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Research on Evaluation and Continuous Improvement of Course Objective Achievement Based on OBE Concept

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Abstract

Guided by the Outcome-Based Education (OBE) concept, this study constructs a curriculum goal achievement evaluation system integrating direct and indirect assessments. Using "Introduction to E-commerce" as the empirical object, the research aligns course objectives with graduation requirements in professional knowledge, practical ability, and professional norms. The evaluation combines course assessments with questionnaire surveys, utilizing the Analytic Hierarchy Process for weighting and sensitivity analysis for robustness.An empirical analysis of 90 students from 2024 reveals a total course achievement degree of 0.83. Specifically, basic theoretical goals scored 0.84, business operation goals 0.82, and professional ethics goals 0.81. Findings indicate that students' subjective self-evaluations generally exceed their objective assessment performance, with a notable disconnect between cognition and behavior regarding professional ethics. Based on these diagnostics, the study proposes continuous improvement strategies focusing on reshaping regulatory teaching modes, constructing precise feedback mechanisms, and enhancing practical teaching quality. Ultimately, this research establishes a closed-loop mechanism of evaluation, feedback, and improvement to provide an operable path for ensuring the quality of university course teaching.

Keywords: Evaluation model, Goal achievement degree, Introduction to E-commerce, Outcome-based education.

1. Introduction

As higher education shifts from scale expansion to qualitative development, the quality of talent cultivation is increasingly becoming a core issue in university reform. As an advanced educational philosophy, outcome-based education emphasizes the reverse design of curriculum systems and teaching activities based on students' final learning outcomes. It has been widely applied in engineering education certification, discipline construction, and curriculum teaching reform. Against the backdrop of the continuous promotion of the construction of new humanities and social sciences initiatives and engineering disciplines in China, as well as the continuous improvement of program accreditation standards, the OBE concept not only provides clear goal guidance for curriculum construction, but also puts forward higher requirements for the evaluation of curriculum teaching quality. However, there are still problems in the current course assessment of some universities, such as emphasizing the process over the results, emphasizing knowledge transmission over ability achievement, untimely feedback on evaluation results, and lack of closed-loop improvement measures, which result in unclear support between course objectives and graduation requirements, and insufficient basis for course teaching improvement. Therefore, exploring a method for evaluating the achievement of course objectives based on the OBE concept and establishing an operable, traceable, and feedback based continuous improvement mechanism has become an important issue in improving the quality of course teaching.

This study aims to construct an evaluation system for course objective achievement based on the OBE concept, including specific criteria, data sources, calculation methods, and standards. To achieve this, the study clarifies the internal logic among course objectives, graduation requirements, and talent cultivation objectives. By combining course assessment scores with process evaluation data, quantitatively measuring achievement and accurately identifying weak teaching links, optimization paths are proposed from the aspects of teaching content, methods, assessment, and resources, forming a closed-loop mechanism of "evaluation feedback improvement re evaluation". This study not only deeply integrates the OBE concept into the evaluation process, enriches the theoretical and quality assurance framework of outcome-based education at the curriculum level, but also promotes the transformation of teaching from experiential management to precision improvement through data-driven methods, effectively enhancing the support of the curriculum for graduation requirements, and providing important references for continuously improving talent training programs and effectively improving the quality of talent training.

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2. Literature Review

The research on the achievement of course objectives has gradually deepened from early conceptual exploration and framework construction to systematic exploration of evaluation implementation difficulties, quantitative methods, and model innovation.

On the one hand, the study reveals the practical challenges faced by the OBE concept in the implementation process. Handoko (2019) conducted a survey on the achievement of course objectives in open courses and pointed out that although a large number of online courses are currently available to students around the world on some online platforms, the survey found that the achievement of course objectives in online courses is not high, due to factors such as students' interests and time management. Makumane and Khoza (2020) explored the impact of three propositions - personal, social, and professional reasoning - on the achievement of curriculum goals from the perspective of educators' reasoning. They point out that the achievement of curriculum goals not only depends on the normativity of instructional design, but also on the implicit reasoning and decision-making mechanisms of teachers in the implementation process. Kücherer B. et al. (2021) further found that achievement goals held by teachers significantly regulate their attention focus during the teaching process, thereby affecting their perception and judgment of the achievement of curriculum goals. Jing Huang and Yong Zhang (2024) systematically analyzed the practical difficulties that teachers face in understanding the OBE concept, setting goals, designing assessments, and providing feedback for improvement, indicating that the complexity of achievement evaluation far exceeds theoretical design.

On the other hand, in response to these challenges, the academic community has made significant progress in the objectivity, precision, and systematization of evaluation methods. In terms of quantifying process evaluation, Xiaoqin Li (2023) constructed a precise mapping relationship between "evaluation content core competencies" to overcome subjectivity, and designed a unified quantitative scoring standard to objectively quantify process links such as attendance, group cooperation, and homework through methods such as " penalty point system", "deduction point system", and "score banding system", effectively solving the problem of inconsistent standards and significant differences among different evaluation subjects. Liting Fan et al. (2025) used the course "Fundamentals of Control Engineering" as an example to collect process data such as attendance, assignments, and discussions through online learning platforms. Combined with final exam scores, they used principal component analysis (PCA) to reduce multidimensional process indicators into two core dimensions: "knowledge application ability" and "active learning ability". Lin Zhang (2026) refined the course objectives into three dimensions: "knowledge, ability, and literacy", and designed a combined assessment model of "daily assignments+classroom tests+experimental operations+final exams", which achieved accurate evaluation of the achievement of course objectives through quantitative calculation. Ao Zhao (2026) conducted a comprehensive evaluation of the teaching effectiveness of economics courses through teacher self-evaluation, quantitative calculation of student performance, and graduate questionnaire survey, covering multiple subjects and the entire process. Gongsuo Chen et al. (2025) proposed a formal description method based on set theory to address the issues of conceptual ambiguity and model inconsistency caused by the use of natural language descriptions in current outcome-based education (OBE) evaluations. This study uses mathematical language to precisely define core concepts such as graduation requirements, course objectives, and assessment items, as well as their interrelationships, and constructs a unified evaluation model for the achievement of course objectives and graduation requirements.

Existing research indicates that the evaluation of course objective achievement is moving towards a more scientific, accurate, and systematic direction. However, how to effectively integrate advanced quantitative methods with multiple evaluation dimensions and build a decision analysis framework that supports continuous improvement remains a key issue that urgently needs to be addressed. On the one hand, existing research mostly focuses on optimizing a single link or method, lacking a systematic connection to the entire evaluation chain, resulting in a disconnect between evaluation results and teaching improvement. On the other hand, existing models mostly focus on numerical calculations, and there is still a lack of operational theoretical frameworks and practical paths in transforming quantitative data into teaching decision-making basis and establishing data-driven continuous improvement mechanisms. Therefore, building a comprehensive evaluation framework that integrates diverse data collection, precise quantitative analysis, intelligent feedback diagnosis, and continuous improvement decision-making has important theoretical value and practical significance for promoting the implementation of OBE concept and improving the quality of curriculum teaching.

3. Methodology

3.1. Analysis of the Correspondence between Course Objectives and Graduation Requirements

Introduction to E-commerce serves as a core foundational course for e-commerce majors. It closely intersects with disciplines such as management, marketing, computer network technology, database principles, and logistics and supply chain management. This course introduces the basic models of e-commerce, network marketing strategies, electronic payments and network security, e-commerce logistics, and legal regulations. The course is designed to instill correct values, online ethics, and business integrity in students. It emphasizes awareness of data security, privacy, and green logistics, while fostering the international perspective and cross-cultural communication skills essential for global e-commerce operations.

Based on the correspondence matrix among graduation requirements, indicator points, and the course, course objectives were formulated to effectively support the designated indicators and graduation requirements. To address indicator points 1 and 2, Course Objective 1 (CO1) was established to enable students to master the fundamental theoretical framework and mainstream business models of e-commerce, while comprehending the development trends and characteristics of the digital economy. Course Objective 2 (CO2) focuses on cultivating students' ability to utilize Internet technologies and data analysis tools to facilitate operational practices in online marketing, electronic payment, and logistics management. Furthermore, to support indicator point 3, Course Objective 3 (CO3) was designed to ensure students become familiar with e-commerce-related laws, regulations, and industry standards, enabling them to consciously adhere to professional ethics and social norms in business

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activities. The alignment between graduation requirements, indicator points, and course objectives is presented in Table 1.

Table 1. Correspondence between course objectives and graduation requirements.

Graduation Requirements	Indicator Point	Course Objectives
Professional Knowledge	Master the basic theories, business models, and operational management knowledge in the field of e-commerce, and be able to apply them to solve complex business problems	CO1 CO2
Practical Ability	Capable of analyzing, designing, and implementing specific e-commerce application scenarios using modern information technology and management tools, with the ability to solve practical operational problems	CO1 CO2
Professional Code of Conduct	Be able to understand and recognize the social responsibility of e-commerce practitioners, deeply understand the laws, regulations, intellectual property rights, and industry policies related to e-commerce, consciously abide by professional ethics and behavioral norms in various business activities, and adhere to the principles of honesty, trustworthiness, and fair competition	CO2 CO3

3.2. Data Sources

The calculation of course achievement is based on course assessment materials, including test papers, daily assignments, attendance scores, and self-evaluation survey data of students at the end of the semester. This study selected the final exam papers, daily performance records, and course satisfaction surveys of 90 students majoring in e-commerce for the 2024 academic year as sample data.

The weighted average of the evaluation values obtained through the analysis of course assessment scores and questionnaire survey analysis is used to obtain the evaluation values of each course objective. Among them, the evaluation value of course assessment objectives accounts for 80%, and the evaluation value of questionnaire survey results accounts for 20%.

The analysis of the student self-evaluation questionnaire serves as an indirect evaluation basis for the achievement of course objectives. Suitable questionnaires are designed according to the sub items of each course objective to form a course indirect evaluation survey form, which is distributed to students to fill out after the course ends. Conduct a survey on the achievement of course objectives such as knowledge mastery and ability acquisition by students, evaluate their performance in achieving the course objectives, and form a scoring table (with a scoring range of 0-1, completion score of 1, 90% score of 0.9, and so on). Then calculate the average score of the participating students, analyze the achievement evaluation results based on satisfaction level, and use them as indirect evaluations of course objective achievement, as shown in Table 2.

Table 2. Self-evaluation questionnaire survey data table.

Serial Number	Name	CO1	CO2	CO3
1	Student 1	1.0	0.9	1.0
2	Student 2	0.7	0.9	1.0
3	Student 3	0.8	0.8	0.9
4	Student 4	0.8	1.0	0.9
5	Student 5	0.9	1.0	1.0
…	…	…	…	…
90	Student 90	1.0	0.9	1.0

3.3. Calculation Process

3.3.1. Achievement Calculation Based on Course Assessment

The evaluation criteria for course assessment include final exam papers, daily assignments, and attendance. The evaluation process is based on the indicator points corresponding to the course objectives, and is measured by the ratio of the actual scores of the sample students in each assessment stage to the target scores.

This course offers multidimensional assessment methods, including final exams, regular assignments, and classroom attendance. Different assessment methods reflect the achievement of course objectives from different perspectives: Final examinations are designed to gauge students' comprehensive proficiency in core knowledge areas. Daily assignments serve to evaluate their comprehension and practical application of course concepts, while attendance acts as an indicator of their learning engagement and active participation. The evaluation criteria for each assessment method are clearly corresponding to the course objectives and indicators, ensuring the pertinence and effectiveness of the evaluation. The specific calculation formula is as follows:

$$D_1 = \sum_{i=1}^{n} \left(\frac{M_{ij}}{T_{ij}} \times W_i \right) \qquad (1)$$

Among them, D_1 is the total achievement degree of the course assessment dimension; n is the total number of course objectives; i is the i-th course objective（i=1,2,...,n）； j is the j-th assessment stage (including final exams, daily assignments, and attendance); $M_{ij}$is the average score of the assessment results related to the course objective i in the sample. $T_{ij}$is the total score of the assessment related to the course objective iin the sample; W_i is the weight of the i-th course objective.

The achievement of the above course assessment reflects the achievement of course objectives from the objective score dimension. However, relying solely on academic performance data is not sufficient to comprehensively evaluate teaching effectiveness, as factors such as students' subjective feelings and recognition of course values during the learning process also affect learning outcomes. Therefore, this course introduces

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questionnaire surveys as a supplementary evaluation method to obtain reference information on the achievement of course objectives from the perspective of students.

3.3.2. Achievement Calculation Based on Questionnaire Survey

The questionnaire survey analysis aims to accurately evaluate students' achievement of course objectives by developing detailed, specific, and measurable evaluation observation points and different levels of achievement, and providing qualitative descriptions for each level. The specific implementation process is as follows: First, select all students who have taken the course and participated in the final exam each semester as evaluation samples. Secondly, conduct a questionnaire survey and have students rate the achievement of course objectives based on observation points; Subsequently, summarize the evaluation results and quantify the achievement of evaluation options as 0-1.0 points. Complete achievement is recorded as 1 point, 90% achievement is recorded as 0.9 points, and so on, for the calculation of each sub item and sub goal. Finally, take the average of each sub course objective to obtain the final evaluation result of achieving the course objective. The formula is as follows:

$$D_2=\frac{1}{n}\sum_{i=1}^{n} k_i \qquad (2)$$

Among them, D_2 is the evaluation value of the achievement of the sub objectives of the questionnaire survey; k_i is the self-evaluation value of the i-th participating student on the questionnaire for this sub objective; n is the total number of participants in the survey.

3.3.3. Calculation of Total Course Achievement

The overall achievement of the course consists of two parts: the achievement of course assessment and the achievement of questionnaire survey. Among them, the weight of the course assessment part is 0.8, and the weight of the questionnaire survey part is 0.2. The formula is as follows:

$$D=0.8D_1+0.2D_2 \qquad (3)$$

3.4. Basis for Weight Setting and Consistency Testing

The degree of achievement of course objectives is composed of two weighted components: direct evaluation (course assessment) and indirect evaluation (questionnaire survey). To further objectify this weighting, the course team introduces the Analytic Hierarchy Process (AHP), and a consulting group consisting of five experts (including course leaders, professional leaders, or members of the teaching guidance committee) who have been engaged in the teaching and discipline construction of this course for a long time. The relative importance of the two types of evidence, "direct evaluation" and "indirect evaluation", is compared pairwise, and a judgment matrix is constructed as shown in Table 3.

Table 3. Weight judgment matrix for evaluating evidence sources.

A	Direct evaluation(D1)	Indirect evaluation(D2)	Weight
Direct evaluation(D1)	1	4	0.8
Indirect evaluation(D2)	1/4	1	0.2

Referring to the supporting relationship of graduation requirement indicator points in the training plan, the importance of the three course objectives was compared pairwise by the same expert consulting group, and a judgment matrix was constructed using a 1-9 scale method, as shown in Table 4.

Table 4. Weight judgment matrix for course objectives.

Course Objectives	CO1	CO2	CO3	Weight
CO1	1	2	5	0.6
CO2	1/2	1	3	0.3
CO3	1/5	1/3	1	0.1

To verify the robustness of the evaluation conclusion on weight setting, this article further conducts sensitivity analysis. On the premise of keeping the evaluation values of each course objective unchanged, perturb the weights of the course objectives within the range of ± 0.1 of the benchmark values of 0.6, 0.3, and 0.1 (keeping the sum of weights as 1), and recalculate the total achievement degree of the course. The results showed that the overall achievement of the course remained stable in the range of 0.828-0.834 under various disturbance conditions, which was basically consistent with the benchmark value of 0.83. The ranking of the achievement of the three course objectives (CO1>CO2>CO3) and the conclusion of "overall good achievement, reaching the achievement standard" did not change with the change of weights. This indicates that the evaluation conclusion of this article is not sensitive to weight setting, and the evaluation results have good robustness.

4. Results and Analysis

According to the above calculation process, the achievement degree of the 2024 course "Introduction to E-commerce" was calculated, and the results are shown in Table 5.

Table 5. Results of achievement calculation.

Course Objectives	Subtarget Weight	D_1(80%)	D_2(20%)	D
CO1	0.60	0.83	0.88	0.84
CO2	0.30	0.80	0.90	0.82
CO3	0.10	0.78	0.91	0.81
Total Achievement Degree	1.00	0.81	0.90	0.83

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Among them, D_1 is the achievement degree of course assessment, and D_2 is the achievement degree of questionnaire; D is the evaluation of the course objective value

According to Table 5, the total achievement degree of the course is 0.83, with a "course assessment achievement degree" of 0.81 and a "questionnaire achievement degree" of 0.90. This indicates that students not only perform well in mandatory assessments such as final exams and assignments, but also receive high recognition in terms of learning experience, self-awareness, and soft skills reflected in the questionnaire survey, which together support a good overall achievement degree.

Course objective one, basic theory and trend understanding, achieved the highest degree (0.84), indicating that students have the strongest grasp of the basic theoretical framework, mainstream business models, and digital economy development trends of e-commerce. The course has achieved significant results in knowledge transmission and theoretical construction, laying a solid professional foundation for students.

Course objective two, Business Operations and Practical Skills, achieved a success rate of 0.82, which is on par with the overall achievement degree. Students have good ability to use Internet technology and data analysis tools to carry out online marketing, electronic payment, logistics management and other practical links. This indicates that the design of practical teaching in the course is reasonable and effectively supports the cultivation of students' application abilities.

Course objective three, laws and regulations and professional ethics, achieved a score of 0.81, which is the lowest among the three, but still at a good level. Students have a basic understanding and awareness of compliance with laws, regulations, industry standards, and professional ethics norms related to e-commerce. The questionnaire achievement degree is as high as 0.91, indicating that students subjectively attach great importance to compliance and ethical issues. However, the course assessment achievement degree (0.78) is relatively low, suggesting that there is still room for optimization in terms of deep understanding of knowledge or assessment methods.

In addition, data comparison shows that students' self-assessment score on CO2 (application ability) (0.90) is significantly higher than their actual exam score conversion value. This indicates that students tend to overestimate their comprehensive application abilities in the absence of an objective reference frame.

5. Discussion

5.1. The Rigor and Advantages

The curriculum goal achievement evaluation model constructed in this study integrates direct evaluation and indirect evaluation into a unified analysis framework, shifting the evaluation of curriculum teaching quality from single score analysis to multi-dimensional evidence support. Traditional course assessment often relies on final grades or teacher experience judgment, which makes it difficult to fully reflect the supporting effect of course objectives on graduation requirements. This model uses the Analytic Hierarchy Process to determine evaluation weights, reducing subjective arbitrariness in weight setting and making comparisons between different assessment stages and course objectives more evidence-based. Course assessment data can reflect students' mastery of knowledge, skills, and normative requirements, while questionnaire survey data can supplement and present students' learning experience, self-efficacy, and value alignment. The mutual verification of two types of data helps identify teaching problems that are difficult to detect solely based on grades. The value of this model lies not only in outputting achievement values, but also in revealing the differences in achievement between different course objectives through item comparisons, providing a traceable and interpretable data foundation for continuous improvement of the course.

5.2. Teaching Effectiveness and Problem Diagnosis

From the perspective of achievement, the overall teaching effect of the course is good, but there are structural differences between different course objectives. The achievement of basic theoretical goals is relatively high, indicating that the course has a solid foundation in knowledge system construction, concept explanation, and theoretical learning; However, the achievement of goals related to practical ability and professional ethics is relatively low, reflecting that students still have room for improvement in knowledge transfer, comprehensive application, and complex situational judgment. The characteristics of high subjective identification and relatively insufficient objective assessment of legal regulations and professional ethics goals indicate that students have recognized the importance of this part of the content, but the ability to transform normative requirements into situational judgments and behavioral choices has not yet been fully formed. The phenomenon of self-evaluation being higher than objective assessment in the application ability goals suggests that students may lack sufficient reference standards in the learning process, and there may be some deviation in their judgment of their own ability level. The above differences indicate that the theoretical foundation of curriculum teaching is relatively stable, but further optimization is still needed in terms of enhancing practical challenges, strengthening the internalization of literacy, and improving process feedback. Future curriculum reform should pay more attention to the coordinated achievement of knowledge, ability, and literacy goals, and promote the transformation of teaching from outcome evaluation to process diagnosis and continuous improvement.

6. Suggestions

Propose a systematic and continuous improvement strategy for the identified teaching shortcomings and problems. The improvement plan aims to build a closed loop of "evaluation feedback improvement" and promote the precise transformation of curriculum teaching from "experience driven" to "data-driven".

6.1. Reshaping the Teaching and Evaluation of Regulations and Professional Ethics

The core of teaching improvement should shift from simply imparting knowledge to internalizing abilities and shaping values, in response to the problem of knowledge action disconnect exposed in the course in terms of laws, regulations, and professional ethics, where students have high subjective identification but low objective assessment scores.

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6.1.1. Deepen Case Teaching and Strengthen Situational Judgment Ability

Change the previous flat and straightforward explanation of laws, regulations, and professional ethics provisions. Introduce more controversial and complex real business cases (such as algorithmic price discrimination, forced platform selection, privacy data leakage, etc.), and organize students to engage in role-playing, court simulations, or ethical debates. Through this approach, students are guided to apply their learned knowledge to weigh, judge, and make decisions in simulated business scenarios, internalizing abstract norms into thinking frameworks and behavioral guidelines for solving practical problems.

6.1.2. Reform The Assessment Method and Focus on High-Level Ability Testing

Optimize the assessment design of this section, reduce the emphasis on memorization knowledge, and increase open-ended and comprehensive questions such as case analysis questions and scheme design questions. The focus of assessment should shift from "whether students remember a certain regulation" to "whether students can identify potential compliance risks in specific contexts and propose reasonable response strategies". Through the reform of assessment methods, the focus of teaching is forced to shift towards cultivating students' higher-order thinking and practical abilities.

6.2. Building a Precise Feedback Mechanism

A timely, specific, and multidimensional feedback mechanism needs to be established to help students calibrate their self-awareness in response to the cognitive bias of self-evaluation being higher than their actual abilities in business operations and practical skills.

6.2.1. Provide Procedural and Descriptive Feedback

In daily project assignments and practical tasks, teachers should reduce the use of simple scores or grade evaluations and instead provide more descriptive feedback. Clearly identify the highlights, logical loopholes, shortcomings in data analysis, and directions for optimization in the student program. This refined feedback can help students clearly recognize the specific gap between their own abilities and the requirements of the course objectives.

6.2.2. Introduce Diversified Evaluation Subjects

Break the single evaluation mode of teachers and introduce group peer evaluation, enterprise mentor evaluation and other aspects in practical projects. The perspectives of peers and industry experts can provide students with a richer and more objective frame of reference, enabling them to examine their own works and abilities from different dimensions, effectively correcting cognitive biases, and stimulating their motivation for active learning and continuous improvement.

6.3. Enhancing the Quality of Practical Teaching

Although the basic theoretical part has the highest degree of achievement, the relative weakness in the practical and literacy aspects reflects a tendency to prioritize theory over practice. In the future, efforts should be made to enhance the challenge and innovation of practical teaching.

6.3.1. Design Comprehensive and Design Oriented Practical Projects

Reduce verification and operational experiments, and increase comprehensive projects that require students to comprehensively apply knowledge from multiple chapters. For example, designing a complete "0-1" e-commerce entrepreneurship plan requires students to not only conduct market analysis and business model design, but also develop detailed marketing and promotion plans, logistics solutions, and financial budgets, as well as write relevant legal risk assessment reports. Through project driven approaches, achieve the organic integration of knowledge, skills, and literacy goals.

6.3.2. Using Digital Tools to Simulate Real Business Environments

Actively introducing digital teaching resources such as e-commerce simulation operation platforms and data analysis tools to create a highly simulated business environment for students. Enable students to personally experience the chain reaction brought about by operational decisions in simulated market competition, thereby deepening their understanding of theoretical knowledge and exercising their data analysis and decision-making abilities in dynamic and complex environments.

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