OUTCOMES AND COMPETENCIES MATRIX

Classification	Criteria	Test	Decision	Example with Sub-competency	Example without Sub-competency
Course Description	Broad description that clearly and succinctly describes the material covered by the course. "Succinctly" is defined as maximum of two sentences.	1. Is it informative? 2. Is it written in sentence form (narrative)? 3. Is it succinct? (avoiding repetition & redundancy) 4. Is it easy to understand? 5. Is it inclusive of the entire course curriculum?	Yes to all	An overview of the interaction of the agricultural industry with society at large for students pursuing an agricultural field of study. This course provides background information and resources regarding the historical, political, economic, social, production, environmental, and international issues affecting the agricultural industry and food supplies.	
Outcome	1. Statement that describes a goal for the course. 2. Are measurable by competencies. 3. May apply to entire course. 4. Describes large area of curriculum. 5. Relates directly to course description. 6. At least one outcome per credit hour.	1. Is it a goal? 2. Is it measurable? 3. Does it apply to a large portion of curriculum? 4. Does is relate directly to the course description? 5. Do you have at least one outcome for each credit hour?	Yes to 1,3,4,5 Yes or No to 2	D. Explain interactions of crop and livestock production with the environment and the potential challenges of climate change.	A. Outline significant historic events in the development of civilization, specifically tracing developments from hunter gathering through today's modern agricultural systems.
Competency	1. Statement that describes what the student will learn under that outcome 2. Relates directly to the outcome and placed underneath the appropriate outcome. 3. Complete topic or area of the curriculum. Minimum of one competency for each outcome. If more than twenty competencies under an outcome, consider adding another outcome. 4. Uses measurable verbs to assess outcomes (if you need references for good verbs to use, please utilize our Bloom's list)	1. Is it measurable? 2. Does it describe student learning? 3. Does it relate to the outcome? 4. Is it a broad topic (as opposed to a narrow objective)?	Yes to all	1. Define climate change, its impacts, and work to ameliorate its effects on the following:	1. Describe how agricultural developments impacted the growth and development of civilization.
Sub-competency	1. Item related to a competency **2.** Individual topic under the competency **3.** Uses parallel structure	1. Does it relate to the competency? 2. Does the list or statements use parallel structure?	Yes to all	a. Livestock production b. Crop production c. Energy and fuel production	

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Revised Blooms Taxonomy
Outcomes vs Competencies

Example:
A. Analyze and interpret the information presented in financial statements.
1. Compute the debt ratio and evaluate its impact on the financial statements.
2. Prepare and interpret return on assets.
3. Assess the profit margin to analyze the company's performance.

** Some words below can be used in both areas. Words to avoid are understand, know, learn, discuss and comprehend. These words are not measurable. This is **not** a comprehensive listing of measurable words, but serves only as a guide. You may choose to use words not on this list. Any chosen verb should meet the criteria of "Competency" above.

	Definition	*Learning Outcomes Action Verbs List*	*Competencies Measurable Verbs List*	
Create	Exhibits previously learned material by compiling information in a different way or in new patterns and proposing alternative solutions.	Appraise, Assess, Choose, Collect, Compose, Conclude, Critique, Develop, Evaluate, Explain, Formulate, Generate, Interpret, Justify, Prioritize, Prove, Research, Resolve, Summarize, Support	Assemble, Author, Combine, Compose, Conjecture, Create, Design, Devise, Formulate, Generate, Hypothesize, Improve, Make, Originate	High Level
Evaluate	Exhibits previously learned material by presenting and defending opinions and measuring the validity of ideas based upon criteria	Argue, Build, Categorize, Compile, Compare, Conclude, Contrast, Create, Criticize, Defend, Describe, Design, Discriminate, Determine, Draft, Estimate, Evaluate, Generate, Manage, Organize, Plan, Predict, Structure, Synthesize	Assess, Coordinate, Critique, Debate, Determine, Evaluate, Justify, Prioritize, Rate, Recommend, Support, Test, Verify, Weigh	
Analyze	Exhibits previously learned material by examining in detail and making inferences with support.	Deconstruct, Diagram, Outline, Illustrate, Calculate, Classify, Compare, Contrast, Create, Criticize, Defend, Describe, Design, Draft, Estimate, Evaluate, Generate, Manage, Organize, Plan, Predict, Structure	Analyze, Attribute, Differentiate, Dissect, Examine, Inspect, Integrate, Investigate, Structure, Subdivide, Survey	
Apply	Exhibits previously learned material by solving problems and using in new situations.	Apply, Demonstrate, Dramatize, Employ, Experiment, Generalize, Illustrate, Interpret, Perform, Predict, Produce, Translate, Practice, Produce, Operator, Schedule, Relate, Schedule, Screen, Select, Sketch, Solve, Transcribe, Use, Write	Adapt, Apply, Compute, Develop, Draw, Employ, Implement, Manipulate, Operate, Organize, Plan, Practice, Prepare, Teach, Utilize	
Understand	Exhibits previously learned material by finding information and expressing ideas.	Abstract, Associate, Calculate, Categorize, Classify, Defend, Demonstrate, Discuss, Estimate, Explain, Illustrate, Justify, Predict, Convert, Infer, Rewrite, Restate, Transform, Translate	Describe, Demonstrate, Distinguish, Exemplify, Extrapolate, Interpolate, Interrelate, Subsume	
Remember	Exhibits previously learned material by recalling facts, terms and basic concepts.	Arrange, Count, Copy, Define, Describe, Draw, Identify, Label, List, Match, Order, Quote, Select, State, Write, Underline	Define, Describe, Duplicate, Locate, List, Name, Outline, Recognize, Record, Relate, Reproduce, State	Low Level

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