

### WSUTech OAP Peer Review Rubric

CATEGORY	Developing (1 Point)	Emerging ( 2 Points)	Proficient ( 3 Points)
<b>Learning Outcomes</b>	Program/discipline learning outcomes exist. Program/discipline outcomes are mapped to courses SLO's are mapped to courses.	Outcomes are measurable. Evidence of routine sharing of learning outcomes with students (Plan to Educate, syllabus-course outcomes) Evidence of routinely sharing learning outcomes with faculty.	Evidence of faculty review of learning outcomes for revisions. Evidence of IAT review of outcomes Evidence of learning outcomes modification to reflect program/course/KBOR changes.
<b>Program/Discipline Assessment</b>	CTE - OPA identifies Skills and knowledge based assessment. Gen Ed - OAP identifies Knowledge Based assessment.	Selected assessments are directly linked to a learning outcome(s). Selected assessment activity provide useful information about student learning	Emphasis is placed on specific direct measures. Common artifacts ( rubrics, guides tests etc.) are used to assess student learning Measure are created to assess the impact of prior actions to improve student learning
<b>Student Learning Outcomes</b>	OAP identified the appropriate SLO's OAP identified assessment task.	Selected assessments are directly linked to a learning outcome(s) Selected assessment activity provides useful information about student learning	Correctly utilized the appropriate common rubric in each section. Measures are created to assess the impact of prior actions to improve student learning.
<b>Data Collection and Analysis</b>	Data is collected for each identified assessment on the OAP.	Data collected and aggregated is linked to specific learning outcomes. Data is aggregated in a meaningful way that the average reader can understand.	Data aggregated and analyzed in a systematic manner. Data is collected and analyzed to improve student learning.
<b>Faculty Engagement</b>	Annual assessment results are shared with faculty. Evidence that faculty input was sought to formulate conclusions.	Evidence that faculty participate in discussions of assessment results. Evidence that conclusions about student learning were drawn based on assessment results. OAP analysis includes the most interesting or important assessment finding. General interventions to improve student learning were provided.	Evidence that faculty drive discussions of assessment results. Evidence that conclusions about student learning were drawn based on assessment results. OAP analysis includes the most interesting or important assessment finding. Specific interventions to improve student learning were provided.
<b>Interventions</b>	Evidence of at least one interaction designed to improve learning. The proposed intervention reflects faculty conclusions about areas that need improvement.	Description of the intervention to improve learning is specific and relates to faculty conclusions about areas identified for improvement. Description of action includes timetable for implementation and identifies responsible parties.	Interventions from the previous academic year are addressed in the OPA analysis Intervention includes timetable for implementation.