

### OUTCOMES AND COMPETENCIES MATRIX

Classification	Criteria	Test	Decision
Course Description	Broad description that clearly and succinctly describes the material covered by the course.	<ol style="list-style-type: none"> <li>1. Is it informative?</li> <li>2. Is it written in sentence form (narrative)?</li> <li>3. Is it succinct? (avoiding repetition &amp; redundancy)</li> <li>4. Is it easy to understand?</li> <li>5. Is it inclusive of the entire course curriculum?</li> </ol>	Yes to all
Outcome	<ol style="list-style-type: none"> <li>1. Statement that describes a goal for the course.</li> <li>2. Are measurable by competencies</li> <li>3. May apply to entire course</li> <li>4. Describes large area of curriculum</li> <li>5. Relates directly to course description</li> <li>6. 5-7 outcomes for course</li> </ol>	<ol style="list-style-type: none"> <li>1. Is it a goal?</li> <li>2. Is it measurable?</li> <li>3. Does it apply to a large portion of curriculum?</li> <li>4. Does it relate directly to the course description?</li> <li>5. Is it one of 5-7 statements?</li> </ol>	Yes to 1,3,4,5 Yes or No to 2
Competency	<ol style="list-style-type: none"> <li>1. Statement that describes what the student will learn</li> <li>2. Complete topic or area of the curriculum</li> <li>3. Measurable</li> <li>4. Uses Bloom's Taxonomy to define learning</li> <li>5. Relates directly to one or more outcomes</li> </ol>	<ol style="list-style-type: none"> <li>1. Is it measurable?</li> <li>2. Does it describe student learning?</li> <li>3. Does it use Bloom's taxonomy?</li> <li>4. Does it relate to one or more outcomes?</li> <li>5. Is it a broad topic (as opposed to a narrow objective)?</li> </ol>	Yes to all
Objective	<ol style="list-style-type: none"> <li>1. Item related to a competency</li> <li>2. Individual topic</li> </ol>		

**OUTCOMES AND COMPETENCIES MATRIX**  
Basic Applied Math Example

Classification	Criteria	Test	Decision	Example (Basic Applied Math)	Assessment
Course Description	Broad description that clearly and succinctly describes the material covered by the course.	6. Is it informative? 7. Is it written in sentence form (narrative)? 8. Is it succinct? (avoiding repetition & redundancy) 9. Is it easy to understand? 10. Is it inclusive of the entire course curriculum?	Yes to all	This course is for the college student whose grasp of basic arithmetic skills is currently weak or marginal. Competency at the college level in addition, subtraction, multiplication and division of integers, decimals and fractions as well as ratio and percent will be emphasized. Many of the problems in the course notes will be applied to real world topics.	
Outcome	7. Statement that describes a goal for the course. 8. Need not be measurable 9. May apply to entire course 10. Describes large area of curriculum 11. Relates directly to course description 12. 5-7 outcomes for course	6. Is it a goal? 7. Is it measurable? 8. Does it apply to a large portion of curriculum? 9. Does it relate directly to the course description? 10. Is it one of 5-7 statements?	Yes to 1,3,4,5 Yes or No to 2	Display proficiency in mathematical computations.	
Competency	6. Statement that describes what the student will learn 7. Complete topic or area of the curriculum 8. Measurable 9. Uses Bloom's Taxonomy to define learning 10. Relates directly to one or more outcomes	6. Is it measurable? 7. Does it describe student learning? 8. Does it use Bloom's taxonomy? 9. Does it relate to one or more outcomes? 10. Is it a broad topic (as opposed to a narrow objective)?	Yes to all	Manipulate signed whole numbers	Chapter exam, quiz
Objective	3. Item related to a competency 4. Individual topic			<ul style="list-style-type: none"> <li>○ Addition of signed whole numbers</li> <li>○ Subtraction of signed whole numbers</li> <li>○ Multiplication of signed whole numbers</li> <li>○ Division of signed whole numbers</li> </ul>	Homework, quizzes

## OUTCOMES AND COMPETENCIES MATRIX

### Introduction to Literature Example

Classification	Criteria	Test	Decision	Example (Introduction to Literature)	Assessment
Course Description	Broad description that clearly and succinctly describes the material covered by the course.	<ol style="list-style-type: none"> <li>1. Is it informative?</li> <li>2. Is it written in sentence form (narrative)?</li> <li>5. Is it succinct? (avoiding repetition &amp; redundancy)</li> <li>6. Is it easy to understand?</li> <li>7. Is it inclusive of the entire course curriculum?</li> </ol>	Yes to all	This course is designed to develop greater appreciation of literature through the study of selected short stories, novels, poetry and drama. The literature will be used as a vehicle to examine universal themes basic to the human condition and to investigate these themes as they relate to life experiences. Students will gain an understanding of literary concepts so that they will be able to interpret, analyze, and critically evaluate selections from each genre.	
Outcome	<ol style="list-style-type: none"> <li>1. Statement that describes a goal for the course.</li> <li>2. Need not be measurable</li> <li>3. May apply to entire course</li> <li>4. Describes large area of curriculum</li> <li>5. Relates directly to course description</li> <li>6. 5-7 outcomes for course</li> </ol>	<ol style="list-style-type: none"> <li>1. Is it a goal?</li> <li>2. Is it measurable?</li> <li>3. Does it apply to a large portion of curriculum?</li> <li>4. Does it relate directly to the course description?</li> <li>5. Is it one of 5-7 statements?</li> </ol>	Yes to 1,3,4,5 Yes or No to 2	Formulate an educated opinion about a piece of literature or some aspect of a piece of literature and support that opinion with examples from both literary and critical sources.	
Competency	<ol style="list-style-type: none"> <li>1. Statement that describes what the student will learn</li> <li>2. Complete topic or area of the curriculum</li> <li>3. Measurable</li> <li>4. Uses Bloom's Taxonomy to define learning</li> <li>5. Relates directly to one or more outcomes</li> </ol>	<ol style="list-style-type: none"> <li>1. Is it measurable?</li> <li>2. Does it describe student learning?</li> <li>3. Does it use Bloom's taxonomy?</li> <li>4. Does it relate to one or more outcomes?</li> <li>5. Is it a broad topic (as opposed to a narrow objective)?</li> </ol>	Yes to all	Analyze, interpret, and evaluate literary works according to the six elements of fiction--setting, plot, character, point of view, theme, and style.	Unit exam, quizzes
Objective	<ol style="list-style-type: none"> <li>1. Item related to a competency</li> <li>2. Individual topic</li> </ol>	<ol style="list-style-type: none"> <li>1. Does it relate directly to a competency?</li> <li>2. Is it specifically focused on one aspect of the competency?</li> </ol>		Evaluate the impact of the setting of a specific literary work (including historical context, specific and general location, time of day/year, interior & exterior, etc.) on the characters' behavior & attitudes	Homework, quizzes, CAT

