

Core Objective Assessment and Excellence Course

Module 3: Continuous Improvement Through Assessment

From Results to Recommendations to Action

Office of Institutional Effectiveness and Reporting

The University of Texas at Arlington

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Continuous Improvement Through Assessment

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Welcome to our final module. This is where everything comes together; where assessment results inform improvement of student learning. In this module we'll explore Faculty Engagement Day and UTA's continuous improvement process. This is the heart of the assessment process, where faculty expertise informs curricular change and improves student learning.

Faculty Engagement Day Overview

Valid Assessment of Learning in Undergraduate Education

Review	Reflect	Recommend
• Direct Assessment (signature assignments) • NSSE Survey (student perceptions) • Exit Interviews (senior feedback)	• Analyze integrated data • Identify patterns • Why do scores and perceptions differ?	• Evidence-based proposals • Actional improvements • Data-driven changes



Faculty Engagement Day is an annual event, where faculty from across disciplines gather to review assessment results and recommend improvements.

The day has three purposes: Review, Reflect, and Recommend, to “seek improvement” based on results of assessment.

Faculty REVIEW core assessment scores (the results from both communal and sole assessment scoring of signature assignments) and two complementary data sources:

the data from the National Survey of Student Engagement, also known as NSSE, where students report their perception of their learning experience. NSSE questions are mapped to the related Core Objective.

The undergraduate Exit survey completed by graduating seniors wherein they report about their academic experience at UTA.

Faculty REFLECT on what this integrated data tells us. Why might students score well on critical thinking but report low confidence in their analytical abilities? What patterns emerge across different data sources?

Faculty RECOMMEND specific, actionable improvements based on evidence. These aren't wish lists, the recommendations are data-driven proposals for enhancing student learning.

Faculty Engagement Day Overview

Structured Data Analysis

Faculty receive assessment data folders and a guided reflection worksheet

Four key questions:

1. **Patterns** – What do you observe in the data?
2. **Surprises & Confirmations** – What's unexpected? What matches your experience?
3. **Student Struggles** – Why might students struggle in specific areas?
4. **Data Comparison** – Are different sources telling the same story?

Name: _____

D. Name: _____

Date: 6/20/2024

3. Why do you believe students fell short in any specific areas?	
4. How do results of NSSE and Exit Surveys compare to the results of core objective assessment? Are there any inconsistencies?	

Faculty work through a structured reflection process. They receive folders with assessment data, and a worksheet guiding their analysis.

The worksheet asks the following targeted questions:

What patterns are observed in the data?

Were their surprises in the data? Did this confirm faculty classroom experience?

Why might students struggle in specific areas?

How do different data sources compare? Are they telling the same story?

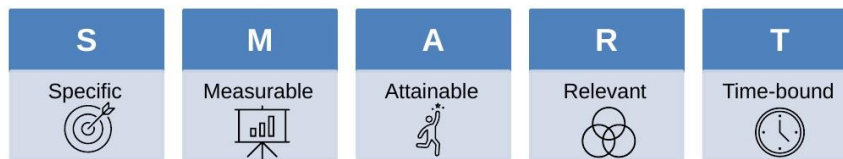
Faculty Engagement Day Overview

Collaborative Recommendations



Small Group Discussion

- 6-8 faculty from diverse disciplines
- Share observations
- Multiple perspectives for deeper insights
- Develop SMART recommendations.



Observations are shared in groups of 6-8 faculty who are in different disciplines. An engineering professor might notice something a literature professor missed. These diverse perspectives lead to important insights into student learning.

Groups develop 2-3 recommendations that are SMART: Specific, Measurable, Achievable, Relevant, and Time-bound.

From Recommendations to Reality

The Implementation Pathway

Your Recommendations Lead to Real Change

Meeting THECB's Mandate | Fulfilling Core Curriculum Statement of Purpose



Faculty recommendations lead to real change that helps UTA continuously improve and ensures the core curriculum addresses the THECB's mandate in helping students "gain a foundation of knowledge, develop principles of personal and social responsibility, and advance intellectual and practical skills."

Following the faculty engagement day, IER compiles all recommendations into a comprehensive report.

The Faculty Engagement day report goes to the appropriate faculty advisory body for review.

The faculty advisory body provides their support through vote on whether to implement the recommendations that emerged from the faculty engagement day.

If approved by administration, IER coordinates the recommended changes and thus fulfilling UTA's obligation for continuous improvement.

From Recommendations to Reality

2024 Success Stories

Tangible Changes from Faculty Engagement Day 2024

 Better Alignment	 Faculty Support	 This Course
• Reviewed all signature assignments across UTA • Ensured rubric-assignment alignment	• Consulting services for faculty • Training on core assessment purpose and methodology	• Direct result of 2024 recommendations • Clear understanding of assessment for all faculty



Want to participate? Check the box in the assessment section to be contacted for the next Faculty Engagement Day

Faculty Engagement Day has produced a number of tangible changes to teaching and learning at UTA.

The 2024 event resulted in a number of important recommendations:

to ensure better alignment of assessment rubrics and signatures assignments (which led to IER office reviewing all signature assignments across the university and making suggestion to the faculty);

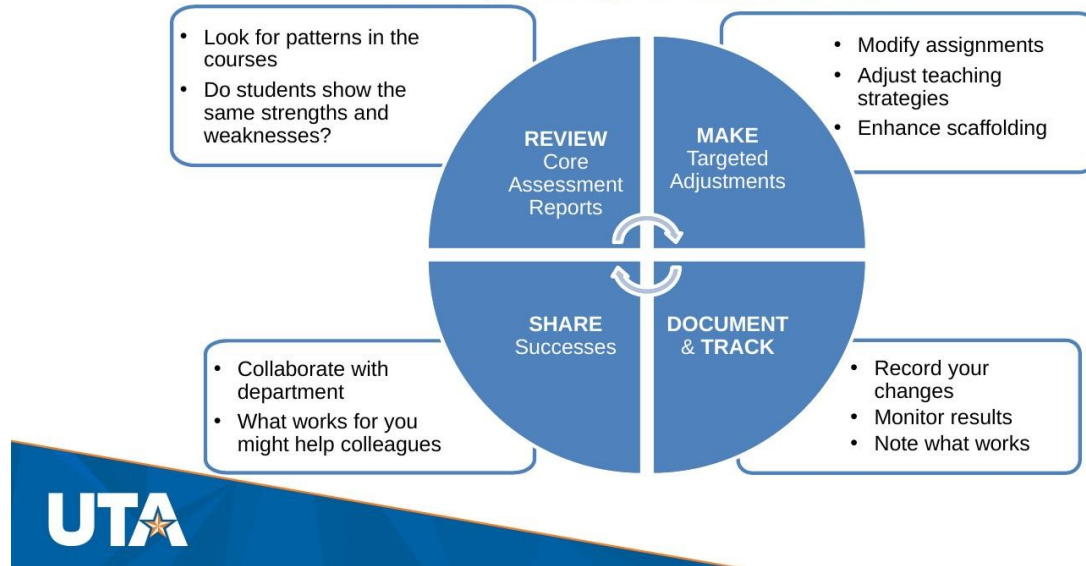
to offering consulting services and training to the faculty to facilitate clear understanding of core assessment purpose and methodology.

And -This very course, in fact, is the result of the recommendations generated by faculty during the 2024 Faculty Engagement Day.

If you are interested in being contacted to participate in the next Faculty Engagement Day, please check the box in the assessment section of this module.

Your Individual Role in Improvement

Driving Change in Your Courses



Beyond Faculty Engagement Day, faculty can drive continuous improvement in their own courses. IER offers the followings suggestions based on best practice.

REVIEW the historical core assessment reports on the objectives that are delivered in the course. Look for patterns in the reports. Are students in your courses demonstrating the same or different strengths and weaknesses?

Either way, MAKE targeted adjustments appropriate to your observations.... modify assignments, adjust teaching strategies, enhance scaffolding.

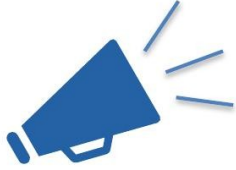
DOCUMENT your changes and TRACK results. Note what works.

Finally, SHARE successes with your department. What works in your classroom might help colleagues.[Full cycle visible]

Faculty accountability at the course level systematically enhances student learning and contributes to a wide spread culture of continuous improvement.

Taking Action

A Culture of Continuous Improvement



From Signature Assignments to Real Results—
You're Part of the Continuous Improvement That
Enhances Student Success

Thank you for completing this training!



Assessment at UTA is a collaborative endeavor that produces real results. From designing signature assignments to interpreting data to implementing improvements, you're a valuable part of a system that exists to enhance student success.

Thank you for completing this training. Your commitment to assessment excellence doesn't just maintain our accreditation. It ensures every UTA graduate develops the critical thinking, communication, and other essential skills they need for lifelong success.