

Quality Course Outcome Summary Checklist

Title of Course		
Course Number		
Division		
Dean		
Associate Dean		
Person Creating/Editing		
Curriculum Coach		
External Standards	Yes _____	No _____
Technical Skills Attainment (TSA) In Place	Yes _____	No _____
Other programs that use this courses: (check WIDS)		
Transcripted Credit or Articulation Agreement	Yes _____	No _____

Directions

Use the Scoring Guide as a checklist to review and revise your curriculum project. The criteria on the scoring guide explain what is expected for a completed curriculum project, whether it is new, revised, or updated.

Rating Scale

Value	Description
Okay	Information meets standards and is complete
Add	Information needs to be added
Revise	Information needs to be revised
NA	Not Applicable – the information is not required for the course

Scoring Guide

Course Information Tab	Ratings
Please note: Items 1-8 below CANNOT be edited by faculty. All changes must be approved by Curriculum Services <u>and</u> the Division Office before a change is officially made. Send an email to curriculum services with any changes.	Okay Add Revise NA
1. Course Information – Review for accuracy.	
a. Course number, title, description and total credits must match Power Campus	Okay Add Revise NA
b. Total hours - WTCS mandates lecture hours of 18 hours per credit. For example, a 3 credit class x 18 hrs = 54 hrs.	Okay Add Revise NA

c. Instructional Type - Note that the majority of courses will be lecture – some will have lab component as well	Okay Add Revise NA
d. Instructional Level and Career Cluster – Note that this field is not required and can be blank.	Okay Add Revise NA
2. Purpose/ Goals - This field is not required and can be left blank.	Okay Add Revise NA
3. Pre/ Co-requisites - This list should be reviewed for accuracy. Email Curriculum Services with any changes.	Okay Add Revise NA
4. Textbooks	Okay Add Revise NA
5. Bibliography - This field should not be used.	Okay Add Revise NA
6. Learner Supplies	Okay Add Revise NA
7. Guidelines - This field should not be used.	Okay Add Revise NA
8. Custom Fields - This field is not required and is often blank.	Okay Add Revise NA
Related Outcomes Tab	Ratings
<p>Core Abilities - Core Abilities are the key employability skills that employers expect of all graduates. The official College Core Abilities are listed below. Please verify your list:</p> <ul style="list-style-type: none"> • Use effective communication skills. • Apply mathematical concepts. • Transfer social and natural science theories into practical applications. • Demonstrate ability to think critically. • Demonstrate ability to value self and work ethically with others in a diverse population. • Use technology effectively. • Make decisions that incorporate the importance of sustainability. 	
1. Each core ability is listed.	Okay Add Revise NA
2. Each core ability has a qualifier listed that explains at what level the core ability is addressed (introduced, reinforced, or assessed).	Okay Add Revise NA
<p>Program Outcomes – Program outcomes are established in conjunction with your program advisory committee and are tied to student learning outcomes assessment.</p>	
1. Program Outcomes match the list of outcomes designated for the program.	Okay Add Revise NA
2. Only the outcomes relevant to the course are listed.	Okay Add Revise NA
3. Program outcomes have a qualifier listed that explains at what level the program outcome is addressed (introduced, reinforced, or assessed).	Okay Add Revise NA
<p>External Standards – Note: External standards can be requirements from accrediting or regulating bodies, or other external stakeholders. This is not a required field and is often blank.</p>	
1. External Standards are present if necessary.	Okay Add Revise NA

Course Competencies Tab	Ratings
<p>Course competencies are skills, behaviors, and attitudes that represent what students should be able to do at the end of the course. These are measurable and observable.</p> <p>Each competency should begin with a single action verb describing what the student will be able to do upon successful completion of the course. Only one verb should be used per competency. Examples of well-written competencies include:</p> <ul style="list-style-type: none"> • Create a career development plan. • Use spreadsheet software. • Pitch a tent for camping. • Translate a paragraph of Spanish into English. <i>This is well-written because an action verb is used and the action can be measured when completed.</i> <p>Examples of poorly written competencies:</p> <ul style="list-style-type: none"> • Understand classical music. This is <u>not</u> measurable or observable. • Perform office functions. This is <u>not</u> clear and concise. • Select hand tools and use them to punch, drill, and shape sheet metal. (multiple performances) • Remember the key terms. <i>This is not well-written because “remember” is not an action verb that demonstrates observable performance. The competency is enhanced by changing the verb “remember” to “use.”</i> 	
1. All competencies are well-written in a clear and concise manner	Okay Add Revise NA
2. The number of competencies in the course is consistent with the following guidelines: <i>One (1) credit hour = three (3) to six (6) competencies.</i>	Okay Add Revise NA
3. Each competency utilizes Bloom’s taxonomy verbs at the applying, analyzing, evaluating, or creating level. The Domain and level are listed for each – for example: Domain – Cognitive – Level - Analyzing <i>If using this document electronically, click on the words “Bloom’s taxonomy” to access the full Bloom’s document.</i>	Okay Add Revise NA
4. Competencies are free from ambiguous adjectives or adverbs such as effective, basic, major, proper, clearly, correctly, appropriate, etc.	Okay Add Revise NA
5. Each competency is assessed in at least Performance Assessment Task (PAT) in the curriculum.	Okay Add Revise NA
6. Where applicable, competencies in this course match competencies from WTCS projects.	Okay Add Revise NA
Performance Standards (blue tab to the right of “competencies”)	Ratings
<p>Performance Standards include Assessment Strategies and Performance Criteria. An Assessment strategy defines the product or process students will complete to demonstrate mastery of the competency. Types of assessment strategies could include a written product, self-assessment, research project, or demonstration. Periods are used at the end of the criteria statement.</p> <p><i>Example of an Assessment Strategy with Criteria:</i></p> <p>Competency: Write a resume Assessment Strategy = Written Product (the written resume) Criteria = Performance will meet expectations when:</p> <ul style="list-style-type: none"> • you include contact information. • you include education. • you include work history. • you include professional activities. • you display correct grammar and spelling. 	

Example of poorly written Criteria for the same Assessment Strategy:

Competency: Write a resume.

Assessment Strategy = Written Product (the written resume)

Criteria = Performance will meet expectations when:

- your resume looks nice.
- you correctly includes all parts.
- you prepare a resume appropriately.
- you use clearly written words.

1. The assessment strategy defines the product or process the student will complete.	Okay Add Revise NA
2. Criteria is aligned with the assessment strategy.	Okay Add Revise NA
3. Criteria describe measurable and observable specifications to evaluate the competency. Each criteria is a separate bullet point.	Okay Add Revise NA
4. Criteria Lead-In from drop down menu is: "You will know you are successful when:"	Okay Add Revise NA
5. Criteria begin with "you". Do not capitalize "you" and use proper punctuation including periods.	Okay Add Revise NA
6. Criteria identify things such as characteristics of a satisfactory performance, accuracy, tolerance, speed, percent, number of errors permitted, published standards, degree of excellence, content/concepts to be addressed in the assessment task.	Okay Add Revise NA
7. Criteria are free from ambiguous adjectives or adverbs (e.g. effective, basic, major, proper, clearly, appropriate, correctly, etc.). REASON – It is difficult to measure ambiguous adjectives and verbs. Students would then not be clear as to what the expectations are. See above for criteria examples.	Okay Add Revise NA
8. Criteria are not based on instructor judgment or dependent upon a textbook as a reference.	Okay Add Revise NA
9. All criteria are included in the scoring guides for assessment tasks.	Okay Add Revise NA
Learning Objectives (Blue tab to the right of "performance standards")	Ratings
Learning objectives tell learners the supporting skills, knowledge and attitudes they will learn. Learning objectives break down competencies to make them easier to teach. For example: Competency: Interview for a job. Learning Objective: Demonstrate strategies for introducing yourself.	
1. Each competency includes at least two (2) learning objectives and not more than six (6). If more are necessary, a second competency is recommended; or, the discipline lends itself to more learning objectives (i.e. math).	Okay Add Revise NA
2. Each learning objective begins with a single action verb using Bloom's Taxonomy (do not use multiple verbs).	Okay Add Revise NA
3. Each learning objectives is written at the same or lower level of the competency in Bloom's Taxonomy.	Okay Add Revise NA
4. Each learning objective tells the learner what he/she will learn.	Okay Add Revise NA
Linked Core Abilities Core abilities are linked to competencies.	Okay Add Revise NA
Linked Program Outcomes Program outcomes are linked to competencies.	Okay Add Revise NA