Division of Student Affairs
Co-Curricular Agenda

Introduction

At the heart of UNLV's Mission is the creation of an educational environment that encourages the full personal and professional development of its student constituents. Fulfillment of this mission requires the creation of opportunities that engage our student learners in activities and experiences which help them to integrate and make meaning of the knowledge they acquire. The Division of Student Affairs provides these opportunities via our co-curricular programs, activities, and services.

Generally speaking, co-curricular education has traditionally referred to the implicit and indirect learning experiences encountered and acquired by university students throughout their education. Typically, this terminology referred only to those experiences which occurred outside of the classroom. However, in *Learning Reconsidered: A Campus-wide Focus on the Student Experience* (ACPA and NASPA, 2004), our national associations redefine learning as "a comprehensive, holistic, transformative activity that integrates academic learning and student development" and provide well-documented justifications for this definition. We support this definition, as it complements our University's mission well and provides the theoretical foundation for including the programs, activities, and services we provide which link in- and out-of classroom learning in our definition of co-curricular education.

The nature of the work performed in the Division integrates a variety of concepts including learning theory, holistic wellness, ethical and moral development, self-exploration and identity formation, experiential education models, social change theory and development of values and goals that guide personal and professional choices. Analysis of the recent statements, research, and trends which guide our profession highlight the increasing need for universities to utilize a holistic, systemic, and integrative approach to student learning to help students become intentional learners with the core competencies necessary to thrive in our complex and rapidly changing world.

To successfully achieve this global outcome*, Learning Reconsidered* (ACPA and NASPA, 2004) strongly recommends every campus make the effort to define and measure desired student outcomes – including identifying the competencies and skills they expect students to achieve, describing the context within which they can be acquired and demonstrated, making explicit the process through which students will gain these competencies, and specifying the ways in which progress will be tracked and evaluated. Becoming more proactive and intentional in designing programs and services increases the likelihood that the desired learning will occur, giving student learners the tools they need to effectively engage in the world as citizens and professionals, and making Student Affairs staff better educators.

In support of this recommendation, the Division of Student Affairs has established a Co-Curricular Agenda that links in- and out- of the classroom learning, clarifies learning outcomes, and reduces barriers that contribute to fragmented learning experiences. The Co-Curricular Agenda is comprised of seven key learning outcomes that are central to a holistic education. Extrapolated from these outcomes are the core concepts and skills that define the UNLV collegiate experience and that describe the fundamental intellectual competence and cultural awareness UNLV students will need in today's global society. Thus, the Agenda provides a platform from which staff can ground departmental programs and services in a core set of competencies to enhance the collegiate experience for UNLV students. This grounding in turn provides the consistency and fluidity necessary to maximize, and later assess, student learning.

Each unit within the Division of Student Affairs may choose to emphasize a particular learning outcome more so than others; however our Agenda encourages faculty and staff to avoid compartmentalization of learning and to continually challenge students to make meaning across experiences.

Student Learning Outcomes Table

Learning Outcome	Competencies	Grounding
Cognitive Complexity	Identity/ cognition integration	Kohlberg Cognitive and Moral

Civic Engagement	Sense of civic responsibility / community engagement	Social Change Model
	Engage in principled dissent	Leadership Identity Development Model
	Effective leadership	Relational Leadership Model
	Commitment	
	Change management	Just Community Model
Practical Competence	Effective oral communication	Base Competencies Model
	Effective written communication	Baxter-Magolda Self-authorship
	Time management	
	Vocational competence	Student Health Ecological Model
	Maintain personal health and wellness	
	Prioritization	Psychotherapy
	Listening skills	Wellness Wheel
	Ability to plan and organize	
	Effective decision-making	
	Adaptability	
	Risk taking	
Knowledge Acquisition, Integration, and Application	Understand knowledge from a range of disciplines	Perry Intellectual and Ethical Development
	Connect knowledge, ideas, and experiences	Kolb Learning Styles
	Relate knowledge to daily life	Structural Theories / Trait and Factor
	Career decidedness	Cognition Career Theory
	Technological competence	Gardner's Theory of Multiple Intelligences

NOTE: The learning outcomes identified are consistent with the UNLV Mission and mirror those identified in *Learning Reconsidered: A Campus-wide focus on the Student Experience* (2004).

a. ***Realistic self-appraisal*** involves being aware of the beliefs, values, attitudes, and emotions that motivate one to take action as well as identifying personal strengths and areas for improvement.
b. ***Identity understanding and awareness*** involves viewing oneself as a cultural being within the larger context of social and political concerns. This includes incorporating a student identity as a Rebel into personal identity.
c. ***Self-management*** involves developing practices and internalizing routines for maximizing one's ability to be productive and self reliant.
d. ***Understanding of self in relation to others*** involves understanding the impact of the peer group, assimilating the feedback of others into ones consciousness of self, understanding your impact on others, your role within group dynamics, and the nature of interdependence.
e. ***Ability to work with others / collaboration*** involves working with others towards a common purpose, multiplying group effectiveness by capitalizing on the multiple talents and perspectives of each member and on the power of diversity to generate creative solutions and actions.
f. ***Spiritual awareness*** involves perceiving and creating a wider sense of meaning and purpose and finding patterns in one's understanding of the universe that help a person to connect to a broader context.
g. ***Personal goal-setting*** involves setting reasonable and measurable goals and objectives, and persistently working towards goal attainment.

understand the impact and consequences of stereotyping, prejudice, discrimination, oppression, and the emotional, cognitive, behavioral, structural, economic, and endemic effects that result from oppression and discrimination.

b. *Cultural competence* involves the ability to recognize one's own cultural traditions / identity, to understand and appreciate the historical significance, cultural traditions, and uniqueness of diverse human experiences.

c. *Reflective judgment*

b. ***Effective written communication*** involves expressing ideas and facts to others effectively in formal and informal formats.
c. ***Time management*** involves managing several tasks at once, being able to set priorities, and to allocate time efficiently.
d. ***Vocational competence*** involves a broad understanding of one's career options and of the steps needed to follow-through with choices; adequate preparation for one's chosen career; and an understanding the value and function of work.
e. ***Maintain personal health and wellness*** involves the ability to learn and apply skills that promote the emotional/psychological, physical, social, academic/occupational, intellectual,

c. ***Relate knowledge to daily life*** involves the ability to use information and concepts from experiences and studies in multiple disciplines and to apply them to specific issues and problems.
d. ***Career decidedness*** describes an individual's certainty with their career decisions and involves confidence in one's vocational competence.
e. ***Technological competence*** involves attaining and using technological and research skills.
f. ***Pursuit of life-long learning*** involves a curiosity for and pursuit of knowledge that transcends the quest for intellectual knowledge acquired in a formal setting, and includes the desire to expand one's skills, abilities, and experiences in cognitive, behavioral, and emotional realms across the lifespan. It involves the ability to continually question, explore, research, experiment, and challenge assumptions and seek the understanding and experience in areas of interest across a variety of settings.

Implementation

Introduction

The Co-curricular Agenda recognizes the lifelong and recursive nature of learning. Each time a student engages in a co-curricular experience, it may not lead to immediate achievement of learning outcomes or competencies, but may serve as a catalyst for future growth. Even after graduation, students will continue to apply and build on curricular and co-curricular learning. While it is true that students have control over their collegiate experience and may choose to participate in a broad range of activities, delve deeply into a select few roles, or may choose not to participate in any co-curricular activities; the implementation of a sequential and progressive Co-curricular Agenda will provide intentional learning experiences.

Implementation of the Agenda entails identifying how students will be exposed to learning opportunities and what the achievement of learning outcomes looks like. In order for the Division to align programs and services with the Co-curricular Agenda we must be able to articulate what students will know or do differently as a result of an experience.

The entire Division of Student Affairs will engage in a multiple step process:
1. Inventory and map current programs and services
2. Identify and fill gaps by modifying current practices and designing new learning experiences to ensure alignment with the Agenda
3. When designing new programs and services, begin by identifying the desired learning outcomes and competencies and intentionally design the new program or service to meet those competencies
4. Assess services and programs related to intended purpose and identified learning outcomes
5. Refine services and programs based on assessment
6. Work with faculty to explore curricular and co-curricular congruence
7. Communicate expectations to students and provide students with maps to navigate the menu of learning opportunities
8. Assess the overall impact of the Co-curricular Agenda on student learning
9. Use data to re-evaluate the Agenda as well as the strategies to implement the Agenda.

While the steps may seem to be linear, in practice the process will be more circular. It will be critical for the Division to continuously inventory services and programs and to conduct on-going assessments regarding the level of progress students make toward the intended outcomes and to utilize assessment data to continually refine and improve learning experiences for students.

Scope of Student Affairs

The co-curricular experience is vast, encompassing an array of formal and informal interactions outside of the classroom. The Division of Student Affiars provides students with a multitude of learning opportunities including:

Services wh

an in-depth learning experience, with a low staff to student ratio, over a period of time (i.e. programs focus on depth rather than breadth of impact).

Not every service or program will address all competencies, it will be important to accurately analyze what a service or program intends to accomplish. Through the process of inventorying current co-curricular initiatives, staff may determine that some programs and services need to be revised to better meet the intended competencies.
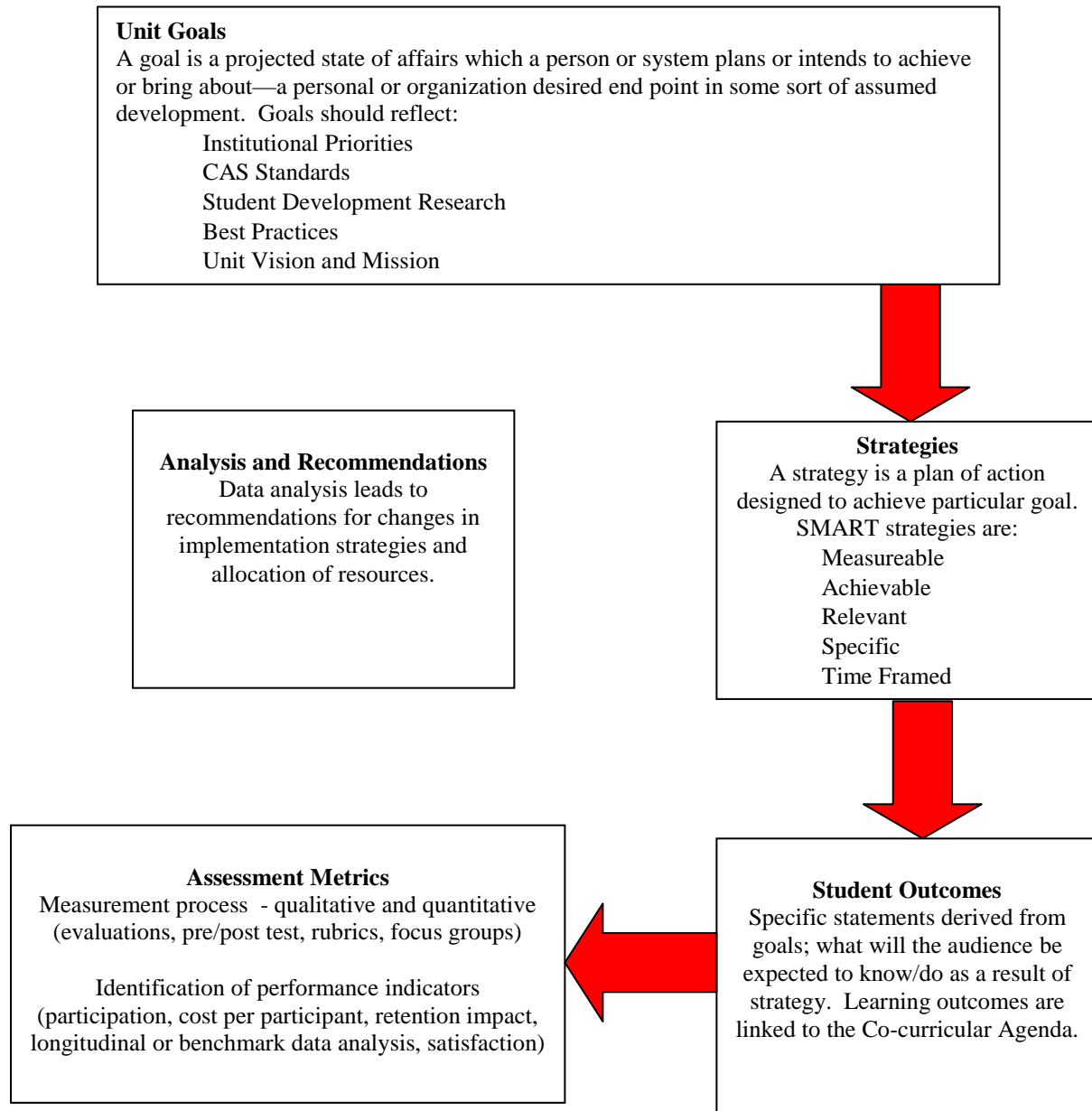
Assessment

Student outcomes assessment is the act of assembling and analyzing both qualitative and quantitative learning outcomes evidence in order to examine congruence with an institutions stated purpose and educational objectives. Assessment is an ongoing process and involves:

Making our expectations explicit and public;
Setting appropriate criteria and high standards for learning quality;
Systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards;
Using the resulting information to document, explain, and improve performance.

Effective assessment of complex student learning relies on gathering multiple measures or indicators of learning from a variety of sources. Direct measures assess the k4 (nt106)5 ((a)4 (a 4 (x)-EMC-21

Iterative Assessment Model

Unit Goals
A goal is a projected state of affairs which a person or system plans or intends to achieve or bring about—a personal or organization desired end point in some sort of assumed development. Goals should reflect:
        Institutional Priorities
        CAS Standards
        Student Development Research
        Best Practices
        Unit Vision and Mission

Analysis and Recommendations
Data analysis leads to recommendations for changes in implementation strategies and allocation of resources.

Strategies
A strategy is a plan of action designed to achieve particular goal.
SMART strategies are:
    Measureable
    Achievable
    Relevant
    Specific
    Time Framed

Assessment Metrics
Measurement process - qualitative and quantitative (evaluations, pre/post test, rubrics, focus groups)

Identification of performance indicators (participation, cost per participant, retention impact, longitudinal or benchmark data analysis, satisfaction)

Student Outcomes
Specific statements derived from goals; what will the audience be expected to know/do as a result of strategy. Learning outcomes are linked to the Co-curricular Agenda.

A review of the literature included:
1.   The Student Learning Imperative: Implications for Student Affairs (ACPA 1996)
2.   Principles of Good Practice in Student Affairs (ACPA/NASPA 1997)
3.   Foundations of Experiential Education (NSEE 1997)
4.   Powerful Partnerships: A Shared Responsibility for Learning (1998)
5.   The Bases of Competence: Skills for Lifelong Learning and Employability (1998)
6.   Building a Nation of Learner (BEHF 2003)
7.   Greater Expectations (AAC&U 2002)
8.   The Meaning of the Baccalaureate (Miller 2003)
9.   Learning Reconsidered: A Campus-wide focus on the Student Experience (ACPA/NASPA 2004)

A review of theories and models included:
1.   Perry Intellectual and Ethical Development
2.   Kohlberg Cognitive and Moral Development
3.   Kolb Theory of Experiential Learning and Learning Styles
4.   Banning Campus Ecology and Astin College Environment
5.   Astin Involvement Theory
6.   Mattering vs. Marginality (Schlossberg, Lynch, Chickering)
7.

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