Methodology of the Assessment of Learning Outcomes of Educational Programs

Contents

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 method of assessment;

- Indirect method of assessment;

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

The direct method of assessment (I) refers to the assessment and analysis of the academic performance of students in the course. This is based on the final results of the student assessment, where student achievement assessments are provided using different methods. Assessment methods are determined within each educational program and may include: MCQs and open-ended questions, practical and theoretical assignments, laboratory assignments, presentations and projects, objectively structured clinical examinations (OSCE), objectively structured practical examinations (OSPE), case studies , case analysis, etc.

Final student assessment results are used to obtain data on student academic performance, namely, to calculate the percentage of students who received an A grade and an F grade.

Within the training courses, significant attention is paid to the extent to which appropriate assessment methods are used, which ensure the achievement of the learning outcomes defined by the training course. In conclusion, the analysis of academic performance using the mentioned evaluation methods and based on them, ensures that appropriate conclusions are made about the issues of concern and the need for appropriate responses, and the specific responses implemented based on the analysis ensure better achievement of the learning outcomes of the training courses and the program.

2.1. Description of the assessment process

All compulsory components of the program 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. The observation must be carried out every semester, however, it is important to observe the dynamics and analyze the obtained data in relation to the previous years (previous three years) in order to highlight how permanent the above-mentioned problem is in a specific educational component (more or less excluding such factors as a strong group or on the contrary, a weak group) and, accordingly, to highlight the need for a response.

Assessment process is initiated and coordinated by the quality assurance service. 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 head of the educational program and the program committee make a decision about the need for response and the ways of response. In case of the need to make changes in the educational program in order to respond, the changes are made in accordance with the "Procedures for planning, developing, approving, developing, amending and canceling educational programs" of the European University. The quality assurance service is sent by the head of the program the results of the assessment and the report on the response to the identified issues of concern.

2.2. Description of evaluation results

From the results obtained in the process of evaluation of learning results by direct methods (I), two types of results are considered noteworthy for bachelor and one-level educational programs, and one type of result for master's programs:

Level: Bachelor's degree

1. More than 10% of students consistently receive the highest grade from the five assessment levels: (A (excellent) – 91-100 points).

Explanation: The learning outcomes envisaged by the program component may be considered too simple to achieve and thus the issue requires research.

2. More than 10% of students consistently receive a negative grade: (F (failed) – 50 points or less).

Explanation: In many cases the learning outcomes envisaged by the program component are not achieved, the outcomes may be considered too difficult to achieve and thus the issue requires research.

One-level educational program:

1. More than 10% of students consistently receive the highest grade from the five assessment levels: A (excellent) – 91-100 points.

Explanation: The learning outcomes envisaged by the program component may be considered too simple to achieve and thus the issue requires research.

2. More than 10% of students consistently receive a negative grade: F (Fail) – 50 points and less.

Explanation: In many cases the learning outcomes envisaged by the program component are not achieved, the outcomes may be considered too difficult to achieve and thus the issue requires research.

Level: master's degree, teacher training program

- More than 10% of students constantly receive a negative grade: (F (failed) – 50 points and less.
Explanation: The learning outcomes envisaged by the program component are often not achieved, the outcomes may be considered too difficult to achieve and thus require research.

2.3. Description of stages and forms of response to evaluation results

The need to respond arises if, after studying and analyzing the three-year data every semester, it is revealed that any of the above-mentioned remarkable results are recorded in the same study course every year in the 3-year dynamics. The response can be considered necessary in other cases as well, based on the reasoned decision of the parties involved in the evaluation process. Thus, the need to respond can be identified and accordingly, changes can be made every semester. The reaction involves two stages:

1. Reasons research - qualitative research by focus group or face-to-face interview method, which can be carried out through interviews with lecturers and students of a specific component of the program, in-depth study of the component syllabus and papers;

2. Taking specific steps to eliminate identified problems - which means making certain changes within the program and/or program component, e.g. such as:

    - -changing teaching and learning methods;
    - changing the credits of the program component and, accordingly, the working hours allocated for the absorption of the component;
    - Changing contact hours with the lecturer within the program component;
    - changing the assessment methods used within the program component;
    - changing the literature used within the program component;

    - Establishing or changing the prerequisite of the program component, etc.

During the evaluation by the direct method, in all cases other than the above-mentioned noteworthy cases, it is considered that the program component and, accordingly, the educational program passes the learning outcomes set by the relevant component and educational program, and there is no need to modify a specific component and / or educational program.

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

The direct method of assessment (II) 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, cannot 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: cannot 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	Cannot collect data related with factors leading to risks	Cen 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 f response	Fails to define the need of response	In most cases fails to define or cannot 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

			in discussion		

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)	Esse (final exam)
Program component II	TEST (Final exam)			TEST (Final exam)	Test (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 evaluating a specific learning outcome of the program, all mandatory components of the program, which participate in achieving this specific learning outcome, are checked and for the purpose of evaluating the result, it is indicated in the program appendix #4 - Evaluation of learning outcomes. Several randomly selected students registered for the component participate in the evaluation process. In order for the results to be logical, the works of more than 10 students are evaluated on a specific educational component. Monitoring is mandatory every year, although it is possible to check one of the learning outcomes provided by the program at the end of each year. The plan for evaluating the learning outcomes of the program is defined in the program documents in Appendix #4 - Evaluation of Learning Outcomes. Based on the results of the assessment, the need for response is determined.

The evaluation process is initiated and coordinated by the Quality Assurance Service. The evaluation of learning results is carried out by the head of the program. In the process of evaluating and analyzing the results, the head of the program cooperates with the program committee and/or the implementer of a

specific training course if necessary. The head of the educational program and the program committee make a decision about the need for response and the ways of response. In case of the need to make changes in the educational program in order to respond, the changes are made in accordance with the "Procedures for planning, developing, approving, developing, amending and canceling educational programs" of the European University. Quality assurance service is sent by the head of the program to the results of the assessment and the report on the response to the identified careless issues.

3.2. *Description of evaluation results*

From the results obtained in the process of evaluation of learning results by the direct method (II), the following two types of results are considered to be noteworthy:

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".
Definition: In this case, it can be considered that the learning outcomes provided for by the program component cannot be achieved or largely cannot be achieved, and thus the reasons need to be investigated.

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 considered that the learning outcomes envisaged by the program component are largely not achieved, and thus, the reasons need to be investigated.

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 focus group or face-to-face interview methods, which can be carried out through interviews with lecturers and students of a specific component of the program, in-depth study of the component syllabus and papers;

2. Taking specific steps to eliminate identified problems - which means making certain changes within the program and/or program component, e.g. such as:
   - changing teaching and learning methods;
   - changing the credits of the program component and, accordingly, the working hours allocated for the absorption of the component;

- Changing contact hours with the lecturer within the program component;
- changing the assessment methods used within the program component;
-changing the literature used within the program component;
- Establishing or changing the prerequisite of the training course, etc.

During the direct method (II) evaluation, in all cases other than the above-mentioned noteworthy cases, it is considered that the program component and, accordingly, the educational program meets the learning outcomes set by the relevant component and the educational program, and there is no need to modify the program component and/or the educational program.

Based on the specifics of the program, the direct method of assessment (I) is used for the one-level educational program of the graduated physician, which analyzes the academic performance of the students, observes the results, and reacts to improve the results.

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

The inquiry process is initiated by the Quality Assurance Servic. The process is carried out with the help of different structural units, the results of the survey are sent to the head of the program in order to analyze and identify important issues. The results of the survey are analyzed by the head of the educational program and the committee. After analyzing the results, based on the analysis, a decision is made by them about the need for response and the ways of response. n case of the need to make changes in the educational program in order to respond, the changes are made in accordance with the "Procedures for planning, developing, approving, developing, amending and canceling educational programs" of the European University. An analysis of the results of the assessment and a report on the response to the identified issues of concern are sent to the quality assurance service by the head of the program.

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 important 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 important 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 by focus group or face-to-face interview method, which can be carried out through interviews with lecturers and students of a specific component of the program, in-depth study of the component syllabus and papers;

2. Taking specific steps to eliminate identified problems - which means making certain changes within the program and/or program component, e.g. such as:

- changing teaching and learning methods;

- changing the credits of the program component and, accordingly, the working hours allocated for the absorption of the component;

- Changing contact hours with the lecturer within the program component;

- changing the assessment methods used within the program component;

- changing the literature used within the program component;

- Establishing or changing the prerequisite of the program component, etc.