



## Mechanism for Assessing Learning Outcomes of the Educational Program

### 1. Criteria and Methods for Assessing Learning Outcomes

When formulating learning outcomes, the criteria and methodology for their assessment are taken into consideration. Both direct and indirect methodologies are used in the assessment of learning outcomes.

Direct assessment methods include written exams, oral questioning, projects, portfolios, theses, presentations, simulated processes, and others.

Indirect assessment methods include surveys of employers, graduates, students, comparison with similar institutions, curriculum analysis, and more.

### 2. Analysis of Students' Academic Performance

The analysis of students' academic performance, conducted at the end of each semester, determines the achievement of learning outcomes from the students' perspective.

The analysis of academic performance identifies the appropriateness of the credits assigned to the educational components, selected topics, literature, teaching methods, assessment criteria, etc.

For the analysis of academic performance, the university uses the ranking scale developed in the European Credit Transfer and Accumulation System (ECTS), which corresponds to the Gaussian normal distribution - the number of the best students (highest scoring) should not exceed 10% of the total number, followed by subsequent steps of 25%, 30%, 25%, and 10%.

10%	A - Excellent
25%	B - Very Good
30%	C - Good
25%	D - Satisfactory
10%	E - Sufficient

According to the ranking scale, the majority of students should have an average performance, with very high and very low grades corresponding to 10% each.

The target indicator of learning outcomes is the normal indicator of academic achievement. Therefore, in the case of a 20% deviation from this range of learning outcomes, depending on the specifics of the educational component, the learning outcomes and their achievement methods of the educational program/syllabus will be reviewed based on the recommendation of the quality assurance service. For example:

- The volume of credits assigned to the educational component;
- Distribution of contact and independent hours;
- Teaching/learning methods;
- Topics of the educational component;
- Complexity and volume of mandatory literature;
- Assessment system and criteria;
- The number of students in the group, etc.

The program will be reviewed and modified as needed.

Merely assigning a grade does not provide the student with sufficient feedback regarding their achievements since a grade only indicates the overall level of competence. It is impossible to identify the strong and weak aspects of specific learning outcomes based on the overall grade alone. Therefore, the grading system must be associated with a grading rubric.

A grading rubric, often referred to as a rubric, is a tool used to classify student achievements. Each rubric includes a set of criteria and the points or grades associated with those criteria. Thus, by describing the different levels of achievement on the classification scale, rubrics help us define the criteria of assessment systems.

Sample Rubric for Calculating Grades:

Learning outcomes	Criteria					
	A	B	C	D	E	F
Outcomes	Demonstrating the Ability Defined by the Indicator: Clear Conclusion Formation and Excellent Ability to Synthesize Evidence Analytically	Demonstrating the Ability Defined by the Indicator: Clear Conclusion Formation and High Ability to Synthesize Evidence Analytically	Effective Utilization of the Ability Defined by the Indicator: Formation of Clear Conclusions and Good Ability to Synthesize Evidence Analytically	Satisfactory Utilization of the Ability Defined by the Indicator: Formation of Clear Conclusions and Satisfactory Ability to Synthesize Evidence Analytically	Adequate Utilization of the Ability Defined by the Indicator: Formation of Clear Conclusions and Adequate Ability to Synthesize Evidence Analytically	Minimal Utilization of the Ability Defined by the Indicator: Formation of Clear Conclusions and Lack of Ability to Synthesize Evidence Analytically

### 3. Learning Outcomes Map of the Educational Program

One of the indicators of achieving the learning outcomes of an educational program is the learning outcomes map, which allows for the comparison of the program and course learning outcomes. The learning outcomes map of the educational program clearly shows which educational components achieve the learning outcomes of the program.

Sample of the learning outcomes map of the educational program:

#	Learning outcome	Semester							
		I	II	III	IV	V	VI	VII	VIII
1	I outcome	17	21		32				
2	II outcome			12	15	16			
3	III outcome				23	28	30		
4	IV outcome								

The course in the scheme is marked by the serial number assigned in the educational program's curriculum. Depending on the specifics of the curriculum, the full name of the educational component may be recorded.