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## ALIGNMENT OF CURRICULUM OUTCOMES TO INDUSTRY STANDARDS AND INTERNATIONALIZATION EFFORTS IN HOSPITALITY MANAGEMENT EDUCATION: INPUT FOR CURRICULUM DEVELOPMENT

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### Abstract

*The Bachelor of Science in Hospitality Management (BSHM) program is offered across five campuses of Cagayan State University—Gonzaga, Aparri, Lal-lo, Sanchez Mira, and Andrews—with a total enrollment of 5,109 students. This large population necessitated an assessment of curriculum alignment with industry standards and internationalization efforts, serving as a basis for an input-focused intervention plan. The study employed a mixed-method approach using descriptive-comparative design and thematic analysis, with data gathered through a self-structured questionnaire from 83 respondents selected via the Lynch formula. Ethical standards ensured voluntary and anonymous participation. Data were analyzed using frequency, percentage, and weighted mean, while qualitative responses underwent thematic analysis. Findings revealed significant alignment among curriculum, industry relevance, and internationalization, but challenges such as financial constraints and limited resources persist.*

**Keywords:** College of Hospitality Management (CHM), Curriculum, Financial Constraints, Industry, Laboratory, Pedagogy

### INTRODUCTION

The global demand for the hospitality industry and hospitality management education continues to grow rapidly, prompting universities to enhance their curricula to keep pace with evolving industry trends. As noted by Musseau (2023), the hospitality industry is constantly changing, requiring institutions to provide relevant and updated education. Technological advancements, expansion of the travel industry, and developments in business management have intensified the need for curriculum alignment to

ensure that students acquire the competencies necessary for success. At the international level, key trends include digitalization, shifting customer preferences, and sustainability, highlighting the importance of integrating internationalization in curriculum development. Balagtas and Sanatarita (2021) emphasized that embedding global and international learning frameworks is essential for higher education institutions to remain competitive.

In the Philippine context, the hospitality and tourism sectors have shown strong recovery post-pandemic despite earlier disruptions. However, employability and tracer studies reveal gaps in graduates' competencies, particularly in technological skills, data-driven decision-making, adaptability, sustainability practices, and international exposure (Abad et al., 2025). Cagayan State University (CSU), particularly the Aparri campus, has responded through curriculum revisions, faculty development, and internationalization initiatives such as student and faculty exchanges, global ambassador programs, and international internships (Narbarte & Chan, 2021). Additionally, entrepreneurship has emerged as a vital component of hospitality education, with many graduates expressing intent to establish businesses (Pulhin, 2020). Nevertheless, further curriculum enhancement is necessary to fully integrate internationalization strategies (Rogayan & Mendoza, 2023).

Guided by CHED policies (CMO No. 46, s. 2012; CMO No. 62, s. 2017; CMO No. 18, s. 2021) and theoretical foundations such as Constructive Alignment (Biggs, 1996), Human Capital Theory (Krieger et al., 2021), Experiential Learning Theory (McCleod, 2025), and Internationalization Framework (Knight, 2004), this study underscores the need to align curriculum outcomes with industry relevance and global standards to produce competent graduates.

#### Statement of the Problem

Generally, the study sought to determine the alignment of curriculum outcomes with industry standard and internationalization efforts in hospitality management education: Input for curriculum development.

Specifically, it sought to answer the following:

1. What is the program profile of the CHM in CSU?
2. What is the level of curriculum alignment of BSHM program in terms of:
  - 2.1. Program outcomes
  - 2.2. Course content and sequencing
  - 2.3. Learning pedagogy and delivery
  - 2.4. Assessment strategies
3. What is the level of relevance of the BSHM program with respect to:
  - 3.1. Required competencies in hospitality and service industry
  - 3.2. Alignment with CHED and TESDA standards
  - 3.3. Internship/OJT adequacy
  - 3.4. Employability
4. What is the extent of internationalization initiatives of the BSHM program in terms of:
  - 4.1. Student and faculty mobility
  - 4.2. International partnerships and linkages
  - 4.3. Global curriculum benchmarks
5. Is there a significant relationship between:
  - 5.1. Curriculum alignment and industry relevance
  - 5.2. Industry relevance and internationalization initiatives
  - 5.3. Curriculum alignment and internationalization initiatives
6. What are the challenges of students, faculty and administrators of the BSHM program on:
  - 6.1. Curriculum delivery
  - 6.2. Industry alignment
  - 6.3. Internationalization
7. What curriculum enhancement plan can be proposed based on the findings of the research?

## METHODOLOGY

This section presents the methodology employed in the study, outlining the systematic procedures and approaches used to gather and analyze data. It describes the research design, participants, instruments, data collection procedures, and methods of data analysis, ensuring that the study is conducted in a rigorous and ethical manner. Through this methodological framework, the researcher aims to ensure the validity and reliability of the findings while addressing the research objectives effectively.

#### Research Design

The study employed a mixed-method research design highlighting sequential explanatory to capture the essential information needed in proposing inputs for curriculum development. The researcher used descriptive-comparative design as part of its quantitative design. This allowed the researcher to determine the frequency of profile variables, the level of curriculum alignment of BSHM program, the level of relevance of BSHM program, and the extent of internationalization initiatives. Relatively, this design also aimed to determine if there was statistical relationship between curriculum alignment and industry relevance; industry relevance and internationalization initiatives; and curriculum alignment and internationalization initiatives.

Additionally, to support the quantitative findings open-ended survey was employed. With this, the challenges encountered by the students, faculty, and administrators were used as empirical evidence to further support this current investigation.

#### Locale of the Study

This study was conducted at Cagayan State University across the campuses of Aparri, Lal-lo, Gonzaga, Sanchez Mira, and Andrews, representing both large- and small-scale institutions offering the Bachelor of Science in Hospitality Management. CSU Aparri, with 1,343 students, and other major campuses such as Gonzaga, Sanchez Mira, and Andrews were selected due to their strong enrollment and active pursuit of internationalization initiatives. Meanwhile, CSU Lal-lo, with 932 students, represented a developing campus committed to accessible education. These campuses were chosen to capture diverse perspectives on curriculum alignment, industry relevance, and internationalization, serving as a basis for proposing curriculum enhancement strategies.

#### Respondents/Participants and Sampling Technique

The study involved regular and part-time faculty members of the College of Hospitality Management (CHM) across five CSU campuses, with data obtained from the Human Resource Office. Inclusion criteria required participants to be CHM faculty from Aparri, Lal-lo, Gonzaga, Sanchez Mira, and Andrews, while those from other colleges and campuses were excluded. Using the Lynch formula, the sample size was determined, and stratified random sampling was applied. Quantitative data were analyzed statistically, while qualitative responses from open-ended questions were examined using thematic analysis.

#### Research Instruments

The study utilized a self-structured questionnaire to gather relevant data, as existing instruments did not align with the study's scope and objectives. Validity was established through pilot testing using Cronbach's Alpha. The instrument consisted of five parts: program background; curriculum alignment in terms of outcomes, content, pedagogy, and assessment; relevance to industry competencies, CHED and TESDA standards, internship adequacy, and

employability; internationalization initiatives including mobility, partnerships, and global benchmarks; and challenges encountered, captured through open-ended responses.

#### Data Gathering Procedure

Prior to data collection, the researcher secured approval from the Campus Executive Officers of the involved campuses through a formal letter endorsed by the research adviser and reviewed by the Graduate School Dean. After approval, the survey was conducted face-to-face, with the study's objectives, significance, and procedures explained to participants. Informed consent was obtained, ensuring voluntary participation with no incentives provided and the option to withdraw at any time. Confidentiality and anonymity were strictly observed, and a statistician was consulted to ensure proper data analysis.

#### Data Analysis

The study employed frequency count and percentage distribution to describe respondents' profile variables, while weighted mean was used to determine curriculum alignment, industry relevance, and internationalization initiatives for SOP 2 to SOP 4. A 5-point Likert scale was applied to interpret results, ranging from not aligned/relevant/least extent (1.00–1.49) to very highly aligned/relevant/very high extent (4.50–5.00). SOP 5 hypotheses were tested using Analysis of Variance (ANOVA) to determine significant differences among variables. For SOP 6, thematic analysis was used to analyze qualitative responses and identify recurring themes and patterns.

#### Ethical Consideration

The study adhered to ethical guidelines set by the university. Before undergoing in the data-gathering procedure, this study has gone through ethics review of the Ethics Committee Board of the Cagayan State University. This ensured that standard guidelines were followed and that human subjects were not in any way taken advantage of. With this, the recruitment of the respondents was done using the set inclusion and exclusion criteria. All the necessary details of the study were discussed beforehand to the respondents through the informed consent form. The survey questionnaire was represented by specific code to exclude names of the human subjects.

Part of the briefing of the respondents included the identification of risk. Although the study posts minimal risk to the human subjects, the identification of confidentiality risk may still affect the study. This risk included the possibility of breach of confidentiality that may allow the identification of the human subject. To mitigate this, the study did not use any identification variable such as name. Most importantly, data obtained were only be used solely for research purposes.

## RESULTS AND DISCUSSION

This section presents the results and discussion of the study, highlighting the key findings derived from the data analysis and providing their corresponding interpretations. It examines the results in relation to the research objectives and existing literature, offering insights into their implications and significance. Through this discussion, the study aims to provide a deeper understanding of the issues investigated and to support evidence-based conclusions.

#### Profile of the Bachelor of Science in Hospitality Management Program of Cagayan State University

Table 1. Profile of the BSHM program of the 5 campuses of CSU

Variables	Frequency (n=5)	Percentage
<b>Year established</b>		
Before 2000	3	60.0
After 2000	2	40.0
<b>Program offered</b>		
BS Hospitality Management	5	100.0
Diploma in Hospitality Management	1	20.0
<b>Major areas of study</b>		
Hospitality management	5	100.0
<b>Industry partnership</b>		
With MOA/MOU	5	100.0
<b>Actual number of faculty</b>		
Gonzaga	10	10.5
Aparri	22	23.2
Lallo	18	18.9
Sanchez	10	10.5
Andrews	35	36.8
<i>Total</i>	95	
<b>Number of students</b>		
Gonzaga	500	9.8
Aparri	1317	25.8
Lallo	400	7.8
Sanchez	892	17.5
Andrews	2000	39.1
<i>Total</i>	5109	
<b>AACUP accreditation</b>		
Level 3 Reaccredited status	5	100.0
<b>CHED program compliance</b>		
With COPC	5	100.0
<b>TESDA accreditation</b>		
Yes	5	100.0
<b>Training centers</b>		
Housekeeping NC 2	5	100.0
Food and Beverage Service NC 2	5	100.0
Tourism Promotion Service NC2	3	60.0
Food and Beverage	2	40.0

Service NC 3		
Housekeeping NC 3	2	40.0
Event Management Service NC3	3	60.0
Front Office Service NC2	1	20.0
<b>Assessment centers</b>		
Food and Beverage Service NC 2	5	100.0
Event Management Service NC3	3	60.0
Tourism Promotion Service NC2	3	60.0
Housekeeping NC3	2	40.0
Food and Beverage Service NC 3	1	20.0

Table 1 presents the profile of the BSHM program across five CSU campuses—Gonzaga, Aparri, Lal-lo, Sanchez Mira, and Andrews. Results show that most programs (60%) were established before 2000, indicating long-standing institutional experience. All campuses (100%) offer the Bachelor of Science in Hospitality Management, while one also offers a Diploma in Hospitality Management, reflecting program-focused offerings. All campuses have active MOA/MOU industry linkages (100%). Andrews has the highest number of faculty (36.8%) and students (39.1%), followed by Aparri. All campuses comply with AACUP, CHED, and TESDA standards and offer NC II training centers. However, disparities exist in training and assessment availability.

### Level of Curriculum Alignment of BSHM Program

#### Program outcomes

Table 2a. Weighted means and level of curriculum alignment of the BSHM program along its program outcomes

Statements	Weighted Mean	Descriptive Value
1. The program outcomes clearly reflect the competencies required in the hospitality industry.	4.48	Highly aligned
2. Program outcomes are aligned with institutional vision and mission.	4.50	Very highly aligned
3. Program outcomes are consistent with CHED-mandated learning outcomes.	4.41	Highly aligned
4. Program outcomes emphasize both technical and soft skills development.	4.48	Highly aligned
5. Program outcomes prepare students for local and international employment	4.47	Highly aligned
<b>Dimension Mean</b>	<b>4.47</b>	<b>Highly aligned</b>

Table 2a shows the result of the level of curriculum alignment of the BSM Program along its program outcomes, which resulted to 4.47 general mean with a descriptive value of “highly aligned”. This result implies that the program outcomes are generally in consistent with the goals and objectives of the BSHM program.

It can be observed that the highest mean of 4.50 is indicator 2 with a descriptive value of “very highly aligned”. This implies that the strength of the BSHM program is its alignment to the University’s strategic directions. While the lowest mean of 4.41 resulted to be indicator 3 with a descriptive value of “highly aligned”. This result implies a need to strengthen the program outcomes to align with CHED standards.

The findings imply that as to program outcome, the BSHM is in congruent with the University’s mandate; however, there is still a need to strengthen its efforts with regards to CHED standards. Hamidi et al. (2024) further supported the result with their study’s findings explaining that program outcomes are crucial aspect in ensuring that higher education institutions are leaning towards outcome-based education (OBE).

### Course content and sequencing

Table 2b. Weighted means and level of curriculum alignment of the BSHM program along its course content and sequencing

Statements	Weighted Mean	Descriptive Value
1. Course contents are relevant to current hospitality industry practices.	4.42	Highly aligned
2. Courses are logically sequenced from advanced levels.	4.37	Highly aligned
3. Course offering adequately supports the achievement program outcomes	4.48	Highly aligned
4. Course content integrates theory and practical applications.	4.50	Very highly aligned
5. Redundancy and gaps in course content are minimal.	4.40	Highly aligned
<b>Dimension Mean</b>	<b>4.43</b>	<b>Highly aligned</b>

Table 2b highlights the level of curriculum alignment of the BSM Program along its course content and sequencing that resulted to 4.43 general mean with a descriptive value of “highly aligned”. This result implies that the curriculum structure supports the attainment of program outcomes.

It can be observed that the highest mean of 4.50 is indicator 4 with a descriptive value of “very highly aligned”, which implies that the curriculum utilizes both practical and theoretical implications to highlight the importance of real-world experiences, particularly to industry setting. While the lowest mean of 4.37 resulted to be indicator 2 with a descriptive value of “highly aligned”, which implies that although it is statistically high, an improvement is still necessary as regard to course progression.

The findings imply that although the curriculum has met its goals and objectives, particularly the industry needs of its learners, there is still a need to enhance the curriculum mapping and course progression. The study of Quan & Cai (2025) highlighted that course content and sequencing is vital in curriculum alignment. Their study has given emphasis on the importance of improving advanced courses and course progression in preparing the learners to be industry ready.

### Learning pedagogy and delivery

Table 2c. Weighted means and level of curriculum alignment of the BSHM program along its learning pedagogy and delivery

Statements	Weighted Mean	Descriptive Value
1. Teaching strategies used are appropriate for hospitality management education.	4.44	Highly aligned
2. Learning activities promote critical thinking and problem-solving skills.	4.37	Highly aligned
3. Industry-based learning approaches (e.g., simulations, case studies) are utilized.	4.34	Highly aligned
4. Instructional methods encourage active student participation.	4.34	Highly aligned
5. Teaching delivery adapts to emerging trends and technologies in hospitality.	4.27	Highly aligned
<b>Dimension Mean</b>	<b>4.35</b>	<b>Highly aligned</b>

Table 2c presents the level of curriculum alignment of the BSM Program along its learning pedagogy and delivery. The findings reveal that it resulted to 4.35 general mean with a descriptive value of “highly aligned”, which implies that teaching strategies and approaches utilized by the faculty members are appropriate for the program.

It can be observed that the highest mean of 4.44 is indicator 1 with a descriptive value of “highly aligned”, which implies that the instructional measures developed and utilized are suitable for the program. While the lowest mean of 4.27 resulted to be indicator 5 with a descriptive value of “highly aligned”, which implies that there is a need to continuously innovate and adapt to the emerging demands of digital transformation in the said discipline.

The findings imply that although the current teaching practices have resulted to effective delivery of the BSHM curriculum, there is a need to invest in trainings or skills proficiency along the lines of digital adaptation to continuously adapt to the emerging trends. Yi et al. (2026) has emphasize that integrating technological trends in pedagogy and delivery has helped to improve student engagement and performance in class; thus, bridging the gaps in learning outcomes.

### Assessment strategies

Table 2d. Weighted means and level of curriculum alignment of the BSHM program along its assessment strategies

Statements	Weighted Mean	Descriptive Value
1. Assessment methods measure both knowledge and practical skills	4.57	Very highly aligned
2. Assessment tools are aligned with course and program outcomes.	4.57	Very highly aligned
3. Industry-relevant performance tasks are used in student assessment.	4.57	Very highly aligned
4. Assessment criteria are clearly communicated to students.	4.44	Highly aligned
5. Assessment results are used to improve teaching and learning processes.	4.62	Very highly aligned
<b>Dimension Mean</b>	<b>4.55</b>	<b>Very highly aligned</b>

Table 2d reveals the level of curriculum alignment of the BSM Program along its assessment strategies. The findings reveal that it resulted to 4.55 general mean with a descriptive value of “very highly aligned”, which implies that the assessment strategies of the campuses are highly aligned with BSHM course outcome.

It can be observed that the highest mean of 4.62 is indicator 5 with a descriptive value of “very highly aligned”, which implies that a strong feedback mechanism is being implemented by the campuses to obtain feedbacks that are valuable in improving the curriculum as a whole. While the lowest mean of 4.44 resulted to be indicator 4 with a descriptive value of “highly aligned”, which implies that there is a need for clearer communication that will benefit the students.

The findings imply that BSHM program effectively and religiously follows outcome-based assessment results; however, there is a need to improve the clarity of communication to students, which may further increase their engagement and may widen their understanding. Ali (2024) revealed that the use of OBE assessment models and its result when communicated clearly can increase student competencies.

### Summary of Curriculum Alignment

Table 2e. Overall mean and level of curriculum alignment of the BSHM program

Dimension	Mean	Descriptive Value
1. Program outcomes	4.47	Highly aligned
2. Course content and sequencing	4.43	Highly aligned
3. Learning pedagogy and delivery	4.35	Highly aligned
4. Assessment strategies	4.55	Very highly aligned
<b>Overall Mean</b>	<b>4.45</b>	<b>Highly aligned</b>

Table 2e shows the overall mean and level of curriculum alignment of the BSM Program. The findings reveal that it resulted to 4.45 general mean with a descriptive value of “highly aligned”, which implies that BSHM program is generally aligned across its identified dimensions.

It can be observed that the highest mean of 4.55 is indicator 4 with a descriptive value of “very highly aligned”, while the lowest mean of 4.35 resulted to be indicator 3 with a descriptive value of “highly aligned”, which implies that although the assessment practices are high, there is a need to revisit the strategies employed when it comes to learning pedagogy and delivery. This includes technology adaptation to increase students’ performance and engagement.

Overall, the BSHM program resulted to be statistically high, which implies that it is coherent, compliant, and standardized. However, there are still areas needing for further improvements.

### Level of Relevance of BSHM Program

#### Required competencies in hospitality and service industry

Table 3a. Weighted means and level of relevance of the BSHM program along required competencies in hospitality and service industry

Statements	Weighted Mean	Descriptive Value
1. The program develops competencies demanded by hospitality industry.	4.45	Highly relevant
2. Students acquire practical skills applicable to real-world hospitality setting.	4.34	Highly relevant
3. Soft skills such as communication and teamwork are emphasized.	4.38	Highly relevant
4. Managerial and leadership skills are developed in the program.	4.44	Highly relevant
5. Graduates are prepared for various roles in the hospitality and service industry.	4.48	Highly relevant
<b>Dimension Mean</b>	<b>4.42</b>	<b>Highly relevant</b>

Table 3a shows the level of relevance of the BSM Program along required competencies in hospitality and service industry. The findings reveal that it resulted to 4.45 general mean with a descriptive value of “highly relevant”, which implies that BSHM program effectively implements strategies that are relevant as to industry demands.

It can be observed that the highest mean of 4.48 is indicator 5 with a descriptive value of “highly relevant”, which implies that the students are equipped with necessary skills such as technical that are relevant to industry needs and demands. While the lowest mean of 4.34 resulted to be indicator 2 with a descriptive value of “highly relevant” implies that there is a need to assess the readiness

of the students when it comes to practical application of theories learned in real-world scenarios.

The findings further imply that the program effectively utilizes the strategies that enhances the students’ knowledge and skills. However, there is still a need to evaluate if the practical application of the acquired theories is suitable for industry demands and needs. One of the faculty respondents agreed highlighting “*Lesson taught in the school is different from what is expected in the real-world of hospitality.*”

### Alignment with CHED and TESDA standards

Table 3b. Weighted means and level of relevance of the BSHM program along alignment with CHED and TESDA standards

Statements	Weighted Mean	Descriptive Value
1. The curriculum complies with CHED policies and standards	4.59	Very highly relevant
2. TESDA competencies are integrated into relevant courses.	4.56	Very highly relevant
3. National training regulations are reflected in course design.	4.52	Very highly relevant
4. The program meets the required quality assurance standards.	4.50	Very highly relevant
5. Curriculum updates consider changes in regulatory standards.	4.55	Very highly relevant
<b>Dimension Mean</b>	<b>4.54</b>	<b>Very highly relevant</b>

Table 3b shows the level of relevance of the BSM Program along alignment with CHED and TESDA standards. The findings reveal that it resulted to 4.54 general mean with a descriptive value of “very highly relevant”, which implies that BSHM program is compliant with the standards set by accrediting institutions.

It can be observed that the highest mean of 4.59 is indicator 1 with a descriptive value of “very highly relevant”, which implies that the compliance of BSHM program to required standards are evident. While the lowest mean of 4.50 resulted to be indicator 4 with a descriptive value of “very highly relevant”, which implies that the program reflects strict compliance to meet quality assurance standards.

The findings reveal that the BSHM program reflects a strong commitment to ensuring quality education and is highly compliant to national regulatory frameworks and standards. The result aligns with the study of Felicen (2021), which revealed that hospitality management programs that aligned with CHED and TESDA standards demonstrate higher levels of instructional quality and students’ competencies.

### Internship/OJT adequacy

Table 3c. Weighted means and level of relevance of the BSHM program along internship/OJT adequacy

Statements	Weighted Mean	Descriptive Value
1. Internship/OJT provides relevant industry exposure.	4.60	Very highly relevant

2.	OJT tasks are aligned with students' field of specialization.	4.60	Very highly relevant
3.	Industry partners provide adequate supervision and mentoring.	4.56	Very highly relevant
4.	Internship experiences enhance students' employability skills.	4.57	Very highly relevant
5.	The duration of internships/OJT is sufficient for skills.	4.54	Very highly relevant
<b>Dimension Mean</b>		<b>4.57</b>	<b>Very highly relevant</b>

Table 3c shows the level of relevance of the BSHM program in terms of internship/OJT adequacy, yielding a general mean of 4.57 described as “very highly relevant.” The highest mean of 4.60 was obtained by Indicators 1 and 2, indicating strong exposure of students to industry-relevant environments aligned with the curriculum. The lowest mean of 4.57 was recorded for Indicator 4, still interpreted as “very highly relevant,” reflecting adequate internship duration. Overall, the findings suggest that the program effectively enhances students’ employability through meaningful industry exposure, although improvements in training resources are recommended.

### Employability

Table 3d. Weighted means and level of relevance of the BSHM program along employability

Statements	Weighted Mean	Descriptive Value
1. The program equips students with skills needed for employment.	4.57	Very highly relevant
2. Graduates are competitive in the local job market.	4.54	Very highly relevant
3. The curriculum supports career readiness and professional growth.	4.58	Very highly relevant
4. Employers value the competencies of BSHM graduates.	4.58	Very highly relevant
5. The program enhances graduates' chances of career advancement.	4.55	Very highly relevant
<b>Dimension Mean</b>	<b>4.56</b>	<b>Very highly relevant</b>

Table 3d presents the level of relevance of the BSM Program along employability. The findings reveal that it resulted to 4.56 general mean with a descriptive value of “very highly relevant”.

It can be observed that the highest mean of 4.58 are both indicator 3 and 4 with a descriptive value of “very highly relevant”, which implies that the curriculum utilized by the faculty members is necessary in the enhancement and development of competencies of

students. While the lowest mean of 4.54 resulted to be indicator 2 with a descriptive value of “very highly relevant”, which implies that graduates are in demand in the industry.

The findings reveal that the BSHM program equips students with necessary and relevant skills needed in order to prepare them to be industry ready. However, improvements on the curriculum can still be implemented to further develop the competencies of the graduates as supported by one student respondent, “*One gap I noticed is that classroom lessons are often more theoretical, while the industry requires fast decision-making and practical skills.*”

### Summary of Curriculum Alignment

Table 3e. Overall mean and level of relevance of the BSHM program

Dimension	Mean	Descriptive Value
1. Required competencies in hospitality and service industry	4.42	Highly relevant
2. Alignment with CHED and TESDA standards	4.54	Very highly relevant
3. Internship/OJT adequacy	4.57	Very highly relevant
4. Employability	4.56	Very highly relevant
<b>Overall Mean</b>	<b>4.53</b>	<b>Very highly relevant</b>

Table 3e highlights the overall mean and level of relevance of the BSM Program, which resulted to 4.53 general mean with a descriptive value of “very highly relevant”.

It can be observed that the highest mean of 4.57 is indicator 3 with a descriptive value of “very highly relevant”, which implies that the relevance of BSHM program is highly evident in the results of internship/OJT programs of the graduates. While the lowest mean of 4.42 resulted to be indicator 1 with a descriptive value of “highly relevant”, which implies that there is a need to enhance the competencies of graduates as required by industries.

The findings reveal that the BSHM program is highly relevant, particularly to experiential learning dimensions such as internship programs. However, there is a need for an intervention to improve the competencies of the graduates. This is further supported by one of the student respondents which stated that “*Providing more laboratory facilities so students can also apply the knowledge and skills learned in classrooms.*”

### Extent of Internationalization Initiatives of the BSHM Program

#### Student and faculty mobility

Table 4a. Weighted means and extent of internationalization initiatives of the BSHM program along student and faculty mobility

Statements	Weighted Mean	Descriptive Value
1. The program supports student participation in international exchanges.	4.37	High extent

2. Faculty are encouraged to engage in international teaching or training.	4.36	High extent
3. Mobility programs enhance academic and cultural exposure.	4.30	High extent
4. Policies supporting international mobility are clearly communicated.	4.36	High extent
5. Mobility opportunities contribute to professional development.	4.35	High extent
<b>Dimension Mean</b>	<b>4.35</b>	<b>High extent</b>

Table 4a presents the extent of internationalization initiatives of the BSHM program along student and faculty mobility. The findings reveal that it resulted to 4.35 general mean with a descriptive value of “high extent”.

It can be observed that the highest mean of 4.37 is indicator 1 with a descriptive value of “high extent”, which implies that there are strategies utilized by the campuses to attain student mobility, particularly in international industries. While the lowest mean of 4.30 resulted to be indicator 3 with a descriptive value of “high extent”, which implies that program needs to be enhanced more in order to capture cultural differences and global exposure.

The findings reveal that the BSHM program promotes international student mobility and linkages, which are all essential in the hospitality management industry. However, to further increase the data on both faculty and student mobility, an intervention is needed from the University such as providing remedies to identified limitations as suggested by one of the respondents “*Constraints include limited funding for international programs.*”

#### International partnerships and linkages

Table 4b. Weighted means and extent of internationalization initiatives of the BSHM program along international partnerships and linkages

Statements	Weighted Mean	Descriptive Value
1. The program has an active partnership with international institutions.	4.47	High extent
2. International linkages support academic and industry collaboration.	4.45	High extent
3. Partnerships contribute to curriculum improvement.	4.54	Very high extent
4. Joint activities (e.g., research, training) are conducted with international partners.	4.46	High extent
5. International partnerships enhance the program's global reputations.	4.44	High extent
<b>Dimension Mean</b>	<b>4.47</b>	<b>High extent</b>

Table 4b shows the extent of internationalization initiatives of the BSHM program in terms of international partnerships and linkages, yielding a general mean of 4.47 described as “high extent.” The highest mean (4.54) indicates that partnerships support benchmarking and evaluation for curriculum improvement, while the lowest mean (4.44) still reflects a high extent, emphasizing strengthened institutional credibility. Overall, results show that linkages enhance global competitiveness, consistent with Amrollahi et al. (2025) on the benefits of academic collaboration.

#### Global curriculum benchmarks

Table 4c. Weighted means and extent of internationalization initiatives of the BSHM program along global curriculum benchmarks

Statements	Weighted Mean	Descriptive Value
1. The curriculum is benchmarked against international hospitality programs.	4.54	Very high extent
2. Global hospitality standards are integrated into course content.	4.50	Very high extent
3. International best practices are reflected into teaching and learning.	4.43	High extent
4. The curriculum prepares students for global hospitality environments.	4.47	High extent
5. Continuous benchmarking ensures the global competitiveness of the program.	4.46	High extent
<b>Dimension Mean</b>	<b>4.48</b>	<b>High extent</b>

Table 4c shows the extent of internationalization initiatives of the BSHM program in terms of curriculum benchmarks, yielding a general mean of 4.48 described as “high extent.” The highest mean (4.54) indicates that the program is standardized and regularly evaluated through benchmarking, while the lowest mean (4.43) reveals a gap in applying benchmarking results to curriculum enhancement. Overall, findings suggest effective use of benchmarking but highlight the need for stronger integration of international standards and global exposure.

#### Summary of Curriculum Alignment

Table 4d. Overall mean and extent of internationalization initiatives of the BSHM program

Dimension	Mean	Descriptive Value
1. Student and faculty mobility	4.35	High extent
2. International partnerships and linkages	4.47	High extent
3. Global curriculum benchmarks	4.48	High extent
<b>Overall Mean</b>	<b>4.43</b>	<b>High extent</b>

Table 4d reveals the overall mean and the extent of internationalization initiatives of the BSHM program. The findings reveal that it resulted to 4.43 general mean with a descriptive value of “high extent”.

It can be observed that the highest mean of 4.48 is indicator 3 with a descriptive value of “high extent”, which implies that among the initiatives of the BSHM program, global curriculum benchmarks are deemed effective. While the lowest mean of 4.35 resulted to be indicator 1 with a descriptive value of “high extent”, which implies that there is a need to increase the presence of the institution in the international industries.

The findings reveal that there is a need to strengthen the internationalization measures and initiatives of the University to increase global competitiveness, with these challenges encountered in implementing internationalization strategies must be addressed. This is further supported by one of the respondents which stated that “*These challenges affect the program through/ by limited innovation, partnerships, and recognitions that weaken the institution's reputation.*”

**Relationship among Level of Curriculum Alignment, Level of Relevance and Extent of Internationalization Initiatives of the BSHM Program**

*Table 5. Correlation statistics among level of curriculum alignment, level of relevance and extent of internationalization initiatives of the BSHM program*

Variables	Correlation	Probability	Inference
Curriculum alignment vs. Relevance	0.145	0.042	Significant
Curriculum alignment vs. Internationalization initiatives	0.218	0.002	Highly significant
Relevance vs. Internationalization initiatives	0.483	0.000	Highly significant

*\*tested at 0.05 level of significance*

Table 5 presents the correlation statistics among curriculum alignment, program relevance, and internationalization initiatives of the BSHM program. Results show that curriculum alignment is significantly related to program relevance, indicating that improvements in curriculum design enhance graduate competencies and industry responsiveness. Moreover, curriculum alignment is highly significant with internationalization initiatives, suggesting that well-aligned curricula strengthen global engagement and institutional outcomes. Likewise, program relevance is highly significant with internationalization initiatives, implying that internationalization strategies respond to industry demands and enhance graduate competitiveness. Overall, the findings highlight the strong interrelationship among the three variables in strengthening program quality.

**Challenges of the Bachelor of Science in Hospitality Management in Curriculum Delivery, Industry Alignment and Internationalization**

**Administrators and Faculty Members**

*Table 6a. Challenges of the administrators and faculty members along curriculum delivery, industry alignment and internationalization of the BSHM program*

Challenges	Deans (n=5)	Faculty (n=83)
1. Deficiency of facilities.	4	58
2. Insufficient instructional materials.	-	60
3. Inadequacy of laboratory resources.	4	46
4. Insufficient integration of global or international standards in the curriculum	3	35
5. Lack of international partnerships and linkages	3	33
6. Limited student or faculty mobility programs.	4	23
7. Inadequacy of time allocation and inefficiency of course sequencing.	3	23
8. Deficiency in internship or OJT placement and programs.	-	25
9. Weakness of industry partnerships and collaborations.	2	22
10. Lack of timely updating of course content on industry trends.	-	17
11. Lack of effective teaching strategies and appropriate learning methods.	-	8

The data reveals the challenges encountered by administrators and faculty members in the BSHM program. Deans identified deficiency of facilities, inadequate laboratory resources, and limited student or faculty mobility programs as the most pressing concerns, indicating gaps in essential physical and experiential learning support needed for industry readiness. Faculty members similarly reported insufficient instructional materials and lack of laboratory resources, which hinder effective skill-based instruction and practical training. Overall, the findings highlight the need for intervention to strengthen curriculum alignment and improve resource support, as reflected in respondent feedback on limited equipment availability.

**Students**

*Table 6b. Challenges of the students along curriculum delivery, industry alignment and internationalization of the BSHM program*

Challenges	Students (n=110)
1. Financial constraints affecting participation in trainings, activities, or internships	56
2. Limited access to hospitality laboratories, kitchens, or training facilities	51

3. Insufficient instructional materials or equipment for practical training	51
4. Difficulty in understanding some technical or specialized hospitality subjects	46
5. Lack of exposure to real industry practices and simulations	42
6. Limited opportunities for hands-on or practical learning experiences	41
7. Limited opportunities for international exposure or exchange programs	39
8. Inadequate supervision or mentoring during internship/OJT	37
9. Insufficient integration of new hospitality technologies and trends in classes	34

The data above reveals the challenges encountered by the students along curriculum delivery, industry alignment, and internationalization initiatives of BSHM program. It can be observed that majority of the students have highlighted that financial constraints affecting participation in trainings, activities, or internships; limited access to hospitality laboratories, kitchens, or training facilities; and insufficient instructional materials or equipment for practical training are the most common challenges that they have encountered.

This finding imply that financial constraints are the primary limitations affecting the students' engagement and performance. This is also affected by the lack of laboratories and instructional materials, which are all in consistent with the evaluation of the faculty members as well. This further suggests that there is a need to consider addressing these problems as it affects the experiential learning of the students.

Overall, the findings reveal that even if there are strategies to support the improvement of the students, when constraints on finances still occur, it would still limit the students to learn and acquire skills, as supported by one of the respondents, *"Financial constraints affecting participation in training, activities, or internships because karamihan sa mga mag-aaral ay and unang problema nila is ang kakulangan sa pera minsan hindi sila nakakalahok o nakakasabay sa mga activities, trainings dahil sa kakulangan sa pera."*

### THEMATIC ANALYSES

Table 7a. Thematic Analysis of the Responses of the Administrators

Theme	Description	Responses from the Respondents
1. Limited Resources and Facilities	Insufficient laboratory equipment, instructional materials, and facilities hinder effective teaching and student skill development.	"Students cannot focus well due to poor ventilation."  "Insufficient instructional materials and laboratory resources."  "Absence of

		laboratory equipment makes students unfamiliar with tools."
2. Gap Between Theory and Practice	There is a disconnect between classroom instruction and real-world hospitality demands, particularly in hands-on application and industry exposure.	"Gap between theoretical knowledge and fast-paced industry demands."  "Limited real-time exposure and technology gaps."
3. Financial Constraints and Limited Global Exposure	Lack of funding restricts internationalization efforts, limiting global competitiveness and exposure opportunities.	"No funds for internationalization."  "Minimal financial support for exchange programs."  "Limited innovation and partnerships weaken competitiveness."

The table above reveals the thematic analysis of the responses from the administrators (Deans). It can be observed that there emerged three (3) recurring patterns, the identification of limited resources and facilities; the gap between theory and practice; and the financial constraints and limited global exposure. These challenges highlight the limitations faced when it comes to laboratories and equipment, which are crucial components in the quality of experiential learning.

Additionally, the administrators highlighted that there is a gap between theories and its practical application to real-world setting. The findings of the study show that it stems up from lack of instructional materials and the need to develop further the curriculum of the program. This includes the technological adaptation to evolving trends in digital transformation.

Lastly, financial constraints and limited global exposure highlights the lack of funding that limits the implementation of internationalization strategies, which can affect faculty and student mobility programs. Overall, these challenges affect the initiatives and efforts of the University to produce industry-ready graduates.

Table 7b. Thematic Analysis of the Responses of the Faculty Members

Theme	Description	Responses from the Respondents
1. Lack of Equipment and	Limited laboratory tools and resources	"Limited hands-on learning due

Hands-on Training	reduce opportunities for experiential learning, affecting student competency.	to lack of equipment.” “Students unaware of laboratory materials.”
2. Curriculum-Industry Misalignment	Differences exist between academic instruction and industry expectations, especially in practical application and updated standards.	“Lessons differ from real-world hospitality expectations.” “TESDA standards not always applicable in industry.”
3. Financial and Resource Limitations	Budget constraints affect faculty development, student opportunities, and internationalization efforts.	“Limited funds and high cost.” “Faculty development not fully funded.” “Students/faculty shoulder expenses.”

	and learning opportunities, affecting student progress.	due to lack of money.” “Cannot join activities due to lack of funds.”
2. Limited Facilities and Practical Exposure	Lack of laboratory equipment, facilities, and real-world exposure reduces hands-on learning and skill acquisition.	“Limited access to laboratories and equipment.” “Lack of exposure to real industry practices.” “Miss opportunities to apply learning.”
3. Skills Gap and Confidence Issue	Students feel less confident and less prepared due to insufficient exposure to modern technologies and real-world applications.	“Not familiar with POS and reservation systems.” “Feel less prepared and less confident.” “Difficulty adjusting during OJT.”

The table above shows the thematic analysis of the responses from the students. It can be observed that there are three (3) recurring themes, financial constrains; limited facilities and practical exposure; and skill gap and confidence issues.

The first theme highlights that the majority of the students agree that financial constraints often affects their interest in learning, which can lead to lower student engagement and lower student performance. This result implies that this challenge can also affect the competencies of the students.

Additionally, limited facilities and practical exposure highlights the impact of lack of laboratory equipment and facilities, which reduces the practical application of theories acquired by the students in textbooks. This implies reduced experiential learning, which is crucial to outcome-based education.

Lastly, skills gap and confidence issue highlights its impact to self-reliance abilities of students to perform required tasks. This may stem from the lack of integration of technological interventions, which became the trend in this fast-paced digital evolution. Overall, these challenges hinder the ability of the students to develop the necessary competencies and confidence required in the program.

The table above shows the thematic analysis of the responses from the faculty members. It can be observed that there are three (3) recurring patterns, the lack of equipment and hands-on training; curriculum-industry alignment; and financial resource limitations.

The first theme highlights the impact of limited laboratory tools and required facilities to the experiential learning of students. This challenge affects the competencies of students, particularly affecting the need and demands of industry.

Additionally, curriculum-industry alignment reveals disparities between the instructional approaches and the industry standard requirements. This result implies that there is a need to further develop the curriculum to ensure industry readiness of the graduates.

Lastly, financial and resource limitations can hinder the professional growth of faculty and students, particularly when it comes to international setting. This challenge ultimately limits the university’s international relevance. Overall, these challenges suggest that addressing these limitations can further enhance educational outcomes.

Table 7c. Thematic Analysis of the Responses of the Students

Theme	Description	Responses from the Respondents
1. Financial Constraints	Financial difficulties limit participation in trainings, internships,	“Financial constraints prevent participation in trainings.” “Some students stop studies

**INTERVENTION PLAN (INPUT-FOCUSED) FOR BSHM CURRICULUM DEVELOPMENT  
FOR CAGAYAN STATE UNIVERSITY**

Intervention Area	Identified Gaps (Based from the Findings)	Objectives	Proposed Activities/ Inputs	Responsible Office/ Unit	Time Frame	Expected Outcomes
1. Industry-Focused Curriculum Enhancement	Gap between theory and real-world practice; need for stronger industry alignment	Align curriculum with current hospitality industry demands	<ul style="list-style-type: none"> <li>➤ Establish Industry Advisory Board</li> <li>➤ Conduct bi-annual curriculum review with industry experts</li> <li>➤ Integrate industry-based case studies and simulations</li> <li>➤ Strengthen MOA/MOU into active engagement programs</li> </ul>	Central Administration, College of Hospitality Management, Industry Partners	6 months – 1 year	Curriculum reflects real industry practices; improved student industry readiness
2. Technological Skills Adaptation	Limited integration of emerging hospitality technologies; students unfamiliar with systems	Enhance digital and technological competencies of students and faculty	<ul style="list-style-type: none"> <li>➤ Establish Digital Hospitality Laboratory</li> <li>➤ Conduct ICT and hospitality tech training for faculty</li> <li>➤ Implement simulation-based and LMS-supported learning</li> </ul>	Central Administration, College of Hospitality Management, Information System Office	1 – 2 years	Students develop strong technological proficiency; improved digital readiness
3. Soft Skills Development Integration	Need to strengthen communication, teamwork, and confidence of students	Develop holistic competencies including interpersonal and leadership skills	<ul style="list-style-type: none"> <li>➤ Embed soft skills in course outcomes</li> <li>➤ Organize industry-led workshops</li> <li>➤ Include soft skills rubrics in assessment</li> </ul>	College of Hospitality Management, Faculty Members, Industry Partners	Continuous	Graduates possess strong communication, teamwork, and leadership skills
4. Learning Resources and Facilities Enhancement	Deficiency of facilities, laboratory equipment, and instructional materials	Improve practical learning through adequate facilities and resources	<ul style="list-style-type: none"> <li>➤ Upgrade kitchen, housekeeping, and front office laboratories</li> <li>➤ Procure updated industry-standard equipment</li> </ul>	Central Administration, College of Hospitality Management,	1 – 3 years	Enhanced hands-on learning; improved student competencies

5. Faculty Capability Development	Need for continuous innovation and adaptation to industry and technological trends	Strengthen faculty competencies in industry practices and digital teaching	<ul style="list-style-type: none"> <li>➤ Develop mock hotel and simulation environments</li> <li>➤ Partner with industry for resource sharing</li> <li>➤ Conduct industry immersion programs</li> <li>➤ Offer training on hospitality technologies and digital pedagogy</li> <li>➤ Encourage participation in international training/seminars</li> </ul>	Procurement Office Central Administration, College of Hospitality Management, Training Office	Continuous	Faculty equipped with updated knowledge and teaching strategies
6. Financial Support and Accessibility	Financial constraints affecting student participation in training and internships	Increase access to learning opportunities and reduce financial barriers	<ul style="list-style-type: none"> <li>➤ Provide scholarships and training subsidies</li> <li>➤ Allocate budget for curriculum innovation and labs</li> <li>➤ Secure external funding (industry, government)</li> <li>➤ Offer financial assistance for internships/OJT</li> </ul>	Central Administration, College of Hospitality Management, Student Welfare and Development Office, External Partners	Continuous	Increased student participation; reduced financial barriers
7. Industry Exposure and Experiential Learning	Limited hands-on exposure and real-world application	Strengthen experiential and work-integrated learning opportunities	<ul style="list-style-type: none"> <li>➤ Expand internship/OJT programs</li> <li>➤ Conduct industry immersion and exposure trips</li> <li>➤ Implement research projects with industry partners</li> </ul>	Central Administration, College of Hospitality Management, OJT Coordinators, Industry Partners	Continuous	Improved practical skills and employability of students

## Conclusion

The results of the study revealed that the program of Bachelor of Science in Hospitality Management yielded to be significant in terms of its alignment with curriculum outcomes, relevant with industry standards and globally responsive in terms of its internationalization efforts. This result implied that the commitment of the university in providing globally competent graduates is evident in its strategies towards providing a strong foundation for curriculum development.

Additionally, the study revealed that the main variables were statistically significant with one other. This implied that the key

player in ensuring the relevance of the program to industry and to internationalization standards lies with curriculum alignment.

Lastly, the findings of the study also revealed that in spite of the strengths shown, there also lies a gap which was identified through the challenges encountered by the respondents. Results further show that areas for further enhancement include pedagogy and course content delivery, such as the integration of technological interventions. Additionally, limitations brought by lack of laboratory resources as well as financial constraints are main challenges identified that needs to be addressed.

In conclusion, although the BSHM program is substantially aligned with industry needs and internationalization measures, there is still a need for the curriculum to be developed further to ensure alignment of student competencies to the needs and demands of the industry.

### Recommendations

The following interventions are hereby recommended: Cagayan State University should conduct regular curriculum review, evaluation, and revision to ensure alignment with industry demands and incorporate improvements based on the study's findings. The College of Hospitality Management should strengthen practical learning by bridging the gap between theory and application and enhancing laboratory simulations using available resources. Faculty members are encouraged to continuously improve teaching strategies by integrating technological trends in hospitality management to develop both technical and soft skills of students. Students, on the other hand, should actively participate in learning opportunities despite financial limitations and maximize available technological resources to enhance their competencies and confidence in the hospitality industry.

### Declaration of no Conflict of Interest

The author hereby declares no conflict of interest in the conduct of this study. This article is truly his original work.

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