

## Tbilisi Humanitarian Teaching University LLC

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### Mechanism for evaluating the learning outcomes of the educational program

#### 1. Evaluation of learning outcomes of the educational program

##### 1.1. Analysis of academic performance

The achievement of a student's learning outcomes at Tbilisi Humanitarian Teaching University LLC is determined by analyzing the academic performance, which requires data processing at the level of program and syllabus and studying the dynamics of percentage distribution. The analysis of the academic performance determines how difficult or easy the content of the course is, how correctly the topics to be studied are selected, how adequate forms of evaluation are used by the lecturers and how high the level of student training is. One of the most commonly used and widespread approaches, normal distribution (Gaussian distribution) is used at THU for the analysis of academic achievements, which means that the arithmetic mean of certain types of independent and identically distributed random variables tends to a standard normal distribution, which practically means, that the distribution of academic achievements, which is affected by many approximately the same factors, can be considered a standard normal distribution. Based on the above there are the ranges of the standard normal distribution.

10 %	"A" - excellent
25 %	"B" - very good
30 %	"C" - good
25 %	"D" - satisfactory
10 %	"E" – sufficient

A student ranking scale has been developed in the European Credit Transfer and Accumulation System (ECTS), which in principle coincides with the Gaussian normal distribution: the number of the best students (with the highest scores) should not exceed 10% of the total number, and then in steps of 25%–30%–25%–10%. According to the ranking scale, the majority of students should have average grades, and very high and low marks to 10-10% of students respectively.

In the event of a 20% deviation from the mentioned range, the learning outcomes and ways of achieving them will be reviewed, for example:

- Distribution of credits/hours in time;

- Teaching-learning methods;
- Subject matter;
- Volume;
- Assessment forms and methods;
- Number of students in the group;
- Peculiarities of organizing the educational process, etc.

### **1.2. Learning outcomes (curriculum) chart**

One of the indicators of the achievement of learning outcomes of the educational program is the chart of learning outcomes, which allows comparison of the learning outcomes of the program and training courses/modules. The curriculum chart clearly shows which course/courses provide the learning outcomes of the educational program.

### **1.3. Rubrics**

A rubric is an instrument for assessing the achievement of program learning outcomes and is used for both formative and summative assessment. Holistic and/or analytical rubrics are used for different analysis purposes. Each rubric includes criteria and a corresponding score for the criterion, for example:

A - exemplary use of the skill identified by the indicator, demonstrating excellent ability to synthesize evidence analytically to form clear conclusions.

B - very good use of the skill identified by the indicator, demonstration of high ability to synthesize evidence in an analytical manner to form clear conclusions.

C - good use of the skill identified by the indicator, demonstration of good ability to synthesize evidence in an analytical manner to form clear conclusions.

D - satisfactorily use the ability identified by the indicator, demonstration of a satisfactory ability to synthesize evidence in an analytical manner to form clear conclusions.

E - sufficient use of the ability defined by the indicator, demonstration of sufficient ability to synthesize evidence in an analytical manner to form clear conclusions.

F - poor use of the ability defined by the indicator, demonstration of a lack ability to synthesize evidence in an in an analytical manner to form clear conclusions.

#### **1.4. Assessment methods**

It provides for the collection and processing of data through the University's electronic management system to determine what percentage of the total number of students in the program achieved each learning outcome of the program and to meet the target marks.

Direct and indirect evaluation methodology is used.

Examples of direct assessment methods are written/oral exam/survey, presentation, essay, practical project and others.

Indirect assessment methods include the enquiry of employers, graduates, curriculum analysis, student surveys, and etc.

### **2. Target marks and monitoring for evaluation of outcomes**

2.1. Target marks: the target mark for each learning outcome of the program is a normal distribution of academic performance; In the event of a 20% deviation from the normal distribution range, the learning outcomes and ways of achieving them will be reviewed, for example:

- Distribution of credits/hours in time;
- Teaching-learning methods;
- Subject matter;
- Volume;
- Assessment forms and methods;
- Number of students in the group;
- Peculiarities of the organization of the educational process, etc.

2.2. Monitoring results are compared to target marks and a chart is constructed for visibility to observe progress or regression in the achievement of learning outcomes.

### **3. Periodicity of assessment of learning outcomes**

3.1. Each learning outcome of the program is measured on the basis of the semester evaluation plan of the learning outcomes given in the program, according to which the evaluation is done at the end of the semester in which the mentioned learning outcome was achieved; it is based on the curriculum chart and the learning outcomes assessment plan developed on its basis; student achievements; survey results; conformity of results and targets.

#### **4. Review and response to results**

As a result of observing the dynamics, if a regression is detected by comparison with the target marks, the learning results and ways of achieving them will be reviewed and the program will be modified accordingly.