Excellence in Assessment Application 2020

UNIVERSITY OF TEXAS ARLINGTON

TABLE OF CONTENTS

UNIVERSITY OF TEXAS ARLINGTON | OFFICE OF THE PRESIDENT

June 8, 2020

Excellence in Assessment Designation
National Institute for Learning Outcomes Assessment
University of Illinois at Urbana-Champaign
360 Education Building
Champaign, IL 61820

EIA Designation Committee:

I am writing this letter to support The University of Texas at Arlington's (UTA) application for this year's Excellence in Assessment Designation. UTA is a unique institution which is rapidly growing in the heart of the Dallas/Ft. Worth metroplex. Increased diversity, program offerings, and instructional modalities at UTA promote methods for meaningful assessment in an institutional culture of continuous improvement.

At UTA, we are particularly proud of our integrated campus-wide assessment model that reflects vertical and horizontal engagement of faculty, staff and administrators in the collection, review and use of assessment data. We are similarly proud of our faculty-engaged approach to measuring educational competencies including those highlighted as campus-level student learning objectives. The collection of artifacts for assessment and the scoring of these artifacts depend on the engagement of faculty. We believe these provide evidence of a rich, institutional commitment to outcomes assessment and a commitment to meaningful and informed improvement.

I am confident that you will find our institution-wide Unit Effectiveness Process to be a thorough and integrated program for continuous improvement. The Office of Institutional Effectiveness and Reporting (IER) works diligently to make sure faculty and staff have the resources they need to complete classroom-level, program-level, and campus-level assessments of student learning outcomes and campus-wide student learning objectives.

Based on feedback we received from our prior submissions for the EIA designation, we have made the vertical and horizontal integration of the various levels of assessment more transparent. Further, our website, which received NILOA recognition in 2018, reflects our efforts to reach more stakeholders and make the language of assessment more understandable and accessible as steps towards greater inclusion and an increased commitment to building a culture of assessment.

We are thankful that this application and this process is both formative and summative. While the ostensible purpose of the application is to be honored with a designation, we have found great value in the useful and specific reviewer comments we received on previous applications for the EIA designation. If I may, I would like to praise the good work NILOA is doing to promote continuous improvement by providing all applicants with honest and informed feedback.

The University of Texas at Arlington Box 19125 701 South Nedderman Drive Arlington, TX 76019-0125
T 817-272-2101 **F** 817-272-5656 www.uta.edu

Regardless of the outcome, I know the feedback gained through this process will inevitably lead to better practice and more meaningful assessment at UTA. Thank you for your consideration.

Sincerely,

Teik C. Lim, Ph.D.
President *ad interim*

Attachment (1)

cc: Pranesh Aswath, Ph.D., Provost and Vice President of Academic Affairs *ad Interim*
Rebecca Lewis, Ph.D., Assistant Vice Provost, Institutional Effectiveness & Reporting

INSTITUTION APPLICATION CONTACTS

Primary Application Contact:

Name:	Rebecca Lewis, PhD
Title:	Assistant Vice Provost of Institutional Effectiveness and Reporting
Email Address:	rebeccal@uta.edu
Phone Number:	(817) 272-3365
Mailing Address:	Institutional Effectiveness and Reporting The University of Texas at Arlington 301 S. Center Street, Suite 412 (Box 19120) Arlington, Texas 76010

Senior Leader:

Name:	Teik C. Lim, PhD
Title:	President *ad Interim*
Email Address:	teik.lim@uta.edu
Administrative/ Executive Assistant Name:	Elsa Corral
Administrative/ Executive Assistant Email:	corral@uta.edu
Phone Number:	(817) 272-2101
Mailing Address:	Office of the President The University of Texas at Arlington 321 Davis Hall (Box 19125) 701 S. Nedderman Drive Arlington, Texas 76019

Media/Public Relations/University Communications Contact:

Name:	Joe Carpenter
Title:	Sr. Associate VP for University Advancement and Chief Communications Officer
Email Address:	joe.carpenter@uta.edu
Phone Number:	(817) 272-0979
Mailing Address:	University Communications 421 Davis Hall (Box 19116) 701 S. Nedderman Drive Arlington, TX 76019

ANNOTATED OVERVIEW OF INDIVIDUALS AND GROUPS ENGAGED IN ASSESSMENT

Assessment activities at The University of Texas at Arlington (UTA) include input from several committees and groups comprised of faculty, administrators, students, and other stakeholders including business and community partners. In addition to the groups mentioned below, several academic and non-academic departments have their own assessment groups. Evidence of assessment work by groups and individuals at UTA is presented throughout this narrative.

Assessment Input Group (AIG):

AIG has diverse representation from all 9 academic colleges/schools, administrative units, students, and alumni. Major institutional and academic operations also represented include enrollment management, members of institutional oversight groups, and governing bodies such as faculty senate. AIG considers institutional assessment from multiple perspectives and how assessment activities may directly or indirectly impact multiple stakeholders. AIG offers input and guidance on institution-wide assessment at UTA.

AIG Membership, 2019-2020

Last Name	First Name	Title	Department
Albart	Molly	Assistant Vice President	Student Affairs
Allison	Kelly	Graduate Research Assistant, Student Representative	Institutional Effectiveness and Reporting, College of Science (Psychology)
Andressen	Curtis	Vice Provost	International Affairs
Aswath	Pranesh	Provost and Vice President *ad Interim*	Academic Affairs
Banda	Shanna	Learning Resource Director	Mathematics, College of Science
Brown	Brian	Executive Director	College of Education
Cavallo	Ann	Assistant Vice Provost	Faculty Affairs
Cavanagh	Dan	Interim Associate Dean	College of Liberal Arts
Chapa	Kay	Coordinator of Program Assessment	Institutional Effectiveness and Reporting
Cordero	Minerva	Associate Dean	College of Science
Espinosa	Sergio	Associate Professor	Chair, CCC
Grover	James	Associate Dean	College of Science
Hageman	Katie	Chief of Staff	Provost Office
Henry	Timothy	Assistant Dean	Honors College
Hladik	Greg	Director	Parking and Transportation
Jackson	Raymond "Joe"	Associate Dean	Office of Graduate Studies
Jaramillo	Fernando	Associate Dean	College of Business
Klahr	Douglas	Associate Dean	College of Architecture, Planning and Public Affairs
Lange	Diane	Professor	Chair, UCC
Lewis	Rebecca	Assistant Vice Provost	Institutional Effectiveness and Reporting

Martinez-Cosio	Maria	Associate Vice Provost	Faculty Affairs
Meiners	Roger	Professor	College of Business
Minor	Brady	Alumni Representative	n/a
Navarro	Doris	Director of Evaluations and Surveys	Institutional Effectiveness and Reporting
Peterson	Lynn	Senior Associate Dean	College of Engineering
Ridingin	Les	Assistant Dean	College of Liberal Arts
Sarraj	Sarah	Manager	Global Education Outreach
Scalf	Heather	Director	Division of Student Success
Sol	Toni	Vice Provost	Faculty Affairs
Ward	Barbara	Coordinator of Program Assessment	Institutional Effectiveness and Reporting
Waryas Hughey	Diane	Director of Assessment and Accreditation	Institutional Effectiveness and Reporting
Woody	Debra	Sr. Associate Dean	School of Social Work
Aguilar	Dolores	Assoc. Chair, Undergraduate Nursing Progs, Dir. MSN Nurse Educator Prog.	College of Nursing and Health Innovation
Herzog	Andy	Director of Assessment	UTA Libraries

Excellence In Assessment 2020 Application Steering Committee:
The EIA 2020 Application Steering Committee is a diverse group of campus stakeholders who have contributed insight and helped guide the final EIA 2020 application.

Aguilar	Dolores	Assoc. Chair, Undergraduate Nursing Progs, Dir. MSN Nurse Educator Prog.	College of Nursing and Health Innovation
Albart	Molly	Assistant Vice President	Student Affairs
Allison	Kelly	Graduate Research Assistant, Graduate Student Representative	Institutional Effectiveness and Reporting, College of Science (Psychology)
Aswath	Pranesh	Provost and Vice President *ad Interim*	Academic Affairs
Barolet	Angela	Coordinator of Reports	Institutional Effectiveness and Reporting
Chapa	Kay	Coordinator of Program Assessment	Institutional Effectiveness and Reporting
Clark	Andrew	Associate Professor and QEP Director	Department of Communication; President's Office
Espinosa	Sergio	Associate Professor	Chair, Core Curriculum Committee
Navarro	Doris	Director of Evaluations and Surveys	Institutional Effectiveness and Reporting
Lewis	Rebecca	Assistant Vice Provost	Institutional Effectiveness and Reporting
Martinez-Cosio	Maria	Associate Vice Provost	Faculty Affairs
Scalf	Heather	Director	Division of Student Success
Sol	Toni	Vice Provost	Faculty Affairs
Ward	Barbara	Coordinator of Program Assessment	Institutional Effectiveness and Reporting

Waryas Hughey	Diane	Director of Assessment and Accreditation	Institutional Effectiveness and Reporting
Williams	Arnita	Coordinator of Operations	Institutional Effectiveness and Reporting

The following formalized bodies are directly involved with assessment activities at UTA by collecting, reviewing, and using data.

Colleges/Schools: UTA offers more than 180-degree programs across nine colleges/schools. Each college/school completes annual outcomes assessment plans and reports as does each academic program. These plans and reports are warehoused centrally at UTA using the Nuventive online platform, which is managed by the Office of Institutional Effectiveness and Reporting (IER).

Auxiliary Business Services: Auxiliary Business Services is responsible for UTA business operations including budgeting, human resources, payroll, purchasing, and accounting. Auxiliary Business Services collects and reports data on administrative outcomes related to these priorities.

Center for Research on Teaching and Learning Excellence: The Center for Research on Teaching and Learning Excellence (CRTLE) supports all faculty and teaching assistants to achieve teaching excellence and advance student academic development through active inquiry-based, digital, and real-world learning experiences.

Collaborate UTA Team/Professional Learning Community: The current focus of UTA's Quality Enhancement Plan (QEP), "Collaborate UTA", provides undergraduate students with a competitive edge by assessing and enhancing a key skill that employers desire: teamwork. The Collaborate UTA Team comprised of UTA faculty and staff leads the Professional Learning Community in designing and implementing assessments to measure teamwork institution-wide following a variety of learning experiences.

Community Partners: A variety of community partners regularly engage in evaluation of student performance as related to student completion of program requirements, to include internships, externships, teaching practicums, and community service. Please see Appendix 5: List of Community Assessment Partners.

Core Curriculum Committee: The Core Curriculum Committee (CCC) reviews and approves all UTA courses considered part of the core curriculum. Membership is comprised of faculty from across the colleges/schools with additional representation from colleges/schools housing core courses.

Division of Student Affairs: The Division of Student Affairs is comprised of 22 departments and programs with approximately 200 professional staff members. The division advises nearly 330 student organizations. Each student affairs department participates in the institution-wide annual program-level assessment process, warehousing plans and reports centrally in the Nuventive platform, which is

management by IER. Like several colleges, student affairs has designated leadership to coordinate assessment locally within the division, and to assist the staff through assessment training and resources.

Division of Student Success: The Division of Student Success (DSS) plans, implements, and assesses student success initiatives. The division serves as a home for academic resources, including the University Advising Center, Testing Services, New Student Courses, and the Learning Center, which offers a wide variety of support activities such as tutoring, group study, and mentoring programs. It is also home to the Bachelor of Science in University Studies. The degree program and the divisions services participate in the institution-wide annual program-level assessment process with plans and reports housed in the Nuventive platform managed by IER.

Faculty Senate: The Faculty Senate reviews and formulates policy and enacts legislation on all matters pertaining to the professional concerns, duties, standards, ethics, responsibilities, privileges, and perquisites of the faculty. To achieve these objectives the Faculty Senate regularly reviews applicable data and uses it to drive decision making.

Graduate Assembly: This Graduate Assembly is responsible for formulating policies concerned with academic aspects of the graduate programs and furthering the development of the graduate programs. To achieve these objectives the Graduate Assembly regularly reviews applicable data and uses it to drive decision making.

Honors College: The Honors College promotes student accomplishment in academics, creative activity, research, and service. The Honors College sponsors co-curricular lectures and symposia and outreach programs to serve high-achieving high school students as well as teachers in the region. The Honors College also oversees student senior capstone research projects, promotes study abroad for its students, and offers an AP Summer Institute. Data is collected and reported on student learning outcomes and administrative outcomes related to these objectives. Assessment plans and reports are housed in the Nuventive platform managed by IER.

Human Resources: Human Resources (HR) gathers and reviews data to help improve its support of UTA employees of all types, including student employees. In addition to traditional HR personnel functions, HR also offers many regular trainings on-demand and in person to further develop UTA personnel. These sessions are evaluated, and data is reviewed and utilized for improvement purposes. HR participates in the institution-wide annual program-level assessment process.

Legal Affairs: UTA's Office of Legal Affairs proactively manages and coordinates UTA legal affairs to support and enhance UTA's educational, research, and public service mission, core values and strategic plan. Legal affairs offers regular assistance and trainings on essential subjects such as Title IX compliance to educate UTA clients of the laws applicable to UTA's operations, solve legal problems, and facilitate transactions, and provide advice and representation to help faculty and staff fulfill their

missions and meet their goals. Legal affairs participates in the institution-wide annual program-level assessment process.

Office of Institutional Effectiveness and Reporting: IER manages institutional assessment, regional accreditation, and some state reporting activities for the university. As the central hub for assessment activities at UTA, IER coordinates and supports assessment efforts institution-wide and participates in regular data reviews and provides recommendations of action in related areas.

Provost Leadership Team: The Provost Leadership Team assembles leadership from academic affairs to consider plans, processes, and policies that affect institutional practice. The Provost Leadership Team is one of several entities at UTA that reviews and acts on a variety of institution-wide student achievement and outcomes assessment data.

Student Success Committee: The Student Success Committee is an ad hoc committee of the provost's office comprised of faculty, staff, and administrators at UTA involved with student success related initiatives. Membership includes representatives from the Divisions of Student Success, Student Affairs, Enrollment Management and academic colleges/schools. The committee regularly reviews relevant data and determines action plans based on that data to promote student success and student learning.

Undergraduate Curriculum Committee: The UCC is the designated faculty body that oversees all curriculum changes for undergraduate programs and is predominately comprised of assistant or associate deans of curriculum across the colleges/schools.

University Analytics: University Analytics (UA) facilitates institutional strategic planning, campus-wide decision making, and teaching and learning by developing a campus culture of analytics and toolsets for performing research analyses and predictive modeling of internal and external data. UA warehouses and maintains a datamart with academic, learning, and operational data for internal use as well as state, federal, and external reporting needs; accreditation; compliance; and risk management. UA also participates in the research and use of learning analytics to promote institutional and student success as well as emerging, complex models of teaching and learning.

UTA Libraries: UTA Libraries are a collective of innovative units which serve to advance UTA scholarship and creative works, offer services and resources that increase academic and professional success, serve as a center for experiential learning and creativity, nurture belonging and engagement, foster collaboration and community, and implement initiatives to build organizational excellence. To achieve these objectives, UTA Libraries embrace smart risk taking and perpetual beta as its path to innovation and regularly collect and evaluate data to provide excellent innovative service.

UTA Strategic Planning Steering Committee: The UTA Institutional Strategic Planning Committee is comprised of faculty, staff, and administrators who lead planning efforts and liaise with the broader campus community to achieve planning priorities. The committee utilizes data driven decision making, drawing on data and other evidence that reflect UTA's full reach and landscape of impact.

Vice President of Research: The Office of the Vice President for Research (VPR) is responsible for the integration and enhancement of research activities across UTA. The Office of the VPR supports university-wide strategic growth activities, including multidisciplinary topics like environmental sustainability, innovation, energy systems, and biosciences. The scope of the VPR includes graduate and undergraduate research, grants and contracts, and special programs including the McNair Scholars which prepares qualified UT Arlington undergraduates for graduate study culminating in the PhD. All functions of the VPR office participate in annual collection, review, and reporting of assessment data to measure administrative outcome attainment.

I. INTRODUCTION: OVERVIEW OF INSTITUTION-WIDE ASSESSMENT AT UTA

Institution wide assessment at UTA began in 1996. Over time, the process has evolved from a biennial to annual student learning outcomes reporting process and is managed by a director supported by three full time staff. Assessment at UTA is centrally housed within IER, which also coordinates SACSCOC and some Texas Higher Education Coordinating Board (THECB) reporting. UTA is a large, urban Research 1 Doctoral University with total global enrollment of nearly 60,000 (AY 2018-19). Due to the institution's size, assessment practices occur in a decentralized fashion institution wide; however, IER centrally coordinates formal core objective (general education) and program-level assessment practices. Six objectives serve as UTA's Institutional Student Learning Objectives (see Appendix 6: "Objectives") and are measured across the curriculum. Campus collaborators include the Quality Enhancement Plan (QEP) director, the Center for Research, Teaching and Learning (CRTLE), and several colleges that provide training and support for assessment, college/school administration, faculty and staff, the provost's office which reviews results from assessment of the Deans' Metrics, and the president's office, which manages assessment of strategic plan objective attainment. Five foundational student learning completion priorities comprise the recently introduced Maverick Advantage. Maverick Advantage offers a framework for assessing UTA undergraduate achievement. Institution-wide assessment results are disseminated by collaborators through public facing mediums and in other settings such as advisory boards and AIG meetings. Assessment at UTA occurs horizontally and vertically and is used bidirectionally to affect improvement at all levels.

II. STUDENT LEARNING OUTCOMES STATEMENTS

UTA has clearly articulated shared Institutional student learning objectives (see Appendix 6 for a list of UTA's Institutional Student Learning Objectives--SLOs)**.** All academic units participate in outcomes assessment. The results of this objective assessment are used across the institution vertically and horizontally to enhance programs and services. The UTA Institutional Student Learning Objectives are aligned with state requirements from the Texas Higher Education Coordinating Board (THECB) and are measured using student signature assignments from approved foundational component areas.

Student learning outcomes are integrated at the university, program, and classroom level in three ways. Institutional learning objectives inform program-level outcomes which, in turn, inform course-level outcomes. Course-level outcomes are connected to institutional learning objectives and course-level assignments are used to assess institutional student learning objectives through the core objective assessment process. Within academic programs, **learning outcomes are scaffolded** into course and program learning outcome statements and are sometimes documented in program curriculum/outcome maps (as is the case for all Accreditation Board for Engineering and Technology—ABET--accredited programs in the College of Engineering). Co-curricular and administrative unit learning outcome attainment is also measured. Outcomes assessment results inform curriculum, pedagogy, and programming and **are**

prominently posted and communicated to students and other stakeholders in many ways, including on syllabi, program and department websites, publications, the UEP, in strategic planning and annual report documents, and in reports to Advisory Boards and to other community partners.

Assessments of student work in courses, programs, and co-curricular activities are clearly linked to shared learning outcomes. These links are documented in syllabi institution-wide, in program planning documents, and through UEP. IER manages the Core Objective Assessment process, which is integrated with state (THECB) requirements and national (AAC&U) initiatives. Assessment results data is used in program reviews, program planning, and for budget planning purposes in academic and administrative units.

The UTA Integrated Institution-wide Assessment Model (see Appendix 1: "Model") illustrates the relationship of assessment elements at UTA and where/how data is being used. The vertical and horizontal integration of SLOs at UTA is evidenced throughout this narrative. The Maverick Advantage also aligns student learning completion priorities at all levels—vertically from the course level and horizontally across UTA including through co-curricular experiences such as research.

III. INSTITUTION-LEVEL ASSESSMENT PLAN

As described, UTA is a large urban Research I institution with an integrated, decentralized approach to assessment. That said, UTA maintains a **comprehensive institutional assessment plan** managed by IER and overseen by the Office of the Provost and Vice President of Academic Affairs. Institutional Student Learning Objectives guide assessment practices. The annual process employs a common timeline, defined data managers, and a clear process for data collection and reporting/use. The annual Core Objective Assessment process yields results data that is disseminated broadly to stakeholders on the IER website, electronically via email, and verbally in meetings, and with Advisory Boards. UTA has aligned its campus goals with those of the state by designating the core objectives (communication, critical thinking, empirical and quantitative skills, teamwork, social responsibility, and personal responsibility) as UTA's institutional student learning objectives. Annual common assessment activities, which provide evidence of student learning, include the Core Objective assessment process (uses course level assessment artifacts evaluated by normed faculty cadres using a common AAC&U VALUE Rubric or modified AAC&U VALUE Rubric), formal institutional effectiveness process (the institutional "Unit Effectiveness Process"—UEP; reported to IER using the centralized Nuventive system). Assessment results are shared across the institution and are used at the program, college/school, and unit levels to affect improvement.

Integrated institution-level assessment also involves senior administration review of college/school-level data using Dean's Metrics and results from the QEP "Collaborate UTA", which is required by SACSCOC and focuses on Teamwork. Teamwork is an Institutional Student Learning Objective and a Maverick Advantage component. Senior administration also reviews/acts on institutional student achievement data (also

reviewed regularly by the UTA Student Success Task Force, which is guided by the Aspirational Goals of the UTA Strategic Plan. **UTA's institution-level assessment plan data is aligned with and scaffolded** from program and unit-level assessment data and is reviewed by senior administration alongside student achievement data at the course and program level.

Feedback and stakeholders from programs and departments, including students, play a role in the development and on-going review of the assessment plan and results data. Core Objective assessment data is reviewed by IER, senior administration, and UTA faculty representing disciplines instructing and measuring the various core objectives. UEP results data is reviewed by IER, senior administration, and by faculty, staff, department, and college/school leadership where it is used to affect improvement in programs, services, and evaluation. QEP results are reviewed by senior administration, shared with IER and UTA's CRTLE, and reported to SACSCOC. Other institutional assessment data, including results reports on progress toward attaining Strategic Plan Aspirational Goals, are reviewed across the institution, disseminated to stakeholders electronically, in public forums, and through other presentations and communication mediums with public stakeholders including donors, potential students, and faculty and alumni. The AIG offers steering and guidance for all aspects of the institution-level plan and results data. Although it occurs in a somewhat decentralized manner, assessment at UTA occurs vertically and horizontally and results are disseminated and used broadly.

IV. INSTITUTION-LEVEL ASSESSMENT RESOURCES

A variety of **institution-level assessment resources are available at UTA**. Sponsored by IER, CRTLE, Division of Student Affairs, and academic colleges/schools, assessment resources are available and institution wide. IER and CRTLE also maintain collections of on-demand electronic assessment resources available to faculty, staff and students. **Regular faculty and staff development activities designed to promote best practices in understanding, developing, implementing, communicating, and using evidence of student learning** are conducted by IER, CRTLE and the College of Liberal Arts (COLA). COLA has dedicated a faculty member to lead assessment for the college and provides training and support to faculty and staff. IER, CRTLE and COLA also offer customized assistance by request. In spring 2019, IER administered the first end-user survey to learn about the needs of faculty and staff involved with assessment to best address their concerns. Survey results have been used to inform campus trainings and to update on-demand resources and the IER website. The survey results revealed that **UTA faculty and staff regularly use resources** provided by IER, CRTLE and COLA. **Students** involved with Core Objective assessment and who participate in UEP related activities for their respective departments also utilize the on-demand resources and participate in live trainings. Use of resources is an area we have identified for improvement. IER and campus partners can promote greater use of resources by UTA faculty, staff, and students and IER will develop strategies to better track this usage.

As the central manager of assessment at UTA, IER provides a collection of handbooks

and other useful materials including hands-on user guides to meet the needs of faculty and staff assessment practitioners. The handbooks also contain information for program-level assessments. The IER website provides information on assessment methodologies, learning outcomes, and the creation and use of surveys. IER makes assessment information available from the institutional (University Analytics, CRTLE, Division of Student Affairs), state (THECB, Texas Higher Education Data Center, and UT System Fact and Trends), and national levels (National Institute for Learning Outcomes Assessment, AAC&U, and Association for the Assessment of Learning in Higher Education). An Annual Executive Summary of assessment activities at UTA and related results is prepared and disseminated by IER. Reports of findings from assessment activities measuring attainment of Institutional Student Learning Objectives (i.e. Core Objective Assessment) are disseminated electronically by IER and posted on its website.

Policies and procedures regarding faculty and staff review processes at UTA are structured to provide support and recognition for faculty and staff working to improve or advance their assessment practices. Faculty and staff involved with assessment are advised to include related details in annual performance reviews and tenure and promotion documentation. In response to feedback from UTA faculty and staff on the 2019 spring assessment end-user survey, IER has begun posting strong examples of assessment work at UTA on its website and in the handbooks. The Annual UTA Assessment Recognition Awards ceremony recognizes outstanding assessment work and promotion of assessment at UTA. Faculty and staff are recognized with awards for outstanding performance at an annual Assessment Recognition Social sponsored by the provost and are recognized on the IER website and in the event program (Appendix 2: “Program”). Recognition is given for achievement by UTA departments in the areas of Notable Participation (units with submission and approval of assessment plans and reports by published deadlines), Outstanding use of Assessment Data for Improvement, and an Outstanding Practitioner. The Outstanding Practitioner is a faculty member who has served as a leader and advocate for student learning outcomes assessment at UTA, and who strives to continuously improve teaching and learning via outcomes assessment and who promulgates good practice within her/his program and ideally, more broadly across programs. The Outstanding Practitioner award includes financial support for the winner to participate in the Indiana University--Purdue University Indianapolis (IUPUI) Assessment Institute. Beginning in 2020, two awards will be given--one to a faculty member and one to a staff member (or another faculty member) who is heavily involved with academic related assessment activities.

V. CURRENT INSTITUTION-LEVEL ASSESSMENT ACTIVITIES

Institution-level assessment activities at UTA are informed by course, program, and college/school level assessment as well as a variety of institutional data. Senior level administrators use results from assessment of the institutional student learning objectives, the QEP, and student achievement metrics to inform institutional planning. These data are regularly reviewed across the institution by faculty, academic programs and colleges/schools, administrative units working directly with and supporting

academics and are used to improve student learning. Institution-level assessment is informed by UTA Strategic Plan priorities and results are utilized in this iterative process.

Institutional student learning objectives are evaluated at the course level and by faculty in annual communal scoring activities facilitated by IER on a rotating, six-semester cycle (see Appendix 3: Schedule of Communal Scoring Activities). The (AAC&U) VALUE rubrics are used to evaluate student signature assignments representing a variety of disciplines and courses measuring a specific core objective. Reports documenting results from each communal scoring day are prepared and posted on the IER website, and disseminated to key stakeholders. UTA also uses National Survey of Student Engagement (NSSE) and student exit survey data to better understand student experiences. UTA's current QEP measures attainment of Teamwork related outcomes, an institutional student learning objective.

Institutional program assessment, managed centrally by IER, occurs across UTA. All academic programs and administrative units submit annual assessment plans and reports and receive feedback by IER staff. Departments submit annual Improvement Reports documenting their efforts to improve the student learning experience or other services that support learning. Plans include outcomes, methodologies, and criteria for success. Reports include results from assessment activities and reflective suggestions for improvement. Annual assessment plans, reports, and improvement reports are centrally warehoused in Nuventive and are accessible to faculty, administration, and staff with proper credentials.

UTA shares information about current institutional-level assessment activities with internal and external stakeholders in a variety of ways. Results reports from assessment of the institutional student learning objectives are distributed widely to university constituents (faculty, staff, AIG, UCC, CCC, Provost Leadership Team, SACSCOC, and the Texas Higher Education Coordinating Board) and are posted publicly on the IER website. Findings of the data review and resulting action steps are disseminated to faculty and staff in college/school and department meetings, at AIG meetings, and senior administration meetings including the Provost Leadership team. Academic programs and administrative units share assessment results with faculty, staff, students, administration, advisory boards, and community partners. Assessment results are shared on the UTA website, in publications, with current and potential donors, and used for employee and student recruitment. Results are shared with AIG members (comprised of faculty, administrators, alumni, students, and staff) who advise IER on ways to improve the practices and impact of assessment. This same set of campus stakeholders is **involved in the decision process when new institution-level assessment activities are under consideration or being implemented.**

Ideas and feedback are regularly solicited from UTA faculty and staff through a variety of means (in-person, email, at meetings, etc.). Following review of the feedback, IER prepares possible solutions/recommendations for action that are first shared with the suggesting stakeholder(s). Once agreement among those parties is reached, IER

shares the recommendations with AIG in person and via email, along with other key stakeholders, to obtain input ranging from questions to support or dissatisfaction. If dissatisfaction is expressed, then further input from the stakeholder is sought to improve the recommendation. This process continues until a mutually satisfactory recommendation has been agreed upon that is ready for review/approval by the provost's office. Following approval from senior administration, information about the new activities is widely disseminated to all affected stakeholders and public information is updated for view on the IER website.

To communicate information about institutional-level assessment activities to stakeholders, the **information is prepared and presented in a variety of ways so that it is in a format that is accessible and understandable to a variety of internal and external institutional audiences**. Recent enhancements to accessibility technology (i.e. Siteimprove) adopted by UTA continue to increase the accessibility of disseminated information. Print materials are accessibility verified in Microsoft and are edited by several individuals in IER to increase message clarity. Information is presented through many oral and written means as is most appropriate for each stakeholder group.

VI. EVIDENCE OF INSTITUTION-LEVEL STUDENT LEARNING

A variety of **institution-level results are integrated with measures used at other levels to create a complete picture of student learning** (see Appendix 1: "Model"). Evidence of student learning is gathered, analyzed, and used vertically and horizontally across the institution (as previously described) for improvement purposes. Completer assessments provide evidence of student learning and achievement in programs. Activities include a range of signature assignments done at program completion such as portfolios, performances, juried exhibits, conference presentations and publications, student research, comprehensive exams, etc. Institutional performance indicators also offer evidence of student learning including licensure and certification pass rates, graduate school acceptance, post-baccalaureate employment placements, and post-doctoral employment, which are considered alongside other student achievement metrics.

A significant number of **individuals and departments are engaged in the process of collecting, reviewing, monitoring, and compiling evidence of student learning** at UTA. Faculty across UTA academic programs and colleges/schools lead assessment efforts at the course, program, and college/school level. Staff in administrative units across UTA lead assessment efforts in their respective units. Program and college/school level assessment results and administrative level assessment results are maintained in the respective programs, colleges/schools, and departments. Programs with professional accreditation prepare and submit regular reports to their respective accreditors and share this information with IER for cataloguing. Departments that directly support academic achievement and student learning (e.g. the Honors College, Undergraduate Research, Division of Student Success) regularly collect, review, monitor and compile evidence of student learning which is reported through the UEP

process. IER organizes and disseminates UEP data on an institutional-level and to external stakeholders including SACSCOC and THECB. University Analytics (the Institutional Research department at UTA) leads a significant amount of student learning data collection, analysis, and reporting using institutional surveys not managed by IER. Institution-level assessment data such as results from the NSSE, Exit survey, QEP, and student achievement data are reviewed on an ad hoc basis as results are available and more formally on an annual basis by groups such as the Student Success Task Force, the Provost's Leadership Team, and within the AIG. Program and college/school level assessment results and high-level student success metric data that align with UTA Strategic Plan Aspirational Goals (along with QEP data) are reviewed annually at the senior administrative level and are used to assess and implement improvement actions.

Results from institution-level assessment (such as surveys) are shared with programs, units, and departments via campus partners, such as CRTLE, on the IER website, verbally in meetings of the AIG, and Provost's Leadership Team meetings, and in email distributions by the assistant vice provost for IER. IER promotes transparent dissemination of institution-level assessment results and **access to these results**. As such, these results are disseminated vertically and horizontally in all forums to which IER has access and for all stakeholders by posting results on the IER website.

Some mechanisms are currently in place to facilitate conversations across or among various groups collecting evidence of student learning. However, this is also a point for us to improve upon. With its diverse representative membership profile, the AIG is an excellent space in which to facilitate conversations across groups involved with student learning including academic, administrative, and student groups. Such conversations also occurred this year at the Assessment Recognition Social at which a broad cross section of academic and administrative personnel gathered to celebrate assessment achievement at UTA. Purposeful conversations about assessment outcomes, methodologies, results, and improvement efforts and strategies are specifically prompted by the director of assessment and accreditation during in-person assessment related trainings for faculty and staff held on campus (see Appendix 4: "Nuventive Improve"). Because these trainings attract faculty and staff of all ranks (and sometimes graduate students with faculty ambitions) from across the institution, the live trainings are an excellent site for these conversations. These conversations are also intentionally prompted in small group trainings involving faculty from a single department during which they discuss prior methods and results, strategies to improve outcomes and methodologies, and ways to better align assessment with broader institutional objectives. Conversations across or among various groups collecting evidence of student learning also occur at the institution-level within CRTLE's Professional Learning Community (PLC), which is leading a multi-year QEP-related assessment project focused on developing strategies for teaching and assessing one of UTA's institutional student learning objectives, Teamwork. The College of Liberal Arts (COLA) has appointed a faculty member as the designated assessment coordinator for COLA who designs and facilitates his own assessment trainings and conversations among COLA faculty and staff to best meet their needs. Like COLA, the Division of

Student Affairs (SA) has designated a staff member in a leadership position with the duty of coordinating assessment efforts including trainings and conversations among DSA personnel about assessment. The provost-appointed Student Success Taskforce regularly reviews and discusses evidence of student learning from institutional metrics. Many other similar instances of facilitated conversations are occurring across UTA. Better identifying and cataloguing the various facilitated conversations would benefit the assessment of student learning process and practice.

VII. USE OF INSTITUTION-LEVEL EVIDENCE OF STUDENT LEARNING

A variety of **evidence** is **provided** to internal and external stakeholders to demonstrate **that institution-level assessment results are integrated with measures used at other levels to guide institutional decision-making**. The use of institution-level evidence of student learning to identify opportunities for improvement in policy and practice is a regular occurrence at UTA. The vertical and horizontal collection, analysis and use of evidence of student learning at UTA occurs in a decentralized manner and results are disseminated using previously described channels to internal and external stakeholders. IER, CRTLE and the provost's office are hubs of more centralized information about evidence of student learning at UTA. From these coordinating hubs, stakeholders are connected, and results shared so that they can be used to identify areas where changes in policies and practices may lead to improvement (CRTLE and provost), inform institution decision-making (provost), problem identification (IER, CRTLE, provost), planning (provost), goal setting (CRTLE and provost), faculty development (CRTLE), course revision (provost), program review (provost), and accountability or accreditation self-study (IER).

Internal and external stakeholders come together regularly from all areas of the institution to make sense of and determine what to do, if anything, with assessment results. UTA creates opportunities for stakeholders to engage with assessment data from all levels related to student learning. AIG, the Provost's Leadership Team, Student Success Committee, and Institutional Strategic Planning Steering Committee all regularly review and make sense of assessment results and determine what is actionable. Individual units that oversee assessment activities (e.g. IER, student affairs, colleges/schools, academic departments, etc.) vertically recommend actions based on assessment results.

I**nstitution-level assessment results are available in ways that integrate with results from other levels of assessment activities (i.e., academic and student affairs data integration**). As described, institutional assessment occurs and is used horizontally and vertically at UTA. Data is gathered at the course and program level, and in the aggregate by departments including university analytics and IER. Results from institutional assessment activities are shared in a variety of ways and are viewed and made actionable in an integrated manner in committees charged with specific foci. Senior administration considers all available and applicable institution-level assessment results in decision-making that impacts student success and institutional achievement. Depending on the year, available student achievement data may vary. The UTA Integrated Institution-wide Assessment Model also clarifies the interrelationship of the

various assessment activities and results.

T**he uses of assessment results and subsequent changes made are shared** with external stakeholders and internal audiences at all levels of the institution through a variety of means including electronically, in person at meetings, and in print. Results are also showcased at the Annual Assessment Recognition Social and are highlighted on the IER website.

The groups involved with data collection and review of institution-wide assessment data also participate in **monitoring and evaluation of decisions to ensure they bring about the desired changes. Outcomes from changes made are also communicated at the program, department, college/school, or unit level and to IER via the UEP process.** IER, the Division of Student Affairs, colleges/school and academic departments, and the Office of the Provost all monitor assessment results, identify areas of needed change, and review progress data at meaningful intervals to determine if progress has been made toward improvement. Ultimately, colleges/schools and academic departments and the leadership of administrative units is responsible for taking action to affect changes in respective areas. Senior administration is ultimately responsible for monitoring and evaluating outcomes of actions taken to bring about desired changes. Establishing a regular communication flow to share the areas of needed change identified through institution-wide assessment processes and progress made toward achieving the desired change is a point of improvement for UTA. In this way, more stakeholders can be aware of relevant data and actions taken, as well as re-assessment data showing progress and achievement.

VIII. REFLECTION AND GROWTH/IMPROVEMENT PLAN

The **biggest surprises or revelations made by our application team in completing our EIA application** include:

- Many groups of faculty and staff are engaging in facilitated conversations about assessment across UTA.
- There are many pockets of assessment occurring across UTA (more than was suspected).

Through our application preparation process, we expected to find the following but did not:

- More **evidence of use of resources** by UTA faculty, staff, and students.
- More evidence that the various uses of assessment data are more widely promulgated. Results are reported to professional accreditors and through UEP, but results data often stays where it is collected and used.
- Extensive evidence that assessment-related information is not only disseminated using a variety of means to a breadth of stakeholders, but also that the information is indeed accessible and understandable by the various stakeholders.

Through our preparation **we identified the following as our institution's greatest strengths related to assessment**:

- Assessment is occurring across and at many levels in the institution.

- Data is being reviewed and used vertically and horizontally at UTA.
- Decentralization allows for training and education to be customized to meet the unique needs of faculty and staff which reaches more individuals where they are at.

Some of our largest or most important challenges related to assessment include:

- The decentralized structure makes it hard to know all assessment activity that exists—we regularly discover new pockets of assessment support, capacity, and efforts.
- Finding the best timing for annual assessment reporting that will accommodate all schedules has proven more difficult than anticipated.
- Evidence of the use of data and outcomes of the use of data can be difficult to identify or to ensure that it is documented.

The following are **ways we plan to grow or improve our institutional use or integration of institutional assessment results or data use**:

- A new Faculty Assessment Review Group is being established to review Institutional Student Learning Objective assessment results and offer recommendations for improvement.
- In 2020 we are revamping the IER website to increase resources and user friendliness.
- IER will establish a communication flow to share the recommendations for change that are identified through institutional assessment. This process will educate more stakeholders about relevant data, actions taken to improve, and results from re-assessment data showing progress and achievement.

We plan to take the following concrete steps to accomplish our plans:

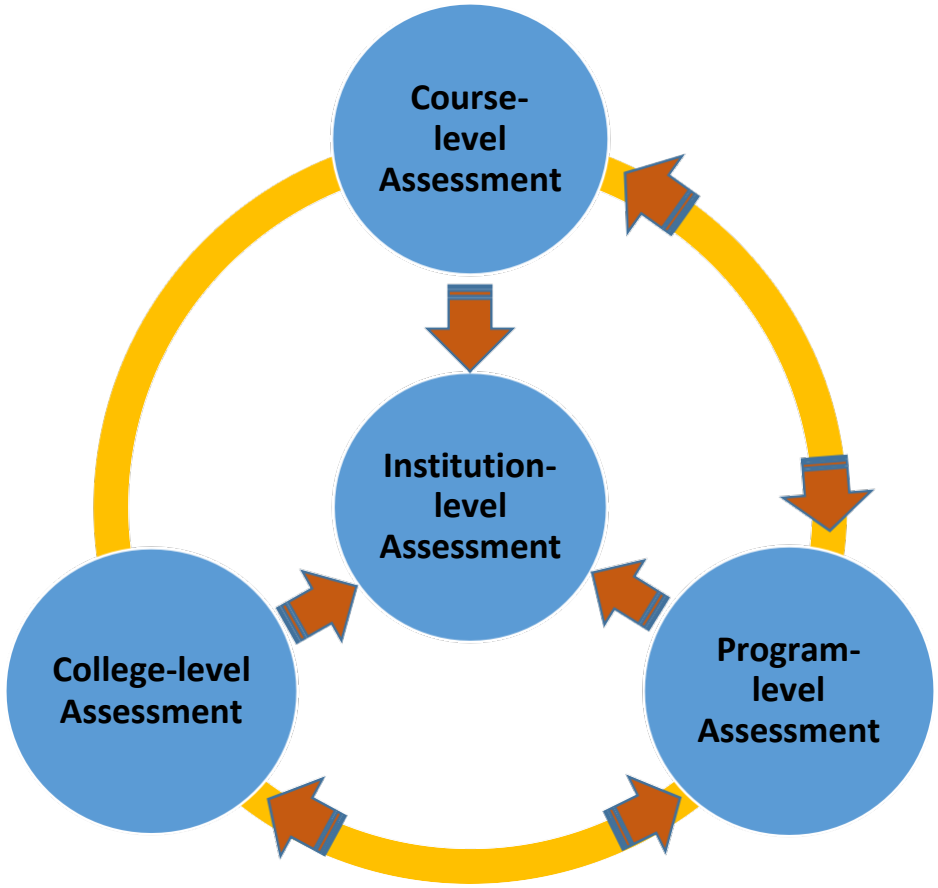
- The new Faculty Assessment Review Group (appointed by the provost) will be charged with reviewing annual institutional assessment results and will make recommendations for sharing results with stakeholders and actions to take for improvement.
- The IER website redesign will be completed by December 2020 (target date).
- A summary of actionable assessment evidence-based priority items will be shared with the provost for consideration at the conclusion of each academic year.
- A formal meta-assessment of institution-level assessment activities, results, and use of data will begin in 2020.

We intend to use the following resources to help achieve our plans:

- Key campus partners will review institution-level assessment data and provide guidance and direction for data dissemination and use for improvement.
- The knowledge and talent of Offices of Information Technology and Accessibility Support will be leveraged to ensure that web updates are accurate, user friendly, and accessible.
- IER will collaborate with the Offices of Faculty Affairs, the Provost, President,

CRTLE, and Division of Student Affairs to increase involvement of faculty, staff, and students, promote and implement trainings, and disseminate results.

UTA Integrated Institution-wide Assessment Model



Course-level Assessment: Individual faculty conduct; results inform program and institutional assessment

Program-level Assessment: Program conducts; results reported through UEP and inform course, college/school, and institutional assessment

College/school-level Assessment: Colleges conduct; driven by strategic plan; reported through UEP and Dean's Metrics and informs program and institutional assessment

Institution-level Assessment: Conducted using institutional student learning objective, QEP, and student achievement metrics results; informed by UTA strategic plan; results inform institutional planning vertically and horizontally

A special thank you to the Office of the Provost and Vice President for Academic Affairs for sponsoring this event honoring assessment achievement at UTA!

UTA Assessment Recognition Social

September 9, 2019
University Center, Carlisle Suite
3:00 p.m. – 4:30 p.m.

UTA Office of Institutional Effectiveness and Reporting
301 S. Center Street, Suite 412
Arlington, Texas 76010
(817) 272-3365
http://www.uta.edu/ier

UNIVERSITY OF TEXAS ARLINGTON

Thank you for joining the Office of the Provost and Vice President for Academic Affairs and the Office of Institutional Effectiveness and Reporting to celebrate and honor outstanding achievement in assessment at UTA! Though assessment has played an important role in UTA's continuous improvement efforts for more than 20 years, today's event is the first formal occasion recognizing our assessment excellence. We thank you for your hard work to help improve all aspects of our institution, service to students, and the UTA community.

PROGRAM OF EVENTS

Welcome – Rebecca Lewis, Ph.D., Assistant Vice Provost

Presentation of Outstanding Assessment Practice Award – Teik Lim, Ph.D., Provost and Vice President for Academic Affairs

Outstanding Assessment Practice

Debra J. Woody, Ph.D., LCSW; Associate Professor and Senior Associate Dean for Academic Affairs, UTA School of Social Work

This is Dr. Debra Woody's 21st year as a faculty member in the School of Social Work. She has served in an administrative capacity for the last ten years, including director of the PhD program and currently as the senior associate dean for the unit. She is also director of the Center for Addiction and Recovery Studies which provides substance abuse services to the Dallas community, research opportunities for faculty, and internship opportunities for students. Dr. Woody is the PI receiving a
$1.3 million Opioid Workforce Expansion Program grant from HRSA that began September 1, 2019. As the senior associate dean, and center director, Dr. Woody uses data to help guide decisions in the areas she oversees including advising, field education, and academic programing.

Outstanding Assessment Practice Finalists

Bonnie Boardman, Ph.D., Industrial and Manufacturing Systems Engineering Department
Andrew Clark, Ph.D., Department of Communication Timothy Ponce, Ph.D., Department of English

Recognition of Units with Notable Participation – Diane Waryas Hughey, Ph.D., Director of Assessment and Accreditation

Units with Notable Participation

Accounting (COB)
Information Systems and Operations Management (COB)
Bioengineering (COE)
Mechanical and Aerospace Engineering (COE) English (COLA)
Modern Languages (COLA) Philosophy and Humanities (COLA)

Recognition of Units Demonstrating Outstanding Use of Assessment Data for Improvement – Diane Waryas Hughey, Ph.D., Director of Assessment and Accreditation

Outstanding Use of Assessment Data for Improvement

Office of International Education (SA) Vice President of Student Affairs (SA) Bioengineering (COE) Communication (COLA)
Electrical Engineering (COE) Healthcare Administration (COB)
Linguistics and TESOL (COLA) Music (COLA)
Public Affairs (CAPPA)
Women's and Gender Studies (COLA)

Appendix 3: Schedule of Communal Scoring Activities ("Schedule")

The Texas Higher Education Coordinating Board (THECB) has identified six core objectives to be delivered in the core curriculum.

Core Objective Assessment Plan Submitted and Approved 2014

Three Year Assessment Schedule for Texas Core Curriculum Objectives

		Required Core Objective					
Semester	**Foundational Component Area (FCA)**	**CT**	**COM**	**EQS**	**TW**	**SR**	**PR**
Fall 2020	Communication		X				
	Mathematics		X				
Spring 2021	Mathematics	X		X			
	Life and Physical Sciences			X			
	Social and Behavioral Sciences			X			
Fall 2021	Life and Physical Sciences	X	X				
	Language, Philosophy & Culture	X	X				
	Creative Arts	X	X				
Spring 2022	Communication				X		
	Life and Physical Sciences				X		
	Language, Philosophy & Culture					X	
	Creative Arts				X	X	
	American History					X	
	Government/Political Science					X	
	Social and Behavioral Sciences					X	
Fall 2022	American History	X	X				
	Government/Political Science	X	X				
	Social and Behavioral Sciences	X	X				
Spring 2023	Communication	X					X
	Language, Philosophy & Culture						X
	American History						X
	Government/Political Science						X

Notes:
Orange 3-year assessment cycle begins again after completion of first cycle (Fall 2020 - Spring 2023)

Legend:
CT Critical Thinking
COM Communication
EQS Empirical & Quantitative Skills
TW Teamwork
SR Social Responsibility
PR Personal Responsibility

UNIVERSITY OF TEXAS ARLINGTON

Nuventive Improve: Hands-on Refresher (2019-20)

Diane Waryas Hughey, Ph.D.

Director of Assessment and Accreditation

Overview of Today's Session

- Review what UEP is, its purpose and updated annual calendar
- What is Nuventive Improve
- Navigating Nuventive for planning and reporting
- Time for you: Q&A, work, etc.

UTA UEP: Purpose, Use, Calendar

- UEP = Unit Effectiveness Process (Academic and Administrative Units)
- One piece of UTA's Continuous Improvement Efforts (all levels)
- Why participate in UEP?
  - Document success, continuous improvement efforts
  - Archival memory
  - Use for internal and external reporting purposes
  - Consider other ways you can use this data (ideas?)
- Annual Calendar for all reporters

Annual UEP Cycle Due Dates 2019-2022		
WHAT'S DUE	**Academic Programs 2019-2020 Reporting Dates**	**Administrative Units 2019-2020 Reporting Dates**
Results portion of 2019-20 UEP Assessment Activity Report due to IER	1-Jun-20	1-Sep-20
Plan portion of 2020-21 UEP Assessment Activity Report due to IER	1-Jun-20	1-Sep-20
All UEP improvement reports due to IER	11-Sep-20	11-Sep-20
WHAT'S DUE	**Academic Programs 2020-2021 Reporting Dates**	**Administrative Units 2020-2021 Reporting Dates**
Results portion of 2020-21 UEP Assessment Activity Report due to IER	1-Jun-21	1-Sep-21
Plan portion of 2021-22 UEP Assessment Activity Report due to IER	1-Jun-21	1-Sep-21
All UEP improvement reports due to IER	10-Sep-21	10-Sep-21
WHAT'S DUE	**Academic Programs 2021-2022 Reporting Dates**	**Administrative Units 2021-2022 Reporting Dates**
Results portion of 2018-19 UEP Assessment Activity Report due to IER	1-Jun-22	1-Sep-22
Plan portion of 2019-20 UEP Assessment Activity Report due to IER	1-Jun-22	1-Sep-22
All UEP improvement reports due to IER	9-Sep-22	9-Sep-22

TracDat → Nuventive Improve

- Same tool rebranded
- Management platform for UEP related assessment
- Assessment Plans
- Assessment Results Reports
- Improvement Reports
- Contains history to 2008-2009 year

Navigating Nuventive: Home Screen

- 3 important Home Screen components:
  - o “Welcome Box” (upper right, with your name)
  - o Search field (top and center)
  - o Menu bar (at left)
- 4 important Menu Bar components:
  - o Program
  - o Program Planning (plans, results report, Improvement Report) Mapping
  - o Reports (Standard Reports—pdf or word)

Navigating Nuventive: Creating a Plan

- Locate/select desired template using Search Field
- Click “Program” drop down in Menu Bar, then “General Information”
- Enter Mission/Purpose, Student Competencies (only for academics), Rationale
- Add by clicking green button at right (the one with plus sign in it)
- Click “Program Planning” drop down in Menu Bar, then “LOA Plan”
- Add outcomes by clicking green button at right (3-5 outcomes)
- Complete all fields (including methodology, criteria for success)
- Blue button (with question mark in it) has helpful info—what to write
- Repeat steps to add additional outcomes

Navigating Nuventive: Creating a Plan p.2

- Click “Mapping” drop down in Menu bar, then select desired map route
- All reporters will see “Intended Outcomes Mapping”
- Academic will see drop down options for Core Curriculum Objectives and Strategic Plan 2015-2020
- Administrative units will see a drop down option for Strategic Plan 2015-2020
- Click in a cell to indicate alignment for each outcome with various goals
- Click “Reports” drop down in Menu bar then ‘Standard Reports” then “Assessment Activity Report” to generate the report in pdf or word

Save frequently! Click yellow “Save” button at top right

Navigating Nuventive: Reporting EOY Results

- Select desired plan for 18-19 year from search field
- In “Assessment Unit Planning” drop down, select “Results of Assessment”
- Click small arrow appearing to left of each outcome to show the methodology field
- Click green button appearing to the right of the methodology discussion to input your results report
- If the outcome was not achieved, complete the “Proposed Improvements” section (click green button appearing to the right— this discusses actions you’ll take toward achieving the outcome)

Navigation Demo

Your Time: Q&A, Work

Thank you!

Appendix 5: List Community Assessment Partners ("List")

Below you will find a sample of different community partners that UTA engages with for various assessment-related purposes.

College of Business

Accounting

- Accounting Internships: Students work in internships, as well as part-time and full-time positions, for internship credit. At the end of the semester employers submit evaluations of the student work.
- Accounting Advisory Board: The Department of Accounting Advisory Board includes several members from Dallas-Fort Worth businesses that hire UTA students. We rely on their perspective to help us direct our efforts to ensure our students are prepared to enter the workforce.
- Accounting Firm Night: Accounting firms, finance companies, and various industry employers come to campus to meet and recruit our accounting students. We usually have 30+ firms in attendance.

Marketing

A Spring 2020 College of Business Internship Task Force was assembled to:

- assess current COB Internship programs,
- identify best practices and changes for improvement, and
- lead implementation of changes.

A Fall 2019 Marketing Internship CRM database (prototype) was created to:

- monitor student program enrollment,
- maintain student and employer data, and
- provide a platform for data analysis and business insight.

Marketing Outreach amd Impact (Corporate Partners, Internships & Jobs, Advisory Boards) – https://www.uta.edu/academics/schools-colleges/business/outreach-and-impact/internships-and-jobs

College of Engineering

- Each of the seven departments in the College of Engineering (COE) has an advisory board consisting of various constituents (e.g., local industry, government, educational institution representatives). Board meetings provide opportunities to present information about the curriculum, including illustrations of student work, and solicit feedback from constituents. Typically, board members as well as other industry representatives are even more involved, in that they serve as reviewers of senior design projects, for which some may serve as coaches throughout the design process. Additionally, students doing research experiences for undergraduates as well as senior design students demonstrate their work in a college Innovation Day in the spring, in which representatives from our local employers serve as judges, providing feedback to students and input to the college leadership.

- The COE has a full-time coop and internship coordinator and holds two career fairs per year that provide resume workshops, mentoring opportunities, and interview skill instruction. The latest career fair in late September had over 100 companies recruiting students, generally for permanent positions but in some cases also for internships. The coordinator works with all undergraduates in the COE, and in the past year placed students in 65 Co-ops and 72 Internships.

College of Science

- The College of Science sponsors and hosts a variety of science programs for K-12 students each year. These programs offer opportunities to learn about science and mathematics and help students get excited about pursuing science and mathematics degrees and careers in their futures

- **K-12 Outreach**: https://www.uta.edu/science/community/k-12-outreach.php

- **UTA Planetarium**: The UTA Planetarium is available for K-12 field trips in our state-of the-art, 148-seat theater, located in a groundbreaking research facility on the UTA campus. Students can explore the night sky, the solar system, stars, and distant galaxies via our facility, which features the latest in digital technology and software. The UTA Planetarium is the perfect tool to inspire students' interest in science and technology as well as to teach challenging concepts with east to students of any age.

- **Science Ambassadors**: The UTA Science Ambassadors, comprised of some of UTA's finest undergraduate students, provide exciting science demonstrations to audiences of students from grades 3 through 12. The ambassadors have performed over 1,600 shows and delighted, amazed, and entertained over 120,000 students. Most of the shows are performed on campus and visiting students can couple their Science Ambassadors show with a trip to the state-of-the-art UTA Planetarium.

- **Bernard Harris Summer Science Camp**: The ExxonMobil Bernard Harris Summer Science Camp is a two-week residential experience for 36 Dallas-Fort Worth Metroplex students who will enter 6th, 7th, or 8th grade in the fall. The core STEM curriculum is integrated with field excursions and other educational experiences that enrich students' understanding of the practical relationships between classroom work and the real world

Division of Student Affairs

- **Lockheed Martin Career Development Center Employer Services**
  - **Post Jobs, Internships, and Work-Study Positions**
    Employers can make open positions available to UTA students and alumni by posting them in Handshake, our free online job database. Over fifty fortune 500 companies and 150 local Dallas Fort Worth businesses provide UTA students with internships positions to further their education.
  - **Host an Information Table Events**
    UTA hosts information tables located in high-traffic areas to maximize exposure to students, where employers (currently over 60 local and national businesses) can pass out information and engage students in short conversations.
  - **Participate in the Job Fair**
    UTA hosts a university-wide all-majors job fair twice each year (typically every February and September). The fair typically attracts close to 2,000 students and alumni.
  - **Conduct On-Campus Interviews**
    UTA hosts on-campus interviews from over 50 plus companies across the area to provide a convenient and efficient way to interview multiple students and alumni in just one day. We support a variety of interview capabilities such as face-to-face, Skype, and panel interviews.
  - **Internship Workshop and Fair**
    Workshops targeted to sophomores and juniors where 149 recruiters came to discuss the importance of an internship and to highlight their own internship programs with moderated question and answers sessions.
  - **Employer Office Hours**
    An opportunity for employers (Bioworld | City Year | Charles Schwab | Farmers Insurance | GM Financial | INROADS | Community Impact Newspaper Company | Lockheed Martin | Prosperity Bank | Cognizant | City of Mesquite | Vivint Smart Home | Top Talent Search Advisors | RATP Dev | State Farm | Unifirst | Uplift Education | Rushmore Loan Management) to meet with students and alumni from all majors on a walk-in basis. *Walk-ins are short, 15-minute sessions. Students may have their resume critiqued, get quick advice about interviews and job search strategies, or ask general questions.
  - **Mock Interview Days**
    An opportunity for employers (Modern Woodmen Fraternal Financial | Charles Schwab | City Year | First Rate, Inc. | State Farm | UniFirst Corporation | AAFES | Anderson & Company | Client Consulting | McKesson | BB&T | Hyundai Corp | PwC| Sweeten CPA | NIADA | UT Arlington, Business Technology Services | SNI Companies | Everest Search Partners LLC | Recruiter Exchange | Legends | FireMon | Nike | Uplift Education | Baylor Scott White Health | Texas Instruments | Christus Health | Worthy Leadership | Bioworld | AMN Healthcare | Range Resources | TTI) to conduct 30 min. practice interviews with our students and alumni to provide them with valuable feedback. We offer traditional 1:1 mock interview, as well as phone, Skype, and panel mock interviews.

- **Mavs on Site**
  Employers (Uplift Education | TD Ameritrade | UPS | Community Impact Newspaper | Enterprise Precast Concrete | Texas Live! | rewardStyle | State Farm) host students onsite where they can experience company culture first-hand (site visit, informational interview, and job shadowing experience). These visits help students make important career decisions by learning about local companies.

Appendix 6: UTA Institutional Student Learning Objectives ("Objectives")

University of Texas at Arlington Institutional Student Learning Objectives

Core Objectives

The University of Texas at Arlington (UTA) has adopted the following six Core Objectives as its Institutional Student Learning Objectives:

- **Critical Thinking Skills** (CT) - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** (COM) - effective development, interpretation, and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** (EQS) - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** (TW) - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** (SR) - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility** (PR) - ability to connect choices, actions and consequences to ethical decision-making (from Texas Core Curriculum, 2018).