating of 87.50%.

Students passed the TESDA competency assessment and obtained National Certification in Housekeeping Services, Front Office, and Events Management. These are the final requirements for each course that assess each student's competency. It also validates students' skills, knowledge, and attitudes essential for success in the hospitality and cruise industry. It serves as a testament to their competency and readiness to excel in various roles within lodging establishments, event venues, and hospitality organizations, contributing to the overall quality and professionalism of the industry workforce.

LPU is currently evaluating the effectiveness of the National Certificate in enhancing individuals' competencies and skills for future employment in the industry. Graduates are now tasked with applying their knowledge, skills, and abilities to adapt to increasingly flexible and complex work environments as industry needs evolve (Manalo, 2018).

**Table 13**

*Student Outcome M. Apply Knowledge and Skills in Specialized Fields Including Baking and Pastry, Local and International Cuisines*

Performance Indicators	Rating	Rank
m.1. Identify different ingredients used in local and international cuisines.	88.27	5
m.2. Apply various cooking and baking techniques	89.62	2
m.3. Produce local and international cuisines	89.45	4
m.4. Distinguish dietary requirements and cultural needs of guest.	87.35	6
m.5. Prepare menu for different purposes/ occasions	88.92	3
m.6. Pass the TESDA competency assessment and obtain National Certification in Bread and Pastry Production and Commercial Cooking	95.72	1
Average	90.21	

Table 13. Apply knowledge and skills in specialized fields, including baking and pastry, and in local and international cuisines, with 6 performance indicators averaging 90.21%. Pass the TESDA competency assessment and obtain National Certification in Bread and Pastry Production and Commercial Cooking (PI 6) with a rating of 95.72%, followed by Apply various cooking and baking techniques (PI 2) with a rating of 89.62%, and the lowest Distinguish dietary requirements and cultural needs of guests (PI 4) with a rating of 87.35%.

Passing the TESDA competency assessment is a good indication that students are competent in the different areas of Bread and Pastry Production and Commercial Cooking. Faculty members or chefs are successful in their jobs of

sharing their knowledge and equipping students with the knowledge and skills to help them succeed in their future professions.

This highlights that Lyceum of the Philippines University – Batangas offers various competency assessments focused on hospitality courses. It is important for students to be aware of their level of competence in their respective fields. The College of International Tourism and Hospitality Management (CITHM) prepares students for these assessments, aiming to achieve a high passing rate.

### **Proposed Action Plan to Improve Cruise Line Operation in Culinary Arts Student Outcomes**

Key Result Areas/ Objectives	Strategies/ Program	Outcomes	Person Involved
Student Outcomes A To apply knowledge of physical, social, natural sciences, and humanities in the practice of the profession	<ol style="list-style-type: none"> <li>1. Embrace an interdisciplinary approach by integrating concepts and methods from various fields</li> <li>2. Foster collaboration with professionals from diverse backgrounds</li> </ol>	Graduates will embrace the importance of social sciences	Students Professor
Student Outcomes E To communicate effectively and express themselves clearly both orally and in writing	<ol style="list-style-type: none"> <li>1. Create an outline or a structure writing to ensure the ideas flow logically and coherently.</li> </ol> <p>Adjust the writing style based on the platform or format required.</p>	Graduates will learn to communicate properly in the workplace	Students Professor

**Student Outcomes G**

To perform administrative and managerial skills in culinary and cruise line operation

- |  |  |                                   |
|--|--|-----------------------------------|
| <ol style="list-style-type: none"> <li>1. Provide training programs such as coursework in kitchen management, menu planning, cost control, and food service operations.</li> <li>2. Pursue certification programs, such as Certified Food and Beverage Executive (CFBE) or Certified Culinary Administrator (CCA)</li> </ol> | <p>LPU Graduates can be more advantageous and easily hired compared to the graduates of other university</p> | <p>Students Professor Dean DC</p> |
|--|--|-----------------------------------|

**CONCLUSIONS**

All students met the 75% performance target for each performance indicator across all 13 student outcomes for the Bachelor of Science in International Hospitality Management, specialized in Cruise Line Operations in Culinary Arts. This indicates that the student can easily adapt to the program. An action plan was proposed to improve the student outcomes in culinary arts.

**RECOMMENDATIONS**

The performance target for each student’s outcomes may be set higher than the students can achieve. Communicating clearly the rationale for setting higher targets is crucial as it underscores the significance of growth and challenge in the learning journey. When students grasp the purpose and benefits of the goals, they become more motivated and engaged in their learning process.

The CITHM may add more international cuisines to the revised curriculum. Incorporating more international cuisines broadens students’ exposure to diverse culinary traditions, ingredients, and cooking techniques. This exposure enhances their understanding of global cultures and promotes a more inclusive, culturally sensitive approach to culinary arts in cruise line students.

The proposed action plan may be discussed with the CITHM Power Team for implementation.

## TRANSLATIONAL RESEARCH

The outcomes could guide universities in updating the Bachelor of Science in International Hospitality Management program, particularly in culinary arts for cruise operations, to better align with industry demands and student career paths. It could also identify the key skills most valuable to graduates in their careers, helping institutions prioritize these areas in their teaching.

### LITERATURE CITED

- Bohn, K., Amberg, M., Meier, T., Forner, F., Stangl, G. I., & Mäder, P. (2022). Estimating food ingredient compositions based on mandatory product labeling. *Journal of Food Composition and Analysis*, 110, 104508. <https://doi.org/10.1016/j.jfca.2022.104508>
- Davis, A., Lum, G., & Winch, C. (2015). Educational assessment on trial. <https://www.torrossa.com/en/resources/an/5202658>
- Edralin, D., & Pastrana, R. (2023). Technical and vocational education and training in the Philippines: In retrospect and its future directions. *Bedan Research Journal*, 8(1), 138-172. <https://doi.org/10.58870/berj.v8i1.50>
- Goss, H. (2022). Student learning outcomes assessment in higher education and in academic libraries: A review of the literature. *The Journal of Academic Librarianship*, 48(2), 102485. <https://doi.org/10.1016/j.acalib.2021.102485>
- Hameed, I., and Irfan, Z. (2019). Entrepreneurship education: a review of challenges, characteristics and opportunities. *Entrep. Educ.* 2, 135–148. doi: 10.1007/s41959-019-00018-z
- Liivat, K. (2024). *What is Food Sanitation? Tips for Effective Sanitation*. fooddocs.com. <https://www.fooddocs.com/post/food-sanitation>
- Lv, Y., Chen, Y., Sha, Y., Wang, J., An, L., Chen, T., ... & Huang, L. (2021). How entrepreneurship education at universities influences entrepreneurial intention: Mediating effect based on entrepreneurial competence. *Frontiers in psychology*, 12, 655868. <https://doi.org/10.3389/fpsyg.2021.655868>

- Manalo, J. P. A., Caguicla, A. R. L., Dimalaluan, J. M. A., Macatangay, J. N. G., Robles, S. M. G., & Felicen, S. S. (2018). Effectiveness of TESDA National Certification to Cruise Line Operation in Culinary Arts Graduates of 2015 and 2016. *Journal of Tourism and Hospitality Management*, 15(1). <https://tinyurl.com/3v82ves5>
- Mandasari, B. (2020). The impact of online learning toward students' academic performance on business correspondence course. *EDUTECH: Journal of Education and Technology*, 4(1), 98-110. <https://tinyurl.com/2k48ueff>
- McCombes, S. (2023). *Descriptive research | Definition, types, methods & examples*. Scribbr. <https://www.scribbr.com/methodology/descriptive-research/>
- McMurry, N. (2022). From recognition to integration: Indigenous autonomy, state authority, and national identity in the Philippines. *American Political Science Review*, 116(2), 547-563. <https://doi.org/10.1017/S0003055421001039>
- Owusu-Apenten, R., & Vieira, E. (2022). Food safety and sanitation. In *Elementary food science* (pp. 197-215). Cham: Springer International Publishing. [https://doi.org/10.1007/978-3-030-65433-7\\_9](https://doi.org/10.1007/978-3-030-65433-7_9)
- Rao, N. J. (2020). Outcome-based education: An outline. *Higher Education for the Future*, 7(1), 5-21. <https://doi.org/10.1177/2347631119886418>
- Raub, S., Cruz, M., Gorka, J., Hodari, D., & Saul, L. (2024). The cruise industry workforce crunch—generational changes in work values of job seekers. *Tourism Review*, 79(1), 38-53. <https://doi.org/10.1108/TR-11-2022-0585>
- Redondo Jr, S. C. & Bueno, D. C. B. (2024). Experiences of Professorial Lecturers and Graduate School Students on Pathways to Research Publication, Presentation, Citation, and Utilization. *Institutional Multidisciplinary Research and Development Journal*. <https://tinyurl.com/3ct2zdsd>
- Regala, R. (2024). Module in The Contemporary World | PDF | Globalization | Sustainability. Scribd. <https://www.scribd.com/document/518116968/Module-in-the-Contemporary-World>

- Singh, J., Steele, K., & Singh, L. (2021). Combining the best of online and face-to-face learning: Hybrid and blended learning approach for COVID-19, post vaccine, & post-pandemic world. *Journal of Educational Technology Systems, 50*(2), 140-171. <https://doi.org/10.1177/00472395211047865>
- Spady, W. G. (1994). *Outcome-Based Education: Critical Issues and Answers*. American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 21-00488; \$18.95 plus postage). <https://eric.ed.gov/?id=ED380910>