



ASGA SG EFFECTIVENESS TEST

Expanded 13-Question Assessment

HOW TO TAKE THE TEST

For each item, choose the answer that best describes your Student Government right now.

Unless an item gives you specific factual choices, rate yourself on this scale:

Be honest. The purpose of this assessment is to identify where your SG is strong and where it can improve.

At the end of each section, add the four A–D scores. The test converts that score to the section's appropriate weight.

SCORE	MEANING
0	Not in place
1	Very weak
2	Weak
3	Adequate
4	Strong
5	Excellent

BEFORE YOU BEGIN

Fill in your information below, then complete every section that follows.

SG / Institution Name

Date Completed

Your Name

Your Role

e.g., President, Officer, Senator, Member, Advisor, Administrator, Student

The Score and section-total boxes throughout this test fill in automatically as you click your answers, when this form is opened in Adobe Acrobat or Adobe Reader. In other PDF viewers (including Apple Preview), those same boxes are still fully fillable — just enter the numbers yourself.

1. DO YOU REALLY REPRESENT STUDENTS?

Representation & Student Voice

10 POINTS

This test places representation, election participation and student credibility at the heart of SG effectiveness.

A. VOTER PARTICIPATION

What percentage of eligible students voted in your most recent SG election?

0 — Less than 5%

1 — 5–9%

2 — 10–14%

3 — 15–19%

4 — 20–29%

5 — 30% or more

Score: / 5

B. CAMPUS REPRESENTATION

How meaningfully does your SG participate in important campus decisions?

0 — Little or no meaningful involvement

1 — Very limited involvement

2 — Some involvement, but largely symbolic

3 — Regular involvement in important campus discussions

4 — Meaningful influence on significant student issues

5 — Campus leaders routinely seek SG's input on major student and institutional issues

Score: / 5

C. STUDENT ACCESS

How easily can an ordinary student communicate with your SG?

0 — Students generally don't know how to reach us

1 — Very limited access

2 — Students can reach us, but access is inconsistent

3 — Students have several reliable ways to contact us

4 — SG actively makes itself accessible

5 — Students clearly know how to reach SG and receive timely responses

Score: / 5

D. ONGOING STUDENT VOICE

How consistently does your SG seek student input throughout the year?

0 — Rarely or never

1 — Primarily during elections or when problems arise

2 — Informal conversations with some students

3 — Periodic surveys, outreach or feedback

4 — Regular student outreach and feedback

5 — Student input is continuously used to establish priorities and evaluate SG's work

Score: / 5

YOUR REPRESENTATION & STUDENT VOICE SCORE

A + B + C + D = / 20

Divide by 2

REPRESENTATION & STUDENT VOICE: / 10

PROVE IT: Describe your election turnout, major campus committees, ways students contact SG and how you regularly gather student input.

2. DO YOU SURVEY YOUR STUDENTS?

Student Research & Feedback

10 POINTS

The test distinguishes between relying on personal opinions and systematically learning what students actually think.

A. FREQUENCY

How regularly does your SG systematically seek student feedback?

- 0 — Never or almost never
 - 1 — Rarely
 - 2 — Occasionally
 - 3 — Periodically
 - 4 — Regularly throughout the year
 - 5 — We have an intentional, ongoing student research program
- Score: / 5

B. QUALITY OF RESEARCH

How rigorous are your surveys and other student research methods?

- 0 — No organized research
 - 1 — Almost entirely personal opinions and conversations
 - 2 — Informal polls or basic surveys
 - 3 — Reasonably structured surveys or organized feedback
 - 4 — Sound survey methods and appropriate sampling
 - 5 — Scientifically designed research, often with faculty or professional assistance
- Score: / 5

C. REACH

How broadly does your SG gather student input?

- 0 — Primarily SG members and friends
- 1 — A very small number of students
- 2 — Several groups but limited reach

- 3 — Hundreds of students or multiple campus populations
 - 4 — A large and reasonably representative portion of students
 - 5 — Large, representative samples of the student body
- Score: / 5

D. USE OF DATA

How much does student research influence what your SG actually does?

- 0 — We rely almost entirely on assumptions
 - 1 — Research rarely affects decisions
 - 2 — Feedback occasionally influences decisions
 - 3 — Research influences some priorities
 - 4 — Research regularly guides priorities and decisions
 - 5 — Student data is central to determining what SG works on and evaluating success
- Score: / 5

YOUR STUDENT RESEARCH & FEEDBACK SCORE

A + B + C + D = / 20

Divide by 2

STUDENT RESEARCH & FEEDBACK: **/ 10**

PROVE IT: Describe your surveys, sample sizes, methods, frequency, results and examples of how student research changed what your SG did.

3. ARE YOU ORGANIZED, PROFESSIONAL & RESPONSIBLE?

Organizational Excellence

10 POINTS

An effective SG should be responsive, organized, professional and dependable.

A. RESPONSIVENESS

How quickly does your SG respond to students, administrators and others?

- 0 — Important inquiries frequently go unanswered
 - 1 — Responses are often significantly delayed
 - 2 — Follow-up is inconsistent
 - 3 — Most inquiries receive a reasonable response
 - 4 — Responses are generally prompt and professional
 - 5 — SG consistently responds promptly and follows through until matters are resolved
- Score: / 5

B. MEETINGS

How professionally does your SG conduct its meetings?

- 0 — Frequently disorganized, poorly attended or unproductive
 - 1 — Serious problems with attendance or procedure
 - 2 — Significant inconsistencies
 - 3 — Meetings generally function adequately
 - 4 — Meetings are organized, productive and professional
 - 5 — Meetings consistently demonstrate excellent preparation, participation and procedure
- Score: / 5

C. ORGANIZATION

How well does your SG maintain records, files and institutional information?

- 0 — Important information is frequently lost
 - 1 — Records are seriously incomplete
 - 2 — Records exist but are difficult to find or use
 - 3 — Basic records are maintained and accessible
 - 4 — Records are well organized and current
 - 5 — SG has an excellent system for maintaining institutional knowledge for current and future leaders
- Score: / 5

D. PROFESSIONAL IMAGE

How professionally does your SG represent itself?

- 0 — Frequently perceived as unprofessional
 - 1 — Professionalism regularly damages credibility
 - 2 — Professionalism is inconsistent
 - 3 — SG generally behaves professionally
 - 4 — SG consistently presents a professional and credible image
 - 5 — SG is widely respected for its professionalism, maturity and responsibility
- Score: / 5

YOUR ORGANIZATIONAL EXCELLENCE SCORE

A + B + C + D = / 20

Divide by 2

ORGANIZATIONAL EXCELLENCE: / 10

PROVE IT: Describe your communication, meetings, records, attendance, follow-through and professional practices.

4. DO YOU NETWORK WITH YOUR PEERS?

Learning Beyond Your Campus

10 POINTS

Effective SGs learn from other Student Governments rather than operating in isolation.

A. COMMUNICATION WITH OTHER SGs

How regularly does your SG communicate with Student Governments at other institutions?

- 0 — Never
- 1 — Rarely
- 2 — Occasionally
- 3 — Periodically
- 4 — Regularly
- 5 — We maintain an active network of peer SGs

Score: / 5

B. STATE, REGIONAL & NATIONAL INVOLVEMENT

How involved are you with statewide, regional or national SG organizations?

- 0 — None
- 1 — Awareness only
- 2 — Limited participation
- 3 — Periodic participation
- 4 — Active participation
- 5 — We regularly participate, contribute and learn through multiple organizations or networks

Score: / 5

C. TRAINING & CONFERENCES

How actively does your SG participate in leadership training, conferences, workshops or retreats?

- 0 — None
- 1 — Rarely
- 2 — Occasionally
- 3 — At least one meaningful opportunity each year
- 4 — Multiple opportunities each year
- 5 — Training and professional development are an ongoing part of SG operations

Score: / 5

D. SHARING BEST PRACTICES

How often does your SG actively seek ideas from other SGs?

- 0 — Never
- 1 — Almost never
- 2 — Occasionally
- 3 — Sometimes
- 4 — Regularly
- 5 — We systematically study peer SGs and adapt successful ideas to our campus

Score: / 5

YOUR LEARNING BEYOND YOUR CAMPUS SCORE

A + B + C + D = / 20

Divide by 2

LEARNING BEYOND YOUR CAMPUS: / 10

PROVE IT: List conferences, organizations, peer SGs and examples of ideas you have adopted from elsewhere.

5. DO YOU HAVE A TRANSITION PLAN?

Continuity & Institutional Memory

5 POINTS

The original test emphasizes transition manuals, shadowing and preserving institutional knowledge.

A. TRANSITION DOCUMENTATION

How well documented is the knowledge needed to succeed in each SG position?

- 0 — No meaningful documentation
- 1 — Scattered information held by individuals
- 2 — Some basic materials
- 3 — Most important positions have useful information
- 4 — Nearly every major position has a detailed guide
- 5 — Every major position has a current, detailed transition manual

Score: / 5

B. OFFICER-TO-OFFICER TRANSITION

How effectively do outgoing officers transfer knowledge to incoming officers?

- 0 — Little or no transition
- 1 — Occasional conversation
- 2 — Some successor meetings
- 3 — Formal transition meetings generally occur
- 4 — Structured transition and shadowing are common
- 5 — Incoming leaders systematically shadow outgoing leaders and receive comprehensive transition

Score: / 5

C. TRAINING

How intentionally does your SG train new and current members?

- 0 — No training
- 1 — Basic orientation only
- 2 — Occasional training
- 3 — Some formal training
- 4 — Regular, intentional training

5 — Ongoing, structured training throughout the year

Score: / 5

D. INSTITUTIONAL MEMORY

How well does your SG preserve knowledge from one administration to the next?

0 — Each administration starts over

1 — Very little knowledge survives

2 — Some information is passed forward

3 — Important information is generally retained

4 — Strong systems preserve institutional knowledge

5 — Successors inherit a detailed history of projects, contacts, decisions, successes and failures

Score: / 5

YOUR CONTINUITY & INSTITUTIONAL MEMORY SCORE

A + B + C + D = / 20

Divide by 4

CONTINUITY & INSTITUTIONAL MEMORY: / 5

PROVE IT: Describe your transition manuals, shadowing, training, position files and other systems for transferring knowledge.

6. DO YOU HAVE STRONG GOVERNING DOCUMENTS?

Constitution, Bylaws & Election Codes

5 POINTS

Strong governing documents provide stability and clarity without requiring constant rewriting.

A. QUALITY

How strong and understandable are your governing documents?

0 — Major problems

1 — Serious weaknesses

2 — Several significant problems

3 — Generally functional

4 — Strong and clear

5 — Exceptionally clear, comprehensive and sound

Score: / 5

B. ACCESSIBILITY

How easily can SG members and students access your governing documents?

0 — Difficult or impossible to find

- 1 — Only a few people know where they are
 - 2 — Access is inconsistent
 - 3 — Members can generally access them
 - 4 — Easily accessible to members
 - 5 — Current documents are readily accessible to members and students
- Score: / 5

C. COMPLIANCE

How consistently does your SG follow its constitution, bylaws and election rules?

- 0 — Frequently operates outside them
 - 1 — Compliance is poor
 - 2 — Compliance is inconsistent
 - 3 — Generally follows them
 - 4 — Consistently follows them
 - 5 — SG decisions and procedures consistently reflect them
- Score: / 5

D. STABILITY

How stable are your governing documents?

- 0 — Constantly rewritten
 - 1 — Major amendments almost every year
 - 2 — Amendments are frequent
 - 3 — Necessary amendments periodically occur
 - 4 — Amendments are rare and purposeful
 - 5 — Documents are strong and stable, requiring only rare, deliberate changes
- Score: / 5

YOUR CONSTITUTION, BYLAWS & ELECTION CODES SCORE

A + B + C + D = / 20

Divide by 4

CONSTITUTION, BYLAWS & ELECTION CODES: / 5

PROVE IT: *Identify the date of your last major revision, significant weaknesses and how SG members understand and follow the documents.*

7. ARE YOU WILLING TO SACRIFICE?

Commitment & Work Ethic

5 POINTS

Effective SGs require commitment throughout the organization, not simply from the president and executive board.

A. ATTENDANCE

How consistently do SG members attend meetings and required activities?

- 0 — Attendance is poor
- 1 — Frequently inconsistent
- 2 — Many members are unreliable
- 3 — Most members participate regularly
- 4 — Attendance is consistently strong
- 5 — Nearly everyone reliably participates

Score: / 5

B. FOLLOW-THROUGH

How consistently do members complete the work they accept?

- 0 — Many assignments are abandoned
- 1 — Follow-through is frequently poor
- 2 — Inconsistent
- 3 — Most assignments are completed
- 4 — Members reliably complete responsibilities
- 5 — Members consistently take ownership and deliver results

Score: / 5

C. COMMITMENT BEYOND MEETINGS

How much effort do members contribute beyond required meetings?

- 0 — Very little
- 1 — One or two people do nearly everything
- 2 — A small core contributes additional effort
- 3 — Many members contribute beyond meetings
- 4 — Most members regularly contribute
- 5 — Strong commitment is evident throughout the organization

Score: / 5

D. SHARED RESPONSIBILITY

How broadly is the workload distributed?

- 0 — One or two people do nearly everything
- 1 — Executive officers do almost everything
- 2 — Some responsibilities are shared
- 3 — Work is reasonably distributed
- 4 — Most members have meaningful responsibilities
- 5 — The entire organization takes ownership for SG success

Score: / 5

YOUR COMMITMENT & WORK ETHIC SCORE

A + B + C + D = / 20

Divide by 4

COMMITMENT & WORK ETHIC: / 5

PROVE IT: Explain how work is distributed among your president, officers, senators, committees and other members.

8. DO YOU PUT YOUR GROUP ABOVE YOURSELF?

Servant Leadership

5 POINTS

Student Government is public service. Effective leaders share opportunities, responsibility and credit.

A. SERVICE

How strongly do SG leaders put student and organizational interests ahead of personal interests?

- 0 — Personal interests frequently come first
- 1 — Personal interests often influence decisions
- 2 — Leaders struggle to separate personal and organizational interests
- 3 — Leaders are generally service-oriented
- 4 — Leaders consistently put students and SG first
- 5 — A strong servant-leadership culture exists throughout SG

Score: / 5

B. SHARING OPPORTUNITIES

How well does leadership share opportunities with newer and less-experienced members?

- 0 — Opportunities are concentrated among a few leaders
- 1 — Newer members rarely receive opportunities
- 2 — Some opportunities are shared
- 3 — Opportunities are generally available
- 4 — Leaders intentionally develop newer members
- 5 — Developing future leaders is a deliberate part of SG culture

Score: / 5

C. SHARING CREDIT

How does your SG handle recognition for accomplishments?

- 0 — Individuals routinely seek personal credit
- 1 — Credit is usually concentrated among top leaders
- 2 — Credit is inconsistently shared
- 3 — Credit is generally shared
- 4 — SG regularly recognizes teams and contributors

5 — Leaders consistently put organizational achievement ahead of personal recognition

Score: / 5

D. DELEGATION

How effectively do SG leaders give others meaningful responsibility?

0 — Leaders control nearly everything

1 — Very little responsibility is delegated

2 — Some tasks are delegated

3 — Responsibilities are reasonably shared

4 — Members have substantial ownership

5 — Delegation is deliberately used to develop leaders and strengthen SG

Score: / 5

YOUR SERVANT LEADERSHIP SCORE

A + B + C + D = / 20

Divide by 4

SERVANT LEADERSHIP: / 5

PROVE IT: Describe examples of leaders sharing opportunities, recognition, responsibility and leadership experiences.

9. DO YOU TAKE YOUR ADVISOR'S ADVICE?

Advisor Partnership

5 POINTS

Effective SGs make intelligent use of their advisor's experience, institutional knowledge and expertise.

A. ACCESS

How regularly does your SG seek your advisor's input?

0 — Rarely or never

1 — Only during serious problems

2 — Occasionally

3 — Periodically

4 — Regularly

5 — Advisor input is intentionally built into major SG decisions and projects

Score: / 5

B. EXPERTISE

How effectively does your SG use your advisor's institutional knowledge and expertise?

0 — Rarely used

- 1 — Occasionally ask for information
 - 2 — Used in limited situations
 - 3 — Regularly used when appropriate
 - 4 — Advisor is an important source of institutional knowledge
 - 5 — SG deliberately uses the advisor's experience and expertise to make better decisions
- Score: / 5

C. RECEPTIVENESS

How seriously does your SG consider advice, even when leaders disagree?

- 0 — Advice is generally ignored
 - 1 — Advice is often dismissed
 - 2 — Advice is considered inconsistently
 - 3 — Advice is generally considered
 - 4 — Leaders seriously evaluate recommendations
 - 5 — SG consistently seeks, considers and learns from experienced counsel
- Score: / 5

D. ADVISOR RELATIONSHIP

How strong and constructive is the SG-advisor relationship?

- 0 — Adversarial or dysfunctional
 - 1 — Frequently difficult
 - 2 — Functional but inconsistent
 - 3 — Generally positive and productive
 - 4 — Strong and collaborative
 - 5 — Trusted, candid, constructive and highly productive
- Score: / 5

YOUR ADVISOR PARTNERSHIP SCORE

A + B + C + D = / 20

Divide by 4

ADVISOR PARTNERSHIP: **/ 5**

PROVE IT: *Describe how frequently you meet with your advisor, what role the advisor plays and examples of advice that influenced SG decisions.*

10. DO YOU HAVE A SIGNATURE PROGRAM?

Tangible Student Impact & Respect

10 POINTS

The test determines if students know and respect SG because of something tangible that the organization does for them.

A. STUDENT VALUE

How valuable is your signature program, service or resource to students?

- 0 — No meaningful student-facing program
 - 1 — Very limited value
 - 2 — Limited value to a small group
 - 3 — Meaningful benefit
 - 4 — Significant value to many students
 - 5 — Highly visible and meaningful benefit students genuinely value
- Score: / 5

B. STUDENT AWARENESS

How well do students know that SG provides the program?

- 0 — Almost no students know
 - 1 — Very few know
 - 2 — Some students know
 - 3 — Many students know
 - 4 — A large portion recognize the program and its SG connection
 - 5 — SG is strongly identified with the program across campus
- Score: / 5

C. STUDENT USE

How extensively do students actually use or benefit from the program?

- 0 — Little or no use
 - 1 — Very limited use
 - 2 — Some use
 - 3 — Meaningful use by a portion of students
 - 4 — Broad use across campus
 - 5 — Very substantial or campus-wide use
- Score: / 5

D. IMPACT & RECOGNITION

Does the program improve students' perception of SG?

- 0 — No evidence of impact
 - 1 — Little positive recognition
 - 2 — Some students recognize the benefit
 - 3 — Noticeable positive recognition
 - 4 — Important source of positive SG recognition
 - 5 — Major reason students know, value and respect SG
- Score: / 5

YOUR TANGIBLE STUDENT IMPACT & RESPECT SCORE

A + B + C + D = / 20

Divide by 2

TANGIBLE STUDENT IMPACT & RESPECT: / 10

PROVE IT: Name the program, explain what it does, how many students use it and how you know students connect it with SG.

11. DO YOU FOCUS ON WINNABLE ISSUES?

Priorities, Results & Influence

10 POINTS

Effective SGs focus their energy on important issues where they have a realistic opportunity to produce results.
Recommendation: concentrate on no more than three major issues at a time.

A. FOCUS

How focused is your SG on a manageable number of major priorities?

- 0 — We have no meaningful priorities
 - 1 — We have many competing priorities
 - 2 — Too many projects for our resources
 - 3 — Several identifiable priorities
 - 4 — A focused group of major priorities
 - 5 — We deliberately concentrate on a small number—generally no more than three—major priorities
- Score: / 5

B. WINNABILITY

How realistic are your priorities given your authority, resources and time?

- 0 — Most priorities are unrealistic
 - 1 — Many are largely outside our control
 - 2 — Some are realistic, others are not
 - 3 — Most are reasonably achievable
 - 4 — Priorities are deliberately selected based on our resources and authority
 - 5 — SG consistently chooses issues where it has a credible path to a tangible win
- Score: / 5

C. PROGRESS

How consistently does your SG move its priorities forward?

- 0 — Little or no progress
- 1 — Mostly discussion, little action
- 2 — Some activity but inconsistent progress

- 3 — Steady progress
- 4 — Strong measurable progress
- 5 — SG consistently turns priorities into tangible action and results

Score: / 5

D. RESULTS

How many meaningful wins can your SG point to?

- 0 — No meaningful accomplishments
- 1 — One or two minor accomplishments
- 2 — Some accomplishments with limited impact
- 3 — Several meaningful accomplishments
- 4 — Multiple significant wins
- 5 — Major, tangible accomplishments that students recognize and SG can clearly demonstrate

Score: / 5

YOUR PRIORITIES, RESULTS & INFLUENCE SCORE

A + B + C + D = / 20

Divide by 2

PRIORITIES, RESULTS & INFLUENCE: / 10

PROVE IT: List your three most important current priorities, explain why each is winnable and identify measurable progress or completed wins.

12. DO YOU MAKE SG FUN?

Morale, Camaraderie & Retention

10 POINTS

An effective SG should be serious about its responsibilities without becoming an organization that members don't enjoy being part of.

A. MORALE

How would you describe morale within your SG?

- 0 — Very poor
- 1 — Frequently negative
- 2 — Often weak
- 3 — Generally positive
- 4 — Strong
- 5 — Highly positive and energized

Score: / 5

B. RECOGNITION

How consistently does your SG recognize members for their contributions?

- 0 — Rarely or never
 - 1 — Very occasionally
 - 2 — Occasionally
 - 3 — Periodically
 - 4 — Regularly
 - 5 — Recognition is an intentional part of SG culture
- Score: / 5

C. TEAM BUILDING

How intentionally does your SG build relationships outside formal business?

- 0 — Almost never
 - 1 — Rarely
 - 2 — Occasionally
 - 3 — Periodically
 - 4 — Regularly
 - 5 — Purposeful social activities, retreats and team-building are built into the SG year
- Score: / 5

D. BELONGING & RETENTION

Do members feel that they belong and want to remain involved?

- 0 — Members frequently disengage or leave
 - 1 — Retention is a significant problem
 - 2 — Many members drift away
 - 3 — Most members remain reasonably engaged
 - 4 — Members generally enjoy being involved
 - 5 — SG creates a strong sense of belonging that helps recruit, motivate and retain members
- Score: / 5

YOUR MORALE, CAMARADERIE & RETENTION SCORE

A + B + C + D = / 20

Divide by 2

MORALE, CAMARADERIE & RETENTION: / 10

PROVE IT: *Describe your retreats, social activities, recognition practices, team-building and other ways you build morale.*

13. DO YOU HAVE VISION?

Long-Term Leadership & Legacy

5 POINTS

Some of the most important work an SG undertakes may take years to complete. Effective leaders build for the future and prepare successors to continue what they begin.

A. LONG-TERM GOALS

Does your SG work on issues that extend beyond the current administration?

- 0 — Almost entirely focused on immediate issues
- 1 — Occasionally discusses the future
- 2 — Some longer-term ideas but little action
- 3 — Identifiable longer-term goals
- 4 — Actively works on major multi-year priorities
- 5 — Long-term planning is integral to SG leadership and decision-making

Score: / 5

B. INSTITUTIONAL VISION

How well does your SG understand where your institution is headed?

- 0 — Little knowledge of institutional priorities
- 1 — Limited awareness
- 2 — Knows some priorities
- 3 — Reasonable understanding of future direction
- 4 — Regularly studies institutional priorities and long-range plans
- 5 — Understands the institution's long-term direction and actively uses it to identify opportunities for student leadership

Score: / 5

C. MULTI-YEAR PROJECTS

Does SG actually participate in projects that may take years to complete?

- 0 — No
- 1 — Discussions only
- 2 — Preliminary work
- 3 — At least one longer-term initiative
- 4 — Actively involved in significant multi-year projects
- 5 — Deeply involved in important projects whose benefits extend beyond the current administration

Score: / 5

D. LEGACY & SUCCESSION

How well does your SG prepare future administrations to continue long-term work?

- 0 — Projects routinely die when the administration changes
- 1 — Very little information is transferred
- 2 — Some information is passed forward
- 3 — Important long-term work is generally documented
- 4 — Successors are deliberately prepared
- 5 — Long-term priorities are documented, transferred and actively championed by successive administrations

Score: / 5

YOUR LONG-TERM LEADERSHIP & LEGACY SCORE

A + B + C + D = / 20

Divide by 4

LONG-TERM LEADERSHIP & LEGACY: / 5

PROVE IT: Describe your long-term projects, relevant institutional plans and how you prepare future SG leaders to continue this work.

Your ASGA SG Effectiveness Score

Each box below already carries your section score forward automatically in Adobe Acrobat/Reader — in other PDF viewers, transfer the numbers yourself.

#	AREA	SCORE
1	Representation & Student Voice	/ 10
2	Student Research & Feedback	/ 10
3	Organizational Excellence	/ 10
4	Learning Beyond Your Campus	/ 10
5	Continuity & Institutional Memory	/ 5
6	Governing Documents	/ 5
7	Commitment & Work Ethic	/ 5
8	Servant Leadership	/ 5
9	Advisor Partnership	/ 5
10	Tangible Student Impact	/ 10
11	Priorities, Results & Influence	/ 10
12	Morale, Camaraderie & Retention	/ 10
13	Long-Term Leadership & Legacy	/ 5
TOTAL — ASGA SG EFFECTIVENESS SCORE		/ 100

How Does Your SG See Itself?

The ASGA 360° Assessment

Your SG has one perspective on its effectiveness. Your members, advisor, administrators and students may see things differently.

ASGA recommends having multiple people, including officers, senators, volunteers, an advisor and an administrator, complete the test and compare the results.

WHO SHOULD TAKE IT?

SG LEADERS

- President
- Executive officers

SG MEMBERS

- Senators/representatives
- Committee members
- General members/volunteers

CAMPUS PARTNERS

- SG Advisors
- Student Affairs administrators

STUDENTS

- Students who are not members of SG

YOUR SG'S 360° SCORE

PERSPECTIVE	SCORE
SG President	/ 100
SG Officers	/ 100
SG Members	/ 100
SG Advisor	/ 100
Administrator	/ 100
Students	/ 100
OVERALL SG SCORE (auto-averaged in Acrobat/Reader)	/ 100

WHERE DOES YOUR SG AGREE?

What areas receive similar scores from leaders, members, advisors, administrators and students?

- 1.
 - 2.
 - 3.
-

WHERE DOES YOUR SG DISAGREE?

What areas show the largest differences between SG leadership and other respondents?

- 1.

SG Leadership:	Other Respondents:	Difference:
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- 2.

SG Leadership:	Other Respondents:	Difference:
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YOUR BIGGEST PERCEPTION GAP

Area:

SG Leadership:	Students/Outside Perspective:	Difference (points):
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Why might your SG see this differently from the people you serve?

YOUR THREE STRONGEST AREAS

1. _____
2. _____
3. _____

YOUR THREE BIGGEST OPPORTUNITIES

1. _____
2. _____
3. _____

The ASGA Challenge

Your score is not a trophy.

It is a benchmark.

The goal is not simply to get a higher score. The goal is to become a more effective Student Government: to represent more students, understand what they need, develop stronger leaders, accomplish tangible things, and leave the organization stronger for those who come next.

What will your SG do differently because of what you learned?

When you're finished, e-mail this completed test to ASGA:

info@asgaonline.com • www.asgahome.com
