

### INDIRECT ASSESSMENT OF COCURRICULAR AND EXTRACURRICULAR LEARNING OUTCOMES WITHIN STUDENT AFFAIRS

### STUDENT AFFAIRS LEARNING OUTCOMES

This question bank operationalizes the *Divisional Co-curricular Agenda* (2004) and aligns its outcomes with the *UNLV University Undergraduate Learning Outcomes* (2017). The items in this question bank may be used in any evaluation form or survey administered by Student Affairs or any of its units in order to gauge undergraduate student learning. To ensure that the data collected can be aggregated across units for division-wide reporting, certain requirements apply when using any of these items.

First, the items selected must support the articulated learning outcomes of the program, service, event, or activity. Staff should articulate these learning outcomes when they plan their programs, services, events, and activities. Ideally, the specific items from this question bank should be identified during this planning time too.

Second, responses to any item pulled from sections I through VI must use this scale:

- 1 Not at all
- 2 Slightly
- 3 Moderately
- 4 Considerably
- 5 A great deal

Third, the wording of the items is intentionally broad, so staff may use more specific wording to meet the specific needs of a program. When revising an item in order to use more specific wording, staff may <u>not</u> change the meaning or substance of the original item.

Fourth, the demographic item for UNLV affiliation must also appear on the evaluation form or survey. This item helps ensure that if a graduate student or anyone else who is not an undergraduate student completes the form/survey, their data can be filtered out when results are aggregated.

Finally, other demographic items are available to be included. When they are included, they must be used as written without revisions.

- a) ... I can better outline the steps or tasks necessary to meet a goal or objective.b)c)

As a result of participating in,	
a)	
b)	
c)	
d)	hosen educational path.

#### II. Inquiry and Critical Thinking

Graduates are able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems. Specific outcomes for all students include:

- 1. Identify problems, articulate questions or hypotheses, and determine the need for information.
  - A. Problem solving

Identify, prioritize and solve problems; ask questions, sort out many facets of a problem, and contribute ideas as well as answers regarding the problem.

## As a result of participating in \_\_\_\_\_, a) b) questions that help me find a solution to a problem. c) d)

- 2. Access and collect the needed information from appropriate primary and secondary sources.
- 3. Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context, and then draw conclusions.
  - A. Effective decision-making

Make timely decisions on the basis of thorough assessment of the short- and long-term effects of decisions, recognize the political and ethical implications, and identify those who will be affected by the decisions.

As a result of participa	<mark>ting in,</mark>
a)	
b)	-term and long-term consequences that may occur from the decision tha
l make.	
c)	itical or ethical sentiments.
d)	

- 4. Recognize the complexity of problems, and identify different perspectives from which problems and questions can be viewed.
  - A. Critical thinking

Analyze carefully and logically information and ideas from multiple perspectives.

As a result of participating in \_\_\_\_\_,

- 1. Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.
- 2. Effectively use the common genres and conventions for writing within a particular discipline or profession.
  - A. Effective written communication

Expressing ideas and facts to others effectively in formal and informal formats.

As a result of participating in,	
a)	
b)	
c)	facts

- 3. Prepare and deliver effective oral presentations.
  - A. *Effective oral communication*Present information orally in one-on-

Identity, understand, and appreciate the historical significance, cultural traditions, and uniqueness of diverse human experiences.

### As a result of participating in \_\_\_\_\_,

a) b) perspectives, ideas, or experiences that are different from my own.

- c) express how my actions contribute to positive changes in my community.
- B. Civic responsibility

Working for positive change on behalf of others and the community by and actively engaging in public and direct service.

# As a result of participating in \_\_\_\_\_\_, a) I can better describe the community impact of the service I participated in. b) I can better describe the community impact of the agency/organization where I volunteered. c) ty as a citizen in my community. d) in order to create positive change. e) to make a difference in my community. f) -I can better identify my responsibility to work for positive change for the community. g) h) what I have learned towards my role of serving as an ally to communities I do

- 4. Explain the concept of sustainability as it impacts economic, environmental, and social concerns.
- 5. Examine various concepts and theories of ethics, and how to deliberate and assess claims about ethical issues.
- 6. Apply ethical concepts and theories to specific ethical dilemmas students will experience in their personal and professional lives.
  - A. Ethics and integrity

not identify with.

Make informed and principled choices regarding conflicting situations, foresee the consequences of and take responsibility for these choices, and think, feel, and behave with consistency, genuineness, and authenticity.

As	<mark>a result of participating in,</mark>
a)	
	situation.
b)	decisions.
c)	
	decision that I made.
d)	
e)	
f)	better explain the importance of values congruence for organizations or groups.
g)	
	groups with which I must work.



- b. Graduate/Professional Student
- c. Academic Facultyd. Administrative Faculty
- e. Classified Staff
- f. Community Member
- 3. Do barriers related to any of these basic needs hinder your performance in your classes or your overall progress at UNLV? (Check all that apply)
  - a. Housing
  - b. Food
  - c. Transportation
  - d. Digital Access
  - e. Childcare
  - f. Mental Health Services
  - g. None of these barriers apply. [Exclusive, N/A]
- 4. Mark any of the following identities if they apply to you: (Select all that apply)
  - a. Person with a disability
  - b. Non-US citizen
  - c. Veteran/Military
  - d. 1st Generation student
  - e. Did not immediately continue your education after you graduated from high school
  - f. Attending college part time
  - g. Working full time (35 hours or more per week)h. Financially independent

  - i. Have children or dependents other than your spouse | Parent/Guardian | Student with kids
  - j. Single parent
  - k. Have a GED instead of a high school diploma
  - I. Student age 25 or older
  - m. International student
  - n. None of the above
- 5. Which of the following describes your gender identity? (Select all that apply)
  - a. Agender
  - b. Cisgender Woman
  - c. Cisgender Man
  - d. Gender queer/gender non-conforming/non-binary
  - e. Intersex
  - f. Trans Woman
  - g. Trans Man
  - h. Not Listed please specify: [textbox]
  - i. Prefer not to respond / No answer
- 6. If you are comfortable, share your race/ethnicity\*: (Select all that apply)
  - a. American Indian or Alaskan Native
  - b. Asian
  - c. Black or African
  - d. Hispanic or Latino
  - e. Middle Eastern
  - f. Native Hawaiian or Pacific Islander
  - g. White or Caucasian
  - h. Multiracial
  - i. Not listed please specify: [textbox]
  - j. Prefer not to respond / No answer

- 7. If you are comfortable, share your sexual orientation\*: (Select all that apply)
  - a. Asexual
  - b. Bisexual
  - c. Gay
  - d. Heterosexual or straight
  - e. Lesbian
  - f. Pansexual or Omnisexual
  - g. Queer
  - h. Unsure or Questioning
  - i. Not listed please specify: [textbox]
  - j. Prefer not to respond / No answer