



Document approved

*By the Order of the University Rectors N 92 of
March 21, 2020*

*Amendments made to the document on the basis
of the orders*

*of the university rector N 242 of September 9, N
328 of November 13, 2020 and N 613 of February
5, 2021*

Methodology of the Assessment of Learning Outcomes of Educational Programs



Contents

1. General provisions.....	3
2. Description of the direct method of assessment (I).....	3
2.1. Description of the assessment process.....	4
2.2. Description of assessment of learning outcomes.....	5
2.3. Description of types and forms of reacting to the assessment of learning outcomes.....	6
3. Description of the direct method of assessment (II).....	7
3.1. Assessment process description.....	9
3.2. Description of assessment of learning outcomes.....	10
4. Description of indirect methods of assessment.....	11
4.1. Description of the assessment process.....	11
4.2. Description of the evaluation results.....	12
4.3. Description of stages and forms of responding to the assessment of outcomes.....	12



1. General provisions

The present document regulates methodology of assessment of learning outcomes of acting educational programs at the European University. Assessment of learning outcomes defined by the educational programs acting at the university is made using the following assessment methods:

- Direct methods of assessment;
- Indirect methods of assessment;

2. Description of the direct method of assessment (I)

The direct method of assessment implies assessment and analysis of academic progress of students which is based on using various forms of assessment of student achievements. Assessment forms are defined within the scope of each educational program and may include closed (MSQs) and open types of questions, practical and theoretical types of questions, laboratory tasks, presentations and projects, objectively structured exams (OSCE), etc.

Each educational program ensures description of getting to the program learning outcomes by means of program components and, at the same time, may give information about which form of assessment is used to assess and check the achievement of specific learning outcomes.

The given aim is used to develop the map of program learning outcomes. The map also gives information about to what degree (high, medium and low) it is possible to check the specific learning outcome attainment with a specific method of assessment within the scope of this or that learning component.

The learning outcomes map given in the present document is just a demo version and does not represent the assessment forms used in any specific educational program.

Map of Program learning outcomes

H - High	or, I – Introduction	or, I - Introduction
M – Medium	R – Reinforce	P – Practice/strengthening
L – Low	E – Enhance	M – Master

Learning Outcomes

Learning component	Learning outcome I	Learning outcome II	Learning outcome III	Learning outcome IV
Learning component I		L (Test, Open questions)		H (situational analysis, practical task)
Learning component II	L (Test, Open questions)		H (situational analysis, practical task)	
Learning component III			M (open types of question, tests)	H (practical task)
Learning component IV		H (open types of questions, situational analysis)		
Learning component V	H (situational analysis)		M (practical task)	M (situational analysis)

Within the scope of the program attention is paid to what extent the lecturer of the course uses the forms of assessment (test, open types of questions, practical task, situational analysis, etc.) indicated in the program map while getting the results of mid-term and final assessments. Also, attention is paid to the fact of to what extent the lecturer uses such form of assessment which provides assessment of specific outcome of the program at a high level. Each obligatory component should get to minimum one learning outcome of the program.

2.1. Description of the assessment process

All compulsory components of the field and students registered for this component take part in the assessment process. It is checked what percentage of students take the grades A (Excellent) and F (Fail)



in each compulsory component. In order to make sure the outcomes are logical, such groups are assessed which have more than 10 students registered for a specific study component. It is obligatory to make sure that the observation is made annually (in dynamics) in order to identify to what extent the above-mentioned problem has a permanent nature (to more or less exclude such factors as a strong group or a weak one) and, respectively, identify the needs for reaction.

Assessment process is initiated and coordinated by the quality assurance department. Assessment of the learning outcomes is carried out by the head of the program. In the process of assessing learning outcomes, if necessary, the program head cooperates with the program committee and/or the implementer of the specific study course, The decision is made by the program head and program committee on the need of reaction and response. With the view of reacting, in case of making amendments to the educational program, amendments are made in accordance with the “Procedures of Planning, Developing, Approving, Elaborating, Making Amendments and Annuling Educational Programs”. The quality assurance department is sent the report about response by the program head.

2.2. Description of assessment of learning outcomes

Out of results obtained in the process of assessing learning outcomes using direct methods two types of outcomes are considered to be noteworthy for BA and one-cycle educational programs whereas in terms of MA programs, the noteworthy outcome is only one type:

Level: BA

1. Out of 5 levels of assessment more than 10 % of students constantly get highest grades (A (Excellent – Scores of 91-100 of maximum score)

Explanation: learning outcomes envisaged by the learning components may be considered extremely simply achievable and, therefore, the issue requires further investigation.

2. Out of 5 levels of assessment more than 10 % of students constantly get bad marks (F (Fail) – the score of 40 or less of the maximum assessment).

Explanation: learning outcomes envisaged by the learning components in most cases can not be achieved and, therefore, they may be considered rather hard to achieve and, thus, the issue required further investigation.

One-cycle educational program

1. Out of 5 levels of assessment more than 10 % of students constantly get highest results (A (excellent)



- the score of 91-100 of maximum score)

Definition: Learning outcomes envisaged by the learning component may be considered rather simple to achieve and, therefore, the issue required further investigation.

2. Out of 5 levels of assessment more than 10 % of students constantly get negative scores (F – (failed) – the score of 40 and less of maximum assessment).

Definition: Learning outcomes envisaged by the learning component in most cases can not be achieved, the results may be considered rather hard to achieve and, therefore, the issue requires further investigation.

Level: MA, Educational program for teacher training

- More than 10 % of students constantly get a negative score (F (Failed – out of maximum score of 40 and less)

Definition: Learning outcomes envisaged by the learning component in most cases can not be achieved, the results may be considered rather hard to achieve and, therefore, the issue requires further investigation.

2.3. Description of types and forms of reacting to the assessment of learning outcomes

The need for reacting emerges in case of the 3-year observation on the results if any of the noteworthy cases, out of the above-mentioned ones, are reported. Reaction can be considered necessary in another case as well, on the basis of reasoned decisions of the parties involved in the assessment process. Reaction/response involves two stages:

1) Researching the reasons – qualitative research using the focus group or face-to-face interviewing, which may be implemented together with the specific study course component lecturers by means of the interview and in-depth study of the study component syllabi.

2) Making specific steps with the view of wiping out the identified problems – which implies implementation of certain changes within the scope of the study component and/or program. For example:

- Changing the learning and teaching methods;
- Changing the working hours allocated for using up the study component credits and, the component,



respectively;

- Changing contact hours with the lecturer within the scope of the study component;
- Changing the assessment methods and forms used within the scope of the learning component;
- Changing used literature within the scope of the learning component;
- Setting the pre-condition or changing it for the study course, etc.

While assessing by means of the direct method, in all other cases besides the above-mentioned ones worth-taking into consideration, it is considered that the study component and, respectively, the educational program gets to the outcomes of learning set by the learning component and the educational program and there is no immediate need for modifying the learning component and/or the educational program.

3. Description of the direct method of assessment (II)

The direct method of assessment also envisages assessment of the learning outcomes of the program by means of the indicators set in advance by the educational program. The assessment indicators are assessed by using the 5-level scale. Namely: completely fails to meet, can not meet, meets, meets well enough, fully meets. The assessment indicators of learning outcomes of the program, levels of assessment and assessment rubrics of indicators are described within the scope of each educational program. It is possible to assess the indicators within the scope of the program using 3 levels. In this case, the assessment levels are: can not meet, meets to a large extent, meets.

Learning outcomes assessment indicators and rubrics of the program as given in this document are for demonstration purposes only and do not describe the learning outcomes of any specific educational program, outcome assessment indicators and rubrics of assessing indicators.

Learning outcome: identifies financial risks; In order to prevent and manage risks makes respective decisions.

Assessment indicators:

1. Collects the data in respect with internal and external factors causing risks;
2. Analyses received data with the view of assessing risks;
3. Defines needs of responding;



4. Selects the adequate reaction form.

Assessment indicators rubrics

Assessment indicators	Levels of assesment				
	Does not meet at all	Does not Meet	Meets	More or less meets	Fully Meets
Collects data in respect with outside and inside factors leading to risks	Can not collect data related with factors leading to risks	Can not collect data related with the majority of factors causing risks. Majority of collected data do not lead to risks	Collects data (however, they are not fully collected) regarding the majority of factors related with risks. Majority of data are properly collected	Collects the data fully related with the majority of factors leading to risks	Fully collects the data related with all the factors causing risks
Analyses received data with the view of assessing risks	Fails to analyze the obtained data and assess risks	Fails to fully analyze the obtained data and properly assess the majority of identified risks	Properly analyses obtained data (however, analysis is not in-depth) and properly assesses the majority of identified risks	Makes in-depth analysis of obtained data and properly assesses majority of identified risks	Makes in-depth analysis of obtained data and properly assesses the identified risks
Defines needs of response	Fails to define the need of response	In most cases fails to define or can not define properly the need of response	In most cases defines the need for reaction though mistakes are made during analysis	In most cases properly defines the need for response	Always properly defines the need for response
Chooses the adequate form of reaction	Fails to choose the form of response	In most cases selects non-adequate form of response	In most cases selects the form of response, though, mistakes are made	In most cases selects the adequate form of response	Always selects the adequate form of response



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The map of correspondence of program components with the assessment indicators

Program component	Assessment Indicators				
	Assessment indicator I	Assessment indicator II	Assessment indicator III	Assessment indicator IV	Assessment indicator IV
Program component I	Practical task (Final exam)		Practical task (Final exam)	Essay (Final exam)	
Program component II	TEST (Final exam)			TEST (Final exam)	Essay (Final exam)
Program component III		Situational Analysis (Final Exam)	Practical Task (Final Exam)		Situational Analysis (Final Exam)

3.1. Assessment process description

In the process of studying the specific learning outcomes of the program, all the study components are checked which take part in achieving this specific outcome (the above-mentioned is defined by the map of learning outcomes of the educational program) and several randomly chosen students registered at the program are selected in order to make sure that the outcomes are logical. Therefore, randomly selected works of minimum 10 students are assessed for a specific learning component. It is possible to carry out observation only on such courses, in respect with problem cases have been identified following the direct method (I) and it became necessary to make the in-depth research of the reasons. Observation is obligatory on annual basis. However, it is possible to check only one learning outcome of the program at the end of every year. The need to respond is determined by the results of the evaluation.

Initiation of the process of assessment and coordination is made by the quality assurance department. Assessment of learning outcomes is made by the program head. In the process of assessing and



analyzing the results, the program head cooperates with the program committee and in case of necessity with implementer of the specific learning course. The educational program head and the program committee make a decision about the need of response and ways of reacting. In case of the need of making amendments in the educational programs, changes are made in accordance with the EU University“ Procedures of Planning, Developing, Approving, Enhancing, Making Amendments and Annuling the Educational Program”. The program head sends the report about response to the quality assurance department.

3.2. Description of assessment of learning outcomes

Out of the results obtained in the process of assessing the outcomes by means of the mentioned direct methods (II), for the educational programs operating at the university, the following two ones are considered to be important:

In case of 5-level assessment system:

- 1) More than 10 % of corrected works in any assessment indicator are assessed as “Does not fully meet” or “Does not meet”
- 2) More than 90 % of corrected works in any assessment indicator are assessed as “Meets” and only 10 % and less – gets the assessment of “more or less meets” and/or “fully meets”.

Definition: In both cases, it can be regarded that the learning outcomes defined by the learning component cannot be met or more or less fail to be met and, therefore, it is required to investigate the reasons.

In case of 3-levels assessment system:

More than 10 % of checked works are assessed as “does not meet”.

Definition: In this case, it can be regarded that the learning outcomes defined by the learning component more or less can not be achieved and, therefore, it is necessary to investigate the reasons.

3.3. Description of stages and forms of responding to assessment of learning outcomes

The need for making a reaction arises when as a result of observation any of the above-mentioned noteworthy outcomes are reported. Response implies two stages:

1. Investigating reasons – qualitative research using the method of the focus group and the face-to-face interview, with the lecturers of the specific learning course and students, in-depth study of the syllabi of



the study courses and the works of students.

2. Take concrete steps to eliminate the identified problems - which encompasses implementing specific changes within the scope of the program and/or the study course. For example, such as:

- Changing the methods of teaching and learning;
- Changing the learning component credits and, respectively, the working hours allocated for acquiring the study course;
- Changing the contact hours with the lecturer within the scope of the study course;
- Changing the methods and forms of assessment within the scope of the learning component;
- Changing used literature within the scope of the learning component;
- Setting or changing the prerequisite for the study course, etc.

When making assessment using the direct method (II), besides the above-mentioned noteworthy cases, it is regarded that the study course and, respectively, the educational program, takes the student to the outcome set by the respective study course and the educational program and the need for modification does not arise.

Based on the specific nature of the program, only the direct method of assessment (I) is used for the one-cycle medical educational program, which analyzes students' academic performance, observes the results, and responds to improve the outcomes.

4. Description of indirect methods of assessment

Surveying of various stakeholders (graduates, employers) and analysis of survey results is used as an indirect method of evaluating the learning outcomes set by the program. Stakeholders, in particular employers, assess the knowledge and skills of the students or graduates of a particular educational program, and in the case of a graduate survey – they assess their own knowledge and skills, which allows for indirect evaluation of the program.

4.1. Description of the assessment process

Initiation of the process is made by the quality assurance department with the help of various structural units. Outcomes are sent to the program head with the view of analyzing them and identifying the noteworthy issues. Analysis of outcomes is made by the head of the educational program and the committee. After analyzing the outcomes, on the basis of analysis, the decision is made by them about



the need of response and ways of reacting. In case of need to make changes in the educational program in order to respond, amendments are made in accordance with the “Procedures of planning, developing, approving, enhancing, making amendments and annulling educational programs” of the European University. The response report is sent to the Quality Assurance Department by the Program Head.

4.2. Description of the evaluation results

Out of the results, obtained in the process of assessing the learning outcomes with the indirect method, noteworthy the result in the case of which a major part (30 % and more) of surveyed employers consider that the student/graduate of the specific educational program does not possess at all or has poor knowledge of the field and skills, and the major part of graduates (30 % and more) consider that within the scope of the specific educational program, could not obtain the knowledge and skills essential for the field and had to gain them after the end of the program or, in general, beyond the program.

4.3. Description of stages and forms of responding to the assessment of outcomes

Response implies two stages in this case as well:

1. Investigating reasons – qualitative research using the method of the focus group and the face-to-face interview, with the lecturers of the specific learning course and students, in-depth study of the syllabi of the study courses and the works of students.

2. Take concrete steps to eliminate the identified problems - which encompasses implementing specific changes within the scope of the program and/or the study course. For example, such as:

- Changing the methods of teaching and learning;
- Changing the learning component credits and, respectively, the working hours allocated for acquiring the study course;
- Changing the contact hours with the lecturer within the scope of the study course;
- Changing the methods and forms of assessment within the scope of the learning component;
- Changing used literature within the scope of the learning component;
- Setting or changing the prerequisite for the study course, etc.

