Course Outcome Summary Guidelines

Course Outcome Summary (COS): The COS is the official documented information about a course or other learning experience that documents WTCS title, course number (if assigned), credits, potential hours of instruction, configuration, course description, prerequisites, text/resources (if identified), course goals, developer, development date, revised by, revised by date, competencies, linked career essentials, performance standards, and learning objectives.

Competency: Knowledge, ability, or expertise in a specific subject area or skill set. Competencies are broad skill tasks that the faculty deems necessary for the student to achieve in order to pass the course.

- MATC recommends that each course contain between **two to ten competencies** per credit. Courses may have more or less than this number if the course demands warrant it.
- Competencies should begin with a verb.
- Each competency shall have **only one verb**, hence only one action, although functions of the same verb may be used if they are relatable.
- The verb should be tangible (seen/observed) so that it may be assessed. Verbs such as appreciates, believes, comprehends, feels, hears/listens, knows, memorizes, perceives, realizes, recognizes, sees, thinks, understands are intangible verbs and should not be used without visible consequences.
- The language used in the COS file should be at an appropriate level for the student.

Performance Standards: Performance standards define the skill described in the competency and clarify required levels of performance. They are observable and measurable *criteria* and *conditions* for performance assessment. They provide structure in which to answer the question: "Did the learner achieve the competency?"

Assessment Strategies (formerly known as conditions): define the setting of where the competencies will be performed, or how specifically with what material.

- **Each competency must have at least one assessment strategy**
- *Competence will be demonstrated:* e.g., through written examination, with the use of the Dreamweaver application, through oral presentation, in a project (specify,) by participating in the classroom.

- *Criteria: helps measure the threshold performance for the criteria.* **Each competency must have at least two to ten criteria** (*criterion should display some kind of accuracy measurement, i.e*. Cookie measures within +/- .25 centimeters of 6 centimeters in diameter, Learner bakes 6 dozen cookies in 2 hours, completed within 180 seconds with 1 error allowed)

    Two types that can be used:

    - Process Criteria - evaluates what process the learner follows (this type is usually used)

        - They follow the same rules as the competencies (e.g., they begin with a verb, must be tangible, and **use only one verb per criteria**).

- o Each competency should have at least **two to ten** criteria
- o *Performance will be satisfactory when:* e.g., learner produces a 5 screen PowerPoint presentation using at least 3 different template styles, learner creates a custom themed document to support chosen content, learner imports provided media types into templates

- ▪ <u>Product Criteria</u> - evaluates quality standards of the finished product.

  - o They follow the same rules as the competencies, (e.g., they must be tangible, and use only one verb per criteria but the focus may be more on the nouns and outcomes).
  - o Each competency should have at least **two to ten** criteria

  - o *Your performance will be successful when:* e.g., project contains fonts appropriate to content and position in information hierarchy, you communicate effectively using text and graphics in a project assignment, you conduct testing on a lab partner's project.

Learning Objectives: Learning objectives are in essence the parts of the competency. They describe the knowledge and skills that a student is expected to demonstrate upon completion of the course. Ideally, each of these objectives relates, in some discernable way, to the competencies for the overall program of study. Learning objectives are often provided by textbook publishers as part of their curriculum package. They might also be adapted or completely written by a school, department or learning team to reflect the specific needs of a school. Each competency must have at least **two-ten learning objectives**

- They follow the same rules as the competencies (e.g., they begin with a verb, must be tangible, and use only one verb per learning objective).
- Sub amount levels of examples are not used because only a threshold performance is shown in the Course Outcome summary in comparison to the Rubrics.

Example of relationship between competencies and learning objectives

- *Competency:*   *Use statistical software to analyze health-related data.*
- *Learning objective:*   *Perform a regression analysis using SAS*

Career Essentials: Career Essentials are skills, knowledge and attitudes that augment the content-area outcomes.

- MATC has seven Career Essentials. At least one Career Essential must be used for each course, and all seven of MATC's Career Essentials must be covered in the context of an entire program.

- Not every competency must have linked Career Essentials, but every Career Essential listed must be linked to at least one competency.