ASSESSMENT OF CAMPUS LIFE 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 assessments administered via Campus Labs Baseline and proposed a list of 27 defined learning outcomes for the Campus Life Cluster. These 27 outcomes fall within 6 categories.

For several months during academic year 2013-2014, the Campus Life Assessment Committee worked to identify 2 to 6 survey questions for each defined learning outcome. Over summer 2014, the Assessment Committee worked with Campus Labs to establish a common question bank in Baseline from which staff could select learning outcome questions for surveys. These questions, at year end, could be retrieved and aggregated across programs and departments to provide a picture of how well students achieved learning outcomes across the cluster. The survey questions were linked together in a custom benchmark created by staff at Campus Labs.

With few exceptions, all programs were required to use at least one item from the question bank to assess student learning outcomes. Climate assessments, needs assessments, and satisfaction surveys were exempted because they did not intend to assess learning outcomes. Another exception pertained to assessment projects that used the question bank items in longitudinal or pre-post designs. Because Baseline can link a project to only one benchmark, if a project relied upon either of these designs, that project was not linked to the custom benchmark for the question bank. This exception recognized the value of the pre-post or longitudinal designs. Those projects were still required to use items from the question bank, but those projects did not become part of the question bank benchmark. All exceptions were approved by the director for campus life assessment.

Staff could request minor wording changes to meet the specific needs of a program. When the wording was altered, staff identified the original item by number-letter identifier. We referred to this identification process as mapping items to the question bank. This mapping allowed Campus Labs personnel to associate the responses from altered items with the intended learning outcome in the question bank.

All question bank items used a common Likert scale:

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

Satisfaction questionnaires were not bound to this scale.
LEARNING OUTCOMES DEFINED

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.

1. Critical thinking involves the ability to analyze carefully and logically information and ideas from multiple
   perspectives.
2. Problem solving involves identifying, prioritizing and solving problems; the ability to ask questions, sort out
   many facets of a problem, and contribute ideas as well as answers regarding the problem.
3. Reflective thinking involves active, persistent, and careful consideration of any belief or supposed form of
   knowledge in the light of the grounds that support it and the likely conclusion.
4. Effective decision-making involves making timely decisions on the basis of thorough assessment of the short-
   and long-term effects of decisions, recognizing the political and ethical implications, and being able to identify
   those who will be affected by the decisions.

Learning Outcome Statements:
As a result of __________,
1. CRITICAL THINKING
   a) …I can better analyze information from multiple sources and perspectives.
   b) …I can more logically collect information and ideas from many sources.
2. PROBLEM SOLVING
   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.
3. REFLECTIVE THINKING
   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.
4. EFFECTIVE DECISION-MAKING
   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.
**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.

5. *Effective oral communication* involves the ability to present information orally in one-on-one and group settings including public speaking.

6. *Effective written communication* involves expressing ideas and facts to others effectively in formal and informal formats.

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

**Learning Outcome Statements:**

As a result of __________,

5. **EFFECTIVE ORAL COMMUNICATION**
   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.

6. **EFFECTIVE WRITTEN COMMUNICATION**
   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.

7. **LISTENING SKILLS**
   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.

**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.

8. *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; appreciate differences in that, though entitled to their own beliefs and views, one will 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.

9. *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.

10. *Global perspective* involves analyzing and understanding the interconnectedness of global and local concerns and operating with civility in a complex social world.

11. *Social justice advocacy* involves actively working towards fairness, impartiality, inclusion and equality while addressing systemic social and environmental issues.

**Learning Outcome Statements:**

As a result of __________,

8. **UNDERSTANDING AND APPRECIATION FOR HUMAN DIFFERENCES**
   a) …I can better understand how others are different than me.
   b) …I was more able to examine my identity.
...I am more accepting of people unlike myself.

d) ...I can better understand __________ community/culture/identity.

e) ...I can better articulate how issues like stereotyping and discrimination can affect people and places around me.

f) ...I can better evaluate how I feel when I hear prejudicial statements.

g) ...I am more willing to let others know when I am bothered or offended by prejudicial statements.

h) ...I can better articulate the impact of oppression and discrimination on people living in the United States.

i) ...I am more willing to challenge others when I hear a prejudicial slur or joke.

9. CULTURAL COMPETENCE

a) ...I can better describe how I am culturally different than others around me.

b) ...I can better identify perspectives and ideas that are different from my own.

c) ...I can better identify the components and identities that make me who I am.

d) ...I can better recognize my own cultural identity and traditions.

e) ...I can better appreciate that others may have unique, diverse experiences that differ from my own.

f) ...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.

g) ...I can better explain how historical events and issues have impacted individuals from a particular culture or background.

10. GLOBAL PERSPECTIVE

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.

11. SOCIAL JUSTICE

a) ...I can better recognize the impact of the social issue(s) addressed during ________ (program/service/activity).

b) ...I can better recognize how my personal decisions or actions can promote or hinder inclusiveness and equity in my community.

c) ...I can better articulate how social and environmental issues might impact others or me in feeling included.

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.

12. Civic engagement involves the individual becoming responsibly connected to the community and society by participating intentionally as a citizen in the democratic process.

13. Civic responsibility involves working for positive change on behalf of others and the community by and actively engaging in public and direct service.

14. Effective leadership is engaging in the non-positional process of responding to and addressing the needs of a group and community in order to achieve positive social change.

15. Ethics and integrity involves making informed and principled choices regarding conflicting situations, to foresee the consequences of and take responsibility for these choices, and thinking, feeling, and behaving with consistency, genuineness, and authenticity.

Learning Outcome Statements:

As a result of __________

12. CIVIC ENGAGEMENT

a) ...I can better express how I am connected to my community and society in my role as a citizen.

b) ...I can better identify ways to intentionally engage with my community in my role as a citizen.

c) ...I can better explain how my actions contribute to positive changes that need to occur within my community.
13. CIVIC RESPONSIBILITY
   a) …I can better express how the service I helped provide directly impacted my community at large.
   b) …I can better express the impact for which the community agency/organization I volunteered for has in the community.
   c) …I can better explain why public service is my responsibility as a citizen in my community.
   d) …I can better determine the needs of a group I worked with or the community I live in so that I can help to affect positive change in our society.
   e) …I can better identify opportunities to make a difference in my community.
   f) …I can better understand my civic responsibility to work for positive change on the behalf of others in my community.
   g) …I can better understand how to implement positive change in my community.

14. EFFECTIVE LEADERSHIP
   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.

15. ETHICS AND INTEGRITY
   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.

Interpersonal and Intrapersonal Competence

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

16. 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.

17. Self-management involves developing practices and internalizing routines for maximizing one’s ability to be productive and self-reliant including the development of coping and stress release tactics.

18. 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.

19. Ability to establish meaningful relationships involves the development of 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.
20. **Ability to plan and organize** involves determining 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.

21. **Goal-setting** involves setting reasonable and measurable goals and objectives, and persistently working towards goal attainment.

22. **Personal wellness** involves making lifelong healthy choices and the ability to learn and apply skills to meet one’s own physical, nutritional, and emotional needs.

23. **Customer service** involves providing exceptional experiences through all interactions and is characterized by friendly body language and communication, knowing the product/service, anticipating guest needs, and going the extra mile to add value to the experience.

**Learning Outcome Statements:**

As a result of __________

16. **REALISTIC SELF-APPRAISAL**
   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.

17. **SELF-MANAGEMENT**
   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.

18. **ABILITY TO WORK WITH OTHERS/COLLABORATION**
   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.

19. **ABILITY TO ESTABLISH MEANINGFUL RELATIONSHIPS**
   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.

20. **ABILITY TO PLAN AND ORGANIZE**
   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.

21. **GOAL-SETTING**
   a) …I can better develop goals that are specific, measurable, attainable, realistic and timely.

22. **PERSONAL WELLNESS**
   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.

23. **CUSTOMER SERVICE**
   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.

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.
24. **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.
25. **Community building** involves the establishing and sustaining a vibrant community of place, personal relationships, and common interests.
26. **Career exploration and development** involves the process in which an individual chooses an educational and/or occupational path consistent with their interests, skills, and abilities.
27. **Vocational competence** involves gaining industry knowledge and experience combined with relevant industry skills.

**Learning Outcome Statements:**

As a result of ________.
24. PRIDE AND CONNECTION TO UNLV
   a) …I feel more connected to the UNLV campus community.
   b) …I am comfortable networking in the UNLV campus community.
25. COMMUNITY BUILDING
   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.
26. CAREER EXPLORATION AND DEVELOPMENT
   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.
27. VOCATIONAL COMPETENCE
   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.

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