

CORE SURVEY ITEMS FOR DIVISIONAL OUTCOMES

Core Survey Items are designed to act as broad measures of divisional outcomes aligned with our Curricular Approach and other priorities defining Student Affairs' Strategic Plan. Please integrate the Core Survey Items that align with your learning opportunity(ies) on post-programmatic, end-of-semester/year participant, and other departmental surveys as appropriate.

You may use additional survey items of your choosing that align with the outcome(s) you are measuring in addition to these core survey items. For example, you may be focused on Equity & Inclusion E&ILO2 (contribute to the development of equitable and inclusive communities). Your program/learning opportunity may focus on supporting participants in recognizing how their own identities influence interactions with others. In this case you might ask the **E&ILO2 Core Question** and an additional question asking whether **the program/learning opportunity contributed to their ability to recognize how their own identities influence interactions with others.**

Assessment Priority 1: Student Learning

The following 6 pt. Likert-Scaled Core Questions may be used to measure students' perceptions of learning after engaging with a departmental learning opportunity aligned with a specific division-wide learning outcome.

(Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, Strongly Disagree)

Core Question Stem: *(X) helped me build knowledge or skills to:*

Resilience	RLO1	<i>manage stress in positive, adaptive ways</i>
	RLO2	<i>build and maintain positive relationships</i>
Equity & Inclusion	E&ILO1	<i>enact inclusive leadership practices</i>
	E&ILO2	<i>contribute to the development of equitable and inclusive communities</i>
	E&ILO3	<i>effectively challenge systems of oppression</i>
Values Development	VDLO1	<i>engage core values in the decision-making process</i>
	VDLO2	<i>make values-based decisions</i>
	VDLO3	<i>align my actions with my core values</i>
	VDLO4	<i>integrate my core values into curricular engagement/activities</i>

Example "Exploring Our Stories" The survey students receive after attending orientation might ask: *Participating in Exploring our Stories, helped me build knowledge or skills to contribute to the development of equitable and inclusive communities.*

Alternatively, the survey could use a **DIRECT** MEASURE of whether after attending *Exploring Our Stories*, students have a specific type of knowledge needed to **contribute to the development**

of equitable and inclusive communities (Equity & Inclusion LO2). *After participating in Exploring Our Stories at Orientation, how would you describe your own social identities?*

Direct Measures require students to demonstrate their knowledge or skills in observable ways, and should be used to assess learning within in-depth learning opportunities (e.g. student employment, leadership roles, ongoing group or cohort participation, high-impact experiences). You may use survey items to measure perceptions of learning within higher impact opportunities, however they should be used in **addition** to DIRECT MEASURES.

Direct Measure Example of Learning within a High Impact Opportunity

Observe an Orientation Leader engaged in training and summer orientation period, and apply the Equity & Inclusion LO1 Rubric to evaluate the extent to which the student **enacts inclusive leadership practices during community engagement opportunities**.

Assessment Priority 2: Promote & Advocate

The following 6 pt. Likert-Scaled Core Question may be used to measure stakeholders' perceptions of the effectiveness of departmental communication/marketing.
(Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, Strongly Disagree)

Core Question: *(Department) uses communication/marketing effectively to promote programs, services and resources.*

Follow Up Question: Set up DISPLAY LOGIC to show the following open-ended question should a respondent answer on the negative side of the scale:

How could (department) better promote their programs, services and resources?

Assessment Priority 3: Foster Safe & Inclusive Communities

The following 6 pt. Likert-Scaled Core Question(s) may be used to measure stakeholders' perceptions of climate within a department or program
(Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, Strongly Disagree)

Core Question: *(Department/Program) demonstrates a commitment to equity and inclusion.*

Follow Up Question: Set up DISPLAY LOGIC to show the following open-ended question should a respondent answer on the negative side of the scale:

How could (department/program) more clearly express their commitment to equity and inclusion?

Core Question: *In (working with department OR participating in X) I feel/felt like a respected member of the campus community.*

Follow Up Question: Set up DISPLAY LOGIC to show the following open-ended question should a respondent answer on the negative side of the scale:

What could (department/program/service) do to better support you in feeling like a respected member of the campus community?

Core Question: *My (employment/leadership position in Department) helped me develop knowledge and/or skills to contribute to the development of equitable and inclusive communities.*

Follow Up Question: Set up DISPLAY LOGIC to show the following open-ended question should a respondent answer on the negative side of the scale:

What types of opportunities/experiences could the department provide to help you develop knowledge/skills to contribute to the development of equitable and inclusive communities.

Assessment Priority 4: Develop Collaborations & Partnerships

The following **6 pt. Likert-Scaled Core Question(s)** may be used to measure stakeholders' perceptions of departmental support for professional development and well-being. (Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, Strongly Disagree)

Core Question: *My (employment/leadership position in Department) has helped me develop knowledge and/or skills to succeed in the workplace.*

Follow Up Question: Set up DISPLAY LOGIC to show the following open-ended question should a respondent answer on the negative side of the scale:

What could (department/your supervisor) do to better support your professional development?

Core Question: *My (employment/leadership position in Department) has contributed to my sense of belonging at UNC.*

Follow Up Question: Set up DISPLAY LOGIC to show the following open-ended question should a respondent answer on the negative side of the scale:

What could (department/supervisor) do to better support your sense of belonging at UNC?

Assessment Priority 5: Operational Efficiencies

The following **6 pt. Likert-Scaled Core Question(s)** may be used to measure stakeholders' perceptions of departmental efficiency/effectiveness. (Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, Strongly Disagree)

Core Question: *I am satisfied with the quality of services(s) I received through (department/program/service)*

Follow Up Question: Set up DISPLAY LOGIC to show the following open-ended question should a respondent answer on the negative side of the scale:

How could the department improve the quality of (X)?

Core Question: *(Department) offers programs, services and resources that meet my needs.*

Follow Up Question: Set up DISPLAY LOGIC to show the following open-ended question should a respondent answer on the negative side of the scale:

What programs, services and resources could the department provide that would better meet your needs?