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 lead 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 645 staff, interns, and volunteers on average during the fall and spring semesters. In spring 2013, ASI employed:

- 42 Interns
- 59 Professional Staff Members
- 162 Student Volunteers
- 382 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.
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.

“As an employee I have learned more about my school. That has contributed to my success as a student, because I know all about the resources that our campus has to offer.”

Student Employee Leader and Program Development
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?

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.

- 325 survey requests were sent via the student’s school email address
- 129 surveys started (40% response rate)
- 116 surveys completed (36% response rate)
- Respondents represented all ASI departments

A sample survey is included in Appendix B.
The following table displays the results of the May 2013 ASI Survey. The 10 statements highlighted below were taken directly from the IOWA GROW™ program assessment. Statements highlighted in light orange signify an average response of 4.1 or higher (4 correlating to “Agree” and 5 correlating to “Strongly Agree”). The three statements highlighted in dark orange 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>51.6%</td>
<td>3.6</td>
</tr>
<tr>
<td>My job has helped prepare me for the world of full-time employment</td>
<td>60.0%</td>
<td>3.7</td>
</tr>
<tr>
<td>My job has helped me develop more effective time management skills</td>
<td>77.5%</td>
<td>4.1</td>
</tr>
<tr>
<td>My job has helped me improve my oral communication skills</td>
<td>89.1%</td>
<td>4.4</td>
</tr>
<tr>
<td>My job has helped me improve my written communication skills</td>
<td>40.8%</td>
<td>3.1</td>
</tr>
<tr>
<td>My job has helped me develop critical thinking skills to form opinions and solve problems</td>
<td>81.6%</td>
<td>4.2</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>87.5%</td>
<td>4.4</td>
</tr>
<tr>
<td>My job has helped me develop conflict resolution skills</td>
<td>79.2%</td>
<td>4.2</td>
</tr>
<tr>
<td>My supervisor helps me make connections between my work and my life as a student</td>
<td>70.0%</td>
<td>3.9</td>
</tr>
<tr>
<td>I can see connections between my job and my academic coursework (major or GE)</td>
<td>60.0%</td>
<td>3.7</td>
</tr>
<tr>
<td>My job has helped me become more comfortable with working independently</td>
<td>83.3%</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>82.5%</td>
<td>4.2</td>
</tr>
<tr>
<td>My job has helped me deal more effectively with situations of uncertainty</td>
<td>80.8%</td>
<td>4.1</td>
</tr>
<tr>
<td>My job has helped me learn how to recover from disappointments</td>
<td>64.2%</td>
<td>3.9</td>
</tr>
<tr>
<td>My job has helped me better understand what it means to be responsible in the workplace</td>
<td>85.9%</td>
<td>4.4</td>
</tr>
</tbody>
</table>
The following graphs and free responses take a deeper look at the three survey statements that received the highest average agreement response rate in the survey. All achieved a mean score of 4.4.

**MY JOB HAS HELPED ME IMPROVE MY ORAL COMMUNICATION SKILLS**

"I am a very introverted person and working here has enhanced my communication skills and made it easier to speak with strangers and carry on a conversation."

Student Employee - Information & Services

"I have learned communication skills, especially with children, and also conflict resolution. It contributes to my success as a student because I can think more critically and through others’ perspectives better."

Student Employee - Children’s Center

"Working at the Titan Pride Center has helped improve my verbal communication. I had to talk to people during each one of my shifts either at the desk or tabling around campus. This helped me become more comfortable talking to and in front of people in class."

Student Employee - Leader and Program Development
“I have learned how to deal with a variety of students in one setting. Some of the attendees were extroverted while others were very shy and secluded. Being able to reach both audiences was an important aspect of what made the Pub shows so successful.”

Student Employee - ASI Productions

“I have learned to better work with a group and how to put our ideas together to complete a job.”

Student Employee - Titan Student Union Operations

“It has helped me live a healthier lifestyle. I also enjoyed working with people from all different backgrounds.”

Student Employee - Titan Recreation
"It has taught me responsibility."

Student Employee - Titan Student Union Operations

“I’ve learned to be impeccable with what I say, always be proactive, and take full responsibility for my actions.”

Student Employee - Titan Recreation

“The job experience provided me with leadership and management skills that made me a more desirable grad school candidate.”

Student Employee - Marketing, Communications, & Design
The following tables compare the results of the May 2013 ASI Survey to the results of the 09/10 and 10/11 IOWA GROW™ assessments. Statements highlighted in light orange signify an average ASI Survey response of 4.0 or higher (4 correlating to “Agree” and 5 correlating to “Strongly Agree”). Statements highlighted in dark orange received a higher agreement response rate in the ASI administered survey compared to both the 09/10 and 10/11 results of IOWA GROW™.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>% Agree/ Strongly Agree (4 or 5 Rating) ASI 12/13</th>
<th>% Agree/ Strongly Agree (4 or 5 Rating) IOWA GROW 09/10*</th>
<th>% Agree/ Strongly Agree (4 or 5 Rating) IOWA GROW 10/11**</th>
</tr>
</thead>
<tbody>
<tr>
<td>My job has helped me learn more about career options</td>
<td>52%</td>
<td>54%</td>
<td>30%</td>
</tr>
<tr>
<td>My job has helped prepare me for the world of full-time employment</td>
<td>60%</td>
<td>54%</td>
<td>62%</td>
</tr>
<tr>
<td>My job has helped me develop more effective time management skills</td>
<td>78%</td>
<td>100%</td>
<td>76%</td>
</tr>
<tr>
<td>My job has helped me improve my oral communication skills</td>
<td>89%</td>
<td>100%</td>
<td>78%</td>
</tr>
<tr>
<td>My job has helped me improve my written communication skills</td>
<td>41%</td>
<td>69%</td>
<td>16%</td>
</tr>
<tr>
<td>My job has helped me develop critical thinking skills to form opinions and solve problems</td>
<td>82%</td>
<td>77%</td>
<td>70%</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>88%</td>
<td>83%</td>
<td>82%</td>
</tr>
<tr>
<td>My job has helped me develop conflict resolution skills</td>
<td>79%</td>
<td>69%</td>
<td>74%</td>
</tr>
<tr>
<td>My supervisor helps me make connections between my work and my life as a student</td>
<td>70%</td>
<td>77%</td>
<td>60%</td>
</tr>
<tr>
<td>I can see connections between my job and my academic coursework (major or GE)</td>
<td>60%</td>
<td>69%</td>
<td>56%</td>
</tr>
</tbody>
</table>

* IOWA GROW Pilot Year
** University Libraries student employees added to the program
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mean ASI 12/13</th>
<th>Mean IOWA GROW 09/10*</th>
<th>Mean IOWA GROW 10/11**</th>
</tr>
</thead>
<tbody>
<tr>
<td>My job has helped me learn more about career options</td>
<td>3.6</td>
<td>3.6</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>4.3</td>
<td>4.0</td>
</tr>
<tr>
<td>My job has helped me improve my oral communication skills</td>
<td>4.4</td>
<td>4.8</td>
<td>4.0</td>
</tr>
<tr>
<td>My job has helped me improve my written communication skills</td>
<td>3.1</td>
<td>4.0</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>4.3</td>
<td>4.1</td>
</tr>
<tr>
<td>My job has helped me develop conflict resolution skills</td>
<td>4.2</td>
<td>3.9</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>4.1</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>3.7</td>
<td>3.4</td>
</tr>
</tbody>
</table>

* IOWA GROW Pilot Year

** University Libraries student employees added to the program
Reviewing the results of the survey and comparing ASI student employee responses to those in the IOWA GROW™ program, it is clear that the ASI program is achieving many of the same desired results as IOWA GROW™.

Of the 10 questions asked on both the ASI Student Employment Survey and IOWA GROW™:

• 30% of ASI response categories received a greater mean score than the same IOWA GROW™ category in 2009/10 and 2010/11
• 50% of ASI response categories received a mean score of 4 or higher
• 90% of ASI response categories received a greater mean score than the same IOWA GROW™ category in 2010/11 (only)
• 100% of ASI response categories received a mean score of 3.1 or higher

Moving forward, ASI will continue looking at the deliberate interactions between supervisor and employee, 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.
The following pages contain a sample three month ASI student employment assessment form. Both the student employee version and the supervisor/manager version is 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.

Employee Review

**3 Month - Student**

**Employee Form**

Review Period: ______________________________

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.

   __________________________________________
   __________________________________________
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: ____________________________________________

THIRTEEN
Employee Review

3 Month - Student Manager 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.
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.

_____________________________________________________________________________________
_____________________________________________________________________________________

FIFTEEN
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 2013.

**ASI Student Employee Survey**

Thank you for your work as a student employee with Associated Students, CSUF, Inc. We are interested in how your job has helped you learn skills related to your success now and in the future. Please take the time to complete this short survey.

**1. How long have you been employed with a department of Associated Students, Inc. (ASI Offices, Titan Student Union, Student Recreation Center, Children’s Center, etc.)?**

- [ ] One semester or less
- [ ] Between one semester and one year
- [ ] Between one and two years
- [ ] More than two years
## ASI Student Employee Survey

### 2. Think about your work as a student employee and rate your agreement with the following statements (1=strongly disagree to 5=strongly agree)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>My job has helped me learn more about career options</td>
<td></td>
</tr>
<tr>
<td>My job has helped prepare me for the world of full-time employment</td>
<td></td>
</tr>
<tr>
<td>My job has helped me develop more effective time management skills</td>
<td></td>
</tr>
<tr>
<td>My job has helped me improve my oral communication skills</td>
<td></td>
</tr>
<tr>
<td>My job has helped me improve my written communication skills</td>
<td></td>
</tr>
<tr>
<td>My job has helped me develop critical thinking skills to form opinions and solve problems</td>
<td></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></td>
</tr>
<tr>
<td>My job has helped me develop conflict resolution skills</td>
<td></td>
</tr>
<tr>
<td>My supervisor helps me make connections between my work and my life as a student</td>
<td></td>
</tr>
<tr>
<td>I can see connections between my job and my academic coursework (major or GE)</td>
<td></td>
</tr>
<tr>
<td>My job has helped me become more comfortable with working independently</td>
<td></td>
</tr>
<tr>
<td>My job has helped me recognize times when working with others can create a better outcome</td>
<td></td>
</tr>
<tr>
<td>My job has helped me deal more effectively with situations of uncertainty</td>
<td></td>
</tr>
<tr>
<td>My job has helped me learn how to recover from</td>
<td></td>
</tr>
</tbody>
</table>
ASI Student Employee Survey

disappointments
My job has helped me better understand what it means to be responsible in the workplace

*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?

- Never
- Rarely
- Sometimes
- Frequently

*4. 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.


*5. 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.


NINETEEN
ASI Student Employee Survey

*6. What/which department(s) do you work in?

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