

## AA 8.COMPETENCY-BASED ASSESSMENT POLICY

**Title:** COMPETENCY-BASED ASSESSMENT

**Policy Number:** AA 8/2016

**Effective Date:** Xxx yy, 2016

**Issuing Authority:** University Academic Board

### 1. INTRODUCTION

A set of competences are carefully crafted for each course taught at RHU. Course contents are clustered in modules. A well thought out rubric is developed for each competency and the module(s) that contributes to the attainment of the competency are identified. Additionally, the tools that are used to assess the attainment of each competency are defined. Performance of each student on each established competency in a course will be continuously assessed using the associated tools and in accordance with the corresponding rubric.

Let us say that the outcome of a course is measured by the attainment of 7 competences. Furthermore, assume that the assessment revealed that by the end of the semester a student has satisfactorily attained five of these competences but the overall numerical grade was not sufficient to obtain a passing grade on the course. Instead of giving that student a failure grade, a Temporary Failure (TF) grade that is not used in calculating the student's GPA is assigned. The student will then be given a specified period of time (one or two weeks) to study and be reassessed on the modules associated with the competences that he/she failed to fulfil. If at the end of the assigned period, the student is deemed to have had satisfactorily (according to the rubrics) mastered the outstanding competences the TF grade is changed to a passing numeric grade. The instructor will provide guidance and support to the student during the extended period to improve his/her chances of success.

This approach requires an overhaul of the course are designed and taught. It will take time. A few faculty members who are passionate and willing to participate in a changing effort are selected to pilot this approach, assess it, and improve it. Those faculty members will then help in promoting the approach and support other faculty members in applying it. I failed to mention that student may attain a mastery in a competence without having to come to class but by participating online via blogs, wikis, discussion forums, or other forms.

The above approach gives an incentive to the student who had mastered the majority of course competences in a regular semester but failed to acquire a passing grade on the course to focus and study hard to master the still-to-be-attained competences instead of repeating the course. This will reduce the probability of a student falling into probation status, reduce the degree completion rate, and relieve many students/parents from financial burdens associated with tuition payments of failed courses. Another benefit of the approach is that it will enable faculty members to attain experience in carefully preparing and delivering course material to support the attainment of the competences. Moreover, faculty members will obtain experience in authoring online learning material by allowing the

student to master one or two competences using online tools.

## 2. POLICY

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- The courses competencies must be clearly articulated
- The assessment tools for each competency must be carefully indicated in the course syllabus
- A rubric to master each competency must be developed and become part of the course syllabus
- Each course must be designed;
- Performance of students must be regularly assessed so that early intervention is considered to guide the students properly
- At the complete of a course, the results of assessment of each competency is announced along with the grade
- A course is passed if all competencies are satisfactorily achieved
- Students will be given a chance not to repeat the course if the final grade is a failure provided that the student lacks nor more than two competencies to pass it
- The instructor develops a plan for the student to implement and get the student to agree to it to improve his skills and knowledge to pass the deficient competencies
  - Identify the topics students to focus on
  - Identify the assessment process
  - Establish deadline for a final assessment
  - Topics to be reviewed are specified and student engage the material on his own with at least one contact office hour per week with the instructor
  - Instructor establishes guidelines to the student - practice, library visits, references, etc.
  - Assessment tools are determined based on the competencies needed that may include research paper and a presentation, building an artifact, preparing a setup, case study and a report, an exam.
  - Student provides a weekly progress report to the instructor - oral, written or in any format the instructor requires
  - Instructor shares his written weekly assessment of progress with the student
- The chairperson ensures that the instructor and faculty are applying these rules
- All documents are kept for records

## 3. STAKEHOLDER IMPACT AND SCOPE

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This policy will facilitate the graduation of a student who shows promise of achieving the required competencies but the grade does not allow him to pass.

## 4. RELATED DOCUMENTS

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- Course syllabus
- Course grade reports

## 5. APPROVAL AND REVIEW

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The stakeholders who reviewed and approved the policy are:

1. Policy proposed by: Office of the VP for Academic Affairs
2. Reviewed and forwarded by: \_\_\_\_\_
3. Colleges
4. Registrar's Office
5. Library

## 6. FINAL APPROVAL

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**Approved as policy by the Board of Deans on:** xx xx, 2015

Approved by the BOT (if required) on: NA

Dates of Official Enactment: June xx, 2014

Dates of Amendments:

History:

Cross Reference:

Next Revision Date:

President's signature and date: