### Strengths Impact Model

#### Student Characteristics
- Descriptors that do not change (e.g., demographics)
- Factors in making college choice
- Expectations about college experience
- High school involvement
- Factors in making other decisions (i.e., living on-campus)

#### Strengths Engagement
- Intervention in environment
- Impact
- Involvement with
- Enthusiasm for

#### Scales/Measures
- Academic self-efficacy
- Engagement (social, academic, civic)
- Appreciation of diversity/difference
- Sense of belonging
- Hope

#### Institutional & Individual Student Outcomes
- Academic success (GPA)
- Retention
- Graduation
- Student satisfaction
- Career satisfaction
- Student learning & development outcomes

#### DESCRIPTORS/METHODOLOGY:

**Developed in August 2011 by:**
- Tim Hodges, Gallup Organization
- Ron Huesman, Office for Institutional Research
- Jerry Rinehart, Office for Student Affairs

**Input from:**
- Members of the Strengths Research and Assessment Committee
- Laura Coffin Koch, Undergraduate Education
- Robin Stablerfeld, Office for Student Engagement

**Assessment Focus: To measure Strengths engagement**
- Did students take StrengthsFinder?
- How did students interact with it?
- What types of interventions did the U provide?
- With whom did students interact with around their Strengths?
- Have Strengths interactions and experiences positively contributed to the student experience?

**Assessment Tools: Scales/Measures**

Plan to use following scales or measures embedded in the survey methods in the next box:
- Strengths Awareness Measure
- Hope scale
- Academic Self-Efficacy scale
- Gallup Student Engagement Measure
- Cooperative Institutional Research Program – freshman survey
- Student Experience in the Research University survey

**Permission has been granted to use all scales/measures**

**References:**

### Possible Target Groups

**Year 1:**
- Students enrolled in the 1001 level Leadership Minor course
- Residence hall students (T erritorial & Frontier v. others)
- Students in Access to Success (CLA, CEHD, CFANS)
- Career courses
- Students enrolled in Freshman Seminars
- Student Leavers Data(mid-year and year-long)**
- Previous cohorts with no Strengths engagement**
- New students who did not take assessment**

**Year 2 and Beyond: (Potential Target Groups)**
- Students using Multicultural Center for Academic Excellence
- Community Engagement Scholars
- Students who work on-campus
- International students
- College of Biological Sciences – Hope Study
- Assess impact with those using/applying Strengths (staff, faculty)
- Center for Academic Planning and Exploration
- Transfer students
- Students who learn abroad
- Continue Year 1 target groups

**Would not assign a scale or measure but would add Strengths information to the current analysis process.**

Many of these subgroups can be filtered out on the SERU and NSSE.