



## ASI Student Involvement Outcomes

Report 2009-2010

### **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 preliminary interpretation of raw data which represents mean score on a 5 point scale with 1= never and 5=always and n=323.

### *Responsibility and Accountability*

#### Highest Skill Developed:

Recognizes and accepts the consequences of actions taken	Pre:	3 months:	6 months:	Annual:
Supervisor	3	4.58	4.71	4.91
Student	4	4.70	4.77	4.82

#### Lowest Skill Developed:

Makes appropriate decisions to handle assorted responsibilities	Pre:	3 months:	6 months:	Annual:
Supervisor	3.33	4.19	4.41	4.27
Student	4.33	4.33	4.50	4.36

### *Independence and Interdependence*

#### Highest Skill Developed:

Works with minimum supervision alone or in a group	Pre:	3 months:	6 months:	Annual:
Supervisor	4	4.43	4.53	4.55
Student	4.33	4.50	4.60	4.73

#### Lowest Skill Developed:

Initiates and develops relationships with individuals, including co-workers/supervisors	Pre:	3 months:	6 months:	Annual:
Supervisor	3	4.45	4.64	4.73
Student	4.33	4.46	4.67	4.73

### *Goal Orientation*

#### Highest Skill Developed:

Does not allow distractions to prevent timely completion of works	Pre:	3 months:	6 months:	Annual:
Supervisor	3	4.23	4.23	4.09
Student	3.33	4.23	4.19	4.27

#### Lowest Skill Developed:

Able to extend self, when necessary to accomplish goals	Pre:	3 months:	6 months:	Annual:
Supervisor	3	4.57	4.66	4.55
Student	4.33	4.59	4.62	4.73

*Self-Confidence/Humility*

Highest Skill Developed:

Communicates effectively verbally and non-verbally with customers and co-workers	Pre:	3 months:	6 months:	Annual:
Supervisor	3	4.43	4.73	4.73
Student	3.67	4.34	4.57	4.91

Lowest Skill Developed:

Displays poise and self-assurance without seeming egotistical	Pre:	3 months:	6 months:	Annual:
Supervisor	4	4.53	4.57	4.45
Student	4.33	4.45	4.58	4.64

*Resilience*

Highest Skill Developed:

Learns from mistakes and willing to accept constructive criticism	Pre:	3 months:	6 months:	Annual:
Supervisor	3	4.48	4.68	4.73
Student	4	4.53	4.70	4.82

Lowest Skill Developed:

Bounces back after disappointments	Pre:	3 months:	6 months:	Annual:
Supervisor	5	4.56	4.51	4.45
Student	4.33	4.59	4.57	4.55

*Appreciation of Differences*

Highest Skill Developed:

Recognizes advantages of moving outside existing comfort zone when interacting with others	Pre:	3 months:	6 months:	Annual:
Supervisor	3	4.52	4.67	4.55
Student	4	4.52	4.65	4.73

Lowest Skill Developed:

Demonstrates interest in learning about others	Pre:	3 months:	6 months:	Annual:
Supervisor	3.67	4.52	4.70	4.64
Student	4	4.56	4.65	4.82

*Tolerance of Ambiguity*

Highest Skill Developed:

Able to work in a complex environment and complete tasks without specific guidelines	Pre:	3 months:	6 months:	Annual:
Supervisor	3	4.30	4.47	4.55
Student	4.33	4.30	4.49	4.55

Lowest Skill Developed:

Can work under conditions of uncertainty	Pre:	3 months:	6 months:	Annual:
Supervisor	4	4.34	4.50	4.27

Student	4.67	4.37	4.47	4.45
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### ASI Student Leaders

This year this program was conducted with the ASI Productions, Association for Inter-Cultural Awareness, and Titan Tusk Force, Lobby Corps, Executive Staff, Board of Directors, and TSC Governing Board 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=62.

#### Highest ASI Student Involvement Outcome Developed:

Tolerance of Ambiguity	Pre	Fall Semester	Fall Semester	Fall Semester	Fall Semester	Annual Semester	Annual Semester	Annual Semester	Annual Semester
Skill:	Student:	Student:	Peers:	Admin. Director:	Advisor:	Student:	Peers:	Admin. Director:	Advisor:
Completes tasks and assignments correctly and in a timely manner	4.36	4.30	4.61	4.25	3.68	4.51	4.42	4.16	4.45
Initiates and develops relationships with individuals (peers, advisors, constituents)	4.45	4.45	4.62	4.29	4.18	4.60	4.46	4.41	4.50
Does not allow distractions to prevent timely completion of work	3.85	4.14	4.52	4.02	3.59	4.07	4.31	4.16	4.32
Maintains an optimistic perspective	4.25	4.55	4.64	4.41	3.91	4.42	4.43	4.48	4.45
Bounces back after disappointments	4.33	4.55	4.75	4.29	4.09	4.49	4.42	4.36	4.68
Seeks out others with different backgrounds/ perspectives in decision making process	4.38	4.52	4.66	4.31	4.45	4.47	4.56	4.27	4.64
Able to work without specific guidelines	4.09	4.52	4.64	4.14	3.68	4.37	4.41	4.30	4.23

#### Lowest ASI Student Involvement Outcome Developed:

Responsibility and Accountability	Pre	Fall Semester	Fall Semester	Fall Semester	Fall Semester	Annual Semester	Annual Semester	Annual Semester	Annual Semester
Skill:	Student:	Student:	Peers:	Admin. Director:	Advisor:	Student:	Peers:	Admin. Director:	Advisor:
Accepts responsibility for errors made	4.64	4.59	4.68	4.27	3.91	4.72	4.48	4.39	4.55
Knows when to act alone and when to consult	4.42	4.55	4.64	4.18	3.73	4.40	4.47	4.18	4.32

advisors/peers									
Pushes self to learn new skills, when necessary, to accomplish goals	4.49	4.50	4.61	4.37	3.68	4.65	4.45	4.23	4.45
Has realistic sense of personal strengths and weaknesses	4.43	4.52	4.63	4.14	3.86	4.47	4.39	4.18	4.45
Willing to accept constructive feedback	4.60	4.64	4.71	4.24	3.95	4.70	4.48	4.43	4.59
Demonstrates interest in learning about others	4.65	4.73	4.66	4.51	4.45	4.67	4.59	4.57	4.64
Can work under conditions of uncertainty	4.24	4.50	4.64	4.00	3.73	4.40	4.37	4.11	4.27

### *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=32.

#### Responsibility and Accountability

The results show that 81.3% of the Camp Titan counselors were able to make plans and follow through on commitments.

#### Independence and Interdependence

75% of the Camp Titan counselors always felt that they were able to initiate and develop relationships with individuals such as peers, campers, and supervisors.

#### Goal Orientation:

The results show that 68.8% of the Camp Titan counselors were always pushing themselves to learn new skills, when necessary, to accomplish goals.

#### Self-Confidence and Humility:

87.5% of the Camp Titan counselors developed the skill of expecting the best from self and others.

#### Resilience:

The results show that 65.6% of the Camp Titan counselors were able to practice understanding the cause of negative experience and learning how to prevent it from recurring.

#### Appreciation of Differences:

84.4% of the Camp Titan counselors were able to work with and relate to people from different backgrounds.

#### Tolerance of Ambiguity:

The results show that 68.8% of the Camp Titan counselors were willing to try new tasks/ideas and/or make a decision without being aware of outcome.

## **Limitation**

### *ASI Student Employee*

- Unable to identify 6 month assessments from 1<sup>st</sup> 6 month to every 6 months.

### *ASI Student Leaders*

- The timing of taking the assessment was taken at different times which caused a low response back from the students online.

### *Camp Titan*

- No limitations. Goals were met this year.

## **Future Goals**

### *ASI Student Employee*

- Need a revision of the instrument to include department, a number attached to the six-month review (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>), and an expansion of the five-point scale to a ten-point scale

### *ASI Student Leaders*

- Design a plan to capture student leaders at the beginning of their experience, the end of the fall semester and the end of the spring semester in order to provide feedback from the self/peer assessment.

### *Camp Titan*

- Incorporate monthly discussions to highlight a ASI Student Involvement Outcome each month.