



Title: COURSE OUTCOME SUMMARY	Code: EE0121
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Policy Reference: E0100, Instructional Support

A Course Outcome Summary is required for all courses offered by MATC and is the property of the district. Effective with the 1996-97 academic year, Course Outcome Summary replaced the "course outline" as the official document describing the content of a course. Course Outcome Summaries are entered and stored electronically using the software developed statewide called the "Wisconsin Instructional Design System" or WIDS.

The following elements are required in the Course Outcome Summary document:

Course Outcome Summary Elements

1. Course number and full title of course e.g., ENG-151 Communication Skills 1
2. Name of the developer/instructor who wrote the Course Outcome Summary; and the date it was developed/written;
3. If the course was revised, the name of the instructor who revised the Course Outcome Summary and the date it was revised;
4. Each instructional method (type of Instruction) including distance/alternate delivery and periods (contact hours) for each method/type;
5. The official number of credits;
6. The official prerequisite(s) as published in the class schedule;
7. The official course description as published in the college catalog;
8. Core abilities, including at least one MATC-defined core ability. For occupational programs, each of the seven core abilities identified by MATC are to be demonstrated and assessed in at least one of the courses that are required for graduation.
 - Core abilities describe the abilities and skills that can be expected of any individual, regardless of occupation, career, or life role. Stated as broad outcomes, core abilities express abilities in a variety of areas such as: problem solving, critical thinking, communication, teamwork, punctuality, pride in one's work, acceptance of diversity, interpersonal skills, etc.;
9. Core ability performance indicators for each core ability;



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- Core ability performance indicators are statements that describe outcomes/behaviors that learners exhibit when they demonstrate a core ability;
 - For occupational programs, the outcomes of each of MATC's seven core abilities are to be assessed in at least one of the courses that are required for graduation
10. Competencies in the range of 2 to 10 per credit.
- A competency is a major skill or ability that is stated in observable, measurable terms telling learners what they will be able to do as the result of a given learning experience.
 - For courses involving laboratory and/or shop experiences, one competency is to provide instruction on proper safety practices and the appropriate information on hazardous chemicals as described in OSHA regulations effective 1988.
 - Each core ability identified for a course is to be linked to one or more of the competencies in the course.
11. For each competency, at least two performance criteria statements;
- Criteria establish specifications by which performance is evaluated, providing the basis for judging if a learner's performance is acceptable. Criteria may be developed to assess a process, a product, or both. Criteria may specify accuracy, speed, frequency, percentage or number to be achieved, degree of excellence, qualities/elements of performance, or reference to published standards.
12. For each competency, at least one condition statement;
- Conditions describe the situation, the setting, or format in which the learner's performance will be assessed. Based on the decision of the faculty teaching the course, further definition may include which equipment/supplies will be allowed and/or which resources/references will be denied.

Course Review Process

Each academic division establishes a process for the timely review of Course Outcome Summaries and stores completed electronic files on the administrative network for



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districtwide access. Individual(s) authorized to change or add to the network are appointed by the academic division.

Review of Course Outcome Summaries involves the department, the divisional curriculum or SOA committee, and the program advisory committees. The Course Outcome Summaries for all of a program's courses are reviewed by the program's advisory committee every two years. Ideas for new courses, changes, and/or discontinuations of program courses are considered on an annual basis as a part of curriculum review.

Initiating New Courses

All new courses are set up through the submission of a Course Update form with appropriate signatures to the office of Instructional Design/Curriculum Development. Prior to submitting the Course Update form, the academic division develops the Course Outcome Summary and begins the divisional content review process.

Changing and Discontinuing Existing Courses

To change or discontinue a course, the academic division submits a Course Update form with appropriate signatures to the office of Instructional Design/Curriculum Development. When the structure (title, credits, hours of instruction, description) or the focus/competencies of a course has changed — prior to submitting the Course Update form — the academic division revises the Course Outcome Summary and begins the divisional content review process.

Program-Level Courses

When Course Updates are submitted for new courses, or changes/discontinuations to existing 100-, 300-, and 500-series courses, the associated program's Academic Requirements Update form is submitted at the same time. If the course is not required or is an elective in a program, the purpose of the course is identified on the Course Update form.

Publication of Course Information

The course title, credit, hours, prerequisite, and description reported on the Course Update form are considered the official data for the course, and are used for catalog copy and other print, media, and online publications.

Office of Responsibility: Instructional Design