**Original Research Article**

**Assessing Curriculum Effectiveness in Higher Education: Insights from Multi-Stakeholder Feedback**

**ABSTRACT**

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| **Aims:** To evaluate the effectiveness and relevance of the BSE (Bachelor of Science in Entrepreneurship) by assessing its alignment with educational goals, entrepreneurial skill acquisition, and career preparedness through student feedback.  **Study Design:** Descriptive and quantitative study.  **Place and Duration of Study:** The data were collected during January 2025 to February 2025 at the university, specifically at the BS in Entrepreneurship program.  **Methodology**: The sample included 225 participants comprising students, educators, and alumni of the BSE (Bachelor of Science in Entrepreneurship) program. Data were gathered by means of a structured questionnaire made up of three parts: student feedback, effectiveness of the curriculum, and assessment of learning outcomes. Responses from questionnaires measuring feedback on the curriculum were graded on a five-point Likert scale regarding curriculum efficacy, educator responsiveness, and overall alignment of goals with professional expectations. Descriptive analysis of the data comprised means, standard deviations, and medians.  **Results:** Out of 225 respondents that completed the survey, the BSE curriculum received positive consideration ratings and inclusivity, as well as practicality, goal setting, and skill development, received the highest marks. Additionally, the best-rated components were the curriculum’s alignment with educational development goals (the BSE curriculum received the highest marks for this). However, regarding Curriculum Logical Subject Sequencing, “Curriculum Logical Subject Sequencing” got the lowest mean score of 3.07 which indicates the overarching issue of poor course sequencing that needs rectifying. It was also observed that the responses had a moderate scatter or variability, the standard deviations of 0.57 to 0.67 reflecting different levels of student experience.  **Conclusion:** This study highlights that although the BSE curriculum is deemed effective and relevant, there is an underlying issue with course sequencing structure that can be improved. The study underscores the need to actively continue incorporating student feedback towards the design of the curriculum so as to better address the students’ learning outcomes and career prospects. This is aimed at improving the quality of tertiary education and the alignment of educational programs with the objectives of sustainable development goal number four which aims to provide inclusive and quality education at all levels. |

*Keywords: Curriculum Effectiveness, Student Feedback, Entrepreneurship Education, Higher Education, Curriculum Design, Descriptive Statistics, Learning Outcomes, SDG 4, Educational Research, Student Perception.*

1. **INTRODUCTION**

The effectiveness of higher education is evaluated regularly to ensure that the courses offered meet the developmental needs of learners and society as a whole. Both curriculum development and course delivery, in particular, are dependent on the levels of student engagement, the leads to retention of vital skills and knowledge, and provide useful life outcomes. In higher education, the use of students as respondents for the evaluation is fundamental in development and improvement of curriculum. This study particularly assesses the Bachelor of Science in Entrepreneurship (BSE) program in terms of its relevance, its effectiveness, and its alignment with the educational and career goals of the respondents.

The value of students’ feedback in improving curriculum and teaching strategies is very well known. Ahea, Ahea and Rahman (2016) argue that feedback from students is vital for improving teaching standards and ensuring that the curriculum meets the required instructional milestones. Their research suggests that feedback may stimulate changes to teaching which, in turn, increases students’ participation and learning achievements. According to Keane and Labhrainn (2005), student contribution is important in addressing the issues of curriculum effectiveness and meeting the students’ expectations. However, there is still a gap in how such feedback is utilized within the organization, especially on its use regarding curriculum evaluation frameworks at the institutional level (Carless, 2015). This gap is noticeable in a lot of universities where, once gathered, there is no system in place for utilizing the data to improve the curriculum.

The Integration of Technology and Systems has affected higher education. According to Brown, Bull and Pendlebury, digital technologies offer new methods for prompt and personalized feedback, increased interactivity, and improved access (2015). This change aligns with Nicol and Macfarlane-Dick’s (2006) effective feedback practices which support active formative feedback designed to encourage self-regulated learning. Also, Felten et al. (2013) suggest that active incorporation of curriculum feedback ensures both academic rigor and inclusivity by responding to varying student needs.

Despite the growing attention given to feedback and its role in improving curriculum design, challenges still persist. Price et al. (2010) caution that feedback does not always result in improved outcomes if it does not contain actionable steps or adequate context. Winstone et al. (2017) highlight the importance of fostering student feedback agency, suggesting that students must actively participate in creating answers for provided feedback in order for it to be effective. This crucial role of entrepreneurship education in fostering feedback is aligned with programs such as BSE that aim to equip learners with vital entrepreneurial skills. I integrate these perspectives to assess how feedback impacts the BSE curriculum in terms of learning, skill acquisition, and career preparedness.

This study responds to the United Nations Sustainable Development Goal (SDG) 4, which focuses on ensuring inclusive and equitable quality education and promoting lifelong learning for all. Specifically, target 4.3 promotes equitable access to affordable and quality tertiary education, which can only be achieved through continuous feedback mechanisms aimed at improving and refining courses. In this study, my goal is to assess the achievement of the BSE curriculum by evaluating students' perceived value alignment with the curriculum in terms of education, skill acquisition, and career readiness.

In conclusion, while feedback is recognized to be one of the most important features for improving curricula, its true capability remains unexploited in many institutions. The study attempts to fill this gap by investigating how learners’ feedback may be used to assess and improve the effectiveness of the BSE program. The purpose of this study is to more effectively meet the educational and professional goals of students through the alignment of the curriculum framework with their learning outcomes towards achieving SDG 4, thereby enhancing the responsiveness and inclusiveness of higher education systems.

1. **METHODOLOGY**

This research utilized a quantitative, descriptive approach in analyzing students’ feedback on the curriculum. The primary focus was evaluating students’ perceptions relating to the curriculum’s impact on their learning, skills development, and career preparedness. Descriptive statistics, such as means, medians, and standard deviations, were employed to encapsulate the survey data, offering a summary of student responses without investigating causal linkages.

The population comprised 225 stakeholders of the BS in Entrepreneurship program. The participants were chosen by purposive sampling to guarantee their adequate familiarity with the curriculum.

The data gathering utilized a standardized questionnaire divided into three separate components. The initial component concentrated on Student Feedback, analyzing the quality, clarity, and timeliness of feedback, the frequency and form of input, and the degree of student involvement in offering proposals for curriculum enhancements. The second segment assessed Curriculum Effectiveness by examining the relevancy of the content, its alignment with educational objectives, the suitability of the utilized teaching methods, and the curriculum's responsiveness to student feedback. The concluding portion analyzed Student Learning Outcomes, emphasizing the assessment of students' academic performance, motivation, engagement levels, and their perceived readiness for entrepreneurial careers following program completion. The questionnaire employed a five-point Likert scale to assess participants' views and perceptions concerning various curricular topics, with responses ranging from 1 (strongly disagree) to 5 (strongly agree).

1. **RESULTS AND DISCUSSION**

Descriptive statistics indicated that respondents evaluated the BS in Entrepreneurship curriculum favorably in all dimensions. The average scores varied from 3.07 (Curriculum Logical Subject Sequencing) to 3.20 (Curriculum Alignment with Development and Vision), reflecting general contentment with the curriculum. The most highly regarded elements were the curriculum's congruence with developmental objectives, the application of skills in practical environments, and the provisions for students with special needs.

The standard deviations varied from 0.57 to 0.67, indicating substantial diversity in the responses. The curriculum component with the most uniform ratings was "Curriculum Cultural and Traditional Values Integration" (SD = 0.57), whereas the highest variability was observed in "Curriculum Skill Application in Practical Setting" (SD = 0.67), potentially indicating different levels of practical experience among participants.

The results indicated that students predominantly regarded the program as pertinent, with a significant focus on experiential learning and vocational readiness. The component with the lowest rating, "Curriculum Logical Subject Sequencing" (mean = 3.07), suggested that certain students perceived a need for more uniformity in the course progression.

**Table 1. BS in Entrepreneurship Program Course Evaluation**

| **Curriculum Aspect** | **Mean (x̄)** | **Standard Deviation (S)** | **Median** | **Interpretation** |
| --- | --- | --- | --- | --- |
| **1. Curriculum Knowledge Development** | 3.1875 | 0.5687 | 3 | Consistently high with narrow CI – respondents generally agree |
| **2. Curriculum Theory to Practice Application** | 3.1339 | 0.6281 | 3 | Slightly lower mean and wider CI – more varied responses |
| **3. Curriculum Skill Application in Practical Setting** | **3.192** | 0.6721 | 3 | **Highest mean** – respondents favor this aspect |
| **4. Curriculum Alignment with Development and Vision** | **3.2009** | 0.6062 | 3 | **Highest overall** with balanced SD – very well-rated |
| **5. Curriculum Logical Subject Sequencing** | **3.0714** | 0.6022 | 3 | **Lowest mean** – may require improvement or review |
| **6. Curriculum Prerequisites Identified** | 3.1384 | 0.609 | 3 | Mid-range – relatively consistent evaluation |
| **7. Curriculum Content Alignment with National and Professional Needs** | 3.1339 | 0.6137 | 3 | Identical mean to Item 2 – may indicate shared perception |
| **8. Curriculum Professional and Technical Preparation Scope** | 3.1161 | 0.6245 | 3 | Slightly lower than others – possible focus area |
| **9. Curriculum Cultural and Traditional Values Integration** | 3.1295 | 0.5652 | 3 | One of the more consistent aspects (lowest SD) |
| **10. Curriculum Opportunities for Hands-On Activities** | 3.1786 | 0.6241 | 3 | High mean – practical learning well-integrated |
| **11. Program Accommodation for Students with Special Needs** | 3.183 | 0.6405 | 3 | Third highest – positive perception of inclusivity |

The study's findings highlight the significance of incorporating student feedback into the curriculum assessment process. The BSE program garnered favorable evaluations, especially on its congruence with educational and professional objectives, as well as its inclusivity in addressing students' requirements. This aligns with Ahea, Ahea, and Rahman's (2016) findings that highlighted the role of feedback in improving teaching methods towards achieving better educational outcomes for students. Notably, the curriculum focus on practical skills and student attitudes toward real-world applications was positive. This correlates with Bowden, Tickle, and Naumann's (2019) findings which stressed the value of practice embedded in the curriculum as a means to enhance real-world applicability and student success.

The lower ratings given to ‘Curriculum Logical Subject Sequencing’ imply there is a gap for improvement towards smoother transitions between courses. Nicol and Macfarlane-Dick (2006) argued that the logical ordering of courses is central to enhancing the learning experience and enabling students to capitalize on the knowledge they have gained. A course offered in this field would warrant a thorough analysis to each logical progression ensure active enhancement of the information and skills presented earlier, which Carless (2015) equally noted when he spoke of the importance of curriculum coherence and alignment with intended outcomes.

These findings support the need as exposed to prior evidence that curriculum designing approaches in strategies within are needed. Felten et al. (2013), for example, claim that curricular development benefits from students’ input is designed around feedback, is bound to be more flexible and inclusive. Schools stand to achieve SDG 4 goal of quality education and lifelong learning, by improving curriculum sequencing, sharing governance, and taking students' feedback into account at all levels of decision making.

This emphasizes the need to more systematically and transparently incorporate students' suggestions into curriculum design and implementation, bridging educational practices with student requirements and the fundamental aims of fostering development in higher education. This aligns with the approach taken by Price et al. (2010) who highlight the importance of situating the feedback in context to maximize its value for student learning and program quality.

1. **CONCLUSION**

This study emphasizes the impact of student participation in feedback processes concerning the effectiveness of curriculum delivery in higher education, specifically in the BS in Entrepreneurship program. The students’ perceptions of the curriculum positively, particularly its alignment with their educational and professional goals, variety, and emphasis on practical skills and real-world applications. The analysis offers suggestions for improvement, such as course organization which may require further tactical consideration to develop a more cohesive and integrative educational structure.

The data support the need for development of a curriculum that is responsive to change and integrates student feedback as a fundamental element of the design process. This will help institutions of higher learning align their curricula with the evolving needs of the learners to ensure that outcomes are relevant, holistic, and aligned with employability skills. This study highlights that the process of developing curricula should not be one-off, but rather continuous and systematically data-driven in order to achieve sustainable changes thereby supporting the intention of quality education operationalized in SDG 4.

The research encourages a more structured and clear usage of feedback, underlining its potential for comprehensive improvements in curricular development and execution. Taking students' perspectives into account at various levels of decision-making not only enriches the educational experience but also ensures that the curriculum is responsive, adaptable, and aligned with the students as well as the overarching goals of fostering enduring change in higher education. The development and integration of feedback in curriculum design will be important in ensuring that higher education remains relevant, meaningful, and beneficial to a diverse range of learners as these institutions evolve.

**CONSENT**

In order to uphold ethical boundaries while collecting data, the author included a comprehensive data privacy clause in the Google Form created for collecting responses. The statement specified that all provided data would only be used for assessing the syllabus and for academic study. It assured participants that their private information would remain confidential and would not be revealed to any external party without their explicit consent. The message also highlighted that all responses would be controlled and stored in a manner that would uphold privacy to the fullest extent possible. Submitting the form was taken as an affirmative indication from respondents to indemnify the author from any liability related to the collection and processing of data as described in the policy.

**ETHICAL APPROVAL**

This study did not receive ethical approval from an institutional ethics board. The researcher complied with all ethical considerations pertaining to the study. To safeguard data-related privacy, all identity markers were removed, and confidentiality safeguards associated with the information gathered were strictly enforced. All the participants of the study provided consent and took part in the study on a voluntary basis. All the data collected was kept confidential and protected from any form of unauthorized access, and was only used for scholarly purposes. Throughout the research, the investigator practiced ethical honesty, ethical consideration of other parties, and ethical openness.

**DISCLAIMER (ARTIFICIAL INTELLIGENCE)**

The authors recognize the utilization of generative AI technologies in the composition and revision of this paper. The tools employed were ChatGPT, which is based on OpenAI's experimental AI language model, GPT-4o-mini, and includes note-taking capabilities. These technologies were utilized to facilitate citation formatting, enhance language, and structure content. All prompts given to these AI tools concentrated on duties like APA citation formatting, in-text citation creation, and composing ethical consideration statements. Notwithstanding the utilization of AI assistance, the writers meticulously examined and validated all outputs to guarantee the accuracy and integrity of the text. This statement conforms to recognized best practices for transparency and ethical norms in academic writing.

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