**Evaluating BSE Curriculum Effectiveness Through Student Feedback: A Descriptive Analysis of Learning Outcomes and Career Preparedness**

**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**: This study evaluates the performance and relevance of the Bachelor of Science in Entrepreneurship (BSE) curriculum using feedback from students gathered from 225 participants at one institution. The research assesses the alignment of the curriculum with educational objectives, competency development, and professional preparedness. The findings emphasize areas for enhancement, especially in course sequencing, and stress the necessity of incorporating student feedback into curriculum development to improve learning outcomes and career preparedness. The research advances Sustainable Development Goal (SDG) 4 by fostering inclusive and high-quality education.  **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, which leads to retention of vital skills and knowledge and provides useful life outcomes. In higher education, the use of students as respondents for the evaluation is fundamental in the 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. Recent studies point to the vital role of student feedback in assessing curriculum effectiveness, especially in higher education programs such as the Bachelor of Science in Entrepreneurship (BSE).

Research by Animaw and Asaminew (2023) highlights the significance of feedback mechanisms in problem-based learning, whereas Liao et al. (2023) stress the necessity of competence-oriented curriculum designs that integrate academic learning with practical competencies, hence enhancing student engagement and career preparedness. The flipped classroom concept, examined by Baig and Yadegaridehkordi (2023), together with technology-integrated curricula, investigated by Ayas and Charles (2024), augments student learning by promoting active engagement and individualized experiences. Moreover, integrating ethical issues, as outlined by Martin et al. (2021), is crucial for equipping students to confront societal challenges. These studies emphasize the necessity of incorporating student feedback, technology, and practical skills into curriculum design to enhance vocational preparedness and fulfill educational objectives, including those specified in SDG 4 for excellent education.

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 in 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 in 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 aims to bridge this gap by exploring the potential of using learners' feedback to evaluate and enhance 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 researcher used purposive sampling to identify 225 participants who were familiar with the BSE curriculum. This method guaranteed that participants possessed significant knowledge and experience with the program. Expert comments in the field of educational assessment verified the survey tool, which consisted of a structured questionnaire.

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 revealed that respondents rated the Bachelor of Science in Entrepreneurship (BSE) curriculum favorably across all dimensions. The average scores ranged from 3.07 for "Curriculum Logical Subject Sequencing" to 3.20 for "Curriculum Alignment with Development and Vision," indicating general satisfaction with the curriculum. The most highly rated components were the curriculum’s alignment with developmental objectives, its application of skills in practical settings, and provisions for students with special needs.

The standard deviations ranged from 0.57 to 0.67, suggesting notable variation in responses. The curriculum element with the most consistent ratings was "Curriculum Cultural and Traditional Values Integration" (SD = 0.57), whereas "Curriculum Skill Application in Practical Settings" showed the greatest variability (SD = 0.67), which may indicate differing levels of practical experience among participants.

Overall, students largely considered the program relevant, with a strong emphasis on experiential learning and vocational preparedness. However, the component with the lowest rating, "Curriculum Logical Subject Sequencing" (mean = 3.07), suggests that some students perceive a need for improved coherence and uniformity in the progression of courses.

While descriptive statistics were used to summarize the data, future research could benefit from more advanced analyses, such as regression, to examine the relationships between various curriculum components and their impact on student outcomes.

**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 underscore the importance of integrating student feedback into the curriculum assessment process. The BSE program received positive evaluations, particularly in terms of its alignment with both educational and professional objectives, as well as its inclusivity in addressing student needs. This is consistent with Ahea, Ahea, and Rahman (2016), who emphasized the role of feedback in enhancing teaching methods and improving educational outcomes. The focus on practical skills and students' attitudes toward real-world applications was also positively received. This supports Bowden, Tickle, and Naumann's (2019) findings, which highlight the value of embedding practice-based learning within the curriculum to enhance real-world relevance and support student success.

However, the lower ratings for "Curriculum Logical Subject Sequencing" suggest a need for improvement in course coherence and progression. Nicol and Macfarlane-Dick (2006) assert that the logical organization of content is critical for supporting deep learning and helping students build on prior knowledge. Carless (2015) similarly emphasized that curriculum coherence and alignment with intended learning outcomes are fundamental to effective program design.

These findings are aligned with recent international literature. For instance, Liao et al. (2023) demonstrated the effectiveness of competence-oriented curriculum strategies in enhancing learning outcomes and employability. Animaw and Asaminew (2023) highlighted the importance of transparent and student-centered assessment mechanisms in fostering engagement, particularly in problem-based learning environments. Ayas and Charles (2024) emphasized that integrating technology into curriculum design enhances interactivity and responsiveness, while Baig and Yadegaridehkordi (2023) identified flipped classrooms as a tool to improve active learning and student motivation. Furthermore, Martin, Conlon, and Bowe (2021) advocated for embedding ethical and socio-technical dimensions in curriculum design to better prepare students for real-world challenges.

Felten et al. (2013) argue that curricular development that incorporates student input becomes more adaptable and inclusive. In this context, schools can more effectively achieve the aims of SDG 4—ensuring quality education and promoting lifelong learning—by refining course sequencing, fostering participatory governance, and systematically embedding student feedback into decision-making at all levels. Price et al. (2010) reinforce this perspective by emphasizing the value of contextualized feedback to enhance both learning outcomes and curriculum quality.

1. **CONCLUSION**

This study emphasizes the importance of student participation in the feedback process to assess the effectiveness of curriculum delivery in higher education, specifically within the BS in Entrepreneurship program. The students' perceptions of the curriculum were largely positive, particularly regarding its alignment with their educational and professional goals, its variety, and its focus on practical skills and real-world applications. However, the analysis also identifies areas for improvement, such as the organization of courses, which may require further refinement to create a more cohesive and integrated educational structure.

The findings highlight the need for a curriculum that is responsive to changes and incorporates student feedback as a core element of the design process. This approach will help higher education institutions better align their curricula with the evolving needs of learners, ensuring that educational outcomes remain relevant, holistic, and aligned with the development of employability skills. The study underscores that curriculum development should not be a one-time event but rather a continuous, data-driven process that fosters sustainable improvements, supporting the broader goal of quality education as outlined in SDG 4.

The research advocates for a more structured and transparent use of feedback, emphasizing its potential to drive comprehensive improvements in curriculum design and implementation. By considering students' perspectives at multiple levels of decision-making, institutions can enrich the educational experience, ensuring that the curriculum is not only responsive and adaptable but also aligned with both students' needs and the long-term goals of higher education reform. Incorporating student feedback into curriculum development will be crucial for maintaining the relevance, impact, and inclusivity of higher education as institutions evolve to meet the needs of diverse learners.

It is important to note that the findings of this study are not intended for generalization but serve as indications of areas for potential improvement, as the research was conducted at a single university.

**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**

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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