

# **Competency Assessment Policy**

## **of Université Saint-Joseph de Beyrouth**

### **(USJ - Saint Joseph University of Beirut)**



## COMPETENCY ASSESSMENT POLICY

Competency assessment, i.e. Program Learning Outcomes (PLOs) assessment, is part of the process of assessing a program. It addresses essential aspects of quality, with a view to improving them.

### I- OBJECTIVES

#### General Objective

Competency assessment is at the heart of the program assessment process. It **questions the program's effectiveness**: does the training enable the expected skills to be developed and attained? It **indirectly questions its coherence**: i.e., the extent to which expected results, program engineering, pedagogical approaches, assessment methods and institutional operations are in line with one another.

It aims at **the continuous improvement** of programs as part of a quality culture.

#### Specific Objective

Competency assessment focuses on assessing the achievement of Performance Indicators (PI), which are measurable components of competencies.

### II- ASSESSMENT PREREQUISITES

A competency is a complex combination of knowledge, skills and attitudes appropriate to a given situation.

For competency assessment to take place, it is imperative that:

- Competencies, as well as PIs, be:
  - identified and formulated in an observable and measurable way;
  - formulated with verbs relating to the student;
  - indicating a minimum level of mastery;
  - contextualized.
- A Cross-reference Matrix be drawn up, specifying the connection between the PIs and the courses.

Refer to the [first part](#) of the [USJ University Pedagogical Manual \(usj.edu.lb/mpu/manual\)](http://usj.edu.lb/mpu/manual), the document on academic alignment written by the University Pedagogical Mission ([USJ Academic Alignment](#)) and [videos](#).

### III- ASSESSMENT CYCLE

The competency assessment cycle generally lasts three years. It comprises three phases: the assessment itself, the drafting of an improvement plan and the implementation of the improvements decided upon.

It is advisable not to delay the implementation of improvements, so that their impact can be assessed during the following cycle. Nonetheless, the latter can start even if the impact of certain improvements is still not measurable.

## IV- PI ASSESSMENT MATRIX AND METHODS

A [Competency Assessment Matrix](#) is drawn up for every program, detailing: the courses to be assessed in relation to the PIs, the semester during which the assessment will take place, the responsible party, the methods, the objectives, etc.

PIs are assessed at least once directly and once indirectly. However, it is recommended that every PI be assessed twice directly and once indirectly.

### • **Direct Assessment:**

At the moment of the supposed achievement of a PI, proceed with the analysis of the students' results, based on a criteria grid<sup>1</sup> explaining the criteria as well as the indicators, according to one of the following options:

#### **a- Contextualized and inclusive work:**

- Project
- End of study project
- Thesis
- Defense
- Internship
- Assessment of professional skills
- Etc.

#### **b- Course exams, enabling the assessment of the Course Learning Outcomes (CLO), serving the same PI.**

Refer to the resources on assessing student learning, prepared by the USJ University Pedagogical Mission: [University Pedagogical Manual – Section D](#) and [Resources – 2020-2021 Workshops of the University Pedagogical Mission - Axis 4](#).

### • **Indirect Assessment:**

- Exit survey: **students' perceptions of whether the PIs have been achieved.** This survey is **generally carried out** before graduation.
- Stakeholder satisfaction surveys: **students**, alumni and current or potential employers. Surveys can be conducted in collaboration with the Surveys Commission, which operates in partnership with the University Observatory on Social and Economic Reality – OURSE.

## V- ASSESSMENT REPORT

At the end of an assessment cycle, a Competency Assessment Report is prepared. A Template<sup>2</sup> is provided to facilitate its drafting. This report includes, among other things, the results of the assessment and areas for improvement.

It is submitted to the Institution Board, then distributed within the institution so that improvements can be discussed and implemented.

Reports are archived within the institution.

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1. Examples of criteria grids will be made available to institutions.

2. Refer to the document [Competency Assessment Report Template](#)