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WEST VISAYAS STATE UNIVERSITY–HIMAMAYLAN CITY CAMPUS AS NC II ASSESSMENT CENTER FOR FOOD AND BEVERAGE SERVICES: A FEASIBILITY STUDY

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ABSTRACT

This study employed a descriptive research design to determine the feasibility of establishing the West Visayas State University–Himamaylan City Campus as a TESDA-accredited NC II Assessment Center for Food and Beverage Services. Data were gathered through purposive sampling, involving faculty, staff, students, parents, and experts, as well as an inventory of facilities, analysis of assessor qualifications, and evaluation of financial projections. The results showed that although minor adjustments are needed to completely comply with TESDA standards, the campus possesses the necessary technology, facilities, and a certified in-house assessor. After covering the first expenditures of accreditation, financial research revealed that the center is feasible, exhibiting sustainability and prospective profitability. Stakeholders gave the perceived benefits and impact a "Very High" rating, highlighting the center's contributions to raising the caliber of training, facilitating certification, and boosting employability for graduates. According to the study's findings, the NC II Assessment Center's establishment is quite possible, backed by strong stakeholder confidence, institutional preparedness, and financial feasibility.

INTRODUCTION

The technical-vocational education plays a vital role in equipping students with skills that directly respond to industry needs. In the Philippines, the Technical Education and Skills Development Authority (TESDA) provides national certification programs, such as the NC II in Food and Beverage Services, which ensure that graduates meet workplace competency standards. For Hospitality Management students, holding this certification serves as a recognized credential that strengthens their employability both locally and abroad.

At West Visayas State University–Himamaylan City Campus (WVSU-HCC), the growing demand for accessible and affordable certification prompted the exploration of establishing an NC II Assessment Center. By providing an in-campus facility, students can conveniently undergo competency assessment without incurring additional travel and financial burdens. Beyond student benefit, the center also offers opportunities for the university to strengthen its academic reputation, build stronger ties with the local hospitality sector, and generate income for sustainability.

This study investigates the feasibility of establishing the NC II Assessment Center for Food and Beverage Services at WVSU-HCC. It focuses on assessing the adequacy of existing resources, determining compliance with TESDA requirements, evaluating financial sustainability, and understanding stakeholder perceptions. By doing so, the research seeks to contribute to both institutional growth and the wider goal of producing globally competitive graduates in the hospitality industry.

METHODOLOGY

Research Design

This study will employ a descriptive research design to assess the feasibility of establishing West Visayas State University–Himamaylan City Campus as an NC II Assessment Center for Food and Beverage Services. The descriptive design is appropriate because the study does not attempt to manipulate variables but rather seeks to provide

an accurate and systematic account of the current conditions and requirements related to the establishment of the assessment center.

Specifically, this design will allow the researcher to gather detailed information about the existing facilities and equipment, the availability and qualifications of potential assessors, compliance with TESDA standards and requirements, as well as the perceived benefits, challenges, financial implications, and community impact of setting up the center. By organizing and presenting data in a structured manner, the descriptive approach ensures that the feasibility assessment is comprehensive and evidence-based.

Furthermore, this design supports the identification of gaps between current resources and TESDA requirements, highlights opportunities for improvement, and provides a clear picture of the readiness of the institution to serve as an accredited assessment center. The information generated will be valuable for decision-makers in determining whether to proceed with the establishment of the center and in formulating strategies to address potential challenges.

Participants and Inclusion Criteria

The respondents of this study were the Food and Beverage Services Experts, Faculty and Staff, Students and Parents. To determine the number of sample size, purposive sampling was used. Thus, respondents of the study were specifically identified based on certain criterion. For statement of the problem 1, the respondents were one (1) Property Custodian and one (1) In-house Assessor, as they are directly involved in handling the facilities and assessment requirements of the school. For statement of the problem 2, will be the TESDA standard requirements to evaluate the university's compliance with required facilities, equipment, and personnel. For statements of the Problem 3 and 5, the respondents included twenty five (25) faculty and staff, twenty five (25) students, and twenty five (25) parents, representing the school community and stakeholders. For Statement of the Problem 4, financial feasibility was assessed using the two-year financial projection of the proposed NC II Assessment Center. Finally, for statement of the problem 6, experts in feasibility studies were consulted, alongside the evaluation matrix, to validate findings and ensure reliability.

Sampling Technique and Sample Size

To collect the necessary data for the study, the researchers used a descriptive research design and different instruments were applied to gather the needed data for each problem. For statement of the problem 1, a copy of the inventory from the Property Custodian was obtained to check the availability of facilities and equipment. In addition, a checklist was used to determine the qualification of the potential in-house assessor for Food and Beverage Services (FBS). For statement of the problem 2, the researchers made use of the official TESDA standard requirements that were provided by TESDA representatives. These standards served as the basis for mapping and evaluating the compliance of the university with the needed facilities, equipment, and personnel. For statements of the problem 3 and 5, a researcher-made questionnaire using a five-point Likert scale was administered to the faculty and staff, students, and parents. The questionnaire was designed to determine their perceived benefits, challenges, and the possible impact of establishing an NC II Assessment Center for Food and Beverage Services. For statement of the problem 4, financial feasibility was assessed using the two-year financial projection of the proposed NC II Assessment Center. Finally, for statement of the problem 6, the study sought the evaluation and recommendations of experts in preparing feasibility studies, whose knowledge and experience helped in validating the results. Their feedback, comments, and recommendations helped validate the results and improved the reliability of the study. All instruments were reviewed by academic consultants and validated by experts to ensure clarity, accuracy, and alignment with the study objectives.

Data Collection Instrument

The researchers asked the approval of the Campus Administrator of West Visayas State University-Himamaylan City Campus to conduct the study. When the approval was secured, the researchers then sent a letter to the participants and handed it to them personally to serve as an opportunity to discuss the purpose and significance of the conduct of the study.

The researchers then went to the participants on their preferred venue, and scheduled date time as to their availability. The researchers collect the data using the research-made questionnaire. Through this, they assess the information needed for establishing NC II Assessment Center for Food and Beverage Services. After which the data where gathered, then subjected to appropriate analysis.

Validity and Reliability of the Data

Validity is a fundamental concept in educational and psychological measurement, referring to the extent to which a test measures what it claims to measure Bademci, (2022). To ensure that the survey questionnaire is legitimate for use in conducting surveys, it was presented to and was validated by the three experts from Director of School of Hospitality Management, Director of Research Innovation and Extension and Campus Administrator of West Visayas State University-Himamaylan City Campus.

According to Naresh Babu and Piyush Kohli (2023), reliability in research refers to the stability and consistency of measurements, which are essential for determining the severity of a condition, treatment planning, and results. To ensure the reliability of the research instrument, the questionnaire was subjected to expert validation and internal consistency checks based on the different statements of the problem. The instrument was designed to address multiple aspects of feasibility, including (1) the current capacity of the university in terms of facilities and potential assessor, (2) compliance with TESDA standards, (3) perceived benefits and challenges, (4) financial implications, (5) perceived impact, and (6) the overall feasibility of establishing the NC II Assessment Center.

Face validity was confirmed by an expert in Food and Beverage Services, who evaluated the survey items for clarity, coherence, and relevance to each respective area of inquiry. The expert affirmed that the items accurately represented the essential components required by TESDA and addressed the contextual needs of the West Visayas State University-Himamaylan City Campus.

To further support the reliability, the instrument was pilot-tested with a small group of individuals who had similar profiles to the intended participants. The feedback from this pilot test indicated that the questionnaire was clear and easy to understand. Based on this input, minor adjustments were made to enhance wording and ensure consistency throughout the sections. The consistency and reliability of responses across similar items also demonstrate a dependable measurement of perceptions and compliance regarding the feasibility of establishing the assessment center.

Data Analysis Procedure

After completing the data collection process, the researchers proceeded to organize and analyze the gathered information to properly assess the feasibility of West Visayas State University–Himamaylan City Campus as an NC II Assessment Center for Food and Beverage Services. The researchers first reviewed all retrieved structured questionnaires to ensure that the responses were complete and valid. The collected data were then carefully sorted according to the type of respondents, which included Food and Beverage Services Experts, Faculty & Staff, Finance/Budget Officers, Students, and Parents. Each group's responses were categorized according to the corresponding Statement of the Problem (SOP) they addressed. Descriptive statistical methods were utilized. Frequencies and percentages were computed to present the demographic profiles of the respondents and the distribution of their responses to specific questions. A standard interpretation scale was applied to the computed means to categorize responses as Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.

Ethical Considerations

The principles of ethical considerations below were strictly observed in the conduct of the study.
Do no harm. The welfare of the participants is of prime concern during the implementation of this study. Thus, the participants of this research were not, in any way involve in conditions that could put him/her in harm or danger.

Anonymity and confidentiality. Any information about the participants of this study was kept with utmost confidentiality. Further, responses and performance of the participants to any activities that this study requires were not disclosed to any person.

Honesty. The participants of this study were properly oriented of the purpose of conducting this study to keep them aware and win their trust and maximum participation.

Respect for intellectual property. The researchers made sure that the proper recognition and referencing on the work of other researchers as cited in this study is put into consideration.

RESULTS AND DISCUSSIONS

The results of the study highlight that West Visayas State University–Himamaylan City Campus already has most of the essential tools, equipment, and facilities required to establish a TESDA NC II Assessment Center for Food and Beverage Services. The campus inventory shows adequacy in key service wares such as dinner plates, water goblets, dining furniture, and cutlery, which are necessary to support assessments. Safety provisions like fire extinguishers and functional facilities such as air conditioning units and refrigerators further demonstrate preparedness. However, certain specialized items, including wine glasses, oyster forks, and room service trolleys, are limited in number. This finding suggests the need for additional procurement to fully comply with TESDA requirements. This reflects the observation of Danso et al. (2021), who emphasized that proper inventory and resource readiness directly influence training quality and assessment outcomes.

Equally important is the presence of a fully qualified in-house assessor who meets all the requirements mandated by TESDA. The assessor possesses the National Certificate, Trainer's Methodology Certificate, and National TVET Trainer Certificate, combined with industry experience and active engagement in professional development. This assures that the institution has the human resource capability to conduct credible assessments aligned with industry standards. Studies by Sajilan et al. (2021) and Cortez and Ocampo (2022) confirm that assessor qualifications are critical in ensuring the relevance of technical-vocational programs and the employability of graduates. Hence, the readiness of WVSU–Himamaylan City Campus in this dimension strengthens its position as a potential NC II assessment center.

Stakeholders also expressed strong support for the proposed center, rating the perceived benefits and impacts as "Very High." Respondents believe that the center will improve the quality of training, provide easier access to certification, enhance the reputation of the campus, and strengthen industry linkages. Moreover, it is seen as an opportunity to boost graduate employability, reflecting the alignment of the center's objectives with the needs of students, parents, faculty, and the hospitality industry. While challenges such as equipment maintenance, additional manpower, and compliance with standards were rated as "High," they remain manageable through careful planning and allocation of resources. These concerns are consistent with the findings of Benitez et al. (2022), who noted that operational issues in TVET centers can be addressed with proactive management strategies.

Finally, the financial analysis reinforces the feasibility of establishing the center. Although the first year is marked by high accreditation costs, the succeeding year demonstrates strong profitability as candidate numbers increase. The cumulative net income confirms financial sustainability and the capacity of the center to support its operations in the long term. This supports the arguments of Balbin et al. (2024) and Edralin and Pastrana (2023), who emphasized that TVET programs aligned with industry demand are both viable and impactful in advancing local workforce skills. Altogether, the study confirms that West Visayas State University–Himamaylan City Campus is highly feasible for development into a TESDA-accredited NC II Assessment Center for Food and Beverage Services, provided minor resource gaps and operational challenges are strategically addressed.

CONCLUSIONS

Based on the findings, it is evident that the West Visayas State University–Himamaylan City Campus has strong potential to be established as an NC II Assessment Center for Food and Beverage Services. The availability of essential facilities and equipment, along with the presence of a qualified in-house assessor, demonstrates that the campus already meets most of the requirements set by TESDA. Although some tools and resources need to be added or upgraded, these are manageable adjustments that do not hinder the overall feasibility of the project.

The results also affirm that the proposed center is financially sustainable. Despite the burden of initial accreditation costs, the financial projection reveals that the center can recover expenses and generate profit in the succeeding year, ensuring its long-term sustainability. This highlights not only the economic soundness of the project but also its potential to support the institution's continuing commitment to quality education and service delivery.

Furthermore, the strong support from stakeholders such as the students, faculty, staff, and parents that provides an assurance that the center will have a meaningful impact on the university community. Their belief in the benefits of improved training, easier access to certification, and increased employability validates the center's role in meeting both educational and industry needs. While operational challenges such as equipment maintenance, manpower

requirements, and compliance with standards were noted, these can be addressed through strategic planning and resource allocation.

Overall, the study concludes that the establishment of the NC II Assessment Center is highly feasible and promising. It is supported by institutional readiness, financial viability, and stakeholder confidence, making it a worthwhile endeavor that aligns with the goals of both the university and the wider hospitality industry.

Recommendations

Based on the findings, it is recommended that West Visayas State University–Himamaylan City Campus prioritize the procurement of the remaining specialized tools and equipment required to fully meet TESDA standards for the NC II Assessment Center in Food and Beverage Services. Specifically, the acquisition of wine glasses, oyster forks, and room service trolleys should be included in the immediate budget allocation to ensure full compliance. Regular inventory assessments should also be conducted to monitor the condition and availability of all tools and equipment, allowing the campus to maintain high standards for training and assessment activities.

It is further recommended that the university strengthen its human resource and capacity-building initiatives to sustain the quality of assessment services. While the presence of a qualified in-house assessor is a significant asset, additional personnel may be needed as the number of assessment candidates increases. Continuous professional development programs, such as industry immersion, refresher courses, and training updates, should be provided to assessors and support staff to ensure that their competencies remain aligned with evolving industry practices and TESDA requirements.

In terms of operations, strategic planning and resource allocation must address potential challenges related to equipment maintenance, manpower support, and compliance with accreditation standards. Establishing a clear operational plan, including maintenance schedules, staff assignment, and periodic internal audits, will help sustain the center's functionality and accreditation status. Forming a dedicated committee or task force to oversee assessment center operations can ensure that issues are addressed proactively and that standards are consistently upheld.

Lastly, to ensure long-term sustainability, it is recommended that the university capitalize on stakeholder support and financial feasibility by implementing targeted promotional strategies to increase candidate enrollment. Strengthening partnerships with the hospitality industry, local government units, and other institutions can expand the center's reach and enhance its role in workforce development. Revenues generated from assessment services can be strategically reinvested into equipment upgrades, staff development, and facility improvement, ensuring continuous growth and service quality.

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