

UNLV | DIVISION OF STUDENT AFFAIRS

QUESTION BANK

INDIRECT ASSESSMENT OF COCURRICULAR AND EXTRACURRICULAR
LEARNING OUTCOMES WITHIN STUDENT AFFAIRS

STUDENT AFFAIRS LEARNING OUTCOMES

In summer 2013, the Campus Life Assessment Committee reviewed the *Divisional Co-curricular Agenda* (2004), the *UNLV University Undergraduate Learning Outcomes* (2012) and internal questionnaires administered via Campus Labs Baseline by departments operating within the Campus Life Cluster. For several months during academic year 2013-2014, the committee worked to identify 2 to 6 questions for each defined learning outcome from the co-curricular agenda. During summer 2014, the Assessment Committee worked with Campus Labs to establish a custom benchmark to track the use of these items across projects and then aggregate them by learning outcome and department. Responses to these items, once aggregated, could provide a picture of how well students achieved the outcomes established in the co-curricular agenda. This set of items became known as *The Question Bank*.

With few exceptions, all programs and services reporting to the Associate Vice President for Campus Life were required to use at least one item from the question bank to assess student learning outcomes. Exceptions included climate assessments, needs assessments, satisfaction surveys, and projects that used direct assessment of learning. To ensure consistency, the director of campus life assessment reviewed all exceptions. For projects that did not satisfy one of these exceptions and that did not include at least one question bank item, the director worked with the staff member requesting it to add a question bank item or direct assessment method. If the staff member collected data already, the project was excluded from the custom benchmark, and director of campus life assessment took corrective action with the staff member and/or their supervisor or department head.

The committee intentionally left broad the wording of items in the question bank. Staff could use more specific wording to meet the specific needs of a program. When staff used more specific wording, they also identified the original item, so the director of campus life assessment and/or Campus Labs could ensure the meaning of the item remained intact and associate the responses from more-specific items with the intended learning outcome in the question bank.

All question bank items must use a common extent scale:

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

Satisfaction questionnaires are not bound to this scale.

During academic year 2017-18, the Campus Life Assessment Committee reviewed all Student Affairs Learning Outcomes and associated question bank items for alignment with the updated UULOs and their six derivatives. This review resulted in some outcomes and items moving to align better. The new question bank organized items by UULO, derivative, and Student Affairs learning outcome. This update was effective August 1, 2018, and included a table, so staff familiar with the previous structure of the learning outcomes could “cross-walk” into the new structure.

During the 2019-20 academic year, the committee added a section of demographic items in order to facilitate disaggregating learning outcomes by student populations. This measure would enable the committee and departments to examine outcomes for equity among the student populations. Commonly used items for this purpose within the departments of Campus Life provided a starting point for item construction. The committee reviewed best practices and recommended construction for items related to gender identity, racial/ethnic identity, and sexual orientation.

In addition to the demographic items, the 2019-20 committee also added twenty-two commonly used items among departments within Campus Life. The committee agreed that one was a variation of an existing item. The proposed item was more clearly worded so it replaced the existing item. Nineteen of the remaining 21 items were added. The last two proposed items became a special consideration, for they addressed the extent to which a participant could define or articulate a concept. The committee could not agree where these two items would fit in the broader learning outcomes, for they saw defining and articulating concepts as relevant to most, if not all, of the existing outcomes. More discussion of these two items must occur before adding them to the question bank.

LEARNING OUTCOMES & QUESTION BANK ITEMS

I. Intellectual Breadth and Lifelong Learning

Graduates are able to understand and integrate basic principles of the natural sciences, social sciences, humanities, fine arts, and health sciences, and develop skills and a desire for lifelong learning. Specific outcomes for all students include:

1. Demonstrate in-depth knowledge and skills in at least one major area.
2. Identify the fundamental principles of the natural and health sciences, social sciences, humanities, and fine arts.
3. Apply the research methods and theoretical models of the natural and health sciences, social sciences, humanities, and fine arts to define, solve, and evaluate problems.
4. Transfer knowledge and skills gained from general and specialized studies to new settings and complex problems.
5. Demonstrate lifelong learning skills, including the ability to place problems in personally meaningful contexts; reflect on one's own understanding; demonstrate awareness of what needs to be learned; articulate a learning plan; and act independently on the plan, using appropriate resources.

A. *Realistic self-appraisal:*

Be aware of the beliefs, values, attitudes, and emotions that motivate one to take action as well as identifying personal strengths and areas for improvement.

As a result of participating in _____,

- a) ...I can better articulate my personal beliefs and values.
- b) ...I can better determine how my personal attitudes and emotions affect my actions.
- c) ...I can better identify my personal strengths and areas of improvement.
- d) ...I am more willing to receive feedback/advice from others.

B. *Reflective thinking:*

Actively, persistently, and carefully consider any belief or supposed form of knowledge in light of the grounds that support it and the likely conclusion.

As a result of participating in _____,

- a) ...I can more carefully consider facts and details given to me.
- b) ...I can better draw a conclusion using facts and details given to me.
- c) ...I can more introspectively reflect on how my own feelings have evolved
- d) ...I can think differently about _____.
- e) ...I can better reflect on my own past actions and how they may have impacted others.

C. *Self-Management:*

Develop practices and internalize routines for maximizing one's ability to be productive and self-reliant.

As a result of participating in _____,

- a) ...I can better create an action plan to accomplish tasks that need to be completed.
- b) ...I can better utilize time management skills that will help me prioritize tasks and responsibilities in a timely manner.
- c) ...I can better develop strategies to manage stress in my personal life.
- d) ...I am able to more productively manage my emotions.

D. *Ability to plan and organize*

Determine the steps or tasks needed to meet objectives, delegating if necessary, monitoring the progress made toward the plan, and revising the plan to include new information or to overcome new obstacles.

As a result of participating in _____,

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

- b) ... I can better determine when delegation might be necessary in a group to accomplish a goal or task.
 - c) ... I am more comfortable delegating important tasks to others.
 - d) ... I can better determine an action plan in order to achieve a goal or outcome.
 - e) ... I am more comfortable making changes to a plan as necessary in order to achieve a goal or task
6. Achieve success in one's chosen field or discipline, including applying persistence, motivation, interpersonal communications, leadership, goal setting, and career skills.

A. **Effective leadership**

Engage in the non-positional process of responding to and addressing the needs of a group and community in order to achieve positive social change.

As a result of participating in _____,

- a) ...I can better identify the needs of a group and work collaboratively with others towards positive change.
- b) ...I am more prepared for future leadership and responsibility within _____.
- c) ...I can take more initiative to motivate myself and others towards a common goal.
- d) ...I can better determine strategies to help motivate myself and others towards a common goal.
- e) ...I can better determine how others' strengths and perspectives can impact a group's shared goals or efforts.
- f) ...I can better understand my leadership style and how to work with others as a result of my style.
- g) ...I can better understand my style of conflict and how I as a leader can invite productive conflict resolution.

B. **Goal Setting:**

Set reasonable and measurable goals and objectives, and persistently work toward goal attainment.

As a result of participating in _____,

- a) ... I can better develop goals that are specific, measurable, attainable, realistic, and timely.

C. **Customer Service:**

Through all interactions, provide exceptional experiences through friendly body language and communication, knowing product/service, anticipating guest needs, and going the extra mile to add value to the experience.

As a result of participating in _____,

- a) ...I can better explain how my verbal and non-verbal communication impacts my ability to provide good customer service
- b) ...I can better develop strategies that will help me determine guests' needs and issues.
- c) ...I can better articulate my role on this team.
- d) ...I can better articulate how my role impacts a guest's personal experience.
- e) ...I can better appreciate "going the extra mile" to ensure a guest has a valuable experience.

D. **Career Exploration:**

Choose an educational and/or occupational path consistent with one's interests, skills, and abilities.

As a result of participating in _____,

- a) ...I can articulate the career options available to me in my program of study.
- b) ...I can explore how my interests, skills and abilities impact my educational and/or occupational path.
- c) ...I can determine what educational or occupational opportunities might be a good fit for me based on my personal skills, interests and abilities.

E. **Vocational Competence:**

Gain industry knowledge and experience combined with relevant industry skills.

As a result of participating in _____,

- a) ...I can outline details and facts about the industry and career path that I have chosen.
- b) ...I am comfortable using technology in my chosen career path.
- c) ...I have gained experience relevant to my chosen career path.
- d) ...I have gained experience relevant to my chosen 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) ...I can better identify, prioritize and solve a problem I am facing.
 - b) ...I can better ask questions that help me find a solution to a problem.
 - c) ...I can better clarify the many facets of an issue or problem.
 - d) ...I am more comfortable contributing my ideas and solutions to problems.
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 participating in _____,
 - a) ...I can better make a timely decision using facts and details given to me.
 - b) ...I can better determine short-term and long-term consequences that may occur from the decision that I make.
 - c) ...I can better recognize the implications of my decision, including political or ethical sentiments.
 - d) ...I can better identify how others might be affected by the decisions that I make.
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 _____,
 - a) ...I can better analyze information from multiple sources and perspectives.
 - b) ...I can more logically collect information and ideas from many sources.
5. Evaluate and report on conclusions, including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.
6. Identify, analyze, and evaluate reasoning, and construct and defend reasonable arguments and explanations.

III. Communication

Graduates are able to write and speak effectively to both general and specialized audiences, create effective visuals that support written or spoken communication, and use electronic media common to one's field or profession. Specific outcomes for all students include:

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) ...I can better express my ideas effectively in a formal written manner.
- b) ...I can better express my ideas effectively in a casual written manner.
- c) ...I can better create a written report to share information and facts.

3. Prepare and deliver effective oral presentations.

- A. **Effective oral communication**

Present information orally in one-on-one and group settings including public speaking.

As a result of participating in _____,

- a) ...I can better present information verbally in one-on-one settings and small groups.
- b) ...I can better present information to an audience of my peers.
- c) ...I can more effectively facilitate group discussions.
- d) ...I can use logical and smooth transitions between various movements/concepts/activities.
- e) ...I obtained a clear instructional style and personality while teaching/facilitating.
- f) ...I can create and follow a class/presentation format.
- g) ...I can keep participants moving without disrupting the class flow.

4. Collaborate effectively with others to share information, solve problems, or complete tasks.

- A. **Ability to work with others / collaboration**

Work 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.

As a result of participating in _____,

- a) ...I can better work with others towards a clear and common goal.
- b) ...I can better identify my role in a group task or effort.
- c) ...I can appreciate how diverse groups can generate a creative solution to an issue or problem.

5. Produce effective visuals using different media.

6. Apply the up-to-date technologies commonly used to research and communicate within one's field.

0. Related to the broader UULO but to none of the six specific outcomes

- A. **Listening skills** involves being attentive when others are speaking, hearing and processing information, and attending to non-verbal cues.

As a result of _____,

- a) ...I can more comfortably paraphrase information in conversations.
- b) ...I can better utilize active listening skills in conversations.
- c) ...I can better determine important non-verbal cues from communication.
- d) ...I can better identify clarifying questions to ask during conversations.

IV. Global/Multicultural Knowledge and Awareness

Graduates will have developed knowledge of global and multicultural societies and an awareness of their place in and effect on them. Specific outcomes for all students include:

1. Demonstrate knowledge of the history, philosophy, arts, and geography of world cultures.

- A. **Cultural competence**

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

As a result of participating in _____,

- a) ...I can better identify perspectives, ideas, or experiences that are different from my own.
- b) ...I can better appreciate that others may have unique, diverse experiences that differ from my own.
- c) ...I can better explain how historical events and issues have impacted individuals from a particular culture or background.
- d) ...I learned a new skill to interact more inclusively with someone whose culture/experience/identity differs from my own.
- e) ... I have more knowledge about the cultural and spiritual traditions and ceremonies that are significant to the _____ community.

2. Respond to diverse perspectives linked to identity, including age, ability, religion, politics, race, gender, ethnicity, and sexuality; both in American and international contexts.

A. **Global perspective**

Analyze and understand the interconnectedness of global and local concerns and operating with civility in a complex social world.

As a result of participating in _____,

- a) ...I can better discuss how local issues might be impacted by larger, more global perspectives.
- b) ...I can better describe how my personal actions and decisions might impact society around me.

3. Apply the concept of social justice.

A. **Social justice advocacy**

Actively work towards fairness, impartiality, inclusion and equality while addressing systemic social and environmental issues.

As a result of participating in _____,

- a) ...I can better recognize the impact of the social issue(s) addressed during _____ (program/service/activity).
- b) ...I can better articulate how social and environmental issues might impact others or me in feeling included.
- c) ...I am more willing to let others know when I am bothered or offended by prejudicial statements.
- d) ...I am more willing to challenge others when I hear a prejudicial slur or joke.
- e) ...I can better identify opportunities to engage in social justice work.
- f) ...I can discuss the relationship between service and social justice.
- g) ...I can better describe how my personal actions and decisions might impact the physical environment around me.
- h) ...I can better articulate how a person's multiple marginalized identities create a unique form of discrimination.
- i) ... I can better articulate the impact of _____ on social justice.
- j) ... I can think differently about my role in dismantling systems of oppression (e.g., toxic masculinity).

4. Demonstrate familiarity with a non-native language, or experience living in a different culture.

5. Function effectively in diverse groups.

6. Demonstrate awareness of one's own place in and effect on the world.

A. **Cultural competence**

Recognize one's own cultural traditions.

As a result of participating in _____,

- a) ...I can better describe how I am culturally different than others around me.
- b) ...I can better identify the components and identities that make me who I am.
- c) ...I can better recognize my own cultural identity and traditions.
- d) ...I can better evaluate how I might have a privilege or advantage in society based on my cultural background, gender, race, sexual orientation, class, age and/or other differences.
- e) ...I can better recognize how my personal decisions or actions can promote or hinder inclusiveness and equity in my community.
- f) ...I was more able to examine my identity.
- g) ... I feel more affirmed in my identity.
- h) ... I can better articulate how my past experiences influence my current and future experiences.
- i) ... I can better analyze systems that perpetuate _____ (i.e., toxic masculinity).
- j) ... I can better recognize how my other identities inform how I express myself (i.e., my masculinity).

0. Related to the broader UULO but to none of the six specific outcomes

- A. ***Understanding and appreciation for human differences*** involves understanding differences including but not limited to, gender, race, ethnicity, religion/spirituality, ability/disability, sexual orientation/identity, age, class, educational level, size/appearance, use of English/other languages, marital/parental status, US born/foreign born, and broader cultural differences.

As a result of _____,

- a) ...I can better understand how others are different than me.
- b) ...I am more accepting of people unlike myself.
- c) ...I can better understand _____ community/culture/identity.
- d) ...I can better articulate how issues like stereotyping and discrimination can affect people and places around me.
- e) ...I can better evaluate how I feel when I hear prejudicial statements.
- f) ...I can better articulate the impact of bias, discrimination, and oppression on marginalized people.
- g) ... I have a better appreciation for the traditions and cultural aspects of _____ backgrounds and histories.

V. **Citizenship and Ethics**

Graduates are able to participate knowledgeably and actively in the public life of our communities and make informed, responsible, and ethical decisions in their personal and professional lives. Specific outcomes for all students include:

- 1. Acquire knowledge of political, economic, and social institutions.
- 2. Identify the various rights and obligations that citizens have in their communities.
- 3. Apply various forms of citizenship skills such as media analysis, letter writing, community service, and lobbying.

A. ***Civic engagement***

Responsibly connect to the community and society by participating intentionally as a citizen in the democratic process.

As a result of participating in _____,

- a) ...I can better express how I am connected to my community and society in my role as a community member.
- b) ...I can better identify ways to intentionally engage with my community in my role as a community member.

c) ...I can better 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) ...I can better explain why public service is my responsibility as a citizen in my community.
- d) ...I can determine the needs of a community in order to create positive change.
- e) ...I can better identify opportunities to make a difference in my community.
- f) ...-I can better identify my responsibility to work for positive change for the community.
- g) ...I can better understand how to implement positive change in my community.
- h) ... I am able to apply what I have learned towards my role of serving as an ally to communities I do not identify with.

- 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

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 a result of participating in _____,

- a) ...I can better determine how my principles and values impact the decisions that I make in a difficult situation.
- b) ...I can better utilize my principles and values to make difficult decisions.
- c) ...I can better explain how I am responsible for the challenges and issues that might arise from a decision that I made.
- d) ...I can better identify and articulate the values that I share with others.
- e) ...I can better define 'values congruence.'
- f) ...I can better explain the importance of values congruence for organizations or groups.
- g) ...I can better articulate the importance of knowing the guiding values or principles of organizations or groups with which I must work.

VI. Interpersonal and Intrapersonal Competence

Graduates have the skills needed for recognizing and defining oneself as unique, evolving, and self-directed and interacting effectively with a variety of individuals and groups.

A. *Establish meaningful relationships*

Develop personal connections with others based upon reciprocal support, honest and direct communication, sincerity, and mutual respect for the individual characteristics, beliefs, values, and viewpoints of others.

As a result of _____,

- a) ...I can better identify meaningful relationships and connections that may continue beyond this activity.
- b) ...I can better identify new friendships that I formed with other participants.

B. *Personal wellness*

Make lifelong healthy choices, and learn and apply skills to meet one's own physical, nutritional, and emotional needs.

As a result of _____,

- a) ...I can better articulate the value of holistic healthy habits and physical activity.
- b) ...I can better outline my personal wellness goals.
- c) ...I can better identify strategies that can help me achieve my personal wellness goals.
- d) ...I am more committed to living a healthy lifestyle.
- e) ...I feel a sense of accomplishment because my personal wellness and overall fitness improved.
- f) ...I am more motivated to meet my fitness goals.
- g) ...I feel a sense of accomplishment after dedicating time to my personal wellness and fitness.
- h) ...I can better articulate how {activity} can contribute to my personal fitness and wellness.

VII. Establishment of a collegiate identity and career development

Students are engaged in the life of the campus, developing the self motivation and drive to pursue academic goals and persevere.

A. *Pride and connection to UNLV* involves connecting to UNLV by engaging psychological and physical energy into the collegiate experience and building interpersonal networks that further investment in persistence at UNLV.

As a result of _____,

- a) ...I feel more connected to the UNLV campus community.
- b) ...I am comfortable networking in the UNLV campus community.
- c) ...I feel a greater sense of belonging on campus.

B. *Community building* involves the establishing and sustaining a vibrant community of place, personal relationships, and common interests.

As a result of _____,

- a) ...I can articulate my role in making the UNLV community successful.
- b) ...I have identified a common interest with someone else in the UNLV community.

VIII. Demographics

Items in this section reflect the recommended wording of demographic items on questionnaires. When these items are used, they can be linked to this question bank. Then, outcomes can be disaggregated by any of these items.

1. NSHE Number [10-digit numeric field; if required, valid values range from 1000000000 to 9999999999]
2. What is your affiliation with UNLV?
 - a. Undergraduate Student
 - b. Graduate/Professional Student
 - c. Academic Faculty
 - d. Administrative Faculty
 - e. Classified Staff
 - f. Community Member
3. 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 only part time
 - g. Working full time (35 hours or more per week)
 - h. Are financially independent
 - i. Have children or dependents other than your spouse | Parent/Guardian | Student with kids
 - j. Are a single parent
 - k. Have a GED, not a high school diploma
 - l. Student age 25 or older
 - m. International student
 - n. N/A - None of the above [Exclusive Choice]
4. Which of the following describes your gender identity? (Select all that apply)
 - a. Cisgender Woman
 - b. Cisgender Man
 - c. Trans Woman
 - d. Trans Man
 - e. Intersex
 - f. Agender
 - g. Gender queer/gender non-conforming/non-binary
 - h. Not Listed
 - i. Prefer not to respond / No answer [Code = 0] [N/A] [Exclusive]
5. If you are comfortable, share your race/ethnicity*:
 - a. American Indian or Alaskan Native[Code = 1]
 - b. Asian[Code = 2]
 - c. Black or African[Code = 3]
 - d. Hispanic or Latino[Code = 4]
 - e. Middle Eastern[Code = 5]
 - f. Native Hawaiian or Pacific Islander[Code = 6]
 - g. White or Caucasian[Code = 7]
 - h. Multiracial[Code = 8]
 - i. Not listed - please specify:[Code = 9] [Textbox]
 - j. Prefer not to respond / No answer [Code = 0] [N/A] [Exclusive]
6. If you are comfortable, share your sexual orientation*:
 - a. Heterosexual or straight[Code = 1]
 - b. Asexual [Code = 2]
 - c. Bisexual [Code = 3]

- d. Lesbian [Code = 4]
- e. Gay [Code = 5]
- f. Pansexual or Omnisexual[Code = 6]
- g. Queer [Code = 7]
- h. Unsure or Questioning [Code = 8]
- i. Not listed - please specify:[Code = 9] [Textbox]
- j. Prefer not to respond / No answer [Code = 0] [N/A] [Exclusive]

NOTE: The learning outcomes identified are consistent with the UNLV Mission, Division of Student Affairs Co-Curricular Agenda, UNLV General Education University Undergraduate Learning Outcomes, *Association of American Colleges and Universities Liberal Education Outcomes* (2005) and *Learning Reconsidered: A Campus-wide focus on the Student Experience* (2004). Language used to define the competencies is adopted from *The Bases of Competence: Skills for Lifelong Learning and Employability* (1998), the *Social Change Model of Leadership Development* (1994), *Developing Reflective Judgment: Understanding and Promoting Intellectual Growth and Critical Thinking in Adolescents and Adults* (1994).



CAMPUS LIFE LEARNING OUTCOMES TABLE	
UULO	Learning Outcomes
Intellectual Breadth and Lifelong Learning	Reflective thinking
	Realistic self-appraisal
	Self-management
	Ability to plan and organize
	Goal setting
	Customer service
	Career exploration and development
	Vocational competence
	Effective leadership
	Conflict resolution
Inquiry and Critical Thinking	Critical thinking
	Problem solving
	Effective decision making
Communication	Effective oral communication
	Effective written communication
	Ability to work with others / collaboration
	Listening skills
Global / Multiculturalism	Understanding and appreciation for human differences
	Cultural competence
	Social justice advocacy
	Global consciousness
Citizenship and Ethics	Civic engagement
	Civic responsibility
	Ethics and integrity
Interpersonal / Intrapersonal Competence	Ability to establish meaningful relationships
	Personal wellness
Establishment of a collegiate identity	Pride and connection to UNLV
	Community building