



NATIONAL EDUCATIONAL UNIVERSITY

**Mechanisms for Assessing Learning Outcomes of
Educational Programs**



Article 1. Scope of Regulation

1.1. This document defines the general methodology for assessing the learning outcomes of educational programs of the “NEU - National Educational University” (hereinafter referred to as the “University”) and the rules for determining the mechanisms for assessing learning outcomes at the level of the educational program and implementing the assessment;

1.2. The purpose of the rule is to ensure, for the purpose of further development, a consistent and transparent process of assessing the learning outcomes of the educational program.

Article 2. Methodology for assessing learning outcomes

2.1. The process of assessing the learning outcomes of an educational program at the university provides for the identification of data necessary to measure learning outcomes, the collection of relevant data and their analysis;

2.2. The assessment of the learning outcomes of the educational program/programs at the university is carried out using direct and indirect assessment methods.

Article 3. Direct and indirect methods of assessment

3.1. During direct assessment, it is checked whether the student has achieved the learning outcomes of the program through the completed tasks (test, exam, essay, portfolio, presentation, topic defense, practice assessment, etc.);

3.2. During the indirect method, self-assessment by the student, student assessment by the employer, surveys of students, graduates and employers, focus groups and interviews, employment rate, program completion rate, etc. In order to assess the learning outcomes of the program, a questionnaire is prepared, which lists the learning outcomes of the program, where students indicate their opinions on the level at which they have achieved a particular learning outcome. A similar questionnaire may also be filled out by the employer.

Article 4. Compliance of the learning outcomes of the program with the goals of the program

4.1. The program has clearly defined learning outcomes that are consistent with the program goals, for which a map of the correspondence between the program's learning outcomes and goals is drawn up;

4.2. The map of the correspondence between the results and goals has the form of a table, where the program's learning outcomes are written horizontally, and the program's goals are written vertically, or vice versa. The cells indicate which learning outcome corresponds to which goal.

Map of alignment between program objectives and learning outcomes

Program objectives	Program learning outcomes 1	Program learning outcomes 2	Program learning outcomes 3	Program learning outcomes 4	Program learning outcomes 5	Program learning outcomes 6
Goal 1	√			√		
Goal 2		√				√
Goal 3			√		√	
Goal 4	√			√		√

Article 5. Program Learning Outcomes (Curriculum) Map

5.1. The program learning outcomes (curriculum) map determines the extent to which the program learning outcomes are covered. The curriculum map determines which learning courses help the student achieve a specific program learning outcome, and/or identifies those learning courses that are redundant in the educational program;

5.2. The curriculum map is a table, one side of which includes the program learning outcomes, and the other side includes mandatory learning courses. The boxes indicate which learning course provides the development of which learning outcome at three progressive levels - 1 - Introduction; 2 - Deepening; 3 - Reinforcement. All learning outcomes must be developed at all three levels.

Curriculum Map

Courses	Learning Outcome					
	Courses 1	Courses 2	Courses 3	Courses 4	Courses 5	Courses 6
Learning Outcome I	1		2			3
Learning Outcome II		1	2		3	
Learning Outcome III			1	2		3
Learning Outcome IV	1	2			2	3
Learning Outcome V		1	2		3	
Learning Outcome VI		1		2		3

5.3. After the curriculum map is developed, it should be analyzed and determined whether the curriculum ensures the development of the program's learning outcomes in students. The map determines how many study courses develop each learning outcome of the program and how adequate this number of study courses is. It also includes information on whether too many study courses develop the same learning outcome or, conversely, whether the program's learning outcome/outcomes are developed with such a small number of study courses that this number of subjects may not be sufficient to achieve these learning outcomes or whether there is a mandatory study course in the program that does not develop any learning outcome;

5.4. The author of the study course, together with the program director, is involved in the development and analysis of the curriculum map.

Article 6. Plan for assessing the program's learning outcomes

6.1. Assessment of an educational program is a continuous process during which it is determined to what extent the student has achieved the program's learning outcomes and how they can be improved. All study outcomes of the program should be assessed at the end of the program. A plan for assessing the learning outcomes of the program should be developed. The learning outcomes assessment plan should reflect how the learning outcomes of the program will be assessed at the end of the program. The learning outcomes of the program should be assessed in those courses in which the learning outcomes of the program are reinforced according to the curriculum map. It is possible to assess several learning outcomes of the program in one course;

6.2. A target benchmark should be determined for each learning outcome of the program in order to determine the level to which the student has achieved each learning outcome. Not all students will be able to pass the learning outcome with the highest grade, therefore the target benchmark should not be either too high or, conversely, too low. Previous results of students can be used to determine realistic target benchmarks.

Program Learning Outcomes Assessment Plan

Learning outcome	Evaluation method	Target	
		Planned	Actual
Outcome 1	Exam/Test	70%	65%
Outcome 2	Exam/Open questions	70%	75%

Article 7. Analysis of Student Academic Performance

7.1. Analysis of academic performance is an important tool that allows for the content and structural development of the program and syllabus, during which the levels of achievement of learning outcomes by the student are determined, which in turn allows for the determination of the simplicity/complexity of the content of the course, the validity, systematicity and sequence of the topics to be studied, the consistency of the teaching and learning methods and assessment forms used by the academic/visiting staff, and the actual determination of the achievement of the established learning outcomes by the student.

Article 8. Using assessment results to improve the program

8.1. An important stage of assessing the learning outcomes of the program is the analysis of the results obtained, on the basis of which the program is improved. Accordingly, the results are compared with the target indicators and analyzed to what extent the student has achieved the learning outcomes;

8.2. As a result of the analysis of the assessment results, changes are made to the content of the study courses, the prerequisites for the study courses, etc., on the basis of which changes can be made to the program learning outcomes and their assessment mechanisms, etc.;

8.3. As a result of the analysis, a report on the evaluation of the program learning outcomes is written, which reflects the results obtained, their analysis and the changes made as a result of the analysis.

Article 9. Final Provisions

9.1. This Regulation is approved by the University Senate;

9.2. This University Regulation comes into force immediately after signing;

9.3. The adoption, cancellation, amendment and addition of the Regulation are carried out by the Senate;

9.4. This Regulation loses its force in the event of the approval of a new Regulation.