ASSOCIATED STUDENTS, CSUF, INC.
STUDENT EMPLOYMENT
STUDENT INVOLVEMENT OUTCOMES
REFLECTIVE ASSESSMENT
HIGH IMPACT PRACTICES

2015

TITAN STUDENT UNION
CALIFORNIA STATE UNIVERSITY, FULLERTON
ORGANIZATIONAL STRUCTURE

Associated Students, CSUF, Inc. (ASI) is part of the Division of Student Affairs at California State University, Fullerton.

The recognized student government on the CSUF campus, ASI is a non-profit, student-services auxiliary governed by a Board of Directors elected each year by the student body. The Board of Directors is comprised of two student representatives from each academic college, one representative appointed by the University President, and one representative appointed by the Academic Senate.

Additionally, ASI is led by the Executive Staff, consisting of a student body elected President/CEO and Executive Vice President who appoint the remaining members of the leadership team. The Titan Student Centers Governing Board is an appointed student-majority board that develops policies relating to the Titan Student Centers (Titan Student Union, Student Recreation Center and Irvine Campus Fitness Center), all of which are supported and operated by ASI.

EMPLOYMENT STRUCTURE

ASI employs approximately 450 staff (professional staff and student staff) on average during the fall and spring semesters. In spring 2015, ASI employed:

- 58 Professional Staff Members
- 389 Student Staff Members

Over 1% of the student population is employed by ASI during the fall and spring semesters each academic year.

On average, ASI holds a student staff to professional staff ratio of 6:1.
ASI STUDENT INVOLVEMENT OUTCOMES

In 2006, ASI initiated a student learning outcome assessment program based on the work done by the University of Minnesota-Twin Cities Student Affairs Division, which outlined seven outcomes of a student’s engagement in their programs and services. ASI has adopted these seven outcomes as ASI Student Involvement Outcomes (SIO), stating that students involved in the programs and services of ASI develop and demonstrate achievement in these areas. The seven Student Involvement Outcomes are as follows:

- Responsibility and Accountability
- Independence and Interdependence
- Goal Orientation
- Self-Confidence and Humility
- Resilience
- Appreciation of Differences
- Tolerance of Ambiguity

These specific assessment skill sets are incorporated into student employee position descriptions and performance evaluation tools, in an effort to reinforce the desired learning objectives. Upon hire, student employees complete assessments (both self-assessments and assessments performed by the student employee’s supervisor) after three months of employment, again at six months, and then once every 12 months for the remainder of the student’s employment with ASI. The student employee and supervisor assessment forms are similar, with an additional open-ended reflection section in the student employee assessment version.

A sample three month assessment form (both student and manager) is included in Appendix A.

“I’ve learned so many valuable skills working in a team environment and independently. One in particular is communication; I have learned to communicate more effectively working within ASI so I use those skills when working on group projects. My public speaking skills have greatly increased as well.”

Student Employee
Titan Recreation
IOWA GROW™ & HIGH IMPACT PRACTICES

In 2009/10, the Division of Student Life at the University of Iowa implemented IOWA GROW™ (Guided Reflection On Work), a student employment program that uses guided reflection to help student employees make connections between what they are learning in the classroom and what they are learning on the job. Using the guiding principles of George D. Kuh and his work in the area of High Impact Practices and Student Success, the University of Iowa believes that the addition of programs like IOWA GROW™ to the student employment experience creates more visible connections between student employees’ learning and their jobs, resulting in higher student success.

In addition, both Kuh and the University of Iowa postulate that with the addition of systematic, deliberate, contemplative assessment like that put forth through IOWA GROW™, student employment can also become a High Impact Practice that allows students to reflect on and integrate learning from in the classroom and on the job.

After researching the IOWA GROW™ program and seeing the natural integration of many of its components into ASI’s current student employee assessment program and the ASI Student Involvement Outcomes already established and implemented, a similar survey to the one used in the IOWA GROW™ program was sent to all active ASI student employees to begin baseline research on our student employment program using some of the IOWA GROW™ techniques. The survey was sent with the intention of collecting baseline metrics in the following areas:

- Are students making connections between what they are learning in the classroom and what they are learning on the job?
- What areas are our strengths?
- What areas need additional support/training to better serve our students?

A sample survey is included in Appendix B.

In May 2013, a request was sent to all ASI student employees asking them to complete an online survey. No positive reinforcement was used to induce participation, and participation in the survey was completely voluntary. The survey was again sent out in May 2014 in order to have a second year of data for comparison. Again, no positive reinforcement was used to induce participation, and participation in the survey was completely voluntary.

The survey was again administered in May 2015. The survey remained completely voluntary, but in this year, supervisors were asked to encourage their students to participate. Flyers were also distributed and posted in common areas and near time clocks. A sample of the flyer is included in Appendix C.

A summary and highlights of the May 2015 data and a comparison of the May 2013, May 2014, and May 2015 data are provided below.

May 2015 Survey:

- 349 survey requests were sent via the student’s email address
- 169 surveys started (48% response rate)
- 135 surveys completed (39% response rate)
The following tables display the results of the May 2015 ASI Survey.

The first assessment section of the survey asks student employees to rate their level of disagreement (1 rating) or agreement (5 rating) with the following 15 statements. The 10 statements marked with an asterisk (*) below were taken directly from the IOWA GROW™ program assessment. Statements in **bold** signify an average response of 4.1 or higher (4 correlating to “Agree” and 5 correlating to “Strongly Agree”). The four shaded statements received the highest average agreement response rate in the survey.

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>% AGREE / STRONGLY AGREE (4 OR 5 RATING)</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>My job has helped me learn more about career options*</td>
<td>57.6%</td>
<td>3.7</td>
</tr>
<tr>
<td>My job has helped prepare me for the world of full-time employment*</td>
<td>66.7%</td>
<td>3.8</td>
</tr>
<tr>
<td><strong>My job has helped me develop more effective time management skills</strong></td>
<td><strong>86.7%</strong></td>
<td><strong>4.3</strong></td>
</tr>
<tr>
<td>My job has helped me improve my oral communication skills*</td>
<td><strong>87.5%</strong></td>
<td><strong>4.5</strong></td>
</tr>
<tr>
<td>My job has helped me improve my written communication skills*</td>
<td>50.7%</td>
<td>3.4</td>
</tr>
<tr>
<td><strong>My job has helped me develop critical thinking skills to form opinions and solve problems</strong></td>
<td><strong>84.7%</strong></td>
<td><strong>4.3</strong></td>
</tr>
<tr>
<td><strong>Because of my job, I am more able to work effectively with individuals with a variety of backgrounds, experiences, and cultures</strong></td>
<td><strong>88.2%</strong></td>
<td><strong>4.5</strong></td>
</tr>
<tr>
<td>My job has helped me develop conflict resolution skills*</td>
<td>76.4%</td>
<td>4.1</td>
</tr>
<tr>
<td>My supervisor helps me make connections between my work and my academic life as a student*</td>
<td>70.1%</td>
<td>3.9</td>
</tr>
<tr>
<td>I can see connections between my job and my academic coursework (major or GE)*</td>
<td>59%</td>
<td>3.7</td>
</tr>
<tr>
<td>My job has helped me become more comfortable with working independently</td>
<td>86.8%</td>
<td>4.3</td>
</tr>
</tbody>
</table>
The second assessment section of the survey asks students how often (never, rarely, sometimes, or frequently) they have had conversations with their supervisor about connections between their job and their academics/coursework.

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>% SOMETIMES / FREQUENTLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students sometimes find connections between what they are learning in</td>
<td>68.8%</td>
</tr>
<tr>
<td>the classroom and what they've learned on the job. How often have you</td>
<td></td>
</tr>
<tr>
<td>had conversations with your supervisor about connections between your</td>
<td></td>
</tr>
<tr>
<td>job and your academics/coursework?</td>
<td></td>
</tr>
</tbody>
</table>

The third assessment section of the survey asks students how many times (never, less than once per semester, once per semester, twice per semester, more than twice per semester) they have had conversations about their academic progress with their supervisor.

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>% TWICE / MORE THAN TWICE PER SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many times per semester have you had conversations about your</td>
<td>57%</td>
</tr>
<tr>
<td>academic progress with your supervisor?</td>
<td></td>
</tr>
</tbody>
</table>
ASI STUDENT EMPLOYEE SURVEY RESULTS

The following graphs and free responses take a deeper look at the four survey statements that received the highest average agreement response rate in the survey. All achieved a mean score of 4.4 or 4.5.

“MY JOB HAS HELPED ME IMPROVE MY ORAL COMMUNICATION SKILLS”

“Through my work, I have been able to gain better oral and written communication skills that have influenced my experiences in communicating with people around campus in general.”

Student Employee
LGBTQ Resource Center

“My communication and being able to understand others point of view has bettered tremendously.”

Student Employee
Titan Recreation
“Because of my job, I am more able to work effectively with individuals with a variety of backgrounds, experiences, and cultures.”

“I am better at dealing with ambiguity as well as tolerating/appreciating differences; I have become more culturally aware and am more appreciative of diversity, both in the community and in the workplace.”

Student Employee
TSU Building Operations

“Being a student employee, you experience a whole variety of cultures and beliefs. I feel as though my work experience on campus has prepared me to work with individuals of many different cultures and beliefs.”

Student Employee
Children’s Center
“MY JOB HAS HELPED ME RECOGNIZE TIMES WHEN WORKING WITH OTHERS CAN CREATE A BETTER OUTCOME”

“I have definitely learned how to work with different personalities when it comes to solving a conflict between two individuals.”

Student Employee
Children’s Center

“With my job in particular I have found that I am more comfortable working in teams to accomplish goals.”

Student Employee
Building Engineering
“My job has helped me better understand what it means to be responsible in the workplace”

“I've made a lot of connections and learned how to take responsibility for my work as well as how to be a strong employee and move up in the workplace!”

Student Employee
Titan Recreation

“I have learned that leadership and responsibility are major factors that contribute to being successful as an individual and a team.”

Student Employee
Titan Recreation
The following tables compare the results of the May 2013, May 2014, and May 2015 ASI Surveys. Statements in bold signify a survey response of 75% or higher or of 4.0 or higher (4 correlating to “Agree” and 5 correlating to “Strongly Agree”) across all three assessment years. Shaded statements show a consistent or improving trend over the three assessment years.

### Percentage of respondents indicating “agree’ or “strongly agree”

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>% AGREE / STRONGLY AGREE (4 OR 5 RATING) ASI 2013 (n=121)</th>
<th>% AGREE / STRONGLY AGREE (4 OR 5 RATING) ASI 2014 (n=93)</th>
<th>% AGREE / STRONGLY AGREE (4 OR 5 RATING) ASI 2015 (n=144)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My job has helped me learn more about career options</td>
<td>52%</td>
<td>54%</td>
<td>58%</td>
</tr>
<tr>
<td>My job has helped prepare me for the world of full-time employment</td>
<td>60%</td>
<td>53%</td>
<td>67%</td>
</tr>
<tr>
<td>My job has helped me develop more effective time management skills</td>
<td>78%</td>
<td>76%</td>
<td>86%</td>
</tr>
<tr>
<td>My job has helped me improve my oral communication skills</td>
<td>89%</td>
<td>84%</td>
<td>88%</td>
</tr>
<tr>
<td>My job has helped me improve my written communication skills</td>
<td>41%</td>
<td>44%</td>
<td>51%</td>
</tr>
<tr>
<td>My job has helped me develop critical thinking skills to form opinions and solve problems</td>
<td>82%</td>
<td>71%</td>
<td>85%</td>
</tr>
<tr>
<td><strong>Because of my job, I am more able to work effectively with individuals with a variety of backgrounds, experiences, and cultures</strong></td>
<td>88%</td>
<td>86%</td>
<td>88%</td>
</tr>
<tr>
<td>My job has helped me develop conflict resolution skills</td>
<td>79%</td>
<td>72%</td>
<td>76%</td>
</tr>
<tr>
<td>My supervisor helps me make connections between my work and my life as a student</td>
<td>69%</td>
<td>67%</td>
<td>70%</td>
</tr>
<tr>
<td>I can see connections between my job and my academic coursework (major or GE)</td>
<td>60%</td>
<td>49%</td>
<td>59%</td>
</tr>
<tr>
<td>Statement</td>
<td>Mean 2013</td>
<td>Mean 2014</td>
<td>Mean 2015</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>My job has helped me become more comfortable with working independently</td>
<td>83%</td>
<td>84%</td>
<td>87%</td>
</tr>
<tr>
<td>My job has helped me recognize times when working with others can create a better outcome</td>
<td>83%</td>
<td>80%</td>
<td>85%</td>
</tr>
<tr>
<td>My job has helped me deal more effectively with situations of uncertainty</td>
<td>81%</td>
<td>73%</td>
<td>76%</td>
</tr>
<tr>
<td>My job has helped me learn how to recover from disappointments</td>
<td>64%</td>
<td>65%</td>
<td>62%</td>
</tr>
<tr>
<td>My job has helped me better understand what it means to be responsible in the workplace</td>
<td>86%</td>
<td>83%</td>
<td>87%</td>
</tr>
</tbody>
</table>

### Average rating for each statement

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mean ASI 2013 (n=121)</th>
<th>Mean ASI 2014 (n=93)</th>
<th>Mean ASI 2015 (n=144)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My job has helped me learn more about career options</td>
<td>3.6</td>
<td>3.5</td>
<td>3.2</td>
</tr>
<tr>
<td>My job has helped prepare me for the world of full-time employment</td>
<td>3.7</td>
<td>3.6</td>
<td>3.7</td>
</tr>
<tr>
<td>My job has helped me develop more effective time management skills</td>
<td>4.1</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>My job has helped me improve my oral communication skills</td>
<td>4.4</td>
<td>4.3</td>
<td>4.0</td>
</tr>
<tr>
<td>My job has helped me improve my written communication skills</td>
<td>3.1</td>
<td>3.3</td>
<td>2.7</td>
</tr>
<tr>
<td>My job has helped me develop critical thinking skills to form opinions and solve problems</td>
<td>4.2</td>
<td>4.0</td>
<td>3.8</td>
</tr>
<tr>
<td>Because of my job, I am more able to work effectively with individuals with a variety of backgrounds, experiences, and cultures</td>
<td>4.4</td>
<td>4.5</td>
<td>4.1</td>
</tr>
<tr>
<td>Statement</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>My job has helped me develop conflict resolution skills</td>
<td>4.2</td>
<td>4.0</td>
<td>3.8</td>
</tr>
<tr>
<td>My supervisor helps me make connections between my work and my life as a student</td>
<td>3.9</td>
<td>3.9</td>
<td>3.8</td>
</tr>
<tr>
<td>I can see connections between my job and my academic coursework (major or GE)</td>
<td>3.7</td>
<td>3.4</td>
<td>3.4</td>
</tr>
<tr>
<td>My job has helped me become more comfortable with working independently</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>My job has helped me recognize times when working with others can create a better outcome</td>
<td>4.2</td>
<td>4.2</td>
<td>4.4</td>
</tr>
<tr>
<td>My job has helped me deal more effectively with situations of uncertainty</td>
<td>4.1</td>
<td>4.1</td>
<td>4.1</td>
</tr>
<tr>
<td>My job has helped me learn how to recover from disappointments</td>
<td>3.9</td>
<td>3.9</td>
<td>3.8</td>
</tr>
<tr>
<td>My job has helped me better understand what it means to be responsible in the workplace</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
</tr>
</tbody>
</table>
CONCLUSION

Reviewing and comparing the results of the three surveys, it is clear that the ASI program is achieving many of the desired results of the IOWA GROW™ program.

Of the 15 questions asked on the ASI Student Employee Survey:

- 6 out of 15 categories have seen 75% or greater of “agree” or “strongly agree” responses over the three assessment years
- Over the three assessment years, all categories have received a mean score of 3.1 or greater, with the exception of one category in one assessment year

Moving forward, ASI will continue looking at the deliberate interactions between supervisors and employees, as well as defining additional ways to create opportunities for student assessment, reflection, and connection. ASI will also continue to monitor the following questions:

- Are students making connections between what they are learning in the classroom and what they are learning on the job?
- What areas are our strengths?
- What areas need additional support/training to better serve our students?

Based on feedback received, ASI will look for ways to offer additional training for supervisors in areas where improvement is desired.
APPENDIX A

The following pages contain a sample three month ASI student employment assessment form. Both the student employee version and the supervisor/manager version are included.

Please note that the student employee version contains two additional open-ended reflection questions at the end of the assessment not included on the supervisor/manager form. These questions are included to help student employees make deliberate connections between their jobs and the ASI Student Involvement Outcomes.
3 Month - Student  Employee Form

Manager:  
Reviewer:  

Overall Rating: N/A

Instructions

Guidelines for Performing an Evaluation
At the three month review, it is expected that at least five of the Student Involvement Outcomes will receive a review in the Training Zone (1-5).

At the six month review, it is expected that at least three of the Student Involvement Outcomes will receive a review in the Training Zone (1-5).

At the annual review, it is expected that at least one of the Student Involvement Outcomes will receive a review in the Training Zone (1-5).

Review Scale

1 = Training: N/A
Too new to evaluate or no basis to evaluate.

2 = Training: Does Not Meet Expectations
Does not meet standards not accepts responsibilities of job.

3 = Training: Needs Improvement
Work is incomplete, incorrect or confusing, not meeting objectives or volume of work expected.

4 = Training: Still Training
Maintains standards, shows improvement, is moving toward competency.

5 = Training: Effective
Has learned skills and competencies of position, though performance is not consistent.

6 = Competency: Competent
Completes all work assigned, understands all aspects of position, is productive and utilizes time well.

7 = Competency: Meets Expectations
Is accurate, thorough, well organized and effective. Follows through on assignments, anticipating needs and develops solutions.

8 = Competency: Sometimes Exceeds Expectations
Sets high standard for work and strives for high quality in completing assignments.

9 = Competency: Consistently Exceeds Standards and Expectations
Consistently exceeds expectations. Puts forth extra effort to ensure high quality work product.

10 = Competency: Outstanding
Strong, positive force in work group. consistently has exceptional output of assignments. Completes work beyond scope of normal work.
Questions

1. **Responsibility/Accountability:** Makes appropriate decisions; accepts consequences of actions; meets expectations and commitments; takes responsibility for own learning. Is on time to job as scheduled.

_____________________________________________________________________________________
_____________________________________________________________________________________

2. **Independence/Interdependence:** Determines appropriately when to act alone and when to work/consult with others; initiates action and effectively engages others to enhance outcomes; adapts behavior as appropriate.

_____________________________________________________________________________________
_____________________________________________________________________________________

3. **Goal Orientation:** Manages energy and behavior to accomplish assignments; demonstrates effective planning and purposeful behavior; does not allow distractions to prevent timely completion of tasks.

_____________________________________________________________________________________
_____________________________________________________________________________________

4. **Self Confidence/Humility:** Maintains/projects optimistic view; expects the best from self and others; knows strengths and weaknesses; shows interest in learning about others; able to help others adapt to new situations.

_____________________________________________________________________________________
_____________________________________________________________________________________

5. **Resilience:** Recovers/learns from set-backs or errors and continues to work successfully; works through disappointments/errors by understanding their causes, repairing them, and avoiding them in the future.

_____________________________________________________________________________________
_____________________________________________________________________________________

6. **Appreciation of Differences:** Works effectively with others, despite differences; recognizes advantages of moving outside of comfort zone; conveys an appreciation and respect for diversity and others’ values/beliefs.

_____________________________________________________________________________________
_____________________________________________________________________________________

16
7. **Tolerance of Ambiguity:** Demonstrates intellectual and emotional ability to perform in complicated environments and under conditions of uncertainty.

_____________________________________________________________________________________
_____________________________________________________________________________________

8. **Communication:** Communicates well, engages customers appropriately, strives to solve customer concerns.

_____________________________________________________________________________________
_____________________________________________________________________________________

**Non-Rated Questions**

1. Reflect on the 7 Student Involvement Outcomes and provide an example of a success you are encountering with one of them on the job.

_____________________________________________________________________________________
_____________________________________________________________________________________

2. Reflect on the 7 Student Involvement Outcomes and provide an example of a challenge you are encountering with one of them on the job.

_____________________________________________________________________________________
_____________________________________________________________________________________

**Overall Rating**

Rating:

Reviewer:

Reviewer Signature: ________________________________

Date: ________________________________
**Employee Review**

### 3 Month - Student Manager Form

<table>
<thead>
<tr>
<th>Review Period:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status:</td>
</tr>
<tr>
<td>Manager:</td>
</tr>
<tr>
<td>Reviewer:</td>
</tr>
</tbody>
</table>

**Overall Rating: N/A**

**Instructions**

**Guidelines for Performing an Evaluation**

At the three month review, it is expected that at least five of the Student Involvement Outcomes will receive a review in the Training Zone (1-5).

At the six month review, it is expected that at least three of the Student Involvement Outcomes will receive a review in the Training Zone (1-5).

At the annual review, it is expected that at least one of the Student Involvement Outcomes will receive a review in the Training Zone (1-5).

**Review Scale**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1      | Training: N/A  
   Too new to evaluate or no basis to evaluate. |
| 2      | Training: Does Not Meet Expectations  
   Does not meet standards not accepts responsibilities of job. |
| 3      | Training: Needs Improvement  
   Work is incomplete, incorrect or confusing, not meeting objectives or volume of work expected. |
| 4      | Training: Still Training  
   Maintains standards, shows improvement, is moving toward competency. |
| 5      | Training: Effective  
   Has learned skills and competencies of position, though performance is not consistent. |
| 6      | Competency: Competent  
   Completes all work assigned, understands all aspects of position, is productive and utilizes time well. |
| 7      | Competency: Meets Expectations  
   Is accurate, thorough, well organized and effective. Follows through on assignments, anticipating needs and develops solutions. |
| 8      | Competency: Sometimes Exceeds Expectations  
   Sets high standard for work and strives for high quality in completing assignments. |
| 9      | Competency: Consistently Exceeds Standards and Expectations.  
   Consistently exceeds expectations. Puts forth extra effort to ensure high quality work product. |
| 10     | Competency: Outstanding  
   Strong, positive force in work group. consistently has exceptional output of assignments. Completes work beyond scope of normal work. |
Questions

1. **Responsibility/Accountability:** Makes appropriate decisions; accepts consequences of actions; meets expectations and commitments; takes responsibility for own learning. Is on time to job as scheduled.

2. **Independence/Interdependence:** Determines appropriately when to act alone and when to work/consult with others; initiates action and effectively engages others to enhance outcomes; adapts behavior as appropriate.

3. **Goal Orientation:** Manages energy and behavior to accomplish assignments; demonstrates effective planning and purposeful behavior; does not allow distractions to prevent timely completion of tasks.

4. **Self Confidence/Humility:** Maintains/projects optimistic view; expects the best from self and others; knows strengths and weaknesses; shows interest in learning about others; able to help others adapt to new situations.

5. **Resilience:** Recovers/learns from set-backs or errors and continues to work successfully; works through disappointments/errors by understanding their causes, repairing them, and avoiding them in the future.

6. **Appreciation of Differences:** Works effectively with others, despite differences; recognizes advantages of moving outside of comfort zone; conveys an appreciation and respect for diversity and others' values/beliefs.
7. **Tolerance of Ambiguity:** Demonstrates intellectual and emotional ability to perform in complicated environments and under conditions of uncertainty.

_____________________________________________________________________________________

_____________________________________________________________________________________

8. **Communication:** Communicates well, engages customers appropriately, strives to solve customer concerns.

_____________________________________________________________________________________

_____________________________________________________________________________________

**General Comments**


**Overall Rating**

Rating:

Reviewer:

Reviewer Signature:  

Date:  

Employee Signature:  

Date:
The following pages contain a sample of the online ASI Student Employee Survey sent out in May 2015.

**ASI Student Employee Survey: May 2015**

**Question 1:** How long have you been employed with a department of ASI (ASI Offices, Titan Student Union, Student Recreation Center, Children’s Center)?

**Answer Choices:**
- One semester or less
- Between one semester and one year
- Between one and two years
- More than two years

**Question 2:** Thinking about your work as a student employee, please rate your agreement with the following statements (1=strongly disagree to 5=strongly agree).

1. My job has helped me learn more about career options.
2. My job has helped prepare me for the world of full-time employment.
3. My job has helped me develop more effective time management skills.
4. My job has helped me improve my oral communication skills.
5. My job has helped me improve my written communication skills.
6. My job has helped me develop critical thinking skills to form opinions and solve problems.
7. Because of my job, I am more able to work effectively with individuals with a variety of backgrounds, experiences, and cultures.
8. My job has helped me develop conflict resolution skills.
9. My supervisor helps me make connections between my work and my academic life as a student.
10. I can see connections between my job and my academic coursework (major or GE).
11. My job has helped me become more comfortable working independently.
12. My job has helped me recognize times when working with others can create a better outcome.
13. My job has helped me deal more effectively with situations of uncertainty.
14. My job has helped me learn how to recover from disappointments.
15. My job has helped me better understand what it means to be responsible in the workplace.

**Question 3:** Students sometimes find connections between what they are learning in the classroom and what they’ve learned on the job. How often have you had conversations with your supervisor about connections between your job and your academics/coursework?

**Answer Choices:**
- Never
- Rarely
- Sometimes
- Frequently
Question 4: How many times per semester have you had conversations about your academic progress with your supervisor?

Answer Choices:
• Never
• Less than once per semester
• Once per semester
• Twice per semester
• More than twice per semester

Question 5: Please describe one specific way your work as a student employee has positively influenced your experience at Cal State Fullerton. If you do not feel your work has had a positive influence, please answer N/A.

Question 6: Please describe one specific skill you have learned as a student employee that contributes to your success as a Cal State Fullerton student. If you do not feel you have learned any skills as a student employee that contribute to your success, please answer N/A.

Question 7: What/which department(s) do you work in?

Answer Choices:
• Titan Recreation (All Areas Including Bowl & Billiards)
• ASI Executive Offices
• Children's Center
• Building Engineering
• TSU Operations
• Marketing, Communications, and Design (Includes Graphics)
• Information & Services
• ASI/TSC Administration & Accounting
• ASI Human Resources
• University Conference Center
• Information Technology
• ASI Leader & Program Development
APPENDIX C

The following page contains a sample of the flyer promoting the survey.
HAVE YOU COMPLETED THE

ASI STUDENT

EMPLOYEE

SURVEY?

Give us your feedback and help shape ASI for the student employees of today and tomorrow!

Check your email* for the survey invitation.

*INVITE SENT TO THE EMAIL THAT HR HAS ON FILE