The Office of Institutional Effectiveness and Reporting

TEAMWORK ASSESSMENT USING AAC&U VALUE RUBRICS AT THE UNIVERSITY OF TEXAS AT ARLINGTON

Spring 2026 Report

Measuring Teamwork Skills, Spring 2026 Report

Teamwork is an essential professional competency, enabling individuals to collaborate effectively toward shared goals. Employers consistently identify the ability to work productively in team settings as one of the most valued skills in new graduates (Hart Research Associates, 2013; National Association of Colleges and Employers, 2023). In the academic context, teamwork fosters the development of communication, problem-solving, conflict resolution, and interpersonal skills that are transferable across disciplines and professional environments.

Within the Texas Core Curriculum, the Texas Higher Education Coordinating Board (THECB) identifies Teamwork as one of six Core Objectives. At The University of Texas at Arlington (UTA), this objective is assessed on a rotating cycle across designated Foundational Component Areas (FCAs). Teamwork was scheduled for assessment during the Fall 2025 semester; however, the Fall 2025 data collection cycle was not completed. As a result, this report instead presents data collected during the Spring 2026 semester, in which course instructors evaluated students' teamwork performance, based on moderated peer- and self-scores, through sole assessment.

In Spring 2026, Teamwork was assessed through sole assessment, in which the course instructor evaluated students' teamwork performance based on moderated peer- and self-scores using a Final Project Team Member & Individual Evaluation Form (see Appendix A). This instrument, developed for the course, is closely aligned with the AAC&U Teamwork VALUE rubric (see Appendix B). Unlike juried or communal scoring, where multiple trained raters independently evaluate anonymized student work, sole assessment relies on a single evaluator, typically the course instructor, applying a rubric to their students' performance. This approach is less resource-intensive and can be integrated seamlessly into course activities, allowing for efficient collection of data.

This report presents the findings from Spring 2026, summarizing student performance on each teamwork dimension, demographic characteristics of the assessed population, and key observations regarding UTA students' teamwork skills.

Method

Participants

The data were collected from 57 undergraduate students enrolled in two sections of JOUR 2340 – Understanding Photojournalism, a course within the Texas Core Curriculum. These students represented a range of academic levels, demographic backgrounds, and experiences, providing a sample for evaluating teamwork skills in the context of a collaborative course project. In terms of gender distribution, 54.39% were male (n = 31) and 45.61% were female (n = 26).

The racial/ethnic composition of the sample included Hispanic/Latino students (52.63%), White students (19.30%), Black/African American students (8.77%), Asian students (5.26%), and Others (14.04%). The majority of the sample (61.40%) identified as first-generation students, while 35.09% were non-first-generation, and first-generation status data were unavailable for 3.51% of students. Just over half of students (54.39%) were Pell Grant recipients (see Table 1 for details).

Table 1.
Student Demographics

Categorical Information	N	%
Gender		
Female	26	45.6%
Male	31	54.4%
Racial/Ethnic Description		
Hispanic/Latino	30	52.6%
White	11	19.3%
Black/African American	5	8.8%
Asian	3	5.3%
Others*	8	14.0%
First Generation Student		
First Generation	35	61.4%
Non-First Generation	20	35.1%
No First-Generation Data	2	3.5%
Pell Grant Recipient		
Yes	31	54.4%
No	26	45.6%

***** *Foreign Students, Multiple Ethnicities, and Not Disclosed Race/Ethnicity*

As detailed in Table 2, students represented several academic levels, with sophomores (45.61%) and juniors (26.32%) making up the largest portions of the sample. Freshmen accounted for 21.05%, and seniors 7.02%. Enrollment year data indicate that most participants entered UTA in the 2025–2026 academic year (71.93%). The majority were enrolled full-time (92.98%), with 7.02% attending part-time. Most students (82.46%) began their studies at UTA, while 17.54% were transfer students (see Table 2 for details).

Table 2.
Student Status at UTA

Categorical Information	N	%
Academic Level		
Sophomore	26	45.6%
Junior	15	26.3%
Freshman	12	21.1%
Senior	4	7.0%
Enrollment Year		
2025 – 2026	41	71.9%
2024 – 2025	10	17.5%
2023 – 2024	3	5.3%
2022 – 2023	2	3.5%
2021 – 2022	1	1.8%
Academic Load		
Enrolled Full-Time	53	93.0%
Enrolled Part-Time	4	7.0%
Transfer Student		
Non-Transferred	47	82.5%
Transferred	10	17.5%

The student work assessed for core objective Teamwork in Spring 2026 came from a single course offered across two sections. Students were most heavily represented from the College of Business (28.07%), College of Engineering (24.56%), and College of Liberal Arts (24.56%). Smaller proportions were from the College of Nursing and Health Innovation (15.79%), College of Science (5.26%), and Division of Student Success (1.75%) (see Table 3 for details).

Table 3.
Students by Colleges/Schools

College/School	No. of Students	Percentage
College of Business	16	28.1%
College of Engineering	14	24.6%
College of Liberal Arts	14	24.6%
College of Nursing & Health Innovation	9	15.8%
College of Science	3	5.3%
Division of Student Success	1	1.8%

Data for this cycle were collected from a single Foundational Component Area (Creative Arts). This differs from the Fall 2024 assessment, which drew from courses across both the Creative Arts and Communication FCAs. As a result, the current sample (N = 57) represents a substantial reduction from the Fall 2024 cycle (N = 580), a limitation discussed further below.

Procedure

The instructor teaching JOUR 2340 – Understanding Photojournalism integrated the teamwork skills assessment into an existing final group project assignment. A Final Project Team Member & Individual Evaluation Form, developed for the course and closely aligned with the AAC&U Teamwork VALUE rubric, was used to rate the teamwork skills of each student. Students worked in assigned teams to prepare a final project presentation, requiring collaboration in planning, task delegation, communication, and conflict resolution. At the conclusion of the project, each student completed an evaluation form rating the contributions of each of their teammates, as well as a self-evaluation form rating their own contributions. In addition to the numeric ratings, students provided a brief written reflection describing what they learned from working with their team.

The instructor collected the peer- and self-evaluation forms for each group and used the numeric ratings to determine a final teamwork score for each student in each of the five assessment dimensions. The instructor-recorded scores were then submitted to the Office of Institutional Effectiveness and Reporting (IER) for analysis and reporting.

An attainment target of 2.0 on the 0–4 scale is used for measuring acceptable teamwork skills. This benchmark reflects the expectation that students should consistently demonstrate at least average collaboration skills across all measured dimensions.

Assessment Instrument

The Final Project Team Member & Individual Evaluation Form (see Appendix A) served as the primary assessment instrument for this project. The instrument was designed to measure teamwork behaviors at the individual student level within the course's final group project. The evaluation form is closely aligned with the AAC&U Teamwork VALUE Rubric (see Appendix B) and retains its emphasis on observable, process-oriented teamwork behaviors rather than final project outcomes. The evaluation form assesses students across five core dimensions of teamwork:

1. Contributes to Team Meetings: The extent to which a student attended meetings and suggested good ideas.
2. Facilitates the Contributions of Team Members: How effectively a student listened to other members and engaged in their ideas.
3. Individual Contributions Outside of Team Meetings: The extent to which a student completed work assigned outside of group time in a timely manner.
4. Fosters Constructive Team Climate: The degree to which a student treated team members with respect and provided constructive feedback.
5. Responds to Conflict: How well a student addressed and worked through disagreement issues within the group.

In addition to these five dimensions, students provided a brief written reflection describing what they learned from working with their team. The rating scale ranges from 4 (“Excellent”) to 0 (“Not at all”), with a description provided to guide scoring. This scale is closely aligned with the four-point structure of the AAC&U VALUE rubric, offering instructors and students a range for recognizing varying levels of performance. By adapting the VALUE rubric's conceptual framework into a course-specific instrument, faculty ensured that the assessment criteria were both rigorous and relevant to the specific collaboration skills emphasized in the course.

The instructor reviewed the peer- and self-evaluation forms for each group and used the numeric ratings to calculate a final teamwork score for each student. This peer- and self-assessment process ensured that final scores reflected both peer and self-reported feedback on students' teamwork behaviors.

Analysis and Results

Student Performance

Overall, student performance on the teamwork dimensions was consistently high, with mean scores ranging from 3.39 to 3.67 on a 0–4 scale. All dimensions significantly exceeded the attainment target of 2.0, indicating that students, on average, demonstrated teamwork skills above the acceptable performance level. The highest-rated dimension was Responds to Conflict (M = 3.67, SD = 0.72), reflecting strong abilities to address and work through disagreements. Individual Contributions Outside of Team Meetings (M = 3.54, SD = 0.78) and Fosters Constructive Team Climate (M = 3.51, SD = 0.78) also scored highly. The lowest, though still strong, dimension was Contributes to Team Meetings (M = 3.39, SD = 0.86), (see Table 4).

Table 4.
Means for Teamwork Measure Scores

Measurement Dimensions	N	Mean	SD
Contributes to Team Meetings	57	3.39	0.86
Facilitates the Contributions of Team Members	57	3.47	0.73
Individual Contributions Outside of Team Meetings	57	3.54	0.78
Fosters Constructive Team Climate	57	3.51	0.78
Responds to Conflict	57	3.67	0.72

Summary, Observations, and Limitations

In Spring 2026, teamwork skills of 57 undergraduate students were evaluated. These students were enrolled in two sections of JOUR 2340 – Understanding Photojournalism. Using the Final Project Team Member & Individual Evaluation Form, the instructor assessed student performance on five teamwork dimensions aligned with the AAC&U VALUE rubric. Mean scores for all dimensions exceeded the attainment target of 2.0 by a substantial margin. These results

suggest that, overall, students in this sample demonstrated strong teamwork skills that are relevant and transferable to professional settings.

Several limitations should be considered when interpreting these results. Teamwork was originally scheduled for assessment in Fall 2025; however, that cycle was not completed, and this report instead reflects data collected during the Spring 2026 semester. In addition, this cycle's sample was drawn from a single Foundational Component Area (Creative Arts) rather than the Creative Arts and Communication FCAs used in Fall 2024, and was limited to a single course (JOUR 2340) taught by a single instructor across two sections. As a result, the sample size (N = 57) is substantially smaller than the Fall 2024 sample (N = 580), which limits the generalizability of these findings to the broader undergraduate population at UTA.

The assessment also used an instructor-mediated peer evaluation process in which students rated both themselves and their teammates. While the instructor reviewed these ratings to produce a final score for each student, the process still relied heavily on the accuracy, honesty, and fairness of peer feedback. Peer evaluations can be influenced by interpersonal relationships, perceived reciprocity, or reluctance to rate classmates negatively. Unlike the Fall 2024 assessment instrument, this cycle's evaluation form did not require a written justification for each numeric rating, limiting the instructor's ability to validate or moderate individual scores against qualitative evidence. Since the process also lacks the multiple-rater calibration of juried assessment, it is important to interpret results with an understanding of potential variability or inflation in scoring practices. Additionally, because the assessment occurred in the context of a single course, the findings may not fully represent teamwork skills as applied in other courses or disciplinary contexts.

References

Association of American Colleges and Universities (2019). VALUE Rubrics. Retrieved from https://www.aacu.org/value-rubrics/

Hart Research Associates. (2013). It takes more than a major: Employer priorities for college learning and student success. Washington, DC: Association of American Colleges and Universities.

National Association of Colleges and Employers. (2023). Job outlook 2023. Bethlehem, PA: National Association of Colleges and Employers.

Appendix A: Final Project Team Member & Individual Evaluation Form

Final Project Team Member & Individual Evaluation Form

JOUR 2340 — Understanding Photojournalism

Spring 2026

Please print first and last names clearly
You are assessing your team members' participation in the preparation for the Final Project Presentation.
You will not be evaluating how well they did in the actual presentation, but how well they worked with you and the other team members in preparing the presentation. You will also fill out a form on yourself and write a short follow up.
You will mark an **X** in the space for your opinion on the questions below with 0 being the lowest and 4 the highest.

Your Name: _____ Group Number: _____

Team Member Name: _____

1. Did this team member contribute to team meetings?
This person attended meetings and suggested good ideas.

4	3	2	1	0
Excellent	Above Average	Average	Poor	Not at all
_____	_____	_____	_____	_____

2. Did this team member facilitate to the contributions of other team members?
This person listened to other members and engaged in their ideas.

4	3	2	1	0
Excellent	Above Average	Average	Poor	Not at all
_____	_____	_____	_____	_____

3. Did this team member contribute to the project individually?
This person completed work assigned outside of group time in a timely manner.

4	3	2	1	0
Excellent	Above Average	Average	Poor	Not at all
_____	_____	_____	_____	_____

4. Did this team member foster a constructive team climate?
This person Treats team members with respect and provide constructive feedback.

4	3	2	1	0
Excellent	Above Average	Average	Poor	Not at all
_____	_____	_____	_____	_____

5. Did this team member respond appropriately to conflict within the group?
This person addressed and respectively worked through disagreement issues

4	3	2	1	0
Excellent	Above Average	Average	Poor	Not at all
_____	_____	_____	_____	_____

Team Member Name: _____

Appendix B: AAC&U Teamwork VALUE Rubric

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.