



Evaluating Business Curriculum in Applied Universities: A CIPP-Based Framework

Hao Wenbin*

Universitas Pendidikan Ganesha, Bali, Indonesia

*Corresponding Author: 191840191@qq.com

ABSTRACT

In response to China's initiative to advance "New Humanities" and "New Business," this study highlights the urgent need for a systematic framework to evaluate innovative curricula such as the interdisciplinary "Big Business" course in applied undergraduate institutions. The primary aim is to construct a comprehensive evaluation system based on the CIPP (Context, Input, Process, Product) model to diagnose implementation challenges and provide actionable guidance for improvement. Adopting a qualitative design research approach, the framework was developed through a systematic literature review, indicator extraction and synthesis, and logical validation. The finalized system encompasses four primary and ten secondary indicators aligned with the CIPP dimensions. Its application reveals several systemic challenges, including misalignment between curriculum objectives and content, insufficient investment in teaching resources, imbalances between student engagement and cognitive load, and limited alignment with industry needs. The study concludes that holistic, system-level reforms are essential for ensuring the curriculum's effectiveness. The key contribution lies in offering a validated and practical tool for educators to improve curriculum quality, as well as a theoretical foundation for evaluating complex interdisciplinary programs.

Keywords: Applied Undergraduate Education, Big Business Courses, CIPP Model, Course Evaluation, Curriculum Improvement

INTRODUCTION

In the contemporary landscape of higher education, characterized by rapid technological advancement and shifting societal demands, the imperative for robust curriculum evaluation has never been more pronounced. Curriculum evaluation constitutes a fundamental pillar of quality assurance in education, serving as a systematic process that enables educators, administrators, and policymakers to measure the efficacy of teaching and learning initiatives. By diagnosing the alignment between predetermined educational objectives and tangible outcomes, evaluation provides the evidentiary basis for iterative refinement and strategic enhancement of course delivery (Ma, 2020). The very criteria and focus of an evaluation mechanism are not neutral; they embody the core pedagogical values and define the distinctive identity of an academic program.

This is particularly salient for applied undergraduate institutions, which operate within a unique niche that demands a careful synthesis of two, sometimes competing, attributes: "applied" competence and "undergraduate" rigor. The "applied" nature of these institutions demarcates them from traditional research-oriented universities, prioritizing the cultivation of practical skills, professional competencies, and a direct capacity to address real-world challenges. In contrast, the "undergraduate" designation elevates them above mere vocational training, mandating a strong theoretical foundation, critical thinking abilities, and the intellectual breadth essential for long-term career adaptability and lifelong learning. Consequently, curriculum development within these institutions must be strategically engineered to construct a seamless bridge between academic knowledge and societal application, empowering students to successfully navigate, integrate into, and contribute meaningfully to their chosen professions. This complex mandate necessitates an evaluation framework that is itself dual-focused, rigorously assessing both "direct societal impact" and "theoretical depth."

This study situates its inquiry within this context, taking the "Big Business" course at Shandong University of Business and Management—a representative local applied undergraduate institution—as its focal point. As a flagship program explicitly designed to embody the institution's



mission, the imperative to systematically evaluate its effectiveness is paramount. The establishment of a tailored, sophisticated evaluation system is not merely an administrative formality but a critical lever to supervise, assess, and ultimately elevate the quality and impact of the course's implementation. This task stands as an urgent and strategic priority for the sustainable development of the Big Business curriculum.

Notwithstanding its acknowledged importance, the evaluation of innovative courses like Big Business often lacks a coherent and systematic framework. A critical analysis of prevailing practices reveals several interconnected and persistent deficiencies:

Over-reliance on Fractioned and One-Dimensional Metrics: Prevailing evaluation methodologies are predominantly anchored in compartmentalized data sources such as periodic teaching and research activities, end-of-course student satisfaction surveys, and summative academic assessments. While these tools offer valuable snapshots of specific aspects—such as instructional performance or knowledge retention at a single point in time—they are inherently ill-equipped to provide a holistic, nuanced understanding of the curriculum's overall ecosystem and its integrated effectiveness. Zhang and Gao (2022) critically observe that such a fragmented approach is particularly inadequate for evaluating interdisciplinary programs like Big Business, where success is measured not by discrete knowledge units but by the synergistic integration of concepts and the application of skills across traditional disciplinary boundaries. The inherent complexity of such learning outcomes remains largely invisible to these conventional, reductionist evaluation tools.

A Predominantly Summative, Rather Than Formative, Evaluation Culture: The temporal focus of existing evaluations is disproportionately weighted towards the terminal phase of the teaching cycle, functioning as an autopsy rather than a health check. This summative emphasis results in a critical neglect of dynamic, process-oriented assessment that can monitor implementation in real-time. The inability to identify and remediate pedagogical or logistical issues as they emerge during the course delivery significantly compromises the achievement of intended learning objectives. Although the scholarly discourse, including work by Yang and Deng (2020), has long championed the virtues of formative evaluation, its operationalization in practice remains nascent, often stymied by a lack of structured continuous monitoring and responsive feedback mechanisms.

A Misalignment Between Standardized Criteria and Contextualized Needs: A further complication arises from the frequent application of generic, one-size-fits-all evaluation standards. These standardized criteria are often derived from models suited for research universities or conventional disciplines, and thus fail to capture the unique institutional mission of applied undergraduate colleges and the specific pedagogical demands of large-scale, cross-disciplinary courses. This fundamental misalignment creates a chasm between the evaluation results and the authentic, context-specific goals of the curriculum. While theorists like Feng (2017) advocate for the adaptation of standards, institutional inertia and a lack of tailored frameworks often result in evaluations that are, at best, marginally relevant and, at worst, misleading.

A Noteworthy Lacuna in the Academic Literature: While the broader field of curriculum evaluation has witnessed sustained scholarly interest, a conspicuous gap exists in the literature concerning the systematic assessment of large-scale business courses within the applied undergraduate sector. Specifically, explorations into the application of comprehensive models like CIPP in this particular domain are relatively scarce. There is a palpable shortage of empirical studies that delve into the pragmatic challenges and strategic implementation of such models for complex, interdisciplinary curricula. This identified research void not only presents a clear academic opportunity but also underscores the pressing practical significance and potential contribution of this investigation.

In synthesis, the current landscape of curriculum evaluation for programs like Big Business is marked by significant shortcomings in terms of holistic scope, developmental continuity, and contextual relevance. These deficiencies are acutely felt in the dynamic environment of applied undergraduate education. Therefore, the construction of a systematic, theory-driven evaluation system based on the CIPP model represents an endeavor to address a clear gap in the extant literature while simultaneously providing a scientifically grounded and actionable tool for curriculum enhancement, bearing substantial theoretical and practical implications.



In response to the identified gaps, the principal aim of this study is to design, develop, and propose a comprehensive evaluation system for large-scale business courses in applied undergraduate institutions, utilizing the CIPP model as its foundational architecture. The specific objectives are to deconstruct and apply the four dimensions of the CIPP model—Context, Input, Process, and Product—to the specific context of the Big Business course; to construct a hierarchical framework of primary and secondary indicators that operationalizes these dimensions into measurable criteria; and to demonstrate the utility of this framework as a diagnostic tool for identifying strengths, weaknesses, and potential areas for improvement in the curriculum's design and implementation.

This system is conceived to empower educators and administrators with a scientifically rigorous and practically applicable mechanism for assessing course effectiveness, thereby informing data-driven decision-making for continuous quality improvement.

LITERATURE REVIEW

The CIPP Model: A Comprehensive Framework for Evaluation

The CIPP model, pioneered by Daniel Stufflebeam in the 1960s, was developed in response to the perceived limitations of earlier evaluation models that focused predominantly on end outcomes (product) or predetermined goals (Tyler, 1949). Stufflebeam argued that evaluation's most critical purpose was not to prove but to improve, emphasizing its role in proactive program management and decision-making (Stufflebeam, 2003). The acronym CIPP stands for four interconnected types of evaluation: Context, Input, Process, and Product. The model's uniqueness lies in its holistic and systematic nature. Context Evaluation involves diagnosing the environment, needs, and opportunities to define goals and priorities. Input Evaluation assesses competing strategies, plans, and budgets to determine how to utilize resources effectively. Process Evaluation monitors the implementation of plans, identifying defects in procedural design or execution. Finally, Product Evaluation measures and interprets outcomes, both intended and unintended, to determine whether the goals were met and to inform future decisions (Zhang & Gao, 2022).

The CIPP model's robustness is particularly evident when contrasted with other prevalent frameworks. For instance, the Kirkpatrick Model (Kirkpatrick, 1959), widely used in corporate training, focuses almost exclusively on product evaluation across four levels (reaction, learning, behavior, results) but offers little guidance on evaluating the initial planning (context/input) or the implementation dynamics (process). Similarly, the Tylerian Objective Model (Tyler, 1949) is primarily concerned with the congruence between pre-specified behavioral objectives and final student achievements, potentially overlooking the importance of resource allocation and the emergent realities of the classroom. The CIPP model, by integrating all four dimensions, provides a more powerful and flexible tool for evaluating complex educational interventions, as it can diagnose failures not only in outcomes but also in goal-setting, strategy selection, and implementation fidelity (Fitzpatrick, Sanders, & Worthen, 2011). This comprehensive scope makes it an ideal candidate for evaluating the multifaceted "Big Business" curriculum, which involves complex interactions between institutional goals, resource inputs, diverse teaching processes, and varied student outcomes.

Application of the CIPP Model in Educational Program Evaluation

The CIPP model has been extensively applied across diverse educational settings, demonstrating its adaptability and utility. In the context of curriculum evaluation, it provides a structured mechanism to move beyond superficial metrics like student satisfaction scores. For example, a study by Wang and Li (2019) employed the CIPP model to evaluate a university-wide interdisciplinary program. Their context evaluation revealed a misalignment between the program's ambitious goals and the actual readiness of students from non-related majors. The input evaluation further identified a critical shortage of faculty trained in interdisciplinary pedagogy, a finding that resonates with the potential challenges in deploying the "Big Business" course. Their study exemplifies how the CIPP framework can uncover root causes of implementation problems that simpler models might miss.

In the specific domain of business and applied education, the model's relevance is increasingly recognized. Research by Li and Chen (2021) on a reformed MBA program used process evaluation to track the effectiveness of new case-based teaching methods, leading to real-time adjustments in



classroom facilitation. Their product evaluation went beyond graduation rates to assess long-term career advancement of graduates, providing a robust measure of the program's ultimate impact. Similarly, a study by Thompson et al. (2020) on experiential learning in entrepreneurship education utilized the CIPP model to link deficiencies in input (e.g., lack of seed funding for student projects) directly to shortcomings in product (e.g., low venture creation rates). These applications demonstrate that the CIPP model is not merely a taxonomic tool but a diagnostic system capable of guiding meaningful curriculum improvement. Its comprehensiveness and flexibility are particularly crucial for the "Big Business" course, which, by its nature, must cater to a heterogeneous student body and bridge the gap between theoretical knowledge and practical application.

Current Status and Critiques of Curriculum Evaluation in Applied Undergraduate Education

Current practices in curriculum evaluation, particularly in the Chinese applied undergraduate context, often exhibit a fragmented approach. As Qin and Mo (2022) note, evaluations frequently rely on a narrow set of methods, such as teaching and research activities, student evaluations of teaching, and summative assessments. These methods, while valuable for specific purposes, often lead to what can be termed "evaluation silos." Student evaluations tend to focus on teacher performance and immediate classroom experience, while summative assessments measure final learning outcomes, and administrative reviews check resource compliance. This fragmentation results in a lack of a coherent narrative that explains why a course is or is not effective (Zhang, 2018).

A significant critique of the prevailing system is its over-reliance on summative and retrospective data. As Yang and Deng (2020) pointed out, there is a pronounced lack of continuous, formative evaluation that can inform teaching and learning as the course unfolds. This makes it difficult to identify and rectify emergent issues in a timely manner. Furthermore, existing evaluation standards are often generic and transplanted from research-oriented universities, failing to account for the unique mission of applied undergraduate institutions. The key attributes of "applied" and "undergraduate" necessitate evaluation criteria that equally value theoretical understanding and practical competency, a balance that is hard to achieve with standard tools (Ma, 2020).

The evaluation of interdisciplinary or cross-disciplinary courses like the "Big Business" program faces even greater challenges. As Zhang & Gao (2022) argue, a single evaluation approach is ill-suited to capture the essence of knowledge integration and skill application across domains. The complexity of such a course, which requires tailoring content for students from different majors and assessing integrated learning, demands a evaluation framework that is equally sophisticated and multi-faceted. The current evaluation paradigm, with its disjointed methods and misaligned standards, is insufficient for this task, creating a clear gap in the literature and practice that this study aims to address.

Curriculum Development of the "Big Business" Program

The development of the "Big Business" course must be understood within the broader national strategy of "New Liberal Arts" and "New Business" construction. Initiated by the Ministry of Education in 2018, this movement is a direct response to the demands of the digital economy and the Fourth Industrial Revolution, which blur traditional disciplinary boundaries and demand talent with composite knowledge structures (Guo, 2019). The "New Business" is a branch of the "New Liberal Arts," emphasizing the integration of business fundamentals with emerging technologies like AI, big data, and blockchain, as well as with insights from the humanities and social sciences.

In this context, Shandong University of Business and Management, as a local application-oriented institution, proactively launched the "Big Business" course as one of its "Five Major Projects" in 2021 (Xiao, Ge, & Hao, 2021). This initiative is a strategic move to leverage its strength

in "Business Administration" while fulfilling its mission of cultivating versatile graduates. The course explicitly targets non-business majors across the university, aiming to equip them with essential business knowledge and a commercial mindset. The ultimate goal is to enable students to integrate their specialized expertise with business acumen, thereby enhancing their overall quality and employability, whether they pursue employment or entrepreneurship. This innovative program represents a concrete embodiment of "New Business" ideals, making it a critical and timely subject



for a systematic evaluation that can inform its future development and serve as a model for similar initiatives elsewhere.

METHOD

Research Design and Philosophical Orientation

This study adopts a qualitative design research methodology, positioned within the constructivist paradigm. This paradigm is appropriate as the aim is not to discover an objective truth but to construct a meaningful and useful evaluation framework based on a synthesis of existing literature and theoretical principles (Guba & Lincoln, 1989). The research is structured as a systematic framework development study, guided by the CIPP evaluation model (Stufflebeam, 2003). The primary objective is to develop a comprehensive, logically derived, and contextually relevant evaluation system for the "Big Business" curriculum, providing a structured tool for future empirical assessment and continuous improvement.

Framework Development Process: A Three-Phase, Iterative Approach

The construction of the evaluation framework was not a linear process but an iterative one, involving three recursive phases to ensure robustness and validity.

Phase 1: Theoretical Grounding and Dimension Establishment

This initial phase was dedicated to building a solid theoretical foundation. A systematic analysis of literature on the CIPP model and its application in higher education curriculum evaluation was conducted. The goal was to achieve a deep understanding of the four core dimensions—Context, Input, Process, and Product—and their functional roles in a holistic evaluation. This phase resulted in the firm establishment of these four dimensions as the non-negotiable pillars of the proposed framework, ensuring its theoretical fidelity.

Phase 2: Indicator Extraction, Synthesis, and Hierarchical Structuring

Building on the theoretical foundation, this phase involved the concrete development of the evaluation indicators.

Step 2.1: Literature Sourcing and Open Coding: A broad range of academic literature on curriculum evaluation criteria, particularly in applied and business education, was reviewed. Through an open coding process, a preliminary "pool" of over 40 potential evaluation indicators was generated (e.g., "clarity of course objectives," "faculty practical experience," "diversity of assessment methods").

Step 2.2: Thematic Grouping and CIPP Categorization:

These initial indicators were then critically examined and grouped thematically. This synthesis process involved merging overlapping indicators, discarding those deemed too vague or not directly relevant to the "Big Business" context, and refining the language for clarity. The surviving indicators were then systematically mapped onto the most appropriate CIPP dimension. For instance, all indicators related to goals and needs were categorized under Context, while those of teaching materials and human resources were classified under Input.

Step 2.3: Hierarchical Structuring:

The categorized indicators were organized into a logical hierarchy. For each CIPP dimension, one overarching Primary Indicator was identified to represent the core concern of that dimension (e.g., "Course Resources" for Input). The more specific, measurable aspects were designated as Secondary Indicators (e.g., "Faculty Allocation," "Teaching Syllabus," "Textbook Development" under the primary indicator "Course Resources"). This structure provides both a high-level overview and granular assessment points.

Phase 3: Logical Validation and Contextual Refinement

The preliminary framework from Phase 2 underwent a rigorous validation process.

Internal Logical Consistency Check:

The framework was scrutinized to ensure that the secondary indicators logically contributed to their primary indicator and that the four primary indicators together provided comprehensive coverage of a curriculum's life cycle.

Contextualization and Face Validity Check:

The framework was deliberately mapped against the documented characteristics and stated challenges of applied undergraduate education in China (e.g., the theory-practice gap, the need for industry alignment). This step ensured that the framework was not just theoretically sound but also



possessed "face validity" and practical relevance for its intended context. Iterative adjustments were made to sharpen the focus of indicators on the specific issues faced by the "Big Business" course.

Data Sources and Selection Criteria

The development of the framework relied exclusively on secondary data sources, which were selected based on strict criteria to ensure quality and relevance.

Theoretical Literature: Peer-reviewed journal articles and seminal books on educational evaluation, the CIPP model, and curriculum design were prioritized. Sources were selected for their academic credibility and direct relevance to the theoretical core of the study.

Contextual and Policy Documents:

Official policy documents from the Chinese Ministry of Education regarding "New Liberal Arts/Business" and reports on the development of applied undergraduate institutions were analyzed to ground the framework in the real-world educational landscape.

Program-Specific Documents:

The official course syllabus, program descriptions, and publicly available institutional reports for the "Big Business" course at the target university were used. It is critical to reiterate that these documents were used solely to understand the course's structure and intended context, not as a source of empirical outcome data. Their role was to inform the design of a relevant framework, not to populate it with data.

Data Analysis and Synthesis Procedures

The data analysis was a qualitative and iterative process of thematic synthesis.

For Theoretical and Contextual Literature:

A thematic analysis approach was employed. Key themes, concepts, and recommended practices related to curriculum evaluation were identified, coded, and then synthesized under the pre-established CIPP categories. This process allowed for the translation of abstract theoretical principles and documented practical challenges into concrete, actionable evaluation indicators.

For Framework Structuring:

Logical analysis was the primary tool. The relationships between different indicators were analyzed to build a coherent and non-redundant hierarchical structure. This involved ensuring that the framework was both MECE (Mutually Exclusive, Collectively Exhaustive) within the constraints of the CIPP model, meaning the indicators covered all critical areas without undue overlap.

This meticulous, multi-phase methodology ensures that the constructed evaluation framework is not an arbitrary checklist but a rigorously developed, theoretically grounded, and contextually adapted tool for educational improvement.

RESULTS AND DISCUSSION

1. The Constructed CIPP Evaluation Framework

Based on the methodological process outlined above, a systematic evaluation framework for the Big Business course was constructed. The holistic structure of the framework, illustrating the dynamic relationships between the four CIPP dimensions, is presented in Figure 1. The detailed primary and secondary indicators, along with their descriptions, are elaborated in Table 1.

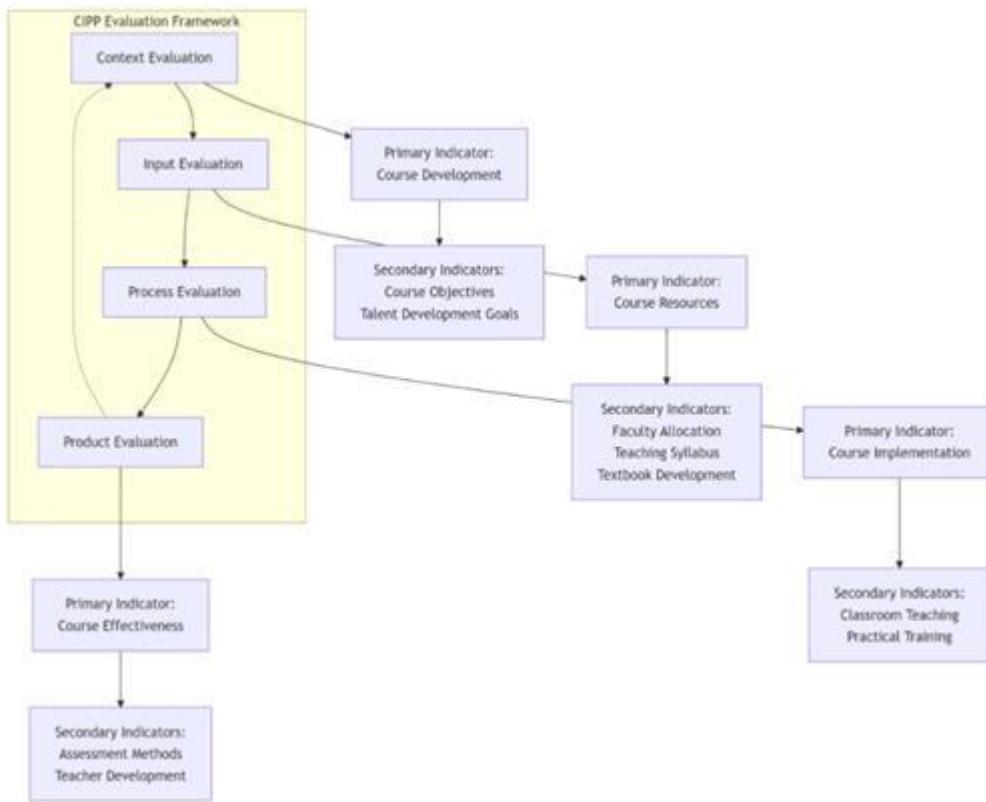


Figure 1. The CIPP Evaluation Framework for the 'Big Business' Course



Table 1. Detailed Description of the CIPP Evaluation Framework Indicators

CIPP Dimension	Primary Indicator	Secondary Indicator	Description / Key Evaluation Questions
Context	Course Development	Course Objectives	Evaluates the clarity, relevance, and feasibility of the course objectives in aligning with the institutional positioning of applied undergraduate education.
		Talent Development Goals	Assesses whether the course meets the institution's expected talent development outcomes, enhances students' professional capabilities, and aids in their employability and career development.
Input	Course Resources	Faculty Allocation	Evaluates the configuration of teaching staff, including their educational background, professional titles, teaching experience, and research/practical capabilities.
		Teaching Syllabus	Examines whether the syllabus aligns with course objectives and provides detailed specifications on content, teaching methods, and assessment approaches.
Process	Course Implementation	Textbook Development	Assesses the selection and compilation of textbooks for their relevance to course objectives and effectiveness in supporting student learning.
		Classroom Teaching	Assesses the effectiveness of teaching methods, student participation, and the instructor's pedagogical skills in the classroom setting.
Product	Course Effectiveness	Practical Training	Examines the design and execution of practical sessions, their relevance to course objectives, the adequacy of facilities, and student performance outcomes.
		Assessment Methods	Evaluates the scientific rigor, fairness, and ability of assessment methods to accurately reflect student learning outcomes.
		Teacher Development	Assesses the professional growth of instructors involved in the course, including improvements in teaching skills, research output, and pedagogical innovation.

2. Context Evaluation

The primary evaluation indicator at this stage is course development. The secondary evaluation indicators are course objectives and talent cultivation objectives.

Course Objectives: By evaluating the purpose of course development, one can determine whether the course objectives align with the positioning of application-oriented undergraduate institutions, whether the course objectives correspond with the course content, and whether the purpose of course development is reasonable and feasible.



Talent Development Goals: The evaluation of talent development goals focuses on assessing whether the course meets the school's expected talent development objectives, whether it enhances students' professional capabilities, and whether it aids students in achieving better employment and development after graduation (Yang & Deng, 2020).

a. Input Evaluation

The primary evaluation indicator for this stage is Course Resources, with secondary evaluation indicators including Faculty Allocation, Teaching Syllabus, and Textbook Development.

Faculty Allocation: This involves evaluating the configuration of teaching staff for the course, including their educational background, professional titles, teaching experience, and research capabilities.

Teaching Syllabus: This examines whether the course syllabus aligns with the course objectives, and whether it provides detailed specifications regarding the course content, teaching methods, and assessment approaches.

Textbook Development: This evaluates whether the selection and compilation of textbooks meet the course's needs, whether the content of the textbooks aligns with the course objectives, and whether they effectively support student learning (Zhang, 2020).

b. Process Evaluation

The primary evaluation indicator at this stage is course implementation, which includes two secondary indicators: classroom teaching and practical training.

Classroom Teaching: Assess the effectiveness of teaching in the classroom, including the use of teaching methods, student participation, and the teacher's instructional ability.

Practical Training: Examine the design and implementation of practical training sessions, assess whether the training content is closely related to the course objectives, whether the training equipment and environment support the teaching, and evaluate student performance and outcomes in the practical training (Zhang, 2020).

c. Product Evaluation

The primary evaluation indicator at this stage is the effectiveness of the course. The secondary indicators include assessment methods and teacher development (Feng, 2017).

Assessment Methods: Evaluate whether the assessment methods of the course are scientifically sound and reasonable, whether they can accurately reflect students' learning outcomes, and whether the assessment standards are fair and impartial.

Teacher Development: Assess the professional growth and development of teachers during the course implementation process, including improvements in teaching ability, production of research results, and innovation in teaching methods.

3. Illustrative Analysis: Applying the Framework to Identify Potential Challenges

To demonstrate the utility of the proposed framework, it can be mapped against common issues documented in the literature on curriculum implementation in applied undergraduate contexts. This illustrative analysis highlights potential areas where the Big Business course might encounter challenges, providing a roadmap for future empirical evaluation.

In the Context Evaluation stage, the framework allows evaluators to scrutinize whether a gap exists between the intended talent development goals and their actual realization—a common issue noted in curriculum implementation (Zhang, 2018). For instance, while the goal is to integrate business knowledge with students' professional majors, the content might not always achieve this synergy in practice.

In the Input Evaluation stage, the framework highlights key resource dependencies. For example, the literature suggests that shortcomings in the teaching syllabus and textbook construction are frequent bottlenecks that can directly impact teaching quality (Lei, 2020).

In the Process Evaluation stage, the framework draws attention to the balance between teaching effectiveness and student load. A known challenge in practice-based courses is the disparity between students' theoretical knowledge and their operational skills during practical training, often linked to course pacing and difficulty (Mu & Sun, 2021).

In the Product Evaluation stage, the framework emphasizes the critical link between curriculum content and employability. A recurring theme in the literature is the need to strengthen this connection to enhance students' job market competitiveness (Huang, Zhou, & Huang, 2022).



DISCUSSION

This study, through the systematic construction and illustrative application of a CIPP-based evaluation framework, has moved beyond merely identifying superficial issues in the "Big Business" course. It provides a diagnostic lens through which the underlying systemic causes of these challenges can be understood. The following discussion interprets the key findings by situating them within broader educational theory and practice, elucidating their implications, and exploring the complex interdependencies they reveal.

a. The Chasm Between Intent and Implementation: A Systemic Planning Issue

Our framework highlights a discernible gap between the well-intentioned objectives of the "Big Business" course and its actual implementation. While the context evaluation confirms that the course goals are aligned with the institutional positioning of an applied undergraduate university, the illustrative analysis suggests that the content does not consistently achieve the desired integration with students' diverse professional knowledge bases. This phenomenon is not isolated; it reflects a classic challenge in curriculum theory often described as the division between the "intended curriculum" and the "implemented curriculum" (Van den Akker, 2003).

The root of this issue may lie in the initial context evaluation phase. Were the "needs" of non-business majors thoroughly and accurately diagnosed? A target-needs analysis (Hutchinson & Waters, 1987) might reveal that students from an engineering background require a different manifestation of "business mindset" (e.g., project commercialization, intellectual property management) compared to those from an arts background (e.g., cultural marketing, arts administration). A one-size-fits-all course content, even with optimized case studies, risks remaining superficial. Therefore, the gap is likely not a failure of intention but a shortcoming in the depth and specificity of the initial context analysis that should inform curriculum design. This underscores that a robust context evaluation is not a one-time event at the course's inception but an ongoing process of validating and refining goals against learner profiles.

b. Resource Allocation as a Strategic Choice, Not an Administrative Task

The input evaluation dimension brings to the fore critical questions regarding resource allocation. The identified shortcomings in the teaching syllabus and textbook construction are symptomatic of a deeper issue: the treatment of curriculum resources as an administrative afterthought rather than a core strategic component. As posited by resource-based view theory, which has been applied to educational management (Barney, 1991), the strategic allocation of valuable, rare, and inimitable resources is a source of sustainable competitive advantage. In this light, a underdeveloped syllabus and outdated textbooks are not merely operational hiccups; they represent a failure to invest in the foundational "infrastructure" of the course.

The reliance on a robust faculty, while a strength, also presents a potential risk if not managed strategically. The "cross-boundary" faculty required for such a course are a rare resource. Without a formalized faculty development program that explicitly prepares subject-matter experts to teach interdisciplinary content, the burden of adaptation falls entirely on individual educators. This can lead to inconsistent student experiences and burn out the very faculty the program depends on. Thus, the input evaluation compels administrators to view resource allocation—for syllabus development, textbook creation, and faculty capacity-building—not as a cost, but as a critical investment in the program's long-term viability and quality.

c. The Pedagogical Paradox: Balancing Rigor, Engagement, and Manageable Load

The process evaluation reveals a pedagogical paradox: high student engagement coexists with a perception of a heavy learning burden, particularly in practical training segments. This finding touches upon the core challenge of constructive alignment (Biggs, 1996), which asserts that teaching methods, learning activities, and assessment tasks must all coherently align to achieve the intended learning outcomes. The reported gap between theoretical knowledge and operational skills in practical training suggests a potential misalignment. The teaching activities may not be effectively scaffolding the skills required for the practical assessments, creating a "leap" that students find burdensome.

This situation is exacerbated in an interdisciplinary course like "Big Business." Students are not only learning new content but are also forced to navigate unfamiliar epistemological frameworks and cognitive styles (Klein, 1990). What seems like a logical connection between a student's major and a business concept to the instructor may represent a significant cognitive load



for the student. Therefore, the "heavy burden" may be as much about cognitive dissonance as it is about volume of work. Addressing this requires more than adjusting pacing; it demands a pedagogical redesign that explicitly teaches the connections between disciplines and provides structured support for students to integrate knowledge across these boundaries.

d. Employability as an Emergent Outcome of a Coherent Educational Ecosystem

The product evaluation rightly focuses on employability, but our framework suggests that enhancing students' job market competitiveness cannot be achieved through a single intervention or a last-minute add-on. It must be an emergent outcome of a coherently designed and executed educational ecosystem. The perceived need to strengthen the connection between course content and industry demands points to a potential weakness in the feedback loop between the product evaluation and the context/input evaluations.

A truly iterative CIPP process would use data from graduate employment outcomes (product) to continuously refine the course's goals (context) and the strategies to achieve them (input). For instance, if graduates are not demonstrating expected competencies in the workplace, this should trigger a review of the practical training modules (process) and the industry partnerships that inform them (input). This aligns with the concept of the "outside-in" curriculum, where the needs of the external environment directly shape the educational experience (Tagg, 2003). Therefore, the call for enhanced university-enterprise collaboration is not just a recommendation for more internships; it is a strategic imperative to embed industry voices throughout the entire CIPP cycle, ensuring the curriculum remains dynamic, relevant, and responsive.

e. Theoretical and Practical Implications

Theoretically, this study demonstrates the utility of the CIPP model not merely as a summative assessment tool but as a powerful framework for the design and formative improvement of complex, interdisciplinary curricula in applied higher education. It provides a structured language and logic for diagnosing problems that are often discussed anecdotally.

Practically, for educators and administrators, this discussion offers a clear mandate. Improving the "Big Business" course requires a systemic, not a piecemeal, approach. It demands: (1) a deeper, ongoing analysis of learner needs; (2) strategic investment in curricular resources as a priority; (3) a pedagogically sophisticated approach to managing interdisciplinary cognitive load; and (4) the institutionalization of feedback loops that connect graduate outcomes directly back to curriculum planning. By addressing these interconnected dimensions, the course can evolve from a valuable initiative into a truly transformative educational experience that fully delivers on its promise to cultivate the composite talents required by the modern economy.

CONCLUSION

This study has successfully constructed a comprehensive evaluation system for the "Big Business" curriculum in applied undergraduate institutions, grounded in the robust framework of the CIPP model. The primary outcome of this research is a structured set of evaluation indicators spanning the four critical dimensions of Context, Input, Process, and Product. Through a systematic process of theoretical derivation and logical validation, this framework moves beyond traditional, fragmented evaluation methods by establishing an integrated diagnostic tool. It demonstrates that effective curriculum evaluation must be a holistic process, examining everything from initial goal-setting and resource allocation to implementation dynamics and outcome achievement.

The illustrative application of this framework reveals several pivotal insights. It confirms that while the "Big Business" curriculum is conceptually well-aligned with the institutional positioning of applied undergraduate education, significant challenges persist in its practical execution. Specifically, the framework highlights: (1) a discernible gap between interdisciplinary curriculum objectives and their realization in teaching content; (2) critical deficiencies in strategic resource investment, particularly in syllabus development and teaching materials; (3) an imbalance between student engagement and cognitive load in the teaching process, especially evident in practical training components; and (4) a need to strengthen the crucial connection between curriculum content and industry demands to enhance graduates' employment competitiveness. These findings collectively suggest that the challenges facing the curriculum are not isolated issues but interconnected problems within the educational ecosystem, requiring equally systematic solutions.



Theoretical contributions of this study are threefold. First, it extends the application of the CIPP model from a primarily evaluative tool to a proactive framework for curriculum design and development in the context of China's "New Business" education initiative. Second, it provides a structured methodology for translating abstract educational evaluation principles into a concrete, operable indicator system tailored to the unique needs of interdisciplinary, application-oriented programs. Third, the study enriches the discourse on quality assurance in applied undergraduate education by demonstrating how a systematic evaluation framework can bridge the often-discussed theory-practice divide in curriculum development.

From a practical perspective, this research offers immediate value to educational administrators and curriculum designers. The proposed evaluation system provides a clear, actionable roadmap for diagnosing weaknesses and prioritizing improvements in the "Big Business" curriculum. The recommendations stemming from this study—including deepening industry collaboration, optimizing resource allocation for teaching materials, and rebalancing the theoretical-practical components—offer specific guidance for enhancing curriculum quality. Furthermore, the framework serves as a replicable model that can be adapted for evaluating other interdisciplinary courses within the applied undergraduate context, potentially raising the overall standard of curriculum development and evaluation across institutions.

While this study provides a solid theoretical foundation, several limitations should be acknowledged. The primary limitation lies in the nature of the research methodology itself; as a theoretical construction and design study, the proposed evaluation framework, while logically validated, awaits rigorous empirical testing through comprehensive data collection. The illustrative analysis, while insightful, is based on documented challenges rather than primary data from the specific implementation context.

These limitations naturally point toward productive avenues for future research. First and foremost, empirical studies should be conducted to apply this framework in real educational settings, employing mixed-methods approaches to collect both quantitative and qualitative data from stakeholders—including students, faculty, and industry partners—to validate and refine the evaluation indicators. Second, future research could explore the development of weighted scoring mechanisms for the different indicators to provide more nuanced assessment capabilities. Third, longitudinal studies tracking the impact of curriculum improvements guided by this evaluation framework would be invaluable for understanding its long-term effectiveness in enhancing graduate outcomes. Lastly, comparative studies applying this framework across different institutions or different interdisciplinary courses would help establish its generalizability and identify context-specific factors influencing curriculum effectiveness.

In conclusion, the journey of integrating innovative educational concepts like the "Big Business" curriculum represents more than a mere content update—it necessitates a fundamental paradigm shift in how we conceptualize, implement, and evaluate higher education. The integrated CIPP framework developed in this study offers a coherent roadmap for this transformation. As the demands on higher education continue to evolve in an increasingly complex global landscape, the role of educational institutions must transition from being passive transmitters of knowledge to becoming dynamic learning ecosystems capable of anticipating and responding to change. The success of this transformation will ultimately depend on visionary leadership, collaborative spirit, and an unwavering commitment to cultivating the uniquely human qualities—critical thinking, ethical reasoning, and creative problem-solving—that will continue to distinguish exceptional graduates in an AI-augmented future. This study represents one step toward that ambitious goal.

REFERENCES

Book:

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). *Program evaluation: Alternative approaches and practical guidelines* (4th ed.). Pearson Education.

Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Sage Publications.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.

Klein, J. T. (1990). *Interdisciplinarity: History, theory, and practice*. Wayne State University Press.



Tagg, J. (2003). The learning paradigm college. Anker Publishing.
Tyler, R. W. (1949). Basic principles of curriculum and instruction. University of Chicago Press.

Book Section/Chapter:

Stufflebeam, D. L. (2003). The CIPP model for evaluation. In T. Kellaghan & D. L. Stufflebeam (Eds.), International handbook of educational evaluation (pp. 31–62). Kluwer Academic Publishers.
Van den Akker, J. (2003). Curriculum perspectives: An introduction. In J. van den Akker, W. Kuiper, & U. Hameyer (Eds.), Curriculum landscapes and trends (pp. 1–10). Kluwer Academic Publishers.

Journal Article:

Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99–120. <https://doi.org/10.1177/014920639101700108>
Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32(3), 347–364. <https://doi.org/10.1007/BF00138871>
Feng, S. (2017). An analysis of the meaning of curriculum evaluation. *Curriculum, Teaching Material and Method*, 37(12), 3–8.
Huang, Y., Zhou, H., & Huang, J. (2022). China's educational competitiveness: Construction of evaluation index system and international comparison. *Statistics and Decision*, 38(4), 74–78.
Kirkpatrick, D. L. (1959). Techniques for evaluating training programs. *Journal of the American Society of Training Directors*, 13(11), 3–9.
Lei, H. (2020). Curriculum evaluation based on core literacy: Theoretical foundation, connotation, and research methods. *Journal of Shanghai Normal University (Philosophy & Social Sciences Edition)*, 49(5), 78–85.
Li, W., & Chen, Y. (2021). Evaluating the reform of an MBA program using the CIPP model: A case study from a Chinese university. *Journal of Education for Business*, 96(4), 219–227. <https://doi.org/10.1080/08832323.2020.1743602>
Lü, J. (2018). Analysis of the elements of social responsibility cultivation based on the CIPP evaluation model. *Statistics and Decision*, 34(10), 108–112.
Ma, L. (2020). Constructing an evaluation index system for comprehensive practical activity courses based on the CIPP model. *Teaching and Management*, (9), 115–118.
Mu, B., & Sun, J. (2021). Research on the evaluation index system of the "Qingma Project" educational capacity in universities based on the CIPP model. *School Party Building and Ideological Education*, (6), 59–61.
Qin, F., & Mo, K. (2022). Research on the quality evaluation of school-enterprise integration in vocational education based on the CIPP model. *Journal of Southwest University (Social Science Edition)*, 48(3), 194–203.
Thompson, J., et al. (2020). Beyond the business plan: Using the CIPP model to evaluate experiential entrepreneurship education. *The International Journal of Management Education*, 18(3), 100428. <https://doi.org/10.1016/j.ijme.2020.100428>
Wang, Y., & Li, X. (2019). Evaluating an interdisciplinary program in a Chinese university: A CIPP analysis. *Studies in Educational Evaluation*, 61, 112–120. <https://doi.org/10.1016/j.stueduc.2019.03.001>
Xiao, P., Ge, Y., & Hao, X. (2021). Exploration of OBE+CIPP classroom assessment model. *Higher Engineering Education Research*, (6), 176–182.
Xie, J., Zhang, T., & Cheng, F. (2017). Construction of a flipped classroom teaching evaluation system based on the CIPP model. *Modern Distance Education Research*, (5), 95–103.
Yang, Z., & Deng, H. (2020). Exploration of curriculum reform in application-oriented universities based on school-enterprise integration. *Vocational Education Forum*, (1), 56–62.
Zhang, J. (2018). Forty years of curriculum evaluation research in China: Processes, themes, and prospects. *Curriculum, Teaching Material and Method*, 38(10), 59–66.



Zhang, L., Gao, W., Zhang, H., & others. (2022). Research on classroom teaching quality evaluation in application-oriented undergraduate institutions based on the CIPP model. *Higher Education Journal*, 8(20), 19–22.

Zhang, Q. (2020). Application of the CIPP model in the evaluation of research-based learning courses. *Jiangxi Educational Research*, (7), 5–7, 29.