

## Formative Evaluation of Tourism 1 of the LPU DTC Curriculum

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With the increasing number of schools offering tourism and hospitality programs, there is a need to ensure that administrators are provided data to assess its programs. A formative evaluation of Tourism 1, part of the jointly offered program of the Lyceum of the Philippines and Dusit Thani College, was undertaken. It sought to describe the intended and the implemented program in terms of the following elements: course syllabus, facilities, faculty profile, instructional materials, learning experiences provided, and the tools used to evaluate students. Using the experience of LPU Manila, interviews with key selected administrators, student examination results, secondary data from HRD and the Guidance Office were utilized. The results confirm that various factors, both external and internal, influence the program to a great degree. They provide the standards for assessing the intended curriculum against the implemented and what was actually achieved. There is a need to constantly monitor the elements against the standards and make corresponding changes to ensure that deviations from the intended are manageable. It is recommended to replicate this study in other schools offering tourism and hospitality programs so that issues and suggestions for improvements can be taken for similar situations. Other schools offering multiple sections of the same subjects in a single or multiple campus can also undertake a similar study. A summative evaluation can be conducted once the whole program is completed.

**Key words:** formative evaluation, intended curriculum, implemented, assessment

**I**n a rapidly changing social and natural environment, higher education institutions in the Philippines are expected to play a complex role in the development of society. There is a need to match what higher education institutions do and what society

expects of them (UNESCO, 2008). Thus, educational leaders are confronted with the challenge of making their curriculum responsive and relevant to the needs of all sectors of society, the industry sector that it intends to serve, students that would enroll in the program and other stakeholders such as faculty and management. There is a serious need for schools, colleges, and universities to ensure the quality of their programs and to assess their capacity to produce graduates who have the required attitudes, as well as conceptual and technical skills and competencies needed in the field.

The hospitality sector is a fast expanding industry both here and abroad. Due to increased employment requirements, the tourism and hospitality education programs are becoming the most sought after course among students seeking post secondary programs. The program scope allows students to gain knowledge and skills necessary to work in lodging, food and beverage, transportation and recreation establishments. The hospitality and tourism industry includes multiple segments that are all interrelated and yet discrete. The single factor common in these segments is dependence upon the successful provision of service, a commodity which cannot be seen, but a means of generating revenue. The service is delivered by a person to another person, and cannot be mechanized or automated fully. The human element is the determining factor of the hospitality industry.

Tourism and hospitality education has experienced tremendous growth since the early 1920's, when a committee of hoteliers decided that Cornell University (USA), should train hotel managers (Barrows, Bosselman, 1999). The initial concept had the training taking place in city hotels with no degrees awarded. Since then, the training has evolved to different types of programs offered in a technical vocation institution or a higher educational institution such as four year degree program in the undergraduate, master's and doctoral levels.

Because of the consistent growth in the hospitality industry, there is a need for educational institutions to review the curriculum in order to see if the ideas and skills it propagates, meet the various and changing needs of the industry. Lefever and Withiam (1998) identified several industry-related issues that may guide teachers and program administrators in determining their program's focus: (1) issues that face the industry in the next few years; (2) issues on human resources; (3) implementing technology; and, (3) government regulations. These issues should also be addressed by Hospitality and Tourism programs being offered in the Philippines.

Curriculum evaluation refers to the formal determination of the quality, effectiveness, or value of the curriculum (Worthen, Borg, & White, 1993). Curriculum evaluation helps higher education institutions examine the implementation of the planned curriculum set by the school and as required by CHED. The school may also opt to examine its curriculum implementation with international standards as a means of benchmarking with recognized schools abroad. Accreditation may also be another option for schools to pursue as part of their quality assurance program. Aside from the regular accreditation, there are no formal studies made to examine how the curriculum in these schools is

implemented. Thus, it is imperative that a study should be conducted along this need.

This study aims to evaluate the implemented tourism and hospitality management curriculum of the Lyceum of the Philippines University (LPU), particularly for the professional core subject, Tourism 1. This is a course that is taken by all students enrolled in the tourism and hospitality management program. Specifically, the goals of this study are to assess whether the intended subject in the LPU- Dusit Thani College (DTC) curriculum is being implemented as planned. It will also describe the implementation of the subject in terms of: course syllabus, facilities, faculty profile, instructional support, learning experiences provided, and the tools used to evaluate students. As a result, it will provide recommendations for the implementation of future offerings of Tourism 1 or a similar study could be undertaken for other professional courses in the tourism and hospitality programs.

To attain these goals, this study will describe the intended Tourism 1 syllabus using the standards specified in the Commission on Higher Education Memorandum Order (CMO) number 30, series 2006 and the LPU DTC design content using the following elements: objectives, content, learning experiences, evaluation, faculty performance, facilities and instructional materials.

This study will provide a framework for the evaluation of subjects that takes into account various factors that need to be analyzed in order to plan, carry out, and evaluate a tertiary course effectively and efficiently. More importantly, this study involves the evaluation of a jointly offered program for tourism and hospitality management program, offering a model that may be used to for examining the gaps between the intended and the implemented curriculum of a subject being offered.

Brookes and Becket (2009), identified various dimensions of internationalizing degree programs in various schools in the United Kingdom. Among these dimensions are internationalizing the curriculum, internationalizing the student experience, internationalizing recruitment, international partnerships and strategic alliances, international exchanges of staff and student, international research and alumni relations. The opportunities for internationalization provide graduates who are capable of working effectively within the global industry, as country borders seem to be reduced in the tourism and hospitality industry. With the growing number of Philippine schools offering tourism and hospitality education, there is need to differentiate schools and various programs it offers to their market.

## Curriculum

Stark and Lattuca (1997) define curriculum as an *academic plan*. As an academic plan, a curriculum then encompasses a total blueprint for action including purposes, activities, and ways of measuring success.

These elements consists of the following: *Purpose* - the general goals that guide the knowledge, skills and attitudes to be learned; *Content* - the subject areas where the learning experiences are embedded; *Sequence* - an arrangement of the subject matter intended to lead to specific outcomes for learners; *Learners* - information about the learners for whom the plan is devised; *Instructional Processes* - the instructional activities by which learning may be achieved; *Instructional Resources* - The materials and settings to be used in the learning process; *Evaluation* - the strategies used to determine if skills, knowledge, attitudes, and behavior change as a result of the learning process; *Adjustment* - changes in the plan to increase learning, based on experiences and evaluation.

The elements of a curriculum as an academic plan, as proposed by Stark and Lattuca, are very useful in evaluating the LPU DTC curriculum, specifically the Tourism 1 subject. All these elements are embedded in the intended and implemented curriculum of the school, and were analyzed in this study.

### **Program/Curriculum Evaluation**

Program/curriculum evaluation is a review of a program/curriculum that includes several activities such as identifying standards for judging quality, gathering relevant data, and applying the standards to determine the quality of the program (Sowell, 1996). Ideally, program/curriculum evaluation should be part of the program/curriculum process in an educational institution.

In this particular study, program/curriculum evaluation also involved discovering how curricular elements helped achieve changing curricular aims and industry standards. And since the program/curriculum being evaluated has just been recently implemented, evaluation is considered formative.

Formative evaluation is used to examine the operations of a program, including which activities are taking place, who is conducting the activities, and who is reached through these activities. Formative evaluation assesses the manner in which inputs or resources have been allocated or mobilized, as well as how activities are planned and implemented. Evaluation of this kind identifies program strengths, weaknesses and areas for improvement.

As the curriculum was implemented only AY 2009-2010, formative evaluation was undertaken for a subject that is commonly taken by all students enrolled in the College of International Tourism and Hospitality Management of LPU Manila.

### **External and Internal Factors Affecting Curriculum**

Armstrong (1989) pointed out that for a curriculum to be relevant, it must involve planned interactions involving primary stakeholders. These primary stakeholders may include the government, faculty members, administrators, students, and other organizations in society. Understanding the factors that affect the process of curriculum implementation is crucial in determining the relevance of a curriculum.

For the tourism and hospitality education programs, the external factors include government agencies that prescribe regulations for the offering of such programs such as the Commission on Higher Education (CHED) Memorandum Orders, the Training Regulations of the Tourism Sector prepared by the Technical Education Skills Development Authority (TESDA). These government agencies define standards that are relevant to LPU.

The history of the program provides a huge amount of information on how the program was developed, what needs were addressed, what variables are considered, and what types of changes occurred. This information will help educators in making curricular revisions and in evaluating program/curriculum.

The faculty members' educational background, educational beliefs, and their level of expertise in the discipline affect their involvements in program/curriculum planning and implementation. Stark and Lattuca (1997) stress that instructors' beliefs about the purpose of education are important because they are closely related to their views of the discipline. Facilities and the availability of resources contribute to the successful implementation of a program/curriculum. Rules on admission and retention also play an important role in program/curriculum. The admission policies will tell you what type of students can be admitted to the program and what are the expectations that students have to meet in order to finish the degree.

The learners' background, motivation, and abilities are also integral part in curricular development. These include the *learners' background* - pertains to the gender, culture, and socio-economic status of the students; *motivation* - examining the motivation behind student enrollment will aid faculty members in planning learning experiences and *learners' abilities* - the students' academic preparation and scholastic records will have a bearing on the learning process of the students. Considerations on the demographic profile of the students entering LPU were made.

Astin (1990) developed an assessment and evaluation model that incorporates the following elements: inputs, the environment, and outcomes. The inputs include the personal qualities of the students when he enters the program, which includes the demographic profile, test scores, life goals and personal values. The environment includes the student's experiences while in campus and these includes courses, faculty, student organizations, extra curricular activities and even living arrangements. This element is usually the most difficult to measure since each student creates his own environment. Outcomes include the academic achievements, awards and professional accomplishments. This is the critical element in an assessment process and is often viewed as the dependent variable while the inputs and environment are the independent variables.

## Assessment

Student assessment is important as it provides data for both the student performance for grading purposes and on the overall effectiveness of

instruction for identifying areas that may require improvement (Diamond, 1998). It also helps the student assess his own progress in meeting course goals.

Based on the objectives of the course, one can design procedures and instruments that can serve any of the following functions: to identify students for remedial action or exemption; determine whether the objectives of each session or subject are being met by measuring student performance that includes skills, knowledge and attitudes; determining whether and how student's attitudes towards the course and discipline have changed and whether the overall course design, materials and procedures are efficient and effective.

Tests represent an attempt to provide objective data that can be used with subjective impressions to make better, more defensible decisions (Kubiszyn, Borisch). The subjective impressions that teachers have of students are tempered by tests results as these are not subject to influences that affect teachers. A combination of objective data (scores of students) and subjective judgments (performance, attitude, perception in understanding of students) in the classrooms will result in a more appropriate decision inside the classroom.

Sax (1997) describes the difficulty level of an item ( $p$ ) as the proportion of students responding correctly to it. Thus, the higher this proportion is, the easier the item. When the maximum value of  $p$ , +1.0, occurs, it means that everyone responded correctly to the item. The difficulty level does not indicate that the item is good or bad, only that it is easy or hard for the students. In a mastery test, as students are constantly drilled on the concepts, the resulting  $p$  value is high, which means that scores tend to pile up at the high end, creating a negatively skewed curve. The results will identify those who fail to reach mastery. However, hard tests will show who among the students excel in relation to the other members of the test group. Whether the  $p$  values should be high or low depends on how the results of the test will be used. Sax (1997) provides a rough guideline for interpreting the difficulty of an item. It is considered an easy item if difficulty is between .85 to 1.00 (only 15% did not get it), medium is between .50 to .84 (16 to 50% got the answer correctly) and hard if .00 to .49 (51 to 100% did not get the answer correctly).

Kubiszyn and Borich (2007) mentions that when  $p$  levels are less than about 0.25, meaning, only 25% of the exam takers get the correct answer, the item is considered relatively difficult. When  $p$  levels are above 0.75, meaning, 75% of the exam takers get the correct answer, the item is considered relatively easy. It is recommended by test construction experts to prepare tests that have most items that are between  $p$  levels of 0.20 and 0.80, with an average  $p$  level of about 0.50.

## Learning Experience

Diamond (1998) prepared a summary of research findings on instructional methods and learning sourced primarily from Lion Gardiner's Redesigning Higher Education published in 1996 and T.A. Angelo's A Teacher's

Dozen: 14 Useful Findings from Research on Higher Education published in 1993. They mention that lecture, a principal method of instruction in higher education, used about 80% of the time, is an effective way to teach low-level factual materials as compared to discussion, which is effective for the retention of information, the transfer of knowledge to other applications, problem solving and changes in attitude. Multi-sensory or active learning is more effective than passive learning and thus students must be exposed to more stimuli in the learning process. Cooperative learning leads to greater reasoning ability and higher self esteem as compared to competitive or individual learning. Teachers rate their own teaching very highly with over 90% of teachers rating themselves above average or superior. New information that is organized in personally meaningful ways is more likely to be retained, learned and used. There was significant and positive correlation on student's ability to think critically with levels of praise from faculty, interaction among students and faculty and high-level cognitive responses from students in class.

### Faculty Evaluation

Evaluating faculty members have gained increasing interests among school administrators. Factors that bring this strong interest are mostly external constituencies such as legislatures, boards of regents, funding and accrediting agencies, the public (Berman, 2002, 2003). In the past, evaluation was not well regarded, and was considered as a bonus. However, the new trend makes evaluation more central to the process of teaching, learning, program development and evaluation as it becomes an ongoing part of the process, bringing it to the direction that it is targeted. The two basic purposes for evaluating anything is either formative or summative. The chosen purpose will determine the source of evaluative data, the methods of collecting information and the importance of a formal process. Summative evaluation focuses on judging the results, which will be used in the context of tenure and promotion, merit raise, and hire/fire decisions. Because it will affect the professional career of the person, a high standard of fairness is important. Formative evaluation is undertaken for improvement or development. Results will be used to engage in activities that will develop and improve a teacher's skills in teaching. This is usually individualized and informal. The focus of teaching cannot be deemed effective unless learning takes place. Thus, teaching evaluation may focus on teacher attributes/behavior and/or learner outcomes. Most often, student learning is used as the primary measure of teaching effectiveness rather than student or colleague judgments. However, using student learning outcomes to judge the teaching ability becomes problematic as it may lead to "grade inflation by teachers" (Berman, 2002, 2003). Studies have shown that students who scored highest on the final also tended to rate their instructors highest (Cohen, 1987). Formative evaluation of teaching involves getting feedback early and often, and using the results to improve on the teaching. Some sources of evaluation are the following: teaching portfolio, end of semester student ratings, midsemester focus group

evaluations, classroom assessment, peer/expert observation, videotaping (self-observation).

### Framework of the Study

Taking into consideration all the factors discussed, a framework for this study was prepared to show the relationships of the different factors and how these factors affect the intended, implemented and achieved program/curriculum.

There are three major factors that affect the development of the intended program/curriculum and implementation of the curriculum - external factors, school factors and the students. These factors are part of what Print (1993) termed as *curriculum presage* - those activities and forces that influence curriculum developers in their curriculum making tasks. Consequently, these three major factors directly influence the implemented curriculum. They also provide standards for assessing whether the curriculum was able to meet the needs of the students, the school, and the demands of several government agencies and accrediting bodies. The formative evaluation will assess whether the inputs coming from these three major factors have been considered in the implementation of the curriculum.

The *intended curriculum* consists of what the school has outlined for its students to learn and what their teachers should be teaching (Print, 1993). This is often referred to as the written curriculum (Glatthorn, Boschee, and Whitehead, 2006) or the formal curriculum (Goodlad & Associates, 1979). In short, the intended curriculum is that which has been officially approved curriculum by the school and any other approving agencies. In the case of this study, the intended curriculum is that which was officially approved by LPU, DTC and CHED.

The main focus of the evaluation is the *implemented curriculum*. The implemented curriculum includes what is actually taught by teachers in their classrooms as they and the students interact with the intended curricula (Print, 1993). In the process of implementing the intended curriculum, several educational and social changes may occur like new policies and pressing needs that will surely affect the implemented curriculum, directly or indirectly. This is reflected in the evaluation framework by the arrows leading to the

The framework also shows the *achieved curriculum*. Print (1993) referred to this as “what the students actually learned as a result of their interaction with the implemented curriculum” (pp. 4). However this study will not discuss the achieved curriculum since the new LPU DTC ladderized program for tourism and international hospitality management of LPU is still in its first year of implementation.

Using the Discrepancy Evaluation Model of Provus (Mckenna, 1981), the intended curriculum could be defined as the standard and compare the implemented with the standard. The necessary adjustments are made by administrators to address the positive or negative discrepancy/ies. The standard is the course description and program design for Tourism 1 defined by

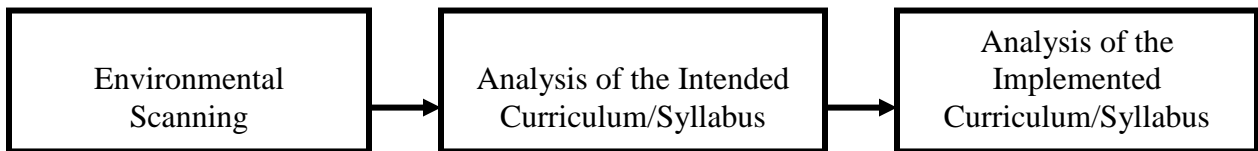


governmental regulations i.e. CHED CMO 30, series 2006 and the LPU DTC additional requirements to enhance the program to distinguish it from all other programs offered within the university and externally, all other schools that offer the same program. The implemented program is how CITHM executed Tourism 1 for 1<sup>st</sup> semester AY 09-10 and how the various elements in the program were utilized in LPU Manila.

### Methodology

In order to do a formative evaluation of Tourism 1, data was gathered and processed using three distinct phases:

**Figure 1**  
*Data Gathering and Processing Procedure*



#### Phase 1: Environmental Scanning

The purpose of this phase was to assess whether the intended curriculum/syllabi was being implemented as planned. To address the goal mentioned, the following were solicited: data on the curriculum/syllabi of the 2009 program; faculty and student related files (e.g. enrollment data, student policies, student achievement records, faculty profile, faculty performance evaluation, departmental exam results of Tourism 1) for 1<sup>st</sup> sem 2008 and 2009; documents pertaining to the historical development of the tourism and hospitality education programs were also obtained. Documents pertaining to the program's history, curriculum development, curriculum implementation, and the transcript of interviews were evaluated and analyzed in order to determine the frequency and nature of revisions done; to determine the problems and issues that arose during each revision; and to identify the actions taken that address the said problems.

#### Phase 2: Analysis of the Intended Curriculum

This phase was conducted to describe the intended curriculum based on the objectives, content, learning experiences, evaluation, faculty, facilities, and, admission policies of the school. It also sought to assess the intended curriculum against CHED CMO no. 30, Series of 2006 and the LPU DTC defined syllabi which was finalized by all campus managers of the various campuses during a workshop prior to the offering of Tourism 1. In order to achieve the

above-stated goal, documentary analysis of the intended program, the Tourism 1 subject of the 2009 LPU DTC was carried out. The analysis covered the program's objectives, content, learning experiences, evaluation tools, faculty, and facilities, as well as the school's admission and retention policies.

### **Phase 3: Analysis of the Implemented Curriculum**

The purpose of this phase was to describe the implementation of the 2009 LPU DTC syllabi for Tourism 1 in terms of: course syllabus; facilities; faculty qualifications; instructional support; learning experiences provided; and the tools used to evaluate students. The qualifications of the various faculty members of CITHM of the LPU was analyzed in order to know whether the standards for faculty set by CHED and LPU DTC standards were met. Frequency count and percentage were used for this purpose. To assess the college's facilities, a comparative analysis of the CHED and LPU DTC standard requirements against the LPU's inventory was done. In addition, an ocular inspection was done to verify findings. A checklist was prepared to examine whether the facilities that are mentioned in the CMO #30, series 2006, are actually available at CIHM.

## **Results and Discussion**

In Philippine schools, colleges and universities, curriculum processes are often subject to strong external influences from government agencies such as CHED or TESDA, accrediting agencies, and professional organizations. New laws and executive orders regarding education definitely affect the development of curricula in schools.

### **CHED and Quality Assurance Programs**

One of the popular higher education courses in the Philippines is the Bachelor of Science in Hotel and Restaurant Management/Administration (BS HRM/HRA) and BS Tourism, BS Travel Management. There are 323 schools in the Philippines (CHED Data for S.Y. 2004 - 2005) offering this course based on the Commission on Higher Education (CHED) statistical report. The requirements of offering these programs are defined in the CHED Memorandum Order (CMO) No. 30, Series of 2006 entitled Policies And Standards For Bachelor Of Science In Tourism Management(BSTM)/ Bachelor Of Science In Hospitality Management (BSHM)/ Bachelor Of Science In Hotel And Restaurant Management (BSHRM)/ Bachelor Of Science In Travel Management (BTrM).

The CMO includes the program's requirements for curriculum, facilities, faculty and other implementation guidelines. According to CHED rules, prior to offering a BS HRM degree, schools are expected to submit their curriculum, as well as a list of facilities, administration, faculty and non-teaching roster, and other program elements. A Regional Quality Assurance Team (RQAT) is sent by CHED to the school to undertake an inspection of the facilities, and other

resources and check the school's compliance to the standards. If these are met, the RQAT team recommends to the Regional Director a permit to operate. CHED issues to the school a permit to operate for the first two years. After the first year of operation, the school submits additional requirements to apply for recognition for the 3<sup>rd</sup> and 4<sup>th</sup> year of the program. An RQAT team is sent again to check compliance. The RQAT team then makes a recommendation to the CHED Regional Director, and the schools are issued a For Recognition status if they meet the requirements for the 4 years.

CHED also provides other quality assurance programs which LPU has achieved. Among these are University status, Autonomous, IQuAME A(t), and ETEEAP deputized for several programs including HRM.

Once a school has been recognized and has graduated at least three batches, schools may submit themselves to voluntary accreditation with any accrediting institutions duly recognized by the Federation of Accrediting Agencies in the Philippines (FAAP). To attain standards of quality over and above the minimum required by the government, CHED encourages and provides incentives to public and private institutions whose programs are accredited. CHED authorizes the FAAP as the agency that would conduct the accreditation process and makes the necessary recommendation to CHED. Some of the accrediting agencies are the Association of Christian Schools and Colleges Accrediting Agency, Inc. (ACSC-AAI), the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), the Philippine Association of Colleges and Universities Commission on Accreditation (PACU-COA), and the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACUP). Depending on the level of accreditation, benefits may range from partial to full administrative deregulation, financial deregulation in setting tuition fees, partial curricular autonomy, authority to graduate students without prior approval of CHED and without need for Special Orders, priority funding assistance, priority for government subsidy for faculty development, right to use on its publications or advertisements the word "ACCREDITED" and limited visitation/inspection and/or supervision by CHED

The LPU HRM program has a Level 3 Accreditation, the first program to reach Level 3 in NCR and in the Philippines, as accredited by PACUCOA. The LPU Tourism program received its Level 1 accreditation 2010.

Internal influences are just as crucial as external factors, in shaping programs/curricula. These internal influences include the program history, faculty, facilities, and school policies. Their degree of influence varies across various cases.

### **LPU and Tourism and Hospitality Programs**

The Lyceum of the Philippines was founded by President Jose P. Laurel and opened its door to tertiary education programs in 1955. It began to offer the Bachelor of Science in Hotel and Restaurant Management as an associate degree program (2-year certificate) in 1990 under the College of Business Administration (CBA). Subsequently, in 1992, it became a degree program (4-

year diploma). The school sought permission and recognition for these programs with CHED. The HRM as an associate degree program and as a BS degree program was offered under the CBA for nearly eight (8) academic years. In order to accommodate the increase in student population, and put together common resources, and faculty, the College of International Hospitality Management (CIHM) was founded in November 1998. Being the first in the Philippines to use the appellation International Hospitality Management, the new CIHM offered the BS HRM program, initially offered by CBA, and the Bachelor of Science in Tourism (BST), originally under the College of Arts and Sciences (CAS). The establishment of CIHM was announced to the Council of Hotel and Restaurant Educators of the Philippines (COHREP), a professional organization of educators in the HRM program and to the Hotel and Restaurant Association of the Philippines (HRAP), a professional organization of hotels and restaurant industry members in 1999. The name of the college was further enhanced to College of International Tourism and Hospitality Management last May 2009. The name includes Tourism, a significant industry that is served by the graduates. The college name was adopted by all campuses of LPU.

**Curricula Revisions.** Since 1989, the various programs under the tourism and hospitality management portfolio of LPU has gone through many revisions. Aside from a number of prospectuses that were found in the college files of CBA and CIHM, no other documentary evidences detailing the changes in the curriculum were found. Based on existing prospectuses, there were many adjustments made in the curriculum. Overall, the identified changes in the curricula from 1999 up to 2005 are based on prospectuses that were available. Reasons for the changes such as transfer from one year level to another, changes in the title/content, deletion or introduction of new courses are based on interviews of some people. However, written documents on the changes were not available.

The 2007 revised curricula were undertaken due to the following reasons: to undertake realignment of courses so as sufficient knowledge, skills, attitudes and values are provided in all aspects needed in the hospitality industry; to incorporate recommendations by CHED in providing core courses in business and tourism, and specialized courses in the HRM and Tourism programs as provided in CMO #30, series 2006; to provide options for students pursuing the 'ladderized' program in the hospitality industry where skills courses are offered in the first two years, and supervisory and management skills are offered in the last two years as provided by Executive Order (EO) #358; to enhance the content of various courses by separating, combining or deleting some courses; to update the curriculum considering the developments in the hospitality industry; and, to review and propose new changes in program titles in response to changes in the industry. To undertake the said curriculum review, the CIHM took into consideration the following documents: CHED Memorandum Order (CMO) #30, series 2006; Executive Order (EO) #358; comments from the chairs, college secretary, faculty members, graduates and students; and, feedback from training institution partners and employment

partners. This was the only well-documented and well-defined curriculum review done by the CIHM.

**LPU Dusit Thani Agreement.** The leading hotel-brand in Thailand, the Dusit Thani Public Company Limited signed an agreement last December 2008 with LPU to offer Dusit Thani College's popular curriculum in various programs of hospitality management at the four campuses of LPU. Another MOA was signed last December 2009 with Dusit Thani Hotel to provide practicum training for LPU students, and faculty immersion opportunities. Under the first agreement, Dusit Thani College will provide curricula design and academic resource materials for all programs that will be developed collaboratively by LPU and DTC. Defining the programs that would be developed took several workshops and consultation with various stakeholders. The programs defined include Bachelor of Science in International Travel and Tourism Management (BSITTM) and BS in International Hospitality Management (BSIHM) with four specializations: Hotel and Restaurant Administration (HRA), Culinary Arts and Kitchen Operations (CAKO), Cruise Line Operations in Hotel Services (CLOHS) and Cruise Line Operations in Culinary Arts (CLOCA). In addition to curricula design assistance, Dusit will provide support in refreshment training, orientation to LPU's teaching professionals and defining quality standards that meet international standards.

A curriculum workshop attended by administrators of the various campuses offering Hospitality Management of the LPU campuses and representatives from DTC, was held to design and plan a collaborative curriculum that considered DTC's inputs, as well as current CHED requirements. The resulting curriculum was used by all campuses of LPU starting AY 2009-2010. The LPU DTC curricula meet the CHED requirements as indicated in the CMO 30, series 2003. Specializations were created in the 18 units free electives which were designed to provide students with unique subjects that will develop their competencies in the specific area of their interest. Aside from the LPU institutional requirements, students are also provided with additional courses that are common for all tourism and hospitality management programs. As a result, the specialized free electives go beyond the required units of CHED. Competencies identified in the TESDA relevant trades of tourism, as well as the competencies in the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP) have been integrated to provide LPU graduates preparation for the ASEAN GATS by 2015.

Aside from the existing administrative organization in LPU, new committees and positions were formed consisting of LPU and Dusit International representatives. These include designations of the Campus Managers - the deans of the various campuses, and a Project Director who will coordinate with the various campus managers. The formation of the Academic Committee composed of the campus managers, project director and Dusit representatives, and the Supervisory Council composed of the presidents of all campuses and 2 other LPU officers with Dusit International administrators that include industry practitioners.

**LPU DTC Curricula.** The latest revision, started in 2008, and implemented starting AY 2009-2010, was undertaken to accommodate inputs from Dusit Thani College, a new partner in offering the program. The various hospitality programs of the college were reviewed due to the following: to incorporate curricular recommendations of a new school partner, Dusit Thani College; to undertake realignment of courses so as sufficient knowledge, skills, attitudes and values are provided in all aspects needed in the hospitality industry; to standardize all curricular offerings of the various Lyceum campuses in Manila, Cavite, Batangas and Laguna; to provide options for students pursuing the ladderized program in the hospitality industry where skills courses are offered in the first two years, and supervisory and management skills are offered in the last two years as provided in E.O. 358 and E.O. 694 ; to enhance the content of various courses by separating, combining or deleting some courses; to update the curriculum considering the developments in the hospitality industry; to review and propose new changes in program titles in response to changes in the industry and offer specializations that will focus in a particular section of the hospitality industry.

The current curricula were reviewed taking into consideration the following: CHED Memorandum Order (CMO) 30, Series 2006; Relevant TESDA Training Regulations in the Tourism Sector, Executive Order 358 and E.O 694 ; comments from the chairs, college secretary, faculty members, graduates and students; feedback from training institution partners and employment partners. The new curricula was approved by CHED March 2009 for implementation in all LPU Campuses, Manila, Batangas, Cavite, and Laguna for AY 09-10.

LPU has defined its Vision, Mission, Objectives, Core Values, Quality Philosophy and Quality Objectives. These are communicated well to members of its community. The non-teaching personnel have periodic refresher courses on its application to their work. For academic units, there is constant review as first day classes are focused on reviewing these important key points. The objectives of the CITHM are shared by all of the college's subjects as indicated in the inclusion in all of the college's syllabi given to all students. The syllabi allocate the first day activities in all subjects as an orientation on the Vision, Mission, objectives of the university and college. The faculty also discuss how the VMOs are applied in the current subject the students are taking. Thus, there is a strong impact of the VMO in the daily lives of the students, faculty and non-teaching personnel.

The LPU DTC curricula has identified around thirty five (35) subjects that will be developed, and this study could be replicated in succeeding courses so that improvements can be undertaken in the formative phase, and a summative evaluation could be undertaken after the four years of implementation.

The curriculum of the LPU's tourism and hospitality management program is composed of five major clusters. The framework of the courses is based on the Commission on Higher Education Memorandum Order (CMO) No. 30 series of 2006. *General Education Courses* (GE) are from the area of Humanities, Mathematics and Natural Sciences, Social Sciences, and also includes Government Mandated Courses. The aim of the General Education

program is to provide foundations in the arts, mathematics, science and social science. *Professional Education Courses* (PROF) are a combination of the Business Core and Tourism Core subjects prescribed by CHED. These courses include common subjects that should be taken by all Hospitality Education students, including the Tourism 1 subject. The aim of the Professional Education courses is to develop specific skills required by industry. *Specialized Courses* (SPEC) are specific to the program to train and develop competencies necessary in the particular field of interest. In LPU tourism and hospitality management programs, there are 2 major areas, with 4 specializations in the BS IHM. Institutional requirement refers to the mandatory course on Jose P. Laurel. This subject deals with the study of the life and ideas of the founder of the university who is also a former President of the Philippines. This subject allows students to imbibe the spirit, the vision and the values of the founder hoping they will be movers and doers in the chosen profession they will pursue. National Service Training Program or NSTP is a replacement of the former ROTC required of male students. The BS HRM curriculum also includes courses related to Physical Education. Both NSTP and PE are required of all higher education programs in the country.

**Table 1**  
***Curriculum Framework of CHED vs. LPU's Tourism and Hospitality Management Programs***

Cluster of Courses	CHED Reqs for BS HRM/HM	BSHIM				CHED Reqs for BSTM/ BSTrM	BSITTM
		HRM	CAKO	CLOCA	CLOHS		
General Education (with Government mandated courses)	51	51	51	51	51	51	51
Business Education Core	21	21	21	21	21	21	21
Tourism Core	22	22	22	22	22	22	22
Specialization Subjects							
Required	18	21	21	21	21	18	18
Free Electives	18	29	30	30	21	18	27
Institutional Requirements		3	3	3	3		3
Practicum	7	10	10	10	10	6	10
PE / NSTP	14	14	14	14	14	14	14
<b>Total</b>	<b>151</b>	<b>166</b>	<b>165</b>	<b>168</b>	<b>166</b>	<b>150</b>	<b>164</b>
<b>LPU vs CHED units</b>		<b>+15</b>	<b>+14</b>	<b>+17</b>	<b>+15</b>		<b>+13</b>

An initial examination of the curriculum documents show that the LPU DTC curricula comply with the CHED requirements in the area of course content coverage and competencies in all clusters. In some clusters, LPU goes

beyond the minimum requirements of CHED. LPU DTC programs have additional 13 to 17 units than required by CHED. Table 1 presents a comparison of the CHED standard curriculum and LPU curricula clusters.

**Tourism 1 Course Description.** Tourism 1 has the following course description and content “ This course provides an introduction to the study of tourism, where tourism is examined from the perspectives of a phenomenon, an industry and as a field of study or research. As a phenomenon, the major factors that contribute to its development, growth and decline both in the world and in the Philippines are analyzed. As an industry, the course looks at the various sectors that comprise the tourism system and how they interact with each other. As a field of research, major tourism theories are introduced. Basic definitions and concepts relating to tourism's political, environmental, economic and cultural impacts are also discussed.” (CHED CMO 30, s. 2006).

The Tourism 1 of LPU is able to meet the minimum requirements defined by CHED in terms of course description, objectives and content. It even goes beyond the minimum and thus is able to provide a better appreciation of the tourism industry as a whole. This subject is offered in the first semester, however, there are some irregular students who take this course in the second semester. Students may be considered irregular as a result of failing a particular section thus removing them from the block sections, or they may be transferees who are admitted during the second semester or summer.

**Tourism and Hospitality Students.** For the 1<sup>st</sup> semester 09-10, the college had around 7000+ students of the 10,000+ students in the university. Refer to Table 6 for demographic profile of freshmen students. Information from the Guidance and Testing Center of LPU show the following student profile for 1<sup>st</sup> semester AY 08-09 as compared to 1<sup>st</sup> semester AY 09-10. The general characteristics common in both academic years indicate that there were ore female students, but percentage decreased for current year as compared to last year. Majority enter first year at 16 years old. A third of the student population resides in Manila, with Cavite and Quezon City as next place of residence. Most of the students' fathers are privately employed, with an increased percentage in OFW. Majority of the mothers are housewife, with having 2 siblings and most parents are married, and the students still live with both parents. Majority of the students are full time students. Overall, there are no distinct demographic characteristic that distinguishes students who entered AY 08-09 and AY 09-10.

As seen in Table 2, AY 2008-2009, during the pre-LPU DTC phase, only three programs were offered. Compared with Table 3, there are eight programs that were offered in AY 09-10. This shows that the old programs were still being offered for that academic year for the upperclassmen, while the new programs under the LPU DTC curricula were offered for the new intakes. There was an increase in enrollment of 26.79% of first year from Ay 08-09 to AY 09-10. For AY 08-09, the highest enrollment was in BSHRM Cruise Line, but for



freshmen enrollment, it was BSHRM. For AY 09-10, the biggest enrollment in the new program was in BSITTM. This could be explained as the HRM cluster was broken into specializations, from 2 (HRM & HRM CL) to 4 (HRA, CAKO, CLOHS, CLOCA), spreading the enrollment.

**Table 2**  
***CITHM Student Enrollment for 1<sup>st</sup> Semester AY 08-09***

course/year level	1st	2nd	3rd	4th	total
BST	616	600	521	169	1906
BSHRM	665	300	235	183	1383
BSHRM CL	623	532	314	477	<b>1946</b>
<b>sub-total</b>	<b>1904</b>	<b>1432</b>	<b>1070</b>	<b>829</b>	<b>5235</b>

**Table 3**  
***CITHM Student Enrollment for 1<sup>st</sup> Semester AY 09-10***

course/year level	1st	2nd	3rd	4th	total
BSIHM HRA	549	5	1	1	556
BSIHM CAKO	199	1	1		201
BSIHM CLOHS	532	4		1	537
BSIHM CLOCA	337	1	1		339
BSITTM	797	6	1	1	<b>805</b>
BST		563	464	297	1,324
BSHRM		511	576	573	1,660
BSHRM CL		628	652	544	1,824
<b>sub-total</b>	<b>2,414</b>	<b>1,719</b>	<b>1,696</b>	<b>1,417</b>	<b>7,244</b>

For the data on Dean's list, found on Tables 4 and 5, an initial finding was a decrease in both number and percentage to total from 8.11% of total enrollees to 3.11%. The preliminary findings may indicate that the students in AY 09-10 were not better academic performers as the previous year. However, there was a change in policy on qualifications to become a dean's list. Previously, the lowest GPA of a student could receive was 2.0 to receive a Bronze award, but for AY 09-10, it was now increased to 1.75. The BST and BSITTM students were better academic achievers for both academic years.

**Table 4**  
***Dean's Listers for Academic Performance 1<sup>st</sup> Semester AY 08-09***

course/year level	total	Gold	Silver	Bronze	Total	% to course
BST	1906	13	60	131	204	<b>10.70</b>
BSHRM	1383		16	85	101	7.3
BSHRM CL	1946		27	93	120	6.17
<b>sub-total</b>	<b>5235</b>	<b>13</b>	<b>103</b>	<b>309</b>	<b>425</b>	<b>8.11</b>

**Table 5**  
**Dean's Listers for Academic Performance 1<sup>st</sup> Sem AY 09-10**

course/year level	total	Silver	Bronze	Total	% to course
BSIHM HRA	556	2	7	9	1.62%
BSIHM CAKO	201		1	1	0.50%
BSIHM CLOHS	537		3	3	0.55%
BSIHM CLOCA	339		3	3	0.55%
BSITTM	805	2	28	30	<b>3.72%</b>
BST	1,324	28	67	95	<b>7.18%</b>
BSHRM	1,660	8	24	32	1.93%
BSHRM CL	1,824	10	42	52	2.85%
<b>sub-total</b>	<b>7,244</b>	50	175	225	<b>3.11%</b>

**Faculty Profile.** The faculty members translate the syllabus and instructional materials into a learning experience for the students. A comparison of the faculty profile for 1<sup>st</sup> semester 08-09 and 1<sup>st</sup> semester 09-10 is presented in Table 6. Some significant findings of the faculty profile are the increased part-time faculty members and the improved educational achievements of the faculty. The increased part-time faculty members were due to the increase in student enrollment.

**Table 6**  
**Comparison of Faculty Profile for 1<sup>st</sup> sem 08-09 and 1<sup>st</sup> sem 09-10**

Characteristics	1 <sup>st</sup> sem 08-09	1st sem 09-10
Number of faculty	129	135
Highest Educational Achievement		
BS	27.12%	20.00%
Master's units	32.56%	29.63%
Masters	34.11%	34.31%
PhD units	3.88%	10.37%
PhD	2.33%	5.19%
Status		
Full time	58.14%	53.33%
Part-time	41.86%	46.67%

As part of the faculty development program, The Train The Trainer (TTT) workshop provided by DTC to LPU provided new methods of instruction delivery, where teachers became "facilitators" rather than teachers and allowed students more opportunities for self discovery.

**Tourism 1 Offerings for AY 09-10.** In the Manila campus, there were 58 sections of Tourism 1 offered for the 1<sup>st</sup> semester AY 09-10. These were handled by 22 faculty members handling from 1, to 5 sections at most. Of the 22 faculty members who handled Tourism 1, there were 6 male faculty members and 16 female members. There were only two regular faculty members (tenured, full time), three who were part-time (with a load of less than 24 units) and seventeen full-time (non-tenured, with a load of 24 units and up). Details of the Tourism 1 offerings for AY 09-10, including the gender, appointment status and number of sections handled by each faculty member is found on Table 7.

**Table 7**  
***Faculty Members and Number of Tourism 1 Sections Handled***

Faculty Code	Gender	Appointment Status	No. Of sections
1	F	Part-time	3
2	F	Part-time	1
3	F	Full time	3
4	F	Full time	4
5	F	Part-time	1
6	M	Full time	1
7	F	Full time	4
8	M	Full time	1
9	M	Full time	2
10	F	Part-time	4
11	F	Full-time	4
12	F	Full time	5
13	M	Full time	2
14	M	Full time	4
15	F	Full Time	2
16	F	Full time	5
17	F	Full time	2
18	M	Regular	1
19	F	Regular	2
20	F	Full time	1
21	F	Full time	1
22	F	Full time	5

**Faculty Evaluation.** All faculty members are evaluated by different groups during the semester. The groups who evaluate the faculty members including the share in the overall rating are: Students with 40% of total rating, Chairpersons with 35% and the Dean with 25%.

For the student evaluation, this is composed of the following areas: Teaching competence, Classroom management and Compliance to school policies. Each area has around 4 to 10 performance indicators that are rated by the evaluators. For the chairpersons' and dean's evaluations, criteria

include submission of exams for preliminary, mid terms, finals; Classroom visit; Administrative compliance that include memo reading, attendance in the classroom and in meetings/special events and Overall performance.

The rating for all evaluations follow the same scale, 1 to 5, with 1 being the lowest, and 5 being the highest. The 5 point scale has the following equivalent descriptive adjectives:

**Table 8**  
***Quantitative and Qualitative Descriptions used in Evaluation***

rating	Qualitative Grade	%
0.00	Poor	0.00
3.55	Fair	71.00
3.93	Average	78.60
4.34	Above Average	86.80
4.69	Excellent	93.80

The student faculty evaluation ratings of the faculty for Tourism 1 are found in Table 9. There were 58 ratings for all the Tourism 1 sections. There were some teachers with multiple sections who received varying ratings from different sections. Most of the faculty members were rated fair by their students, but more than 45% received above average to excellent rating.

The researcher only utilized scores from the student evaluations as these would indicate “teaching effectiveness” rather than using the overall evaluation. For this academic year, some teachers took the TTT, and DTC also provided instructional materials for Tourism 1 which were used for the first time by all the teachers. DTC developed materials for Tourism 1 for use of the LPU faculty members and students. These materials included the following: Instructor’s Guide - a book with text, exercises, and answers for the exercises; Student’s Manual - a book with text and exercises; Lesson Guide - a daily lesson plan that details the ROPES (Review, Observations, Present, Evaluate, Synthesize) method of daily instruction, for a 3 hour class ; and Powerpoint Presentation slides - to be used for each day of the 16 weeks session.

**Table 9**  
***Frequency and Percentage Allocation of Student Faculty Evaluations for SY 09-10***

rating	frequency	%
Poor	3	5.17%
Fair	16	27.59%
Average	12	20.69%
Above Average	15	25.86%
Excellent	12	20.69%
total	58	

To better appreciate the faculty evaluation in relation to Tourism 1, scores from the previous academic year, AY 08-09 were also taken for Tourism 1. Table 1 presents these findings. There were 46 teachers who handled the Tourism 1 requirements. The coverage was the same, but had a different syllabus. Teachers developed their own lesson plan and used personal presentation slides. The faculty members also could plan their own activities in the classroom with no need to “follow” a guided plan. The TTT was not conducted yet and so each teacher used their own style in instruction. For AY 08-09, most of the faculty members got Above Average rating and more than 69% of them got above average to excellent ratings.

**Table 10.**  
***Frequency and Percentage Allocation of Faculty Evaluations for SY 08-09***

rating	frequency	%
Poor	1	2.17%
Fair	2	4.35%
Average	11	23.91%
Above Average	24	52.17%
Excellent	8	17.39%
total	46	

In comparing the teachers’ evaluation from AY 09-10 to AY 08-09, the following observations can be made. Excellent, above average and average ratings had higher percentage frequencies in AY 08-09. Poor and Fair rating are both high for percentage frequencies in AY 09-10. This could be due to the new materials which were given the faculty members, and due to reproduction difficulties, were given only a few days before classes started. Faculty members did not have enough time to study the new materials. Aside from the new materials, they tried to apply the activities as defined in the Guided Plans using the techniques learned in the TTT. There were some faculty members who did not attend the TTT yet, and thus, had to handle the new material only.

There was also a significant number of faculty members who participated in the Train the Trainers (TTT) workshop prior to the offering of the LPU DTC curriculum and who handled Tourism 1 for 1<sup>st</sup> semester 09-10. Evaluation scores were also compared between faculty members who took the TTT, and those with no TTT, using the evaluation scores of 1<sup>st</sup> sem AY09-10, some salient findings are: There is a higher percentage of non TTT faculty members in the excellent, above average and poor rating; There is higher percentage of TTT faculty in fair and average rating. This could be due to any of the following reasons: There were many new faculty members who were hired and were teaching for the first time this subject; The instructional materials were new, and the teaching style was also new and thus, even senior faculty members had difficulty adjusting to the new materials and new style; The materials came a few days prior to the start of the semester and thus, faculty members had little time to study the materials; The faculty members

who did not have the TTT were not pressured to use the new teaching style and thus used their own personal styles that they have been using the previous semesters.

For Faculty members who undertook the TTT, the minimum rating was 3.42, and the maximum was 4.82, with an average of 4.18. For faculty members with no TTT, the minimum rating was 3.36 and the maximum was 4.83, with an average of 4.28. Overall, the rating of the Non-TTT faculty members were better as compared the faculty members with TTT .

**Departmental Examinations.** Departmental examinations were utilized for the final examinations of 1<sup>st</sup> semester 09-10 for students taking Tourism 1. Teachers handling Tourism 1 were requested to submit 20 multiple choice questions, with maximum of 5 choices per question, to their respective chairperson. The chairperson reviewed the questions and selected 100 questions from the “test bank,” based on frequently raised questions/coverage. The various sets were made by varying the arrangement of 90 items, and adding 10 new questions. The chairperson would assign the particular set to the faculty member based on a particular schedule. Teachers proctored their own section. Students used an answer sheet where they shaded correct choice.

Examinations were given in different time slots, following the regular class meetings that spread out to the 6 days of the exam week, different time periods starting at 7:00 a.m., and every 2 hours interval. Answered sheets were passed through an optical media reader (OMR) and statistical data were generated. Aside from the minimum, maximum and average values that could be generated, another significant value that could be computed was the difficulty levels. These results are found in Table11. There was one section that did not give a departmental exam.

**Table 11**

***Results of Tourism 1 Departmental Exams 1<sup>st</sup> sem AY 09-10***

Day of Exam	Number of sections	no. of examinees	Min	Max	ave	level of difficulty
Mon	19	563	27.78	100.00	64.36	35.64
Tue	11	372	35.56	100.00	67.68	32.32
Wed	8	293	37.78	94.44	64.08	35.92
Thu	4	164	26.67	95.56	67.79	32.21
Fri	8	329	30.00	95.56	67.93	32.07
Sat	7	249	25.56	94.44	59.09	40.91
<b>total</b>	<b>57</b>	<b>1970</b>	<b>30.56</b>	<b>96.67</b>	<b>65.16</b>	<b>34.84</b>

There were 1,970 students who took the examinations in 57 scheduled periods. The first two days had a student receiving a perfect score. Several

statistics were generated. These were the minimum (min) which is the the lowest score % received for that particular day; maximum (max), the highest score % received for that particular day and the average (ave) computed by averaging the scores of all the sections/students who took the examination on that particular day. The Level of difficulty is the proportion of students who answered the item correctly.

Instead of undertaking an item analysis, the overall scores were utilized to generate level of difficulty on a class basis. The exam for the class is considered an easy exam if difficulty is between .85 to 1.00 (only 15% did not get it), medium is between .50 to .84 (16 to 50% got the answer correctly) and hard if .00 to .49 (51 to 100% did not get the answer correctly).

The results of the departmental exams are considered “medium” with difficulty levels ranging from 32.07 to 40.91%. There may be need to increase student performance as this is a foundation course that sets many basic concepts for use in higher courses. It must also motivate the students to want to continue learning about their specialization otherwise, they may feel that succeeding courses would be difficult to handle.

Day 5 had the lowest level of difficulty (32.07). Level of difficulty for day 6 ( 40.91) was the highest as compared to the 5 other days. The lowest score (25.56) was received during the last day of exams. The students in the Saturday section had the highest level of difficulty (40.91), followed by the Wednesday sections (35.92).

Perhaps students were stressed during the first day and did not have any leads if exam was easy or not, and thus would account for the high level of difficulty. As “leaks” regarding exams were spread to other students, level of difficulty decreased for some days. However, students became more complacent as the days passed on, and thus, level of difficulty became the highest on the last day.

Comparison for departmental exams results handled by faculty members who underwent TTT versus departmental exams results of faculty members who did not yet take TTT was undertaken. The figures are presented in Tables 12 and 13.

**Table 12**  
***Departmental Exam Results of Faculty with TTT training***

<b>Faculty with TTT</b>	<b>Min</b>	<b>Max</b>	<b>ave</b>	<b>level of difficulty</b>	<b>no. of examinees</b>
Mon	27.78	100.00	63.32	36.68	409
Tue	38.89	95.56	67.47	32.53	187
Thu	26.67	88.88	60.29	39.72	82
Fri	30.00	95.56	65.18	34.82	175
<b>ave</b>	<b>30.84</b>	<b>95.00</b>	<b>64.07</b>	<b>35.93</b>	<b>853</b>

**Table 13**  
***Departmental Exam Results of Faculty with no TTT training***

Faculty with no TTT	Min	Max	ave	level of difficulty	no. of examinees
Mon	41.11	90.00	64.77	35.23	154
Tue	35.56	100.00	66.41	33.59	185
Wed	37.78	94.44	64.08	35.92	293
Thu	36.67	95.56	66.18	33.82	82
Fri	43.33	94.44	67.24	32.76	154
Sat	25.56	94.44	59.09	40.91	249
<b>ave</b>	<b>36.67</b>	<b>94.81</b>	<b>64.63</b>	<b>35.37</b>	<b>1117</b>

Some observations are: the minimum score of a student in the nonTTT teacher was higher than the student in the TTT class; the maximum score of a student in the TTT teacher is slightly higher than that in the non-ttt class; the average and level of difficulty are both higher in the non-teaching class as compared to the TTT teacher class.

Faculty members had little time to review, study the instructional materials and be familiar with the daily sessions as these were given a few days before classes started. Although the content was similar than the 2007 curriculum, the delivery was different as faculty members had to do the DTC Instructional Delivery method following the “ROPES” method (Review, Overview, Present, Exercise, Synthesize) the daily sessions. There are also some errors in the book, including grammatical errors as well as examples which are not appropriate in the Philippine setting. The teachers also do not know when the material is an exercise already or is part of the text lecture as there are no indicators in the instructor’s copy. Details of these comments have been collated by the campus manager for the Instructional Material Review workshop will be conducted sometime April 2010 to review all materials developed by DTC for LPU use to resolve some of these difficulties. All materials will have a one year use lifespan before a revised version is printed out.

**Facilities.** All the LPU classrooms are air conditioned and has around 45 to 50 individual chairs with writing tablets. Aside from these, a teacher’s table is available. Whiteboard is installed in all rooms. CITHM has an allocation of 45 classrooms. The college has around 4 media rooms where an LCD projector with PC is permanently installed and a TV and DVD player. Aside from these, there are 6 roving LCD projectors with lap top and 2 roving overhead projectors. These roving equipment are available on a reservation basis. Due to the limited availability of these projectors, faculty members can reserve only 2 sessions of 1.5 hours each per day, and 3 times a week, to allow other faculty members to use them. With these limitations, there are days that no



projector is available and thus the faculty member will have to use alternate ways of showing the slides made by DTC. Some bring their own laptop and show the slide in the monitor of their laptops - but with 40 to 50 students, the view is not well received by all students, specially those sitting at the back of the classroom. Other faculty members do not use the powerpoint slides made and just use the whiteboard to write important things.

### Summary and Conclusions

A formative evaluation of the Tourism 1 of the LPU DTC curriculum of the Lyceum of the Philippines Manila was conducted. Documents reveal that curriculum revisions were not properly documented; minutes of the meeting, memoranda, and other documents relating to the revisions of the were unavailable for the early curricula revisions. Prospectuses were the only clear indication that revisions had taken place. Based on available prospectuses and documented materials, there were six revisions undertaken since tourism and hospitality management programs were offered in LPU. There should be better identification of course changes and the creation of a college based curriculum review committee to be headed by the various chairs for a particular cluster of subjects may be undertaken. Part of the responsibility will be to develop standard syllabi that will be used as minimum learning for particular subjects. Define pre-requisite courses so that it will provide sufficient background in certain aspects of hospitality industry will be added by providing pre-requisites to some courses. Adjustments and changes in course titles and units were also made resulting to new classifications and new categories particularly with regards to the professional courses. Documentation must be strongly followed in any curriculum review as current paper trail can provide more exposure to various groups and documentation will be undertaken for all levels. Submission of a file to the Library for archiving can also be undertaken to ensure that documents are available for review.

The 2009 LPU DTC tourism and hospitality management programs of LPU meet the standards prescribed by the CMO. It adequately satisfies the requirements for the ladderized curriculum. It also allows for the uniqueness of the CITHM program versus other programs offered in other schools. More than the standard requirements in tourism and hospitality management, CITHM students are also equipped with technical and soft skills which meet global standards due to the collaboration with Dusit International, a company that manages the leading Thai hotel and resort chain, Dusit Thani Hotels. Tourism 1 course description, number of units and content covers more than the required topics as prescribed by CHED. The tourism and hospitality management curricula of LPU has more units than required by CHED i.e. BSIHM has more than 15 units, with BSITTM has more than 14 units required by CHED. All competencies required for the embedded trades of TESDA into CHED subjects were achieved. These subjects are offered in the first two years of the tourism

and hospitality management programs. Tourism 1 has more depth and breadth as compared to the CHED course content.

A system of prerequisites was observed in designing the curriculum due to the requirements of the ladderized program. The current syllabi were reviewed by LPU during the summer of 2009 to make sure that changes in the curriculum were met. The demographic profile of the 2009 students are not so different as compared to 2008 students, prior to the LPU DTC curriculum. The increased enrollment by more than 25% for SY 09-10 as compared to the dean's listers generated for the same period to previous year may not be a good performance indicator as the definition of a dean's lister was changed for SY 09-10, thus, reducing drastically the number of dean's listers for the current year. There are more part-time faculty members for A09-10 as compared to the previous academic year and may affect the instructional effectiveness and efficiency as the new faculty members may not be too familiar with the DTC way. It is recommended that more senior faculty members be assigned to handle Tourism 1 so that there is more familiarity with the content and delivery requirements of the DTC subject. Hire more full time faculty members, and those with a minimum of a masters degree to meet 2012 requirement of CHED that all tertiary teachers should have masters degree. Provide all faculty members who will handle the LPU DTC subject training on the DTC "ROPES" delivery so that there is full appreciation of the daily lesson plan and uniformity and consistency is established. Departmental exam results show that an exam that is given during different time slots and days may result to leakage and higher levels of difficulty. Thus, a one time slot, one day exam be given for all subjects that have more than 3 sections, including Tourism 1. Tourism 1 instructional materials (Teacher's, Student's, Guided Lesson Plan and powerpoint slides) be reviewed taking into account feedback from teachers and students who used the materials. As there are powerpoint slides, it is recommended that either transparencies for OHP be provided to the teacher and more LCD projectors be purchased to allow faculty members good utilization of the powerpoint slides prepared by DTC.

By adhering to both local and international standards, the LPU's tourism and hospitality management programs ensure that its graduates are equipped with the skills needed to respond to industry demands both here and abroad. To ensure that the program remains as responsive and effective, an institutional commitment for continual curriculum evaluation is crucial.

### **Recommendations**

The study would like to recommend the following based on the result of the analysis of the intended and the implemented curriculum of the tourism and hospitality management programs of the LPU.

## **Curriculum Revisions**

Based on the documentary analysis as well as the interviews conducted, there is a need to document all activities and processes (meetings, memorandum, other pertinent letters) pertaining to the development and revision of the curricula. These documents will serve as bases for curriculum evaluation and revision in the future. The availability of these documents will ensure that future evaluators of the program will learn and understand the rationale for each curricular component, each curricular change. When these curriculum-relevant documents are already available, these should be filed appropriately, turned over from one administration to the next, so that the history of the program can be easily traced. A regular evaluation of the curriculum should be planned and implemented by the school. The evaluation should not only involve the college's administrators, faculty and students, but also members of the hospitality management industry and graduates. Involving major industry stakeholders will help maintain a curriculum that is authentic and responsive to the industry's needs.

## **Syllabi Content**

Review syllabi yearly to ensure appropriateness and relevancy. Instructional materials that support the syllabi must be appropriate for the Philippine setting as materials were developed fully in another country. Have a yearly review of the syllabi to enhance content and to solicit feedback from faculty members handling the course together with Dusit Thani College representatives so that materials will be easy to use for everyone concerned.

## **Learning Experiences**

Regular instructional evaluation be conducted to ensure that this continues to be the case. Evaluation is also necessary to improve on the quality of learning experiences and instructional methods.

## **Evaluation Tools**

Faculty members teaching the same courses must have regular cluster meetings, not only to allow themselves to update each other on the progress of their respective sections, share best practices in the classroom, but also, agree about the content of the exams. These regular cluster meetings should be properly documented, and the minutes and documentation, well-disseminated across the faculty. There should be better coordination in preparing departmental exams. It is recommended to conduct an item analysis of the questions to generate valid and reliable questions that measure learning of students.

## Faculty

Administrators must require faculty members to pursue graduate studies that are aligned with the courses they are handling. The institute must provide incentives by reducing the load of faculty members who are studying, as well as providing them with thesis grants. Encourage faculty members to go into research related to their field, with financial assistance which may be in the form of research units - remuneration paid monthly for a research program that the faculty will pursue. This will strengthen new knowledge that may be useful in instruction and extension activities.

Encourage faculty members to attend continuing professional development programs relevant to their field to make sure that everyone is up to date in the courses they teach. The institute must make sure that the schedule of attendance and completion of the faculty, especially the area chairs, to various training programs that will enhance their teaching, as required by government and other agencies.

Faculty evaluation tools can be reviewed to see if performance indicators are comparable to other tools being used in educational institutions and consider other aspects that go beyond instruction, such as research and extension activities.

## Facilities

With the extensive use of laboratories in the various skill courses of the tourism and hospitality management programs, there is a need to maintain an updated and adequate set of equipment and utensils. Schools must constantly benchmark their facilities and equipment with industry standards to ensure that students are properly trained with current practices in the industry. Classrooms should also have sufficient audio visual equipment to make learning more “multi-sensory” for the students.

The formative evaluation of the curriculum of the Tourism 1 of LPU DTC confirms that various factors, both external and internal, influence the curriculum to a great degree. They provide the standards for assessing the intended curriculum against the implemented and what was actually achieved. There is a need to constantly monitor the elements against the standards and make corresponding changes to ensure that deviations from the intended are manageable.

It is recommended to replicate this study in various higher educational institutions offering tourism and hospitality education programs. Issues and suggestions for improvements can be discussed by the administrator of the program so that there could be uniform actions taken for similar situations. Other schools offering multiple sections of the same subjects in a single or multiple campus can also undertake a similar study. It could provide administrators information on areas of improvement based on discrepancies between the standard (planned) and the implemented. A longitudinal study of

a cohort of students and faculty, both for short and long term measures could be undertaken over a period of time so that programs can be effectively and efficiently administered.

A summative evaluation can be conducted once a batch of students graduate after AY 2013-2014, when the whole program is completed.

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