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EVALUATING THE ACHIEVEMENT OF ECO120 COURSE LEARNING OUTCOMES USING ENTRANCE–EXIT SURVEY EVIDENCE: AN EMPIRICAL ASSESSMENT AT UITM MELAKA

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Abstract: *The implementation of Outcome-Based Education (OBE) has transformed the evaluation of teaching and learning in higher education institutions through the Entrance–Exit Survey (EES) approach, which measures changes in students' knowledge before and after completing a course. This study evaluates the achievement of Course Learning Outcomes (CLOs) for the ECO120 which an Economics course offered at Universiti Teknologi MARA (UiTM) Melaka using data collected through an EES for semester October 2025-February 2026. The research employs a quantitative approach involving descriptive statistical analysis, percentage distribution, and learning-gap measurement. The survey instrument utilises a five-point Likert scale to measure students' perceived understanding of economic concepts at the beginning and end of the semester. The findings demonstrate a substantial improvement in students' knowledge levels across all CLO indicators. The mean score increased to approximately 3 from the entrance to the exit survey, suggesting that students experienced meaningful learning improvement following their engagement with the course content. Frequency and percentage analyses further demonstrate that more than 75–80% of responses fall within the highest learning-gap categories, reflecting "very good" to "excellent" improvement across the three CLO domains, namely conceptual understanding, critical thinking and problem-solving, and economic reasoning. These results suggest that the ECO120 course effectively supports the achievement of its intended learning outcomes. The study also highlights the usefulness of the EES as an evidence-based instrument for monitoring teaching effectiveness and guiding continuous quality improvement in higher education.*

Keywords: *Course Learning Outcomes, Outcome-Based Education, Entrance Exit Survey, Economics Education, Learning Assessment*

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Introduction

Contemporary research further highlights that institutions which systematically evaluate learning outcomes are better positioned to enhance teaching quality and improve students' learning experiences (Lu et al., 2024). This shift reflects the growing emphasis on evidence-based educational practice and outcome-oriented curriculum design. The global adoption of Outcome-Based Education (OBE) has significantly influenced how higher education institutions conceptualise teaching and learning. OBE emphasises that educational programmes should be organised around clearly defined learning outcomes that describe the competencies students are expected to demonstrate upon completion of a course.

In Malaysia, the implementation of OBE has been strongly encouraged by the Malaysian Qualifications Agency (MQA), which oversees academic quality assurance across public and private higher education institutions. Through the Malaysian Qualifications Framework (MQF), universities are required to design programmes that clearly articulate programme learning outcomes and ensure that courses contribute meaningfully to these outcomes. Since its implementation, the MQF has required institutions to clearly define programme learning outcomes, credit hours, and student learning time for each academic level ranging from certificate to doctoral programmes (Rajaretnam & Kaur, 2012). The framework emphasises that learning outcomes must be explicitly articulated and systematically evaluated to ensure that graduates possess the competencies required by academic and professional fields.

In response to national higher education policies, Universiti Teknologi MARA (UiTM) adopted the OBE framework as part of its institutional commitment to enhancing the quality of teaching and learning. In addition to aligning course objectives with programme learning outcomes, UiTM has introduced several mechanisms to monitor learning effectiveness. One of the key mechanisms is the Closing the Loop (CDL) process, which involves evaluating course performance and implementing improvements based on empirical evidence obtained from student feedback and assessment results.

A significant component of the CDL process is the Entrance–Exit Survey (EES), which measures students' knowledge levels at two different points in time: at the beginning of the semester and after completing the course. By comparing students' responses before and after instruction, the EES provides valuable insights into how effectively a course enhances students' understanding of the subject matter. This approach allows educators to assess the extent to which the intended Course Learning Outcomes (CLOs) have been achieved.

The ECO120 Principles of Economics course is a foundational subject offered to undergraduate students across several programmes at UiTM Melaka, introducing essential economic concepts such as supply and demand analysis, market equilibrium, elasticity, national income determination, and government policy interventions. Based on the course information used on semester October 2025-February 2026, there are three CLOs set for ECO120. For students who register for course, CLO1 stated that at the end of the course, they are expected able to explain essential concepts, theories and problems of economics. In addition, CLO2 set for the student able to employ critical thinking and problem-solving skills related to economics. Finally, CLO3, the student able to demonstrate economics reasoning to economics issues and policies.

These concepts form the theoretical basis for understanding economic behaviour and decision-making in both business and public policy contexts, making introductory economics courses critical for developing students' analytical reasoning and economic literacy (Allgood et al.,

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2015; Walstad & Rebeck, 2017). Despite the importance of principles-level economics courses in shaping students' conceptual understanding, empirical studies evaluating the achievement of learning outcomes in such courses remain relatively limited, as existing research in economics education tends to focus more on pedagogical innovations such as active learning or technology-enhanced teaching, rather than systematically assessing whether course learning outcomes are effectively achieved (Emerson et al., 2022).

Therefore, this study aims to evaluate the achievement of Course Learning Outcomes for the ECO120 course at UiTM Melaka using EES data. Specifically, the study seeks to measure the extent of improvement in students' understanding of economic concepts between the beginning and end of the semester and to determine whether the course effectively supports the achievement of its intended learning outcomes. By analysing learning progression through survey-based evidence, the study contributes to the broader literature on outcome-based education and learning outcome assessment in higher education.

Literature Review

Studies indicate that universities that implement structured learning outcome evaluation systems are better able to monitor student development, align teaching practices with academic goals, and improve programme quality (Alyasin et al., 2023). Outcome-Based Education (OBE) provides the theoretical foundation for many modern learning outcome assessment frameworks. OBE emphasises that teaching and learning activities should be organised around clearly defined competencies that students must demonstrate upon completing a course. Within this framework, intended learning outcomes guide the design of instructional activities, learning resources, and assessment tasks. Biggs and Tang (2011) introduced the concept of constructive alignment, which stresses the importance of aligning learning outcomes, teaching strategies, and assessments to ensure effective learning. When constructive alignment is implemented successfully, students are more likely to engage in meaningful learning activities and achieve deeper conceptual understanding. Recent research continues to confirm the effectiveness of OBE frameworks in higher education, highlighting that curriculum alignment between course learning outcomes (CLOs) and programme learning outcomes (PLOs) improves the coherence and effectiveness of academic programmes (Mufanti et al., 2024; Derouich, 2025).

In addition to curriculum alignment, universities increasingly rely on empirical data to evaluate teaching effectiveness and learning progression. Educational researchers have emphasised that systematic learning outcome assessment allows institutions to identify gaps in curriculum delivery, evaluate instructional strategies, and implement evidence-based improvements in teaching practice. The integration of assessment data into institutional decision-making processes is therefore essential for continuous quality improvement in higher education (Ewell, 2019). More recent studies further suggest that institutional resources, teaching practices, and learning environments significantly influence students' learning outcomes, highlighting the importance of comprehensive evaluation mechanisms that capture multiple dimensions of the educational experience (Lu et al., 2024). As a result, universities are shifting from traditional evaluation methods towards more holistic and continuous assessment mechanisms that support ongoing quality improvement.

Among the various tools used to evaluate learning outcomes, student feedback surveys remain one of the most widely adopted approaches in higher education. These surveys provide valuable insights into students' learning experiences and perceptions of teaching effectiveness. Student engagement data derived from survey instruments have been recognised as key indicators of

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institutional quality and educational effectiveness (Kuh, 2009). More recent studies suggest that when systematically analysed, student feedback can significantly contribute to improving teaching practices and enhancing student learning outcomes (Carless & Boud, 2018; Mendoza-Villafaina et al., 2024). However, while conventional course evaluations provide useful feedback on teaching quality, they may not fully capture learning progression over time, which is critical for evaluating the achievement of learning outcomes.

To address this limitation, the Entrance–Exit Survey (EES) approach has gained increasing attention as an effective method for measuring learning gains. The EES design assesses students' knowledge at two distinct points; before and after completing a course allowing educators to evaluate changes in students' understanding and determine the effectiveness of instructional interventions. This pre-test and post-test approach provides a direct and practical method for assessing whether teaching activities contribute to the achievement of Course Learning Outcomes. Empirical studies demonstrate that such designs generate meaningful evidence of learning gains and can support data-driven curriculum improvements (Allen, 2004; Miller & Lesik, 2020). More recent research also highlights the usefulness of EES methods in capturing improvements in students' knowledge, skills, and engagement across academic programmes (James et al., 2025).

In this context, Likert-scale survey instruments are commonly used to quantify students' perceptions of learning outcomes and knowledge development. Since its introduction by Likert (1932), the Likert scale has become a widely accepted measurement tool in educational research. It enables researchers to analyse students' responses using descriptive and inferential statistical techniques, including frequency distribution, percentage analysis, and mean comparison. Boone and Boone (2012) emphasise that Likert-scale data provide a robust basis for identifying patterns in student responses and evaluating learning outcomes. Recent developments in educational research further integrate Likert-scale survey data with learning analytics approaches to provide deeper insights into student engagement and learning behaviour (Hernández-Campos, 2025).

Despite the extensive literature on OBE, learning outcome assessment, and survey-based evaluation methods, empirical studies focusing specifically on introductory economics courses remain relatively limited. Existing research in economics education tends to emphasise pedagogical innovations such as active learning strategies, flipped classrooms, and digital learning tools rather than systematically evaluating whether course learning outcomes are effectively achieved (Allgood et al., 2015). This gap is particularly evident in the context of developing countries and Malaysian higher education, where limited empirical evidence exists on the effectiveness of principles-level economics courses in achieving intended learning outcomes.

Therefore, this study addresses this gap by applying the EES approach to evaluate the achievement of Course Learning Outcomes in the ECO120 Principles of Economics course at UiTM Melaka. By providing empirical evidence on students' learning progression using survey-based data, this study contributes to the literature on outcome-based education, learning assessment, and economics education, while also offering practical insights for improving curriculum design and teaching effectiveness in higher education institutions.

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Methodology

This study adopts a quantitative research design to evaluate the achievement of Course Learning Outcomes for the ECO120 Economics course. Quantitative methods are appropriate for analysing survey data because they enable researchers to measure patterns, trends, and relationships within large datasets (Creswell, 2014).

The sample for this study consists of undergraduate students enrolled in the ECO120 Principles of Economics course at Universiti Teknologi MARA (UiTM) Melaka for the October 2025–February 2026 semester, with a total of 265 respondents for the exit survey and 304 respondents for the entrance survey. The respondents were drawn from multiple academic programmes, including business and management-related disciplines, reflecting the multidisciplinary nature of the course. In terms of demographic distribution, the sample includes both male and female students; however, the analysis focuses primarily on aggregated responses as the study aims to evaluate overall learning outcome achievement rather than demographic differences.

The dataset used in this study consists of responses from students who enrolled in the ECO120 course at UiTM Melaka for semester October 2025- February 2026. Students were required to complete the entrance survey during the first week of the semester and the exit survey during the final week. This design allows researchers to compare students' perceived knowledge levels before and after completing the course.

The survey instrument used in this study was adopted from the standardised Entrance–Exit Survey (EES) system developed under UiTM UFuture, which is aligned with the Course Learning Outcomes (CLOs) and institutional Outcome-Based Education (OBE) framework. The instrument consists of Likert-scale items designed to measure students' perceived understanding of economic concepts before and after completing the course. As the instrument is institutionally developed and implemented across UiTM programmes, its reliability and consistency have been established through continuous usage and internal validation processes at the university level. Therefore, additional reliability testing such as Cronbach's alpha was not conducted in this study, as the instrument is considered standardised and validated for learning outcome assessment within the UiTM system.

In terms of validity, content validity was established by aligning the survey items with the CLOs and course syllabus, ensuring that each item accurately reflects the intended learning outcomes. In addition, the study adheres to ethical research standards, where participation in the survey was voluntary and responses were collected anonymously. No personal identifiers were recorded, and the data were used solely for academic and quality improvement purposes.

Based on the EES, the system calculates the CDL value for each student by measuring the difference between the exit and entrance survey scores. The gap value is determined by subtracting the entrance survey score from the exit survey score. This gap indicates the level of improvement in students' understanding after completing the course. A gap value of 4 represents an "excellent" level of achievement, while a value of 3 indicates "very good" improvement. A gap value of 2 reflects a "good" level of learning progress, whereas a value of 1 signifies "fair" achievement. If the gap value is less than 0, the level of achievement is classified as "poor," indicating that no measurable improvement in learning has occurred (Curriculum Affairs Unit, UiTM, 2015).

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The Likert scale used in this study is treated as an interval scale for the purpose of statistical analysis. Although Likert-scale data are ordinal in nature, previous research suggests that when multiple items are aggregated, they can be analysed using parametric techniques without significantly affecting the validity of the results (Norman, 2010). This approach is widely accepted in educational research, particularly in studies involving learning outcome assessment.

Data analysis involved several steps. First, descriptive statistics were calculated to summarise the distribution of responses in both the entrance and exit surveys. These statistics include mean values, percentage distributions, and frequency counts. Second, the learning improvement gap was calculated by subtracting the entrance survey mean from the exit survey mean for each indicator. This gap represents the extent of improvement in students' knowledge levels.

In addition to descriptive analysis, inferential statistical tests were conducted to examine whether the observed differences between entrance and exit survey scores are statistically significant. A paired-sample t-test was employed to compare the mean scores before and after the course, as the same group of students was measured at two different points in time. The results of the t-test provide evidence on whether the improvement in students perceived knowledge is statistically significant, thereby strengthening the robustness of the findings.

Results

The analysis of the EES data indicates a substantial improvement in students' knowledge levels throughout the semester. At the beginning of the course, the majority of students reported limited understanding of the economic concepts included in the survey. The average entrance survey score across all indicators was approximately 1.3, suggesting that many students either disagreed or strongly disagreed with statements describing their understanding of economic principles. In contrast, the exit survey results show a dramatic increase in students' perceived knowledge levels. The average exit survey score increased to approximately 4.3, indicating that most students agreed or strongly agreed that they understood the concepts covered in the course. The difference between entrance and exit scores represents an average learning gap of approximately 3 points, demonstrating a significant improvement in students' understanding.

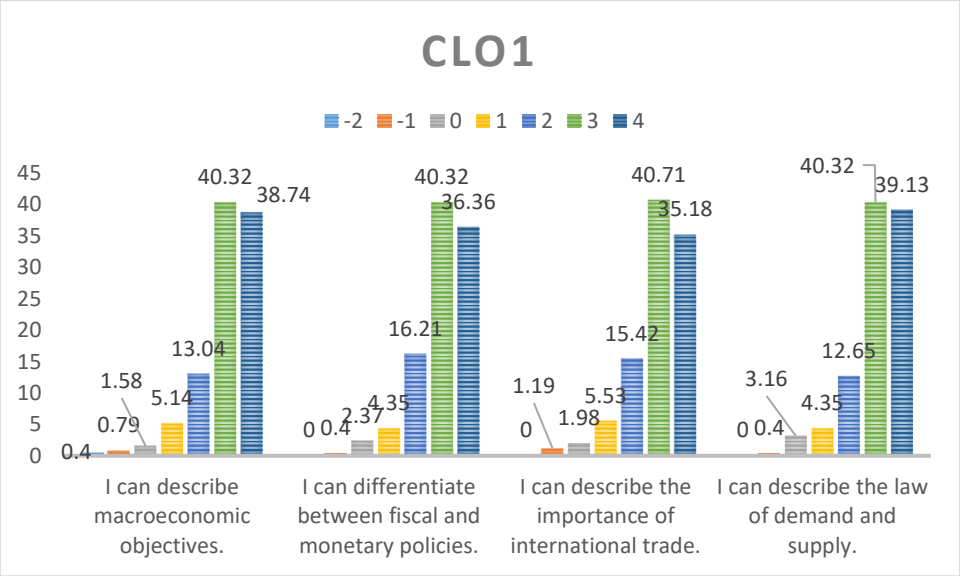

Figure 1: EES Result for CLO 1 in Percentage

Source: https://ufuture.uitm.edu.my/home/

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Percentage analysis further supports these findings. The findings for CLO1, Table 1 which measures students' ability to explain essential economic concepts, theories, and problems, indicate a strong positive learning improvement based on the Entrance–Exit Survey (EES) gap analysis. Across the four CLO1 items (t-1-1 to t-1-4), the majority of responses fall within the higher gap categories, particularly gap values 3 and 4. For instance, in item t-1-1, the largest proportion of responses is recorded at gap value 3 (40.32%, frequency = 102) followed by gap value 4 (38.74%, frequency = 98). Similar patterns are observed in t-1-2, where gap value 3 accounts for 40.32% (frequency = 102) and gap value 4 accounts for 36.36% (frequency = 92). Likewise, t-1-3 records 40.71% (frequency = 103) for gap value 3 and 35.18% (frequency = 89) for gap value 4, while t-1-4 shows 40.32% (frequency = 102) for gap value 3 and 39.13% (frequency = 99) for gap value 4. These results indicate that more than 75% of responses across all CLO1 items fall within the "very good" to "excellent" improvement levels, suggesting that the ECO120 course effectively enhanced students' understanding of fundamental economic concepts and theoretical frameworks.

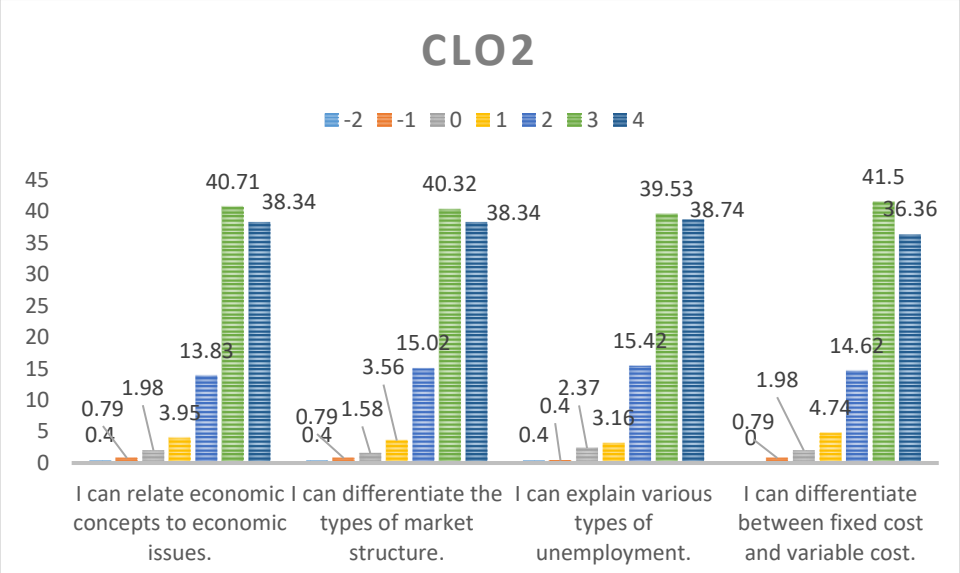

Figure 2: EES Result for CLO 2 in Percentage
Source: https://ufuture.uitm.edu.my/home/

The findings for CLO2 shown in Table 2, which measures students' ability to employ critical thinking and problem-solving skills related to economics, indicate a strong positive learning improvement based on the EES gap analysis across the four survey items (t-2-1 to t-2-4). The distribution of responses shows that the majority of students fall within the higher improvement categories, particularly gap values 3 and 4. For instance, in t-2-1, gap value 3 records 40.71% (frequency = 103) and gap value 4 records 38.34% (frequency = 97). Similar patterns are observed in t-2-2, where gap value 3 accounts for 40.32% (frequency = 102) and gap value 4 accounts for 38.34% (frequency = 97). Likewise, t-2-3 shows 39.53% (frequency = 100) for gap value 3 and 38.74% (frequency = 98) for gap value 4, while t-2-4 demonstrates 41.50% (frequency = 105) for gap value 3 and 36.36% (frequency = 92) for gap value 4. Collectively, these results indicate that approximately 75–80% of responses fall within the "very good" and "excellent" improvement levels, suggesting that the ECO120 course effectively strengthened students' ability to analyse economic problems and apply critical thinking when interpreting economic scenarios.

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The findings for CLO3 presented in Table 3, which measures students' ability to demonstrate economic reasoning in analysing economic issues and policies, indicate substantial improvement based on the EES gap analysis across the four survey items (t-3-1 to t-3-4). The results show that the majority of responses fall within the higher gap categories of 3 ("very good") and 4 ("excellent"), indicating strong perceived learning gains after completing the ECO120 course. For instance, in t-3-1, gap value 3 accounts for 38.34% (frequency = 97) and gap value 4 accounts for 38.74% (frequency = 98). A similar pattern is observed in t-3-2, where gap value 3 represents 40.71% (frequency = 103) and gap value 4 represents 39.53% (frequency = 100). Likewise, t-3-3 records 40.32% (frequency = 102) for gap value 3 and 38.34% (frequency = 97) for gap value 4, while t-3-4 shows 37.15% (frequency = 94) for gap value 3 and 41.11% (frequency = 104) for gap value 4. Overall, approximately 77–80% of responses across all CLO3 items fall within these two highest categories, indicating that most students experienced significant improvement in their ability to apply economic reasoning when evaluating real-world economic issues and policy decisions.

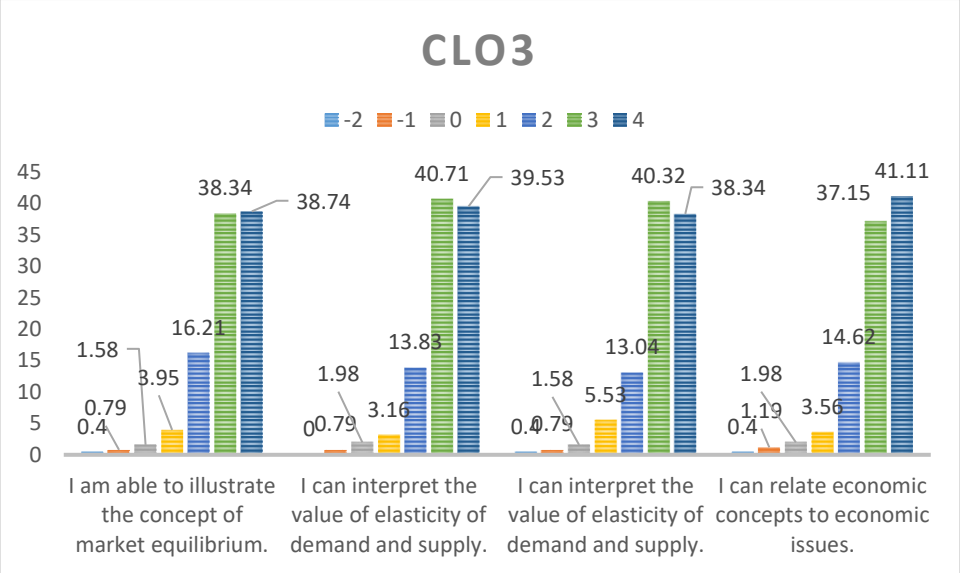

Figure 3: EES Result for CLO 3 in Percentage
Source: https://ufuture.uitm.edu.my/home/

The findings of this study indicate that the ECO120 course successfully supports the achievement of its intended learning outcomes. The substantial improvement observed between entrance and exit survey responses suggests that students gain significant knowledge and conceptual understanding throughout the semester. One possible explanation for this improvement is the use of student-centred learning approaches in the course. Teaching strategies such as problem-based learning, case discussions, and tutorial exercises may encourage students to actively engage with economic concepts and apply them to real-world scenarios. Such approaches are consistent with the principles of constructive alignment, which emphasise the importance of designing learning activities that directly support intended outcomes (Biggs & Tang, 2011).

Discussion

The results of the EES gap analysis demonstrate substantial learning improvement across all three Course Learning Outcomes (CLOs) of the ECO120 Principles of Economics course. The distribution of responses shows that the majority of students fall within the higher improvement categories, particularly gap values 3 ("very good") and 4 ("excellent"), across most survey

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items. These findings suggest that students experienced significant perceived learning gains by the end of the semester. From a pedagogical perspective, the positive improvement observed across CLO1, CLO2, and CLO3 indicates that the course design effectively facilitated students' understanding of economic concepts and analytical reasoning skills. Such results are consistent with the principles of Outcome-Based Education (OBE), which emphasise that teaching strategies, learning activities, and assessment methods should be aligned with clearly defined learning outcomes to ensure effective student learning (Biggs & Tang, 2020). When instructional activities are aligned with intended learning outcomes, students are more likely to engage in meaningful learning processes and demonstrate higher levels of academic achievement (O'Sullivan, 2024).

For CLO1, which focuses on students' ability to explain fundamental economic concepts, the findings indicate that a large proportion of responses fall within the highest improvement categories. This suggests that the course effectively strengthened students' conceptual understanding of core economic theories and models. Introductory economics courses are widely recognised as crucial in building economic literacy and enabling students to understand the underlying mechanisms of markets, economic decision-making, and policy interventions (Modig, 2021). In economics education literature, the ability to explain basic economic concepts forms the foundation for further analytical and applied learning. Therefore, the strong improvement observed in CLO1 suggests that the ECO120 course successfully achieved its intended learning objective of strengthening students' conceptual understanding of economic principles. Additionally, research in higher education highlights that the alignment between course learning outcomes, teaching activities, and assessments significantly contributes to students' ability to understand theoretical concepts and apply them effectively (Lawrence, 2023; Hristov et al., 2024).

Similarly, the findings for CLO2, which assesses students' ability to employ critical thinking and problem-solving skills in economics, demonstrate strong learning improvement. The high proportion of responses within gap values 3 and 4 indicates that students developed stronger analytical abilities when interpreting economic problems and evaluating alternative solutions. Critical thinking is considered a central competency in economics education because it allows students to analyse economic models, interpret data, and evaluate economic policies. Studies in economics pedagogy emphasise that developing critical thinking skills enables students to move beyond memorisation of theories and instead apply economic reasoning to real-world scenarios (Howard, 2022). Furthermore, recent research suggests that student-centred approaches such as problem-based learning and applied economic case studies can significantly improve students' critical thinking abilities and overall learning outcomes in economics courses (Sari, 2025). Therefore, the strong performance observed in CLO2 may indicate that the ECO120 course successfully incorporated teaching strategies that promote analytical thinking and problem-solving in economic contexts.

The results for CLO3, which measures students' ability to demonstrate economic reasoning when analysing economic issues and policies, also show strong improvement. Economic reasoning represents a higher-order cognitive skill that requires students to integrate theoretical knowledge with real-world economic issues. The high proportion of responses within the top gap categories suggests that students developed greater confidence in applying economic concepts to policy discussions and economic decision-making scenarios. Recent research highlights that economics education should emphasise real-world applications and policy analysis in order to enhance students' ability to interpret complex economic phenomena (Birdi,

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2026). Teaching approaches that connect theoretical models with contemporary economic issues are particularly effective in improving students' economic reasoning skills and policy analysis abilities.

Although the overall results show strong positive learning gains, a small proportion of responses show negative gap values (−1 and −2). However, these values represent only a minimal percentage of responses and should not necessarily be interpreted as evidence of ineffective learning. Instead, negative values may reflect changes in students' self-perception of their knowledge during the learning process. Educational research indicates that students often overestimate their initial knowledge before formal instruction, particularly when they have limited exposure to complex academic content. As students' progress through the course and become more aware of the complexity of economic concepts, they may reassess their knowledge more critically, resulting in lower self-reported scores in the exit survey. This phenomenon is widely associated with the Dunning–Kruger effect, where individuals initially overestimate their abilities but subsequently adjust their self-assessment as their understanding deepens (Kruger & Dunning, 1999). Furthermore, learning outcome assessment research suggests that such negative shifts may also indicate increased metacognitive awareness, where students become more reflective about the limits of their knowledge after engaging with more advanced learning materials (Suskie, 2018).

Overall, the findings of this study suggest that the ECO120 course effectively supports the achievement of its intended learning outcomes by improving students' conceptual understanding, critical thinking abilities, and economic reasoning skills. The high proportion of positive gap values across all three CLOs indicates that the course design aligns well with the principles of Outcome-Based Education and constructive alignment. At the same time, the presence of small negative gap values highlights the importance of continuous quality improvement processes in monitoring learning progression and refining teaching strategies to further enhance students' learning experiences.

Conclusion

This study examined the achievement of Course Learning Outcomes for the ECO120 Principles of Economics course at UiTM Melaka using EES data as an evidence-based evaluation mechanism. The findings reveal a substantial improvement in students' perceived understanding of economic concepts, critical thinking skills, and economic reasoning abilities between the beginning and end of the semester. The average learning improvement gap of approximately 3 points between the entrance and exit survey results indicates that the course effectively supports the intended learning outcomes and enhances students' conceptual and analytical capabilities in economics.

The results also demonstrate that the majority of responses fall within the highest learning-gap categories, particularly "very good" and "excellent," across all three Course Learning Outcomes. This pattern suggests that the instructional design of the ECO120 course aligns well with the principles of Outcome-Based Education and constructive alignment, where learning activities, teaching strategies, and assessments are systematically structured to support the achievement of clearly defined learning outcomes. In particular, the strong improvement observed across CLO1, CLO2, and CLO3 indicates that the course successfully strengthens students' understanding of fundamental economic concepts while simultaneously developing higher-order cognitive skills such as critical thinking and policy reasoning.

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Furthermore, the study highlights the practical value of the Entrance–Exit Survey as a monitoring tool within institutional quality assurance systems. By capturing students' learning progression over time, the EES provides useful evidence that can inform the Closing-the-Loop (CDL) process and guide continuous curriculum improvement initiatives. Such evidence-based evaluation approaches are particularly important in higher education institutions that adopt Outcome-Based Education frameworks, as they enable educators to assess whether teaching strategies effectively support the achievement of intended competencies.

Despite the positive findings, several limitations should be acknowledged. The study relies primarily on students' self-reported perceptions of their learning, which may be influenced by subjective evaluation or response bias. Future studies could strengthen the analysis by incorporating additional data sources such as examination performance, course assessment results, or qualitative student feedback. In addition, longitudinal research across multiple semesters or courses would provide a more comprehensive understanding of how students' economic knowledge and analytical abilities develop throughout their academic programmes.
Overall, this study contributes to the growing literature on learning outcome assessment in higher education by providing empirical evidence on the effectiveness of a principles-level economics course within an outcome-based education framework. The findings demonstrate that the ECO120 course plays an important role in enhancing students' economic literacy and analytical reasoning skills while also illustrating the value of survey-based evaluation methods for supporting continuous quality improvement in university teaching and learning.

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