# Program Outcomes Performance Assessment Task

## Directions

Use this scoring guide to evaluate your program outcomes and related assessment strategies and criteria.

1.  Generate a Program Outcome Summary report in WIDS.  Export it as a Word document.  Rename the file to include your last name at the end.  Make sure it shows program outcomes and performance standards (summative assessments and criteria).

2.  Review your work using the scoring guide.

3.  Make modifications if necessary.

4.  When you are ready to submit, upload it using the SUBMIT activity.

## Target Course Competencies

1.      Develop program outcomes and performance standards

## Rating Scale

| Value | Description |
|---|---|
| Met | Fully meets the criterion. |
| Not Met | Does not fully meet the criterion.  Revisions may be suggested. |

## Scoring Standard

You must achieve a "met" rating on each criterion to demonstrate competence. If you do not achieve a "met" rating, you can revise your work and resubmit.

## Scoring Guide

| | Criteria | Ratings |
|---|---|---|
| 1. | program outcomes describe for learners the broad occupational or field-specific skills, attitudes, and abilities they must master in order to successfully complete a program, major, or discipline thread | Met   Not Met |
| 2. | program outcomes describe outcomes that are addressed through the program and across courses | Met   Not Met |
| 3. | program outcomes begin with an action verb | Met   Not Met |
| 4. | program outcomes and measurable and achievable within the context of the program | Met   Not Met |
| 5. | summative assessment identifies the tool or tools used to gather evidence of achievement of the program outcome | Met   Not Met |
| 6. | program outcome criteria provide specifications for the essential components of the program outcome | Met   Not Met |
| 7. | program outcome criteria are measurable within the context of the program | Met   Not Met |
| 8. | program outcome criteria help clarify the expectations both for students and faculty | Met   Not Met |