



ASI Student Involvement Outcomes

Report 2010-2011

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

Student Assistants Summary 2010-2011

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: at the three month mark, 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 this academic year. The following is preliminary interpretation of raw data which represents mean score on a 10 point scale with 1= never and 10=always and n=242.

Responsibility and Accountability

Highest Skill Developed:

	3 months:	6 month(1) :	6 month(2):	6 month (3):	6 month (4):
Completes tasks and assignments correctly and in a timely manner					
Supervisor	8.27	8.87	8.35	8.93	8.79
Student	8.68	8.87	8.53	8.86	10.68

Lowest Skill Developed:

	3 months:	6 month(1) :	6 month(2):	6 month (3):	6 month (4):
Plans and Follows through on commitments set by supervisor					
Supervisor	8.49	8.91	8.24	8.98	8.79
Student	9.18	9.02	8.74	8.98	9.10

Independence and Interdependence

Highest Skill Developed:

	3 months:	6 month(1) :	6 month(2):	6 month (3):	6 month (4):
Takes initiative in obtaining skills and knowledge necessary for position					
Supervisor	8.06	8.65	8.21	8.95	8.79
Student	8.72	9.04	8.76	9.10	9.15

Lowest Skill Developed:

	3 months:	6 month(1) :	6 month(2):	6 month (3):	6 month (4):
Works with minimum supervision alone or in a group					
Supervisor	8.34	8.94	8.35	9.23	8.77
Student	8.86	9.26	8.88	9.30	8.92

Goal Orientation

Highest Skill Developed:

	3 months:	6 month(1) :	6 month(2):	6 month (3):	6 month (4):
Able to extend self, when necessary to accomplish goals					
Supervisor	8.17	9.06	8.82	9.14	9.10
Student	8.89	9.15	8.82	9.21	9.05

Lowest Skill Developed:

	3 months:	6 month(1) :	6 month(2):	6 month (3):	6 month (4):
Does not allow distractions to prevent timely completion of work					
Supervisor	7.97	8.37	7.64	8.44	8.38
Student	8.33	8.48	8.03	8.51	8.35

Self-Confidence/Humility

Highest Skill Developed:

	3 months:	6 month(1) :	6 month(2):	6 month (3):	6 month (4):
Expects the best from self and others					
Supervisor	8.39	8.89	8.41	9.07	8.77
Student	9.03	9.15	8.94	9.30	9.17

Lowest Skill Developed:

	3 months:	6 month(1) :	6 month(2):	6 month (3):	6 month (4):
Displays poise and self-assurance without seeming egotistical					
Supervisor	8.39	8.87	8.41	9.12	8.74
Student	8.97	9.04	8.76	9.05	8.85

Resilience

Highest Skill Developed:

Bounces back after disappointments	3 months:	6 month(1) :	6 month(2):	6 month (3):	6 month (4):
Supervisor	8.19	8.72	8.41	8.81	8.79
Student	8.76	8.91	8.68	8.86	8.88

Lowest Skill Developed:

Balances classes, work, volunteer activities, and personal commitments	3 months:	6 month(1) :	6 month(2):	6 month (3):	6 month (4):
Supervisor	8.41	8.69	8.21	8.81	8.72
Student	8.69	8.85	8.44	8.91	8.70

Appreciation of Differences

Highest Skill Developed:

Recognizes advantages of moving outside existing comfort zone when interacting with others	3 months:	6 month(1) :	6 month(2):	6 month (3):	6 month (4):
Supervisor	8.27	8.89	8.29	9.00	8.92
Student	8.90	8.91	8.97	9.21	9.15

Lowest Skill Developed:

Works with and relates to people from different backgrounds	3 months:	6 month(1) :	6 month(2):	6 month (3):	6 month (4):
Supervisor	8.86	9.19	8.82	9.35	9.28
Student	9.39	9.44	9.18	9.44	9.33

Tolerance of Ambiguity

Highest Skill Developed:

Can work under conditions of uncertainty	3 months:	6 month(1) :	6 month(2):	6 month (3):	6 month (4):
Supervisor	7.85	8.71	8.29	9.00	8.72
Student	8.46	8.91	8.71	9.21	8.77

Lowest Skill Developed:

Willing to try new tasks/ideas and /or make a decision without assurance of success or improvement	3 months:	6 month(1) :	6 month(2):	6 month (3):	6 month (4):
Supervisor	8.21	8.81	8.21	8.81	8.72
Student	8.86	9.06	9.68	8.93	9.00

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, and the student director of the program. The following is preliminary interpretation of raw data which represents mean score on a 10 point scale with 1= never and 10=always and n=46.

Highest ASI Student Involvement Outcome Developed:

	Pre	Fall Semester	Fall Semester	Fall Semester	Annual Semester	Annual Semester	Annual Semester
Skill:	Student:	Student:	Peers:	Admin.	Student:	Peers:	Admin.

				Director:			Director:
Makes appropriate decisions to handle assorted responsibilities	8.71	8.89	9.09	8.79	9.03	9.04	9.08
Works with minimum supervision	8.83	9.03	9.12	8.88	9.21	9.13	9.15
Does not allow distractions to prevent timely completion of work	8.34	8.55	8.83	8.42	8.52	9.05	8.92
Displays poise and self-assurance without seeming egotistical	8.90	9.24	8.99	9.17	9.24	9.02	9.15
Bounces back after disappointments	8.78	8.97	9	9.05	9.14	9.14	9.33
Seeks out others with different backgrounds/perspectives in decision making process	9	9.42	9.12	9.17	9.17	9.18	9.31
Able to work without specific guidelines	8.61	8.84	8.92	8.58	8.93	9.09	9.23

Lowest ASI Student Involvement Outcome Developed:

	Pre	Fall Semester	Fall Semester	Fall Semester	Annual Semester	Annual Semester	Annual Semester
Skill:	Student:	Student:	Peers:	Admin. Director:	Student:	Peers:	Admin. Director:
Recognizes and accepts the consequences of actions taken	9.20	9.42	9.13	8.96	9.38	9.06	9.38
Takes initiative in obtaining skills and knowledge necessary for position	9	9.03	9.17	8.79	9.21	9.12	9.08
Sustains motivational level	8.98	8.92	9.18	8.92	8.90	9.06	9.00

to accomplish goals							
Maintains an optimistic perspective	9.29	8.97	9.18	9.08	9.21	9.06	9
Willing to accept constructive feedback	9.27	9.39	9.03	9	9.38	9.01	9.46
Understands and respects the values and beliefs of others	9.56	9.68	9.27	9.54	9.59	9.36	9.46
Willing to try new tasks/ideas and/or make a decision without being aware of outcome	8.95	8.89	9.05	8.96	9.24	9.08	9.31

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

78.1% of the Camp Titan counselors develop the skill of accepting responsibility for their errors.

Independence and Interdependence

78.1% 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 81.3% 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 71.9% 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 understand and respect the values and beliefs of others.

Limitation

ASI Student Employee

- The supervisor and student ratings are similar.

ASI Student Leaders

- The student leaders, peers, and administrator director ratings are similar.

Camp Titan

- No limitation. Goals were met this year.

Future Goals

ASI Student Employee

- Provide feedback of the student assistant assessment to each department within ASI.
- Implement a guide to for supervisors and student assistants to review before filling out the assessment.

ASI Student Leaders

- Design an easy to read form for student leaders to review their results from the assessment.

Camp Titan

- Continue to incorporate monthly discussions to highlight an ASI Student Involvement Outcome during the trainings.