



# Guideline for Assessing Program Learning Outcomes

This guideline describes methods and relevant examples of curriculum mapping, outlines the principles and forms of mapping the alignment of program goals and learning outcomes, and examples of learning outcomes assessment plans. The guideline defines the procedures for assessing the learning outcomes of the program and the persons engaged in it

## How to create a curriculum map (learning outcomes map)?

### ❖ What are the student learning outcomes (**Student Learning Outcomes – SLOs**) ?

Student learning outcomes describe the knowledge, skills and/or responsibility and autonomy that a student gains upon completion of a program, and are measurable, achievable, and realistic.

### □ What is a curriculum map (learning outcomes map)?

Curriculum mapping helps determine the extent to which program learning outcomes are covered within the educational program.

Through the curriculum map, the connection between the curriculum of the educational program and the learning outcomes is clearly visible. Through them, it is possible to identify courses that help the student achieve the learning outcomes of the program and/or courses that are redundant in the educational program.

A curriculum map is a tool **for analyzing program content and helps us see the structure of the program as a whole.**

The curriculum map also helps us to draw up a **plan for the assessment of learning outcomes** and to determine when and with what assessment method the level of achievement of this or that learning outcome will be assessed..

A curriculum map must be attached to all educational programs of the East European University.

↳ How to make a curriculum map?

The learning outcomes of the program should be written on the vertical axis on the left side, and the courses of study should be written on the horizontal axis at the top of the table. Curriculum mapping for the entire program may be done, as well as individual mapping by qualifications.

see table1

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Learning outcomes #1						
Learning outcomes #2						
Learning outcomes #3						
Learning outcomes #4						
Learning outcomes #5						

For each learning outcome, the study courses that serve to achieve the said learning outcome by the student should be marked. There must be at least 2 study courses for each learning outcome. Otherwise, the learning outcomes/curriculum of the program will be reviewed.

See table 2

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Learning outcomes #1	X		X		X	
Learning outcomes #2		X		X		
Learning outcomes #3	X	X	X			
Learning outcomes #4		X		X		X
Learning outcomes #5	X	X				

## Guideline for Assessing Program Learning Outcomes

After ensuring that learning outcomes and courses are linked, it may be possible to indicate at what level the learning outcome is directed to a specific course, namely I = **Introduced**;

P = Practiced M = Mastered

See table 3

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Learning outcomes #1	I		P		M	
Learning outcomes #2		I		P/M		
Learning outcomes #3	I	P	P/M			
Learning outcomes #4		I		P		M
Learning outcomes #5	I	P/M				

Learning outcomes may apply to more than one level in a course of study (eg I/P; P/M).

The final phase of curriculum mapping is the **determination of the method of assessment of program learning outcomes at the program level** (where learning outcomes are achieved at M level).

See table 4.

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Learning outcomes #1	I		P		M written exam	
Learning outcomes #2		I		P/M Lab. work		
Learning outcomes #3	I	P	P/M Essay			
Learning outcomes #4		I		P		M research paper
Learning outcomes #5	I	P/M test				

- Mapping program objectives and learning outcomes

In addition to aligning program learning outcomes with course outcomes, it is important that **program learning outcomes align with program objectives**. In order to clearly demonstrate the alignment of program goals and outcomes, **a goals and learning outcomes alignment map** should be developed, detailing how the program goals align with the learning outcomes envisioned by the program. Therefore, the **program objectives should be written on the vertical axis** on the left side, and the **learning outcomes** of the program should be written on the horizontal axis at the top of the table.

See table 5.

(Definition: "PG" - the program goal "PLR" - the program learning result)

	PLR 1	PLR 2	PLR 3	PLR 4	PLR 5	PLR 6
PG #1	X		X		X	
PG #2		X		X		
PG #3	X	X	X			
PG #4		X		X		X
PG #5	X	X				

## How to make a plan for evaluating the learning outcomes of an educational program?

For the evaluation of the learning results of the educational program, the next step is to draw up a **realistic plan for the evaluation of the learning results of the educational program**, The consistent and full-fledged implementation of the mentioned system is the final phase of the evaluation of the educational content and the best indicator for measuring whether the learning outcomes of the program are adequate not only in relation to the learning courses included in it, but also to the requirements of the fields of professional employment of the graduates of the program and should confirm the possibility of continuing studies at the next level of education.

The plan for evaluating the learning outcomes of the educational program should include: the name of the learning outcome, the method determined for its evaluation (direct and indirect), the time of evaluation and the target marks:

See table 6

Learning outcomes	Assessment method	Time	Target marks
Learning outcomes 1	direct - exam test A theoretical issue Open questions		
	Indirect - survey of graduates		

- Procedures for evaluating the learning outcomes of the program and the persons engaged in it

Evaluation of learning outcomes of the educational program is carried out by the program development group, under the coordination of the quality assurance service. The program development team includes the head of the program, the dean of the faculty, staff involved in the program and stakeholders. The program development group is a working group created during the program accreditation period, the composition of which is approved by the rector of the university.

The evaluation of the learning outcomes of the program should take into account the specifics of the field and include adequate forms and methods of evaluation that allow the assessment of the level of achievement of the learning outcomes of the educational program by students.. Both direct and indirect assessment methods should be used to assess each learning outcome.

The program development team, based on the curriculum map of the program, will develop a plan for evaluating the learning outcomes of the program (see Table 6), which will be approved by the rector of the university..

In the implementation of the educational program learning outcomes evaluation plan, the relevant structural units of the university are engaged within their own competence, hence it is recommended to develop a plan implementation framework.

See table 7.

Assessable Learning Outcome	Executor/structural unit and method of execution	Stakeholders interested in evaluation results

### ↳ Assessment feedback

In the evaluation of the learning outcomes of the program, **the level of achievement of the learning outcomes of the program by the students is compared with the target marks and the results are analyzed.** Delivery of assessment results (report) to the faculty and relevant structural units. Process and analyze the information provided and discuss it with the faculty/representative board and implement appropriate corrective measures and interventions as a result of the discussion.

The process of responding to the results of the evaluation of the learning content of the program and its application can be depicted in the form of the following diagram:

