



## ASI Student Involvement Outcomes

Report 2007-2008

### **Background/Overview**

In 2006, the ASI initiated a student learning outcome assessment program based upon work done by the University of Minnesota-Twin Cities which outlined seven outcomes of a student's engagement in the programs and services of the student affairs division. The ASI has adopted these seven outcomes as Student Involvement Outcomes (SIO), stating that students involved in the programs and services of the ASI develop and demonstrate achievement in: responsibility and accountability, independence and interdependence, goal orientation, self-confidence/humility, resilience, appreciation of differences and tolerance of ambiguity. The target for the SIO program is both student employees and student leaders.

### **Student Involvement Outcomes**

A student involved in the activities, programs and services of the Associated Students, CSUF, Inc. develops and demonstrates achievement in the following:

#### **Responsibility and Accountability**

- Makes appropriate decisions regarding his/her own behavior
- Recognizes and accepts consequences of actions
- Meets agreed upon expectations
- Follows through on commitments
- Accepts responsibility for personal errors
- Takes responsibility for his/her own learning

#### **Independence and Interdependence**

- Determines appropriately when to act alone and when to work or consult with others
- Demonstrates ability to initiate action and effectively engage others to enhance outcomes
- Works with minimum supervision whether it be alone or within a group
- Adapts behavior as appropriate in response to team or organization needs

#### **Goal Orientation**

- Manages energy and behavior to accomplish specific outcomes
- Possesses and maintains sufficient motivation to achieve goals
- Understands how to use his/her talents and skills to contribute to the betterment of society
- Demonstrates effective planning and purposeful behavior
- Does not allow distractions to prevent timely completion of tasks
- Pushes self, when needed, to accomplish goals

#### **Self-Confidence/Humility**

- Maintains and projects optimistic perspective
- Expects the best from self and others
- Assesses and articulates accurately (when appropriate) personal strengths and weaknesses
- Shows interest in learning about others and their accomplishments
- Demonstrates ability to help others adapt to new situations

## **Resilience**

- Recovers from disappointment or bad experience and continues to work successfully
- Learns from a bad experience and recovers
- Works through disappointments (i.e., what caused them, what can be done to avoid them next time, and what can be done to repair them now)

## **Appreciation of Differences**

- Works effectively with others, despite differences; can respectfully discuss differences with others
- Recognizes advantages of moving outside existing “comfort zone”
- Seeks out others with different backgrounds and/or perspectives to improve decision making
- Appreciates the importance of diversity and conveys this value to others
- Understands and respects the values and beliefs of others

## **Tolerance of Ambiguity**

- Demonstrates intellectual and emotional ability to perform in complicated environments and the absence of standard operating procedures
- Can work under conditions of uncertainty

\*adopted from *Student Success Outcomes*, University of Minnesota, Office of Student Affairs and *Learning Reconsidered: A Campus-Wide Focus on the Student Experience*, NASPA and ACPA

## **Data Collection Methods:**

### *ASI Student Employees*

- Throughout the year, all departments within the ASI participated in measuring student learning outcomes for student employees within their specific areas, as part of an organization wide effort. The methodology used included start-of-position assessments (both self-assessments and assessments performed by the student employee’s supervisor) in seven outcome categories. These categories covered specific skill sets, such as: responsibility & accountability; independence & interdependence; resilience; goal orientation; self-confidence and humility; tolerance of ambiguity; and appreciation of differences. These specific assessment skill sets were incorporated into student employee position descriptions and performance evaluation tools, in an effort to reinforce the desired learning objectives.

### *ASI Student Leaders*

- Student leaders are introduced to the ASI Student Involvement Outcomes during the orientation to their new positions and during their training retreats. At the start of each month, they focus a portion of their council, board or program meeting on that month’s ASI Student Involvement Outcome of the Month. The student leaders are assessed (360 Degrees: student, peers, advisors) in their development of the seven ASI Student Involvement Outcomes. The methodology used to evaluate the student leaders includes a pre-assessment, pre-assessment, end-of-semester assessment, and end-of-year assessment.

### *Camp Titan*

- Camp Titan engages student volunteers as camp counselors and program staff for a one-week residential camp program. These volunteers participate in approximately 28 hours of training over the course of the spring semester. After the camp week in June, a survey is sent out to each

of the volunteers asking them to self evaluate on each of the seven ASI Student Involvement Outcomes.

**Results**

*ASI Student Employees*

The following is a representation of some of the important data from the ASI Student Involvement Outcomes Program for student assistants (employees). The Student Assistant Assessment is a combination of learning and performance evaluations in which the student undertakes a self evaluation while the supervisor evaluates the student in specified intervals: three months then every six months thereafter. For each ASI Student Involvement Outcome, the results compare the student self evaluation with the supervisor evaluation on the highest skills developed and the lowest skills developed throughout the two years. The following is preliminary interpretation of raw data which represents mean score on a 5 point scale with 1= never and 5=always and n=163.

***Responsibility and Accountability***

Highest Skill Developed:

Recognizes and accepts the consequences of actions taken	3 months	6 months:	Annual:
Supervisor	4.57	4.70	4.76
Student	4.59	4.68	4.81

Lowest Skill Developed:

Completes tasks and assignments correctly and in a timely manner	3 months:	6 months:	Annual
Supervisor	4.35	4.45	4.43
Student	4.34	4.51	4.38

***Independence and Interdependence***

Highest Skill Developed:

Determines appropriate times to act alone and when to consult supervisor/co-workers	3 months:	6 months:	Annual:
Supervisor	4.39	4.49	4.57
Student	4.36	4.44	4.43

Lowest Skill Developed:

Takes initiative in obtaining skills and knowledge necessary for position	3 months:	6 months:	Annual:
Supervisor	4.45	4.38	4.43
Student	4.38	4.37	4.14

***Goal Orientation***

Highest Skill Developed:

Able to extend self, when necessary to accomplish goals	3 months:	6 months:	Annual:
Supervisor	4.57	4.48	4.52
Student	4.42	4.47	4.48

Lowest Skill Developed:

Does not allow distractions to prevent timely completion of works	3 months:	6 months:	Annual:
Supervisor	4.11	4.08	4.10
Student	4.13	4.08	3.90

***Self-Confidence/Humility***

Highest Skill Developed:

Expects the best from self and others	3 months:	6 months:	Year End:
Supervisor	4.64	4.58	4.81
Student	4.54	4.60	4.62

Lowest Skill Developed:

Communicates effectively verbally and non-verbally with customers and co-workers	3 months:	6 months:	Year End:
Supervisor	4.39	4.52	4.33
Student	4.36	4.46	4.24

***Resilience***

Highest Skill Developed:

Learns from mistakes and willing to accept constructive criticism	3 months:	6 months:	Year End:
Supervisor	4.66	4.66	4.71
Student	4.61	4.67	4.38

Lowest Skill Developed:

Assesses cause of negative experience and learns how to prevent it from recurring	3 months:	6 months:	Year End:
Supervisor	4.66	4.58	4.19
Student	4.43	4.56	4.14

***Appreciation of Differences***

Highest Skill Developed:

Works with and relates to people from different backgrounds	3 months:	6 months:	Year End:
Supervisor	4.77	4.81	5.00
Student	4.71	4.87	4.67

Lowest Skill Developed:

Recognizes advantages of moving outside existing comfort zone when interacting with others	3 months:	6 months:	Year End:
Supervisor	4.45	4.84	4.90
Student	4.42	4.66	4.29

***Tolerance of Ambiguity***

Highest Skill Developed:

Willing to try new tasks/ideas and/or make a decision without assurance of success or improvement	3 months:	6 months:	Year End:
Supervisor	4.43	4.50	4.52

Student	4.38	4.46	4.33
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Lowest Skill Developed:

Able to work in a complex environment and complete tasks without specific guidelines	3 months:	6 months:	Year End:
Supervisor	4.31	4.49	4.48
Student	4.22	4.47	4.24

*ASI Student Leaders*

This year a pilot program was conducted with the ASI Productions team assessing the student leaders vis-à-vis the ASI Student Involvement Outcomes. This modified 360 degree review compares the student leader's self evaluation with peer evaluation, the student director of the program, and the advisor. The following is preliminary interpretation of raw data which represents mean score on a 5 point scale with 1= never and 5=always and n=12.

Highest ASI Student Involvement Outcome Developed:

Appreciation of Differences	Pre	Fall Semester	Fall Semester	Fall Semester	Fall Semester
Skill:	Student:	Student:	Peers:	Admin. Director:	Advisor:
Works with and relates to people from different backgrounds	4.93	4.93	4.91	4.81	4.42
Demonstrates interest in learning about others	4.93	4.93	4.82	4.82	4.42
Seeks out others with different backgrounds/ perspectives in decision making process	4.71	4.71	4.82	4.78	4.42

Lowest ASI Student Involvement Outcome Developed:

Goal Orientation	Pre	Fall Semester	Fall Semester	Fall Semester	Fall Semester
Skill:	Student:	Student:	Peers:	Admin. Director:	Advisor:
Demonstrates effective planning and organization	4.21	4.21	4.91	4.91	4.17

to prioritize and achieve goals					
Sustains motivational level to accomplish goals	4.50	4.50	4.73	4.73	4.25
Does not allow distractions to prevent timely completion of work	4.07	4.07	4.73	4.73	4.17
Pushes self to learn new skills, when necessary, to accomplish goals	4.29	4.29	4.82	4.82	4.17

### *Camp Titan*

The following is preliminary interpretation of raw data which represents mean score on a 5 point scale with 1= never and 5=always and n=25.

#### Responsibility and Accountability

The results show us that 76% of the Camp Titan counselors were able to develop the skill of making plans and following through on commitments. A Camp Titan counselor commented that “Camp Titan helped me further develop my responsibility and accountability skills.”

#### Independence and Interdependence

76% of the Camp Titan counselors always felt that they were able to initiate and develop relationships with individuals such as peers, campers, and supervisors. Also, the Camp Titan counselors said that Camp Titan helped them to grow as an individual while working in an environment with others.

#### Goal Orientation:

The results show that 60% of the Camp Titan counselors were able to demonstrate effective planning and organization to prioritize and achieve goals. Also, the Camp Titan counselors were always pushing themselves to learn new skills, when necessary, to accomplish goals.

#### Self-Confidence and Humility:

88% of the Camp Titan counselors developed the skill of expecting the best from self and others. One of the Camp Titan counselors commented “I gained much more self confidence during the training sessions and the week of camp than any other experience.”

#### Resilience:

The results show that 76% of the Camp Titan counselors were always willing to accept constructive feedback.

#### Appreciation of Differences:

84% of the Camp Titan counselors were able to develop the skill of working with and relating to people from different backgrounds.

#### Tolerance of Ambiguity:

The results show that 60% of the Camp Titan counselors were willing to try new tasks/ideas and/or make a decision without being aware of the outcome.

## **Limitation**

### *ASI Student Employee*

- The number of surveys received for each student was not a full cycle from 3 months to annual.

### *ASI Student Leaders*

- Low responses rate from student leaders.

### *Camp Titan*

- Low responses rate from camp counselors.

## **Future Goals**

### *ASI Student Employee*

- Provide supervisors weekly e-mail training materials for departmental discussions about the ASI Student Involvement outcome.
- Work with Human Resources to make sure all student employee assessments are turned in on a regular basis.

### *ASI Student Leaders*

- Implement and widen the ASI Involvement Outcomes program to more student leaders.

### *Camp Titan*

- Provide camp counselors reminders to fill out assessments online.