

SEEDS FOR SUCCESS

responsibility
decisions SEEKS OUT OTHERS
LEARN and accountability
respect intellectual and emotional
independence **resilience**
and interdependence **ACTION**
able to recover from disappointment
optimistic perspective COMFORT ZONE
tolerance of ambiguity
appreciation of differences

GOAL orientation
completes tasks
self GROW **adapt**
awareness
achieve goals
expects the
best WORKS EFFECTIVELY WITH OTHERS

IMPLEMENTING STUDENT DEVELOPMENT OUTCOMES

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2008-09 PEL TEAM

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UNIVERSITY OF MINNESOTA'S STUDENT DEVELOPMENT OUTCOMES

RESPONSIBILITY AND ACCOUNTABILITY

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

INDEPENDENCE AND INTERDEPENDENCE

- Appropriately determines 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
- Has an understanding about 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 AWARENESS

- Maintains and projects optimistic perspective
- Expects the best from self and others
- Accurately assesses and articulates (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

- Able to recover from disappointments or bad experiences and continue to work successfully
- Able to learn from a bad experience and recover
- Able to work through disappointments

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

I. ACKNOWLEDGEMENTS

We would like to take this opportunity to express our thanks to everyone who has made working on this PEL project an extraordinary experience.

A special thank you to Vice Provost for Student Affairs, Jerry Rinehart, who generously gave time from his busy schedule to educate, advise and mentor us on Student Development Outcomes. His vision and commitment created a project that was compelling in its importance and potential.

We'd also like to give a special thanks to LeeAnn Melin, Office of Student Engagement and Leadership, for her unwavering encouragement and enthusiasm. LeeAnn made us believe that all was possible—which was a little intimidating at first! She provided wise counsel, sound suggestions and needed criticism, all with good humor.

We would also like to thank Amelious Whyte, June Nobbe and Maggie Towle for their time, support and commitment to the Student Development Outcomes project. Much of their work was in the preparation and we hope they will find our report useful to their efforts.

Our group couldn't have done such great work without the help of Shelly Wymer from the Office of Measurement Services. Shelly was wonderful to work with on developing the focus groups and the alumni survey. We learned a vast amount from her professional guidance and thoughtful suggestions.

Thanks go to all the people who consented to be interviewed for this project. We were overwhelmed by the amount of time and energy they gave our group. Their honesty and perspective were appreciated. A list of people and programs we interviewed appears in Appendix A. The passion and commitment that exists at the University towards creating the best possible experience for its students is inspirational.

Lastly, we'd like to give a big "tip of the hat" to Dave Dorman, our fearless PEL coordinator. Dave continually encouraged, cajoled and pressed each of us to reach our full potential. His good nature and constant optimism was always present and helped us through all the various phases of this crazy year. We couldn't have succeeded so resolutely without him. Many, many thanks.

II. EXECUTIVE SUMMARY

The University of Minnesota is committed to providing the best undergraduate experience possible for its students and to prepare them for the next stages of their lives. It is in pursuit of these goals that the University is intentionally promoting seven Student Development Outcomes (SDO) for all undergraduate students. The University has adopted the following SDO: Responsibility and Accountability, Independence and Interdependence, Goal Orientation, Self Awareness, Resilience, Appreciation of Differences and Tolerance of Ambiguity.

The President's Emerging Leaders (PEL) team that was chosen to work on the Student Development Outcomes (SDO) project, was charged by the Office of Student Affairs (OSA) to:

- Assess the current status of SDO on campus through interviewing programs and departments throughout the University.
- Establish a baseline of programs incorporating SDO both intentionally and unintentionally, through this assessment.
- Assess the current student awareness of SDO.
- Make recommendations on how to further SDO adoption and integration.

KEY FINDINGS

- All stakeholders agree on the importance of SDO as part of the student experience.
- Students need to participate in reflection exercises and engage in “self-authorship” of their experiences.
- Students that develop in these areas have a greater potential to succeed after graduation.
 - They become life-long learners.
 - They become engaged and effective global citizens.
 - They are able to be successful in their careers because they have had experiential learning and authentic assessment.
- There needs to be a greater attempt to communicate what SDO are and why they are necessary.
- There needs to be motivation for students to actively develop in the seven areas.
 - SDO are often perceived as extra-curricular—requiring additional time and resources.
 - Immediate results are not observed, long-term benefits need to be identified and articulated.
- There needs to be motivation for faculty and staff to incorporate SDO into programs and curriculum.
 - SDO are perceived as something else to add to already busy workloads.
 - Faculty requires measurable results.

The University of Minnesota is committed to providing the best undergraduate experience possible for its students and to prepare them for the next stages of their lives.

Students that develop in these areas have a greater potential to succeed after graduation.

- Assessments, to the extent possible, should employ systematic and rigorous approaches for assessing the effectiveness of SDO.
- There needs to be venues to share information between departments and programs.
- There needs to be ways for students to track, archive and share materials that reflect their development.
- There needs to be an institutional framework for SDO where appropriate, for example, student employment. Human Resources (HR) has mapped SDO to all student employment job categories and we propose that HR standardized student employment evaluations to utilize SDO language and be mapped to SDO, as well.

RECOMMENDATIONS

Our primary and overarching recommendation is to develop a Student Development Outcomes Strategic Plan. A public, published document outlining goals and action steps will provide a strong vision that can enhance the current efforts of the Office of Student Affairs.

Develop a Student Development Outcomes Strategic Plan.

In this plan we advocate for inclusion of the following pieces:

MORE EXPLICITLY CHARGE AN UNIVERSITY STAFF MEMBER WITH SDO COORDINATION RESPONSIBILITY

- One person in the Office of Student Affairs maintains and promotes the University’s SDO as a component of their position’s “portfolio.” Work should include:
 - Connecting departments, units and areas at the University working with SDO.
 - Recruiting other departments to join SDO implementation by connecting said groups to UMN staff and faculty already involved with SDO initiatives.
 - Maintaining a database of groups currently using SDO, as well as identifying areas that may be recruited to implement SDO.
- This person should work with Student Learning Outcomes (SLO) coordinator to synch activities related to both initiatives.

REINTEGRATE SDO AND SLO

- The most effective way to create a holistic college experience is to view the SDO and SLO as parts of the same whole. Development and learning are intertwined and one cannot happen without the other.
- The University of Minnesota, Duluth has taken this integrated approach and developed rubrics and metrics to facilitate integration and assessment. We recommend that the Twin Cities review Duluth’s model and consider a process that is similar in its scope. (See Appendix D)

View the SDO and SLO as parts of the same whole.

EMBED SDO IN UNIVERSITY CURRICULUM

- SDO Colloquium
 - The University should consider sponsoring—and potentially requiring—colloquia devoted to the learning and development of its students, through which an awareness and understanding of SDO on campus would be greatly improved. A successful model can be found at Kalamazoo College in their Liberal Arts Colloquium. <https://reason.kzoo.edu/lac/>
 - An integral part of the colloquium would be required reflection papers after each session that addresses at least one of the SDO.
- Create academic courses that specifically address SDO. Courses should be for credit and mandatory.

Create academic courses that specifically address SDO.

SDO WEB SITE

By expanding and enhancing the dedicated SDO Web site (www.sdo.umn.edu) to be a main resource for students, parents, and staff/faculty it will provide:

- A central clearinghouse of information for faculty and staff looking for models and best practices.
- A portal for students to gauge their development in the adopted SDO.
- Students with links to programs and resources available at the University to further their development.
- Students with instructions and access to an electronic portfolio resource to track their development.

ASSESSMENT/MEASUREMENT

The University needs to commit to acquiring the appropriate evidence to support its promotion of SDO.

Surveys

- Our student focus groups indicated that conducting surveys would be an effective way to assess awareness.
- There are student surveys already in place that could be used to gather SDO information and surveys that could be modified to capture more information.

Foster reflection

- Students are having experiences that assist in their development but they need to have the opportunities, venues and motivation to critically reflect on them.
- A formal, institutional mechanism needs to be implemented to foster their “self-authorship.”

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Institutional assessment—the University needs to critically evaluate programs in an intentional manner to assess:

- Do the programs in place “fit” a larger strategy for successfully engaging students?
- Are there programs that need to be developed?

- Are the results being used for improvement or elimination of programs that do not contribute to the success of our students?

The University has agreed that Student Development Outcomes are an integral part of the undergraduate experience. It is crucial that the University of Minnesota fully commit to a holistic model of education that contributes to the extraordinary student experience that is required to fulfill its ambition to become one of the top three public research universities in the world.

III. SDO HISTORY/OVERVIEW

EARLY HISTORY: DEAN EDMUND GRIFFITH WILLIAMSON

In 1941, Edmund Griffith Williamson developed the idea of *in loco parentis*, which is Latin for in place of a parent. He formulated this idea while working as a coordinator of student services and a professor of psychology at the University of Minnesota. Williamson later became dean of students at the University of Minnesota and developed a number of philosophies that advisors and faculty could use to support students. Many of these student support methods can be mapped to the current day SDO.

First and foremost students need to be seen and treated as individuals. Without this type of support, students will have a hard time understanding their true self. Counselors are to encourage students to seek their own values (self awareness) and that of others (appreciation of differences) to strive to become their full self. By understanding their full self and understanding different value systems, relationships with others will mature (interdependence).

First and foremost students need to be seen and treated as individuals.

According to Dean Williamson, counselors were also responsible to “aid the student in discovering and choosing that optional modality of living that best permits the attainment of his aspirations.”ⁱ In other words, students who understand their full self will be more goal oriented in their post-college aspirations. Lastly, counselors were encouraged to give students lifelong lessons on “rational thinking and careful decision making”ⁱⁱ (responsibility and accountability).

Dr. Williamson retired from the University in 1969. He was a leader in the field of student counseling and supported the inclusion of students' ideas and opinions in the administration of the University.

RECENT HISTORY: VICE PROVOST FOR STUDENT AFFAIRS GERALD RINEHART

Early in his career, first as a pre-business counselor in College of Liberal Arts and later as the director of student services for the Carlson School of Management, Vice Provost Rinehart observed that some students were overly focused on obtaining degrees in majors they believed would open career opportunities for them; they often did not realize that many (if not most) of the critical skills associated with success were not related to academic majors, *per se*. To help students understand these skills and characteristics, and to encourage them to take advantage of the multitude of opportunities available at the University to develop these attributes, he and his staff developed an advising tool for pre-business advisors and students (the Pre-Business Assessment Worksheet) that outlined a set of outcomes tied with expectations related to skills and knowledge needed by employers. The Pre-Business Assessment Worksheet (developed in 1986) was based on the ground breaking 1955 AT&T Management Progress Study that identified 14-15 dimensions related to success. Over time, talking with recruiters and conversations with faculty and student service professionals refined these outcomes. Eventually

Provost Rinehart observed that some students were overly focused on obtaining degrees in majors they believed would open career opportunities for them.

these dimensions became the basis of the University's current seven SDO. In brief, the SDO include the following:

- Responsibility and Accountability
- Independence and Interdependence
- Goal Orientation
- Self Awareness
- Resilience
- Appreciation of Differences
- Tolerance of Ambiguity

The expectation is that students, as they progress towards their degree, will develop and demonstrate these characteristics as they participate in the academic environment and engage in learning experiences outside of the curriculum.

Students, as they progress towards their degree, will develop and demonstrate these characteristics.

In 2003, the same year that Rinehart moved from the Carlson School of Management to the Office for Student Affairs (OSA), the Twin Cities Learning Assessment Council, the predecessor to the current Provost's Council for Enhancing Student Learning (CESL), began work on developing the Student Learning Outcomes (SLO). Vice Provost Rinehart presented the SDO to CESL and, understanding the value of identifying them as important student outcomes, CESL initially referenced the SDO within the learning outcome stated as "skills for effective citizenship and life-long learning." But as CESL became more engaged in the difficult task of gaining faculty consensus on the SLO, the SDO were dropped from the discussions. Starting in 2004-05, however, the OSA initiated discussion of the SDO within its units. The directors quickly realized the value of using SDO in articulating the impact of their activities and programs on student development and learning. In addition, if SDO were explicitly stated and programs were designed to develop these outcomes, then their impact should be measurable and judgments made—based on evidence—regarding program effectiveness.

Over the past several years SDO have been incorporated in selected areas of student employment (i.e. Student Unions and Activities, Housing and Residential Life, Disability Services, Dining Services), creating a format for job descriptions, performance reviews, supervisory training and feedback sessions. A few program areas have also tied their efforts to SDO, most notably, the Welcome Week program for new freshmen.

In 2007, the University formally adopted both SDO and SLO, yet their implementation has followed distinctly different paths. Two reasons for the divergence are that SLO are necessary for accreditation and (some believe) are easier to measure. In addition, while both SDO and SLO were recommended for approval by the Senate Committee on Educational Policy Committee (SCEP); the SLO were approved by the Twin Cities delegation of the Faculty Senate, whereas the SDO were approved by the Twin Cities delegation of the University Senate.

In 2007, the University formally adopted both SLO and SDO, yet their implementation has followed distinctly different paths.

Both the learning and development outcomes were adopted to frame the undergraduate experience of University of Minnesota-Twin Cities students. Both the SDO and SLO provide a common vision across the campus regarding

what skills and characteristics we expect our students to be developing and be able to demonstrate as they progress and complete their degree and develop further as alumni. But, some believe the current separate progression of the SDO and SLO on this campus runs counter to this vision and to how student development and learning actually occurs. The concern is that a compartmentalized approach will not advance the holistic process that is needed for reaching our strategic goal of developing exceptional students.

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LEARNING RECONSIDERED PARTS 1 & 2

The national perspective for broadening our approach to the student experience can be discerned from a review of two NASPA publications: *Learning Reconsidered: A Campus-Wide Focus on the Student Experience* (2004); and *Learning Reconsidered 2: Implementing a Campus-Wide Focus on the Student Experience* (2006).

LEARNING RECONSIDERED I

Published in 2004, this wide-ranging document tackles the changing technological climate, diversity of students enrolling in college-level courses across different educational institutions and most importantly, the need for student and academic affairs administrators and faculty to recognize the need for accountability in educating and developing students. Put simply, as students diversify the academy, ethnically, socioeconomically and pedagogically, institutions must address the challenge by a holistic approach to addressing students' required learning and development. The authors of *Learning Reconsidered* frame the old model as *positivist epistemology*, which they describe as an objective approach to learning that situates the individual and their life experiences outside of the learning process. The authors argue that student learning and development need to be reconsidered in the context of the realities of students' diverse lives and interests in the 21st century in order to better prepare them for their professional and personal lives after formal education.

The proposal is two-fold:

1. *Learning Reconsidered I* acknowledges the ways students should develop via intellectual and developmental discourse and praxis—both in and out of the classroom.
2. It also promotes the necessity to train professional and academic staff to work in tandem to produce the desired results of students.

Interestingly, *Learning Reconsidered* describes in detail how staff need to be developed in order to rise to the proposed learning and development challenge. One example includes the necessity for staff to serve as competent consultants to faculty in developing learning and development outcomes in the classroom. Another example notes that student affairs staff

Learning Reconsidered describes in detail how staff need to be developed in order to rise to the proposed learning and development challenge.

“...must have an understanding of the higher education context, including the varieties and different histories, missions, and roles of all types of post-secondary education institutions and the characteristics, needs and developmental issues of students and the role of their unit in enhancing student learning.”ⁱⁱⁱ

LEARNING RECONSIDERED II

Learning Reconsidered II builds on the theoretical framework of *Learning Reconsidered I* with concrete examples of how professional student affairs staff and academic faculty can implement and assess student learning and development outcomes. It also more explicitly addresses the cultural disconnect between faculty and student affairs staff due to their respective professional requirements (for example, classroom teaching versus student activities preparation). A particular strength of *Learning Reconsidered II* is the examples provided describing how these two groups might work more collaboratively to educate students. In short, by offering actual examples and tools targeted at faculty and staff, the authors assist all educators with moving beyond theory, and toward actual opportunities that may help promote the holistic development of students.

It also more explicitly addresses the cultural disconnect between faculty and student affairs staff.

CURRENT SDO PEL PROJECT

In 2008-09, the SDO PEL team was assigned to work with the OSA to examine how SDO are being used at the University and based on our analysis, make recommendations for future integration by identifying successes and areas in need of improvement. Our project sponsors were Gerald Rinehart and LeeAnn Melin. We conducted interviews with 33 groups/individuals at the University that work with SDO at various levels of integration. Utilizing the services of Office of Measurement Services (OMS), focus groups were conducted with students both involved in programs/activities intentionally using SDO versus those who were not. In addition, OMS conducted a survey of recently graduated students involved with SDO during their time with the University of Minnesota. Our project scope incorporated goals, plans for analysis and recommendations:

GOALS

- Identify programs incorporating SDO
- Interview program administrator on SDO use/outcomes
- Through focus groups, establish baseline of student development levels
- Create Web site to assist students, parents, faculty and staff in incorporating SDO in their college experience
- Make recommendations on SDO integration

ANALYSIS

- Analysis of the baseline results
- Identify successful programs
- Identify resources for Web site

RECOMMENDATIONS (SEE SECTION VI)

Strategic Plan (Learning reconsidered #2: Chapter 6)

The following recommendations are a part of the strategic plan

Explicitly charge a University staff member with SDO coordination who would be charged to:

- Track programs
- Connect with new departments/programs
- Further develop current activities
- Liaise with SLO coordinator to integrate SDO/SLO programs holistically

Reintegrate SLO and SDO

- University initiative
- U of MN, Duluth example

Embed in University curriculum

- SDO Colloquium
 - Kalamazoo example
 - Reflect both SLO and SDO
 - Required reflection paper after each session that addresses one of the SDO
- Create academic course(s) that address SDO directly

Web site

- Main SDO resource for students, parents and staff/faculty
 - Why SDO are important--job, resume, active citizens
 - Self authorship
 - Engage!
 - Connect to student organization
 - Electronic portfolio resource to track development
 - Admissions can use this as a value-added recruitment tool

Assessment/Measurement

- Surveys
- Foster reflection
- Institutional assessment

IV. METHODOLOGY

1. INTERVIEWS

Our group interviewed over 30 departments and programs on campus (Appendix A) to appraise the knowledge, activities and resources devoted to incorporating and assessing the seven SDO. Through assessing the prevalence of programs, we had hoped to find some notable examples of successful SDO integration that we could build on and use as frameworks for other areas.

We provided a structure for these interviews by adhering to five specific questions that addressed the scope, assessment, challenges and needs of SDO in these various programs. Lastly, we ascertained the level of commitment to and the perceived importance of the SDO to the student experience.

The PEL group developed the questions in the context of our initial project objectives put forth by our sponsor. We honed the questions down to the following five after an informal assessment of the initial interview.

Several key themes emerged from the interviews:

- Need for a common language
- Need for effective assessment and measurement
- Need for opportunities to collaborate across units and programs
- Need for greater University adoption, official recognition of the necessity and importance of SDO

We have broken out the five questions and summarized them individually to fully capture and express our findings.

QUESTION 1:

DO YOU HAVE PROGRAMS OR ACTIVITIES THAT SPECIFICALLY ADDRESS SDO? WHAT ARE THEY? WHICH ONES ARE MOST EFFECTIVE?

- All of the programs interviewed have either explicitly stated the SDO as an integral part of their programs objectives or the SDO can be inferred “implicitly” from reviewing the programs objectives and activities.
 - Those programs that have explicitly stated development outcomes tend to be focused on one or two SDO. The two most common SDO for programs explicitly stating their outcomes are:
 - Responsibility and Accountability
 - Goal Orientation
 - For programs where SDO *have not* been stated explicitly but have been inferred from the interview process, the two most common SDO are:
 - Appreciation of Differences

- Responsibility and Accountability
- Assessment of SDO effectiveness is in its infancy.
 - Only one third of programs interviewed are doing any type of SDO assessment, the majority of which is based primarily on casual observations/conversations.
 - Two exceptional assessment programs include Student Unions and the Welcome Week program, both:
 - Have mapped SDO to their program goals.
 - Have collected assessment data via pre/post surveys to evaluate the effectiveness of supervisory/employee training, program goals and student development.
 - Are in the early stages of formally assessing whether or not programs are impacting the development of students.

Conclusion: It was clear from the interviews that numerous offices/programs provide out of class opportunities both on and off campus for students to engage in. These activities and experiences are designed to develop the necessary skills and traits needed to become lifelong learners and effective citizens. All the programs interviewed indicated that their programs/activities addressed the student development outcomes, but what is less clear is how programs know if they are effectively impacting student development in these areas. Most programs are not explicitly stating the development outcomes in their objectives of their program activities and of those programs that have explicitly stated SDO only a fraction are attempting to formally assess their effectiveness in developing these outcomes in their programs.

Most programs are not explicitly stating the development outcomes in their objectives of their program activities.

QUESTION 2:

DO YOU DO ANY FORMAL OR INFORMAL ASSESSMENT OF THE IMPACT OF THESE PROGRAMS/ACTIVITIES?

Notably, several areas not directly engaging with SDO, mentioned the assessments and surveys embedded in their non-explicit (yet development-related) programmatic activities at the University; comparing themes from their assessment activities with those programs that directly engage with SDO may be helpful in developing SDO assessment tools.

ASSESSMENT

- If areas assess students, there is generally a pre/post assessment of their progress.
- Many areas had what they termed “informal” and “formal” methods of assessment.
 - Informal assessment was framed as individual conversations with stakeholders.
 - Formal assessment of SDO was often similarly conversational.

- Challenges of various assessment efforts include problems with students' self-reporting.
- Students are mostly unaware of SDO concepts even when they are participating in a program that has explicitly implemented SDO.
- University units and areas had widely varying success and opinions of their assessment and surveying efforts.
- At least two areas interviewed appointed committees or coordinators to manage the assessment process.
 - First-Year Inquiry (CEHD) has a seven-person assessment committee.
 - CEHD has a dedicated coordinator who takes charge of the assessment piece.

Conclusion: Assessment has the potential to be a particularly promising avenue for increasing the awareness of SDO. While written student assessments and self-assessment may be viewed with skepticism and engender inaction due to challenges with programmatic development, the informal and formal *oral* assessment examples (referenced above) suggest the potential value of “directed conversation” with University students. Another tool units and areas may deploy to facilitate reflective interaction is the establishment of a coordinator or committee charged with managing student assessment. Student portfolios also emerged as a potential tool for assessing student development. Responding to the question of whether or not their area has incorporated assessment results to improve programs and activities, the University’s Student Employment Office notes that they do so by *talking* informally with student and parents. In addition to parents as stakeholders in student development, employers also emerged as stakeholders in the assessment of student development.

Student portfolios also emerged as a potential tool for assessing student development.

QUESTION 3:

WHAT IS YOUR GREATEST CHALLENGE IN THE AREA OF SDO?

MATCHING TO STUDENT GROWTH

- Overall it was felt that SDO are too broad.
- First-year students will need different attention than fourth-year students.
- International or non-traditional students may progress differently in terms of SDO based on cultural backgrounds, previous experiences and different approaches to college.
- Graduate students can also benefit from SDO and this should be taken into consideration as well.

LACK OF TIME

- Time was seen as an issue for both the staff to work with SDO and the students to participate and benefit from SDO.
- Economic downturn is causing units to deal with a shortage of staff.

- Units did not feel as though it is understood how much time it takes to implement and assess SDO.
- Units enjoy working with SDO, however, the stress is very real that time spent working with SDO cannot be justified on a budget or during a review.
- On paper a unit working with SDO might look less efficient than a similar unit that does not work with SDO.
- SDO value is not easily quantifiable.
- Many students need to use time outside of class to work and therefore miss opportunities for SDO exposure.
- Many students are involved with extracurricular and social activities outside of the University and again miss an opportunity for University-sponsored SDO experience and the more formal reflection that is an important component of the U's efforts.

UNIVERSITY COLLABORATION

- Many units felt University collaboration could be better.
- SDO work needs to be done in conjunction with central administration support.
- All units interviewed feel working with SDO is incredibly beneficial for everyone.
- Units feel integration could be improved if solutions were worked on with central administration support.

Conclusion: A chart should be compiled that offers guidance on connecting students to each of the SDO. The chart should reflect benchmarks in the student's career and needs to be more robust than simply four years for a typical undergraduate program. While there may be a set number of major stages, the chart should seek to map students to each stage, including transfer students, with guidance on how to get them up to speed with their peers quickly.

For staff, a long-range plan to change the culture at the University around implementing SDO could alleviate the stress of working with this subjective material. Specifically, letting units know that senior management responsible for budgeting and review appreciates or understands the time involved in implementing the SDO initiative. Providing tools, such as the chart mentioned above, will also save the time currently used planning implementation and assessment from scratch.

For students, an emphasis should be placed on the long-term benefits of SDO along with greater opportunities beyond what is currently available. Students should receive an early introduction to the SDO that would include ownership and tangible incentives such as receiving credit for SDO work and listening to peer testimonials of the benefits of SDO. Tracking and encouragement from advisors and faculty is key to success.

For students, an emphasis should be placed on the long-term benefits of SDO along with greater opportunities beyond what is currently available.

Addressing collaboration could serve as an umbrella solution for all other challenges. While it does not solve everything it has the potential for high impact and would set the base for future improvements.

QUESTION 4:

WHAT TYPE OF RESOURCES WOULD BE HELPFUL IN IMPLEMENTING OR IMPROVING SDO PROGRAMS?

The resources most requested were assistance with assessment and more opportunities for dialogue and collaboration between departments. Incorporation of SDO in the student experience needs to be an institutional mandate.

COLLABORATION

- Units want to learn from each other—to see what is working and not have to reinvent programs.
- Staff want more opportunities to meet in person—conferences, workshops, regular meetings.
- There is a strong desire to work across disciplines and departments.
- The groups that believe in the importance of the SDO want to embrace it completely, to create a holistic framework for the student experience.
- It is widely agreed that not one program/activity can possibly cover all seven SDO, so a collaborative effort is the best approach.
- Advisors, staff, faculty and administrators need to build a framework to support SDO together.
- An interactive website that could serve, among other things, as a portal to best practices, vetted programs and toolkits, as well as an active place for dialogue.

COMMON LANGUAGE

As in other questions, respondents repeatedly stressed the need for common language.

- All programs/initiatives/activities would be better defined and better understood if there was a consistent vernacular.
- Increased clarity for students would raise awareness.

MEASUREMENT AND ASSESSMENT

- Departments and programs need assistance on how to measure the results in a meaningful way.
- Successful programs would provide direction and would also provide validation on the efforts.
- Mapping the program goals and objectives to the SDO was seen as critical, and some departments asked for guidance on this aspect.

- It came out through the interviews that assessment of any given SDO needs to be measured over a period of time in order to see the growth trajectory.
- A consistent measurement tool would have to be developed.
- Some areas are conducting assessments via surveys but lack the people to concentrate on interpreting the data and measuring the results.
- Much of the feedback and results are highly qualitative and require more time to assess than straight survey numbers.
- Groups also wanted more data to help them measure their program's success.
- Data collected from alumni at 5, 10, up to 20 years out of school would be of value to track the success of their programs and consequently, to influence current students.
- Software or technology to assist in assessment. This could be in the form of a survey tool/software for departments to create relevant and specific data requests.

RESOURCES SUGGESTIONS

- A general toolkit that can be tailored to specific programs.
- Greater use of the engagement planner, perhaps tying it to a graduation planner for a more intentional connection.
- Institutionalized and required venues for reflection.
- An electronic portfolio system to track a student's work throughout their time at the University, including reflection pieces, was seen as a critical part of the success of integrating SDO in the student experience.
- Create courses that address SDO directly, have them "bookend" the student experience with one at the beginning and the other at the end of a student's coursework.
- Capstone projects.
- A dedicated "ambassador" for the SDO, housed in the Office of Student Affairs, or an equivalent position to the role Cynthia Murdoch plays for the Student Learning Outcomes.
- More supervisor training through workshops and courses.
- Motivation and incentives for supervisors to assist student workers in these areas.
- Create a culture of mentoring.
- Orient and train TAs and faculty when they are hired.
- Involve admissions so that students coming to the University are aware that these outcomes are desired and promoted.
- Assess the level to which students already possess SDO prior to admitting.
- More staff that could be committed to the initiative.
- SDO embedded within freshmen seminar-type courses, which the freshmen class will be required to take.

Conclusion: Currently, some areas in student employment are using the Student Development Outcomes in a very intentional way. Departments see

this as a natural place to embed SDO. To further this approach, supervisors need to be more engaged in integrating the SDO into the employment experience and providing a common language for regular and consistent evaluation and feedback. Plugging into existing frameworks could help facilitate this such as mandating all supervisors of student workers to attend the *Supervising Student Employees* workshops offered through the Office of Human Resources. Another suggestion given by interviewees was to embed SDO into course syllabi such as Freshman Seminar or develop a one-credit course focusing on citizenship development. Interviewees indicated that the course should be required for all students with a maximum of 25 students in each course to allow greater opportunity to discuss student's reflected learning experiences. The course could be taught by faculty and/or student affairs personnel as a form of professional development.

Embed SDO into course syllabi such as Freshman Seminar.

QUESTION 5:

HOW IMPORTANT ARE SDO TO UNIVERSITY OF MINNESOTA STUDENTS, STAFF AND FACULTY AS WELL AS OUTSIDE EMPLOYERS TO PUT FORTH INTENTIONAL SDO PROGRAMMING ON CAMPUS?

The interview responses showed that the SDO are very important to students, staff, faculty and University. Almost all the people we interviewed agreed with the relevance of SDO to the student experience.

STUDENTS

- To take responsibility for their actions
- More likely to graduate
- Effective and engaged citizens
- More prepared for future endeavors
 - Employment
 - Graduate/professional school

STAFF & FACULTY

- Increased job satisfaction
 - Opportunities to work with and mentor students beyond their GPA
 - Opportunity to see higher graduations rates and more successful graduates
- Holistic student development
- Chickering's theory of identity development

UNIVERSITY

- Common language between student affairs and academic affairs personnel to improve collaborative efforts on programming and student academic achievement.

- Easier marketing and integration
- Wider recognition
- Increased retention and graduation rates

COMMON SDO LANGUAGE

An overwhelming number of interviewees stated a need for a common language regarding SDO to support collaborative efforts and increased awareness between student affairs and academic departments as well as with the student body. This common language will foster repeated SDO messages to students across the University that may show students they are cared for holistically. Carole Broad, Associate Academic Advisor in the College of Education and Human Development, stated, “The greatest reason that SDO are important is because talking to students about these types of topics shows them that we really care about them as human beings, and not just GPA material.”

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HOLISTIC STUDENT DEVELOPMENT

A common SDO language would support staff and faculty to focus on a holistic student development approach which will further the students citizenship development by giving tools for reflection and meaning making. Paul Treuer, Associate Professor at the University of MN Duluth campus, is currently chairing a student success working group whose main goal is to increase graduation and retention rates at Duluth by focusing on assessment of learning and student development. (Appendix D) This committee had compared the seven SDO to Chickering’s seven vectors and found many similarities. For example, Chickering’s “Autonomy Toward Interdependence” vector is when a student comes to “recognize and accept the importance of interdependence, an awareness of their interconnectedness with others” (p. 39). This is very similar to the “Independence and Interdependence” SDO which can be simplified as knowing when to “appropriately determine when to act alone and when to work or consult with others.”

FUTURE EMPLOYMENT

Another theme that came out of the interviews as a reason why SDO are important is that it will prepare students for future endeavors such as employment after graduation or graduate/professional degrees. It’s believed that employers are looking for candidates with more than just field knowledge but also candidates who know how to work within diverse populations (appreciation of differences) and work with little supervision (goal orientation). Career Development Network, Global Studies, Student Employment and Welcome Week were just a few of those we interviewed who believe SDO can be transferred to future jobs and resumes.

It’s believed that employers are looking for candidates with more than just field knowledge but also candidates who know how to work within diverse populations

2. FOCUS GROUPS

Our primary purpose for holding focus groups was to determine the level of awareness that students had of SDO. We hoped to gauge the effectiveness of programs that were currently in place by recruiting students who had participated in student employment opportunities within specific areas that were intentional in their approach. (Housing, Dining Service, Student Unions, Welcome Week, etc.) We then planned to compare this group with another group that represented a sample of students who did not participate in these campus employment opportunities. It was our goal to identify the successful programs, explore the reasons why they were successful and use this information to make recommendations for future implementation.

What we found, and what slightly altered the initial process planned for the focus groups, was that the majority of the students were not aware of the SDO. This lack of SDO knowledge was seen overwhelmingly in the “not employed at the U” group, but also to a lesser degree in the intentional group. The facilitators adapted their plan to spend more time focusing and exploring perceived benefits of SDO and ways to broaden awareness.

We also took this opportunity to ask students what they would propose for effective programs and the best ways to communicate the value of developing these traits. We had hoped to gain insight on what motivates students and what type of programs/venues would be most effective at reaching them and engaging them in their own development. We had also thought that maybe a particular language would emerge that we could tap into to better communicate SDO to the student community. Interestingly, the students seemed less concerned about the specific language than the program staff we interviewed. We were looking to find new ways of reaching students; what we found was that the current offerings seem to be sufficient, they just need be better marketed and utilized.

The idea of natural development verses intentional effort was explored by asking questions about student’s self awareness. The majority of students felt they developed naturally, without University assistance. However some students were able to mention specific areas that had intersection with the campus experience, such as learning abroad, living with others, receiving feedback and volunteering.

QUESTIONS

The questions for the focus groups were developed with assistance from Shelly Wymer at the OMS. Our intent was to create a series of questions and an activity that would best gauge the knowledge and perception of students of SDO. We had originally formulated sets of questions specific to two different groups. Group one consisted of a population of students that we hoped had

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We also felt it was important to understand students’ perceptions and use their experience to tell us the most effective ways of reaching them.

some exposure to SDO through employment at Student Unions, Dining Services or as Welcome Week leaders. The second group was a random sample of students that had no employment history at the University. For the first group, or “intentional” group, we tailored the questions to try to gain information not only on awareness, but how to improve existing programs. The “non-intentional” group was queried on perceptions of natural development in lieu of the program reflection. As mentioned earlier, the majority of students in the intentional group were unaware of the SDO, so modifications were made and questions/format for both groups became similar. See Appendix B for the focus group report.

Questions were formulated to assess baseline knowledge. We also felt it was important to understand students’ perceptions and use their experience to tell us the most effective ways of reaching them. What programs appeal to today’s students and what are issues or barriers that we should be aware of? We thought that perhaps a particular vernacular might appear, but instead, we found that students saw no need for specific naming conventions.

SUMMARY

The focus groups provided valuable insight into the current awareness of SDO. What we found will be helpful in laying new groundwork for future actions to further the integration of SDO in the student experience.

Perhaps the most illuminating piece of data we acquired was that out of 24 students, only 25% were aware of SDO and half of that group, were employed by one program--Welcome Week orientation leaders. Seventy percent had never heard of the SDO, including five freshmen who had participated in Welcome Week 2008. (None of whom participated in the optional SDO session.)

While the overall knowledge results may be disappointing, it is important to note that 100% of the students we interviewed believed that SDO were important in their lives, both academically and personally, now and after graduation. The enthusiasm is present, but as with the programs interviewed, lack of time was a major obstacle.

Students believed that more effort was needed to get the word out; they felt a deliberate effort to raise awareness would assist in the adoption by students as an integral part of their time at the University. Also, there was some consensus from the students enrolled in all years, that Welcome Week was not the most opportune time because freshman are too overwhelmed by their first introduction to the campus. SDO might be better received and internalized if they were focused on later--even as soon as the second semester.

Students believed that more effort was needed to get the word out.

Focus group participants felt like advisors should be their main resource for finding out about the SDO and their importance. Students would like the

University, through advisors or other means, to be more visible in the promotion and accessibility of the opportunities available.

Another interesting piece that came out of the focus groups was the idea of motivation. How can the University appeal to students in ways that they are motivated to make the time and have the energy to view this development, and awareness of their development, as fundamental elements of their education? As mentioned above, all students who participated in the focus groups believed SDO are important, however, a number of students mentioned that the way that they could be “motivated” was to have required classes, required participation, special recognition and/or college credit. Students did understand that certain experiences, such as studying abroad, internships, service learning will be assets on their resumes and in job interviews.

It is our hope that the results of our focus groups will strengthen the argument for more intentional integration in academics and in other areas of the student experience. (For the full Focus Group Report, see Appendix B)

NOTE: The PEL team in conjunction with OMS, attempted an electronic survey to alumni to assess their knowledge and perceived importance of SDO. Unfortunately, the survey did not generate enough response to give us useful quantitative data. However, it is worth noting that a couple of respondents reported that they wished they had known the importance of internships and service learning in aiding their success in finding a job post graduation.

All students who participated in the focus groups believed SDO are important.

Students did understand that certain experiences, such as studying abroad, internships, service learning will be assets on their resumes and in job interviews.

V. SYNTHESIS OF THE TWO APPROACHES

Our approach to gathering data about the awareness of SDO was two-fold. The focus groups, comprised of students, were from a “users” point of view and the interviews with programs and departments were from an opposite vantage, the “implementers” or “creators.”

1. COMMON THEMES

- Lack of time—both students and staff felt like incorporating SDO into the campus experience was something to be added on top of already busy schedules.
- Lack of motivation
- Perceived importance
- Higher visibility/higher profile—easier for students to find/easier for staff/faculty to recommend
- Link to syllabi
- Surveys to track progress
- Creating requirements—class, internships, service learning
- More self-reflection
- More intentionality
- Need for central “portfolio” system
- Better mapping of existing programs
- Link SDO to student evaluations of teaching

2. DIFFERENCES

- Who should be responsible? Students or University—perceptions varied.
- Students felt that instead of new and expanded programs the SDO should be better mapped to existing programs.
- Students felt Welcome Week is too overwhelming and SDO should be address in second semester of freshman year.
- Naming conventions—staff felt is was important while students didn’t feel like it made much difference.

As we compared the data from the two approaches, we found many similarities. Overall, many of the general themes were the same. We did find some fundamental differences but the greatest gap seemed to be in perceptions.

Students seem to feel that the University should be responsible for alerting them to the SDO, emphasizing their importance and connecting them to the programs available. The University programs we interviewed felt that once awareness of SDO is raised, students should seek out programs and opportunities most applicable to their experiences and interests.

Students seem to feel that the University should be responsible for alerting them to the SDO.

Students feel a natural place for development opportunities should be with his/her advisor. There was some feeling among the students that advisors should be responsible for alerting students to the importance of SDO and the opportunities available. That they should put more emphasis on the programs that would assist the development (e.g. learning abroad, service learning courses, internships, etc.). We feel it should be noted that the student's relationship with their advisor was seen as a critical aspect of their undergraduate experience, however, some of the students in the focus group felt they were not getting all that they needed from them.

Students mentioned the importance of embedding the SDO in student groups and student activities. A couple of groups mentioned that a presence at Coffman Union would be a good location to get out the word, either with an "office/kiosk" presence or by having a conference/fair.

Another difference of perception was that students felt as though the University offered sufficient programs that increased SDO but needed to be more intentional in mapping the outcomes. While the University groups agreed with this, there seemed to be an interest in expanding programs and offerings to meet different student needs.

Students felt as though the University offered sufficient programs that increased SDO but needed to be more intentional in mapping the outcomes.

One point that was repeatedly mentioned in the focus groups was the idea that the SDO mattered for a student's success after graduation. Experiencing and developing these outcomes would be a great asset on a resume or in a job interview. The students suggested involving alumni to illustrate the relevance. The motivation of students is post-graduation job success while the University took a more holistic view of greater student satisfaction with the University, faster graduation rates and better prepared citizens.

As programs become more embedded and assessments made more regularly, the perception of lack of time should decrease. This shift, paired with the heightened awareness and perceived importance, we surmise should begin to provide a change in culture.

VI. RECOMMENDATIONS

STRATEGIC PLAN

Our final recommendations for the SDO are structured in the form of a strategic plan, as our group feels that a published, public strategic plan for the Development Outcomes will complement OSA's existing implementation efforts. Further, we hope OSA will incorporate a strategic plan with the goal of having such a plan function as a "roadmap." While our group has not provided a complete strategic plan in this section, we do have what we believe to be a helpful framework to assist the OSA build a strategic plan for SDO implementation at the University.

Our recommendation for a strategic plan is also partly inspired by our PEL group's reading of *Learning Reconsidered I and II*. Specifically, *Learning Reconsidered II*, Chapter 6, titled, "Integrating *Learning Reconsidered* in Strategic Planning" furthered the group's interest in proposing a strategic plan as a recommendation for the development of SDO. On strategic plans the authors of *Learning Reconsidered II* note, "With a functioning strategic plan—and an ongoing process of organizational learning and continuous improvement—in place, institutions make themselves accountable for the establishment, assessment and *documentation* [PEL group's emphasis] of student outcomes. Strategy, in other words, becomes both a method of macro-level decision making and the backbone that gives substance to those decisions."^{iv} The authors' advocacy of a framework to support institutional planning is in line with the OSA mission to further promote the use of SDO. A review of *Learning Reconsidered II*, Chapter 6 would be helpful for inspiring a fruitful discussion on the leadership, professional development and outcomes required for the successful implementation of a strategic plan.

MORE EXPLICITLY CHARGE A UMN STAFF MEMBER WITH SDO COORDINATION RESPONSIBILITY

Our group proposes that a person in the OSA maintains and promotes the University's SDO as a component of their position's "portfolio." While a full-time position devoted to SDO is most likely untenable at this time due to the University's budget constraints, a staff member charged with coordinating SDO would work closely with a SLO coordinator to synch activities related to both initiatives. Further, the coordinator of the SDO initiative would ideally connect departments, units and areas at the University working with SDO. Similarly, the coordinator would recruit other departments to join SDO implementation by connecting said groups to UMN staff and faculty already involved with SDO initiatives. Put simply, the coordinator of SDO would maintain a database of groups currently using SDO, as well as identifying areas that may be recruited to implement SDO. An example of an effort at the University to maintain a database "community" of active "users," and develop communications and

programming geared toward a subset of University employees would be the Communicators Forum: <http://umcf.umn.edu/>

REINTEGRATE SLO AND SDO

A broader definition of “learning” is necessary. The integration of SLO and SDO across the University would correspond better with current thought on student development and learning in the 21st century.^v The separation of the academic curriculum from the “applied” skills and experiences does a disservice to our students. The skills learned in the classroom need to be integrated with the learning that occurs outside of the classroom in order for our students to meet the demands of the future. This is especially critical in a world that is increasingly becoming more diverse and interconnected and where adaptation/integration of knowledge and skills will be ever more critical to career success. Both Duluth and Rochester are adapting this integrated approach as they develop their respective assessment systems and it makes sense for the Twin Cities campus to retroactively do so also. See Appendix D for an example of the current work being developed at the University of Minnesota, Duluth.

EMBED SDO IN UNIVERSITY CURRICULUM

STUDENT DEVELOPMENT OUTCOMES COLLOQUIA

Our PEL group believes the sponsorship of colloquia branded around SDO, and potentially required as a component of the undergraduate curriculum, will further UMN students’ exposure to the concepts of both student learning and development. For this recommendation, we were inspired by the work at Kalamazoo College related to student learning and development. Specifically, the college sponsors and requires its undergraduate student body to attend 25 “Liberal Arts Colloquium” events as a requirement for graduation. The following description from Kalamazoo’s “LAC” website succinctly describes the program’s mission:

...The LAC forum reinforces the idea that public deliberation and aesthetic appreciation are essential for a lifelong commitment to civic responsibility and vocational readiness. Each year, the LAC presents approximately sixty public events. These events include lectures by prominent scholars, performances and presentations by significant artists, talks and panel discussions that address topics from disciplinary perspectives to pressing contemporary issues, selected student presentations and programs tied to a theme or larger event on campus. <https://reason.kzoo.edu/lac/>

For this program, Kalamazoo College provides a web-based resource for students to check how many LAC events they have attended, a web-based schedule of LAC events, an annual theme (this year’s theme was “Only Connect: Of Memories, Places and Learning”) and alternative resources for

students needing to make up for a lack of the required 25 colloquium events (this includes a required two-page reflection of an “approved” LAC DVD).

If the University of Minnesota could similarly sponsor—and potentially require—colloquia devoted to the learning and development of its students, an awareness and understanding of SDO on campus would be greatly improved. For more information on Kalamazoo’s Liberal Arts Colloquium program, please visit: <https://reason.kzoo.edu/lac/>

CREATE ACADEMIC COURSES THAT SPECIFICALLY ADDRESS SDO.

Our student focus groups indicated that students understood the importance of developing in these areas outside their class work. Many cited that a lack of time and motivation prevented them from pursuing activities and programs that focused on SDO. We believe that by requiring students to take a course, receive credit and fulfill a requirement would create an avenue that could contribute to a culture shift that institutionalizes the importance of SDO in the undergraduate experience. It seemed evident from the students we talked to, that there would need to be some tangible incentive for them to pursue extra activities outside the classroom. A dedicated course could provide this incentive. In addition to this dedicated, SDO-specific class, students could satisfy this same requirement by taking classes already offered at the University. This could raise the level of awareness of some of the other outstanding offerings available to students, e.g. Leadership Certificate and the Community Engagement Scholars. It might even have the effect of broadening the existing service learning opportunities.

SDO WEB SITE

During the interviews many departments mentioned the need to share best practices when implementing SDO. A web site, where staff and faculty can research information on what SDO are and tips on how to incorporate them in their work, was developed. Also, students will be given opportunities to assess where they are currently within their SDO experience and tips on how they can continue to foster that development. Lastly, parents will be given information on how they can encourage SDO development within their students. The SDO web site was created using the same web page structure as the SLO site as a way to support the integration between SDO and SLO. The link to the web site is <http://www.sdo.umn.edu>. Most of the content has already been implemented with other areas still in the planning stages.

HOME PAGE

The left side of the Web page will have three links, student, parent and staff/faculty as well as contact information for LeeAnn Melin, Associate Director in the Office of Student Affairs. The middle section gives a brief SDO overview along with an explanation of why they are important to students and the University. Lastly, the right side of the page will list the seven SDO with

each hyper-linked for detailed information. The hyper-link is <http://www.osa.umn.edu/outcomes>.

STUDENT LINK

Brief explanation as to why SDO are important for students with encouragement to explore further through a number of links provided, such as:

- Engagement planner to find engagement activities to foster SDO development.
- University events calendar for students to participate in on-campus events,
- Student organizations.
- Online survey where students can answer a set of questions which will give a general overview of which SDO they have developed well in and which ones need additional development.
- Student employment link with tips on how to search for positions that foster SDO as well as incorporating SDO experiences in a resume and cover letter.
- Tips on working with your advisor to support SDO development.
- Tips on how to get more out of the classroom.
- Electronic portfolio/folio to house reflection essays and other SDO development materials.

PARENTS

Brief explanation as to why SDO are important for their students and how they can foster that development. This page will link to the parent web site <http://www.parent.umn.edu>.

STAFF / FACULTY

Brief explanation as to why SDO are important to advisee/students with encouragement for the advisor/counselor to support SDO development. Additional links on this page could include:

- Tips for supervisors of student workers on how to include SDO development within the student workers daily work tasks.
- Evaluation forms that map and articulate employment duties to SDO.
- How to incorporate SDO in career, academic and faculty advising as well as mentor/peer advising.
- Conferences/workshops which support SDO development.
- A SDO wiki to share best practices.
- Center for Teaching and Learning link for tips on how faculty can map SDO to their syllabus.
- Tips for faculty regarding how the SDO can be used to explain/reinforce their expectations of student in class and on assignments.
- Tips on how to best use an electronic portfolio system to support SDO.
- Copy of the PEL SDO report.

ASSESSMENT/MEASUREMENT

Providing our students an extraordinary education is one of three elements of the University of Minnesota's mission. A pillar supporting this mission is to recruit, educate, challenge and graduate outstanding students who become highly motivated lifelong learners, leaders and global citizens. In order to assess our effectiveness in achieving our mission we need to answer the following questions:

1. What do our students tell us about the level of challenge and quality of education they receive?
2. Are they engaged in activities that will lead to them becoming lifelong learners, leaders and global citizens?

“What students do during college counts more for what they learn and whether they will persist in college than who they are or even where they go to college.”^{vi} There are two parts to involving students in meaningful educational activities i.e., “student engagement”: 1) the amount of time and effort students put into their academics and other activities and 2) how the institution utilizes its resources to make these beneficial “learning” opportunities readily available to the broadest spectrum of students.^{vii} To the extent only a small group of students participate in, for example, the Co-curricular Leadership Certificate or the Community Engagement Scholars program we may be missing a large number of students who could potentially benefit from taking advantage of these opportunities. In order to answer the exceptional education questions we recommend: utilizing existing student survey data; developing a broader student reflection component; and utilizing institutional level assessment.

ASSESSMENT RECOMMENDATION 1: USE SURVEYS

The National Survey of Student Engagement (NSSE) has developed five clusters of effective educational practice related to “student engagement”:

- Level of Academic Challenge
- Active and Collaborative Learning
- Student Interactions with Faculty Members
- Enriching Educational Experiences
- Supportive Campus Environment

Many research studies have shown a positive association with participation in these types of activities as measured by these benchmarks and student success (i.e., satisfaction, development, persistence, etc.). The behaviors represented by these clusters of survey items can be “mapped” to both the SLO and SDO.¹ It is our recommendation that the NSSE or another similar survey (e.g., SERU) and

¹ The Council for Enhancing Student Learning Assessment Data working group is currently conducting the SLO/SDO “mapping” process for the NSSE & Student Experience in the Research University (SERU) and will be completed by end of summer 2009.

future alumni surveys that can provide benchmarking capabilities become a core component of the SLO/SDO assessment culture on this campus.

ASSESSMENT RECOMMENDATION 2: FOSTER REFLECTION

Student development is a critical component of the student experience and a necessary foundation for more mature learning.^{viii} To the extent students are having these experiences (e.g., orientation leader training, study abroad), can they critically reflect on these experiences? That is, can they become “self-authors” of their development by internalizing the characteristics and traits reflected by the SDO? It is therefore important that a reflective component be developed (perhaps using e-portfolio, or incorporating it into GradPlanner/APAS) to provide an institutional mechanism to allow students to become self-authors of their lives and provide a mechanism for feedback to students that would indicate some measure of their engagement.

ASSESSMENT RECOMMENDATION 3: INSTITUTIONAL ASSESSMENT

Another important piece to the assessment puzzle is assessment at the institutional level. The University needs to be able to answer questions such as:

- How is the institution utilizing its resources for:
 - Raising awareness and broadening engagement opportunities.
 - Eliminating barriers to access.
 - Critically evaluating programs in an intentional manner.
- The strategic evaluation of programs is a critical component in a complex environment such as the University and needs to address the following questions:
 - Do the programs in place “fit” a larger strategy for successfully engaging students?
 - Are there programs that need to be developed?
 - And are the results being used for improvement or elimination of programs that do not contribute to the success of our students?

VII. CONCLUSION

In conclusion, we'd like to reflect on the significance of the person our report chose to spotlight at its inception: Edmund Williamson, a University of Minnesota scholar, teacher and student life director. Williamson's applied work on student development is a fortuitous example as it exemplifies the interrelation between his professional identities at the University. The present University of Minnesota professional and academic community should take note of the precedent Williamson set by insuring that our oft-siloed work attempts to integrate student development with student learning, and vice versa.

It may also be helpful to reflect on Jerry Rinehart's early conversations with recruiters and UMN faculty and staff, which illuminated how multitudinous student development could help students gain the necessary critical skills for successful professional careers. Through our PEL group's information gathering from areas and departments at the University, interviewees—even those unaware of current SDO initiatives—reaffirmed the relationship between holistic development and students' professional success. These perilous economic times gives the University community an extraordinary opportunity to reemphasize the relationship between critical professional skills and SDO, both inside and outside of the classroom.

The need to accentuate the benefits of the University's SDO initiative correlates with the demand for stronger communication and branding to help further SDO promotional efforts. Stronger branding and communication efforts should not only focus on students; rather, branding and communication initiatives must also incorporate UMN faculty and professional staff—faculty and staff “buy-in” to SDO is crucial to its further development.

While branding and communications promoting student development awareness (e.g. a network similar to the Communicator's Forum) is an important step toward fuller SDO implementation, the University administrative and curriculum officers should also consider mandating requirements (e.g., Kalamazoo College's Liberal Arts Colloquium program, capstone projects, reflection pieces) in its effort to create more holistic academic and programmatic offerings.

ⁱ Edmund G. Williamson papers, University Archives, University of Minnesota, Twin Cities. The development in the concept of counseling of Dean Edmund Griffith Williamson from 1937 to 1969. P. 72.

<http://special.lib.umn.edu/findaid/xm/uarc00169.xml>

ⁱⁱ Edmund G. Williamson papers; P. 73.

ⁱⁱⁱ American College Personnel Association and National Association of Student Personnel Administrators (2004) *Learning Reconsidered: A Campus-Wide Focus on the Student Experience*. Washington, DC: authors. Available at <http://www.naspa.org> and <http://www.acpa.nche.edu>; p. 29.

^{iv} American College Personnel Association, Association of College and University Housing Officers—International, Association of College Unions International, National Academic Advising Association, National Association of Campus Activities, National Association of Student Personnel Administrators and National Intramural-Recreational Sports Association (2006) *Learning Reconsidered 2: Implementing a Campus-Wide Focus on the Student Experience*; p. 53

^v Kuh, G. (2008). High-Impact Educational Practices: What they are, Who has access to them, And why they matter. Association of American Colleges and Universities, Washington, D.C.

^{vi} Kuh, G.D., Kinzie, J., Schuh, J.H., Whitt, E.J., & Associates (2005). Student success in college: Creating conditions that matter. San Francisco: Jossey-Bass. P. 8.

^{vii} (Kuh, et al., 2005).

^{viii} Baxter Magolda, M.(2004). Self-authorship as the common goal of 21st-century education. In M. Baxter Magolda & P. M. King (Eds.), *Learning partnerships: Theory and models of practice to educate for self-authorship* (pp. 1-35). Sterling, Virginia: Stylus Publishing.

Appendix – A

PEL Interview Findings

PEL SDO INTERVIEWS

	Program	Contact Name	PEL Team Member	Status
1	Leadership Minor		Ron	Complete
2	Recreational Sports	Tony Brown	Heather	Complete
3	Career Development Network	Rebecca Hall	Gwen	Complete
4	Global Studies	Evelyn Davidheiser	Gwen	Complete
5	Center for Teaching & Learning	David Langley/Connie	Ron	Complete
6	Student Union	Maggie Towle	Gwen	Complete
7	Student Employment	Judy Glenia	Heather	Complete
8	Welcome Week	Jenny Porter, Beth Lingren Clark	Heather	Complete
9	Student Legal Services	Mark Karon	Korey	Complete
10	Student conduct and Academic Integrity	Sharon Dzik	Korey	Complete
11	Student Conflict Resolution Center	Jan Morse	Korey	Complete
12	Boynton	Ed Ehlinger, Julie Sanem	Gwen	Complete
13	University Counseling and Consulting Services	Glenn Hirsch	Heather	Complete
14	Smart Commons	Lynnell Williams	Korey	Complete
15	Service Learning	Laurel Hirt	Ron	Complete
16	YMCA	Sara Testen	Heather	Complete
17	First-Year Inquiry	Jennifer Franko	Jeff	Complete
18	CBS - Advising	Nikki Shultz	Gwen	no response after 3 emails/ 1 phone call
19	Disability Services	Linda Walkford	Korey	Complete
20	Grounds Team (Landscaping)	Les Potts	Gwen	Complete

21	ISSS	Kay Thomas, Barbara Kappler	Gwen	Complete
22	Student/Professional Services CEHD	Carole Broad	Ron	Complete
23	Student Learning Outcomes	Cythnia Murdock	Gwen	Complete
24	Center for Democracy and Citizenship			N/A
25	Biological Sciences	Robin Wright	Ron	Complete
26	Office of Public Engagement	Andrew Furco	Korey	Complete
27	Residential Life	Laurie McLaughlin	Heather	Complete
28	Student Athletics	Payton Owns	Gwen	Complete
29	Human Resources Training - Supervising Student Workers	Training material	Heather	Complete
30	Student Academic Success Services (SASS)	Scott Slattery	Heather	Complete
31	Learning Abroad		Gwen	Complete
32	Dinning Services	Kay Akey	Heather	Complete
33	Duluth	Paul Treuer	Ron	Complete

Last updated: 7.25.09

Q1	Do you have programs or activities that specifically address SDO? What are they? Which ones are most effective?
Program	
Leadership Minor	Leadership minor is a series of credit courses designed to help students become successful leaders. In addition, there are 4 co-curricular non-credit leadership programs (e.g. leadership certificate program), that are cohort based. Both the curricular and co-curricular leadership programs incorporate all the SDO but they are not specified explicitly. Student affair is a natural buy-in, since they tend to be more programmatic in nature. The leadership minor outcomes/course syllabi could be mapped to the SLO/SDO. Summer curriculum of leadership minor will tie SDO with course goals
Recreational Sports	Outcomes similar to SDO happen just as a result of the training and programming. We have a lot of student jobs that require leadership skills and we are assessing one of them currently. Some of our programs have made their own outcomes and have mapped them back to SDO. Lastly, we take results of what we do, and if it fits with an SDO great but we don't work backwards to make it work.
Career Development Network	No programs; primarily works with career service offices around campus. The career "curriculum" committee maps SLO/SDO with their course objectives (e.g. CLA 1201/3201) Conduct workshops and surveys of employers to determine what skills they want and assess the effectiveness of career services. Survey results can be accessed at: http://www.career.umn.edu/Employer%20Survey06.pdf . OMS does an annual report based on a survey of the business community [Academic Corporations Relations Center] http://www.business.umn.edu/
Global Studies	They require study abroad experience--experiential learning. They require their students to produce a portfolio by the end of their studies. Portfolio would include, resumes, writing samples, research, reflection on the learning abroad experience, self reflection.
Center for Teaching & Learning	Provide tools and support for advisors, tools for curriculum overhaul/mapping lessons to SDO and assessment/implementing SDO with team of advisors, colleges, and faculty as well as offer workshops.
Post Secondary Teaching & Learning	N/A

<p>Student Union</p>	<p>Students in MPAC and Board of Governors and 42 students supervisors. Also have front line staff supervisors trained to implement SDO with student employees. It was hard for the supervisors to grasp at first, but then there was an A-HA moment when it clicked to complimenting the student experience... They see themselves as a mentor. We are more intentional about assessing employment over the Governing activities, because Governing activities are an intentional step into leadership. Student are very excited about SDO because they see the connection to the benefits. Students tell me "I got into Grad school because I knew what to say about my development..."</p>
<p>Student Employment</p>	<p>Provides SDO sheet-list at student orientation with materials related to student employment on campus. Also do presentation at WW on student employment with SLO/SDO incorporated. Conduct supervisor student workshops, components include student engagement and the SLO/SDO "couched"; HR has completed a mapping of SLO/SDO to student job families (2007).</p>

Welcome Week	<p>Orientation Leader (OT)</p> <ul style="list-style-type: none"> • 24 students participate in spring semester personal leadership development training, 4 hours/week • Summer training on orientation logistics, 2 weeks, 14 hours/day • Students facilitate groups of 25 first year students during their orientation day • Example of relationship between training, Social change Model and Learning Outcomes <p>New Student Weekend Co-Chair</p> <ul style="list-style-type: none"> • 12 students participate in 19 weeks of personal leadership training, 3.5 hours/week • Facilitates and trains groups of 18-24 NSW Leaders, 3 hours/week spring semester • Balances supervisor and peer relationships • Oversees NSW program • Example of relationship between training, Social Change Model and Learning Outcomes <p>Since 2005, Orientation conducts pre/mid/post “surveys” assessments for training of orientation leaders (4hr/week for one semester for credit). Training is based on the social change model where SDO are mapped to training. Results are used to assess program improvement, find the “gaps” and validate training. Focus is more on personal development and leadership skills. Prior to Welcome Week (2008), from 2005 to 2007 approximately 12 new student weekend leaders were also trained in a similar manner. Now with Welcome Week, WW leaders (Program assistants) (approximately 800) assessment plan incorporates SDOs using surveys as the primary assessment instruments.</p>
Student Legal Services	<p>Activities that get at SDO: Careers in Law fair, resources fairs (for students to find out how to become involved in their communities; their responsibilities and rights); future professionals dinner; tours of the Hennepin County government center; mentor program to assist students with finding internships (not only in legal field); education programs, such as tax preparation; tours of the MN Supreme Court; sessions on credit card use and abuse. SLS visits classes throughout the year to advertise their services. Student Legal Services has 50 – 60 programs for students each year, and has 6500 student attendees/participants per year.</p>
Student conduct and Academic Integrity	<p>Handle reports of alleged misconduct for all students; any case that might be in the media; sexual assault.</p>
Student Conflict Resolution Center	<p>Trainings, guest lectures, trainings with graduate students (conflict management)</p>

<p>Boynton</p>	<p>Not specifically but loads, peripherally Health Promotions on a regular basis</p> <ul style="list-style-type: none"> • Health Advocates—1/2 Greek and ½ resident hall—every week they have a class promotes Independence and responsibility and students can earn credit • MSA Express—free taxi service—5 student drivers per weekend night—they get CPR certified and first aid training. • Peer programs • SHADE (sexual health awareness and disease education) weekly puts on programs • SNAP (student network for abuse prevention) Members gain valuable leadership and communication skills as well as in-depth knowledge of alcohol, tobacco, and other drugs. SNAP provides résumé building experiences and opportunities to network. • SHAC (student health advisory committee) students commit for a year, help create policy.—fosters students ability to articulate outcomes—often past members request letters of reference, realizing that this experience was important in their dev./ educational experience • SOBER (Student off booze enjoying recovery) • Partnership with nutrition students to go into homes to do food preparation demonstrations • Every 5-6 years Boynton involves students in assessing, recommending student insurance programs. • Student health surveys <p>All Boynton staff are trained to respond to their student customers</p> <ul style="list-style-type: none"> --priority on receiving feedback --build community by good work <p>For student workers—staff provides flexible schedules, access to space and computers for studying. Try to build a community for student workers. Boynton employees see themselves as mentors</p>
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<p>University Counseling and Consulting Services</p>	<ul style="list-style-type: none"> • Client Opinion Survey • Diversity <ul style="list-style-type: none"> o Staff monthly meeting o Grad Student training <ul style="list-style-type: none"> - Own cultural development efforts on counseled students o “Making White Privileges...” (a movie) <ul style="list-style-type: none"> - Assessment of grad students training through accreditation • Outreach/workshops <ul style="list-style-type: none"> o Adding SDO in evaluation <ul style="list-style-type: none"> - Study skills, career, stress management (see web site for complete list of subjects) • University Community Response Team <ul style="list-style-type: none"> o Counseling on losing a student member or staff member of a unit o No current evaluation of effort; looking to add. • Adding particular SDO, not all <p>UCCS is focused more on personal identity development; a secondary aspect is awareness of multi culturalism/diversity. Very supportive of concept, feels these are skills for life/work.</p>
<p>Smart Commons</p>	<p>SMART is tied to the University’s strategic positioning (they report to Bob McMaster). SMART operates where students are (Wilson, Walter, Klaeber Court); they also partner with the residence halls. They provide consulting—tutoring—services. These are student positions and are considered to be a peer support concept.</p>
<p>Service Learning</p>	<p>Required survey for all students who participate--75% or greater response rate. Work with 250 organizations to provide service learning opportunities. Community partners advocate need and become co-educators--minimum of 2 hours per week. Community engagement scholars program which concludes with a final seminar. In required final seminar students meet with career counselors, learn how to write resumes and how to articulate skills and experiences. community engaged scholars commit to 400 hours of community service, complete a project and write 6 reflection pieces.</p>

YMCA	<p>The programs are...</p> <ul style="list-style-type: none"> • Y-Buddies • Y-Scholars • Y-Tutors • Collegiate Achievers Program (Y-CAP) • Community Leadership Intern Program (Y-CLIP) (Have syllabus for program) • Y-Immersion <p>Activities done in their programs</p> <ul style="list-style-type: none"> • Reflection section • Share experience with other college students at elementary schools • Volunteer programs • Staff (82) • Coordinators (25) • Develop trip literary <ul style="list-style-type: none"> o Goal setting o Ambiguity o Creating a timeline o Accountability of others
First-Year Inquiry	<p>We address:</p> <p>Responsibility and Accountability Self Awareness Tolerance of Ambiguity</p> <p>Programs that address these are:</p> <p>Access to Success (ATS) Commanding English TRiO</p> <p>CE is most successful so far. Very high retention rate. However students cannot possibly finish in four years. This create a conflicts with the U's thoughts on success</p> <p>ATS is too new to know, need another four years.</p>
CBS - Advising	N/A
Disability Services	<p>We have student employees train new students employees on running the document conversion process. Some jobs we pair students with staff that have needs and the students assist. The kind of students that would take this job are already amazing so connecting to SDO is easy</p>

Grounds Team (Landscaping)	None really. They do talk to their students about expected behaviors.
ISSS	<p>Friendship Group</p> <ul style="list-style-type: none"> • Run by students who are selected carefully. • Help new ISSS students • American and international leader pre groups (Beth and Grace do the training) • Plan activities to foster community-leaders plan several activities for their group • Large group activities, picnic, Thanksgiving dinner • 20 leaders, 200 participates**students grow in confidence and interpersonal skills <p>Ambassador program--all international students/most undergrads--help with undergraduate recruitment--they get training in intercultural communication</p> <ul style="list-style-type: none"> • Give campus tours to perspective students • Learn about global issues • Connecting to the U of MN <p>Culture Core: International students designing a program with a mentor regarding their culture. Teaches how to get projects/programs done, discusses leadership, builds confidence, and plans events. A stipend is earned and a reflection piece along with a paper is required at the end. Skills gained will help them in the workforce--gain confidence</p> <p>Small room coffee hour: 200 to 250 students participate. Each event has a culture theme</p> <p>Personal Leadership Program: Workshops to help develop personal leadership goals.</p>
Student/Professional Services - CEHD	<p>Advising practice, in FYE workshops, presentations at conferences, and past teaching of GC 1076, 1086. Most effective was using the OC principles in my career planning classes. The students wrote incredible essays that showed me they were learning the principles.</p> <p>Second most effective would be one-on-one advising sessions. I've seen students have "aha" moments right before my eyes. After learning more about SDO it has improved my advising practice and made my job more enjoyable. SDO are also linked to our goals, but only in an informal way.</p>
Student Learning Outcomes	No, they are just focusing on their own pilot programs
Center for Democracy and Citizenship	N/A

Biological Sciences	No. In general, feels the SDO are not measurable and should be vetted with faculty. How much appreciation is enough? How do you measure it? Perhaps focus more on life long learning and citizenship skill development, assessment should reflect change we want all students at the U to develop. Stay away from personality/"values" based characteristics. The SLO were vetted with the faculty and academic in nature--therefore buy-in. The way the SLO are written, the onus is on the student to show or provide the evidence that learning is occurring. Feels if you want support for SDO they should be reworked, focus on LLL/citizenship.
Office of Public Engagement	More involved in creating policy and how to support opportunities to engage with public through research and learning. Help to create infrastructure/monitor/offer incentives for partnerships. To make public engagement more infused with the campus experience. Needs to be tied to academic work, passions and career aspirations.
Residential Life	SDO is the nature of the work. Programs on alcohol, student finance, plus many more listed on their web site. Judicial process which leads to educational impact on community. Student leadership positions, community counseling, residential leadership, student employment
Student Athletics	<ol style="list-style-type: none"> 1. Young professionals dinner—brings back alumni who are in professional positions 2. A resume book containing the resumes of current student athletes is sent to companies on the students' behalf. 3. Analyses how the gopheracademics.com website is being used 4. The M.A.G.I.C. program—community involvement program; working with students in locals communities. 5. Personal Development Programs (PDPs)—Women's Golf, for example, is going to do a program on nutrition; other include: financial planning, goal setting, car basics, cooking/meal planning, sexual responsibility, and seminars on drugs The hope Day Festival is a community service pillar. The McNamara Academic Center posts photos on the web of the community-based outreach work students are doing outside of their sports 6. Learning center 7. Freshman first year experience--required for credit student athletics advisory board 8.
Supervising Student Workers workshop	Reviews SDO during a PowerPoint Presentation
TA Graduate Program	N/A

Student Academic Success Services (SASS)	<p>Yes, the courses and counseling offered by SASS address SDO in their own way. When developing lessons plans, instructors try to incorporate SDO. Next year there will be a course directly formed around SDO. Maybe from/in the class students will be able to write out how SDO work for them. No direct mapping is done to SDO.</p> <ul style="list-style-type: none"> • One-on-one service teaching specific skills • Graduate instructor development • Courses LA 1001, 1101, and 1102 <p>o Parents usually encourage their student to attend fall term o Advisor referrals mainly during spring term</p>
Learning Abroad Center	Reflection pieces, journaling. Their main focus is on personal growth
Intercollegiate Athletics-non academic side	Engage athletes in community activities, former athletes serve as mentors, staff development so they are familiar with resources available. Special events with Rusty Barcelo's office
Dinning Services	Started incorporating SDO into student worker job descriptions and training. Soon after hiring student completes Student Success Outcomes Assessment which is reviewed at the end of the year with their manager.

Q2	Do you do any formal or informal assessment of the impact of these programs/activities?
Program	
Leadership Seminar	<p>Assessment is in development, primarily based on reflections—using personal impact statements after one year. Primary focus is on tolerance of ambiguity and self awareness. The Multi Institutional Study of Leadership out of the University of Maryland is a big part of the assessment piece. The MISL is based on a social change model of leadership (lines up with the leadership minor). The survey was administered a few years ago and is currently being administered to a group of 500 students who have been or who are currently enrolled in the leadership minor and a random sample of 5,000 students who have not.</p>
Recreational Sports	<p>We got involved this year with Sport Club officers and we are using a Leadership Practices Inventory (LPI) assessment tool... much like businesses use. Retention rates and graduation rates are asked about more than SDO. The experience's we provide lead to SDO type outcomes.</p> <p>Suggestions and concerns about assessment practices</p> <ul style="list-style-type: none"> - Assessment is labor intensive - Measurements are usually done via observation which is very costly - Students assessing themselves is not effective - Believes we should start assessing only one or two SDO and not all of them at once - Not all programs should have to include all SDO. - Assess incoming and outgoing students to see overall development, as well as one year after graduation. - What is realistic as to who can conduct assessments. TA's for a course or an advisor through the students life cycle.
Career Development Network	<p>Career courses utilizes a pre/post assessment plan within the courses. Surveyed employers</p>

Global Studies	Students graded on final portfolio/sr. project. Informal assessment--they have found employers look for student that have study abroad experience--much higher levels of tolerance of ambiguity. They have found self perception changes after a global experience (nothing formal)
Center for Teaching & Learning	N/A
Post Secondary Teaching & Learning	N/A
Student Union	More informal, conversational.
Student Employment	No
Welcome Week	<p>Pre, Mid, Post Tests</p> <ul style="list-style-type: none"> • 31 statements related to the development outcomes • Rated on a scale of 1, not at all to 5, to a huge degree of how the statements relate to their behavior • Essay question <p>1:1 meetings</p>
Student Legal Services	SLS mails out a 4 – 5 question survey that asks if their services help in any way with their educational pursuits (88% answered yes, SLS services did help with their educational pursuits). They've been doing this survey by mail for 10 – 12 years, and purposely decided not to do an internet-based survey.
Student conduct and Academic Integrity	On their own programming, SCAI tried doing a survey, and there were not many respondents; A confidential survey that SCAI commissioned incorporates language that addresses development outcomes. (KN: so if they get some feedback on that area, can't they hope to improve in certain areas as a consequence of the survey results they receive back?); Some counseled students receive "health promotion consultations" at Boynton as a part of their sanctions
Student Conflict Resolution Center	N/A
Boynton	They have data that shows direct correlation between health and academic success. Health survey has shown that the more confident a student is in his/her ability to handle stress, the higher his/her grade point average. They conduct a health survey

University Counseling and Consulting Services	Online assessment of behavior each time they attend a workshop. Assess multi culturalism in terms of the students they supervise. Their client opinion survey (conducted every semester for students who use their services). The survey for last two years as components tied to some of the SDO (related to the concept of personal identity development), but the results of the survey are not used to assess SDOs directly. More of a challenge to do this. [have hard copy of survey and selected results]
Smart Commons	Assessment is tough. They would like to see assessment included in any toolkit developed.
Service Learning	Required survey which has a greater than 75% return rate. They have tried to implement faculty reflection component without much response.
YMCA	Two formal survey's. Each program does one quarterly.
First-Year Inquiry	For SLO the student assessment is done in the form of a journal question assigned in class. We also have a rubric developed for the Capstone projects. For SDO we have a seven person assessment committee 3 PsTL faculty 1 External faculty, expert with stats 2 GRAs 1 Staff <i>SDO will be assessed by survey at the end of the year.</i>
CBS - Advising	N/A
Disability Services	Student self assessment at the beginning of the year and at the end, one-on-one interview in spring. Weekly group meeting to process and assess how students are doing. Students seem to like processing in groups.
Grounds Team (Landscaping)	No, students are basically assessed by whether they last a season/semester and return for another year. Promotions and raises are the only indicators of success in this department. So resilience and accountability are recognized by these measures
ISSS	<ul style="list-style-type: none"> • Cross cultural trainer--redesigned orientation program • Small groups • Different ways of presenting information--more culturally aware/sensitive

Student/Professional Services - CEHD	There is informal assessment by asking for feedback from the groups I facilitate. I make improvements and changes according to the feedback I get. We are beginning to do more formal assessment, starting with our FYE Advising Fridays from last fall. This will continue this spring with our ATS coordinator.
Student Learning Outcomes	Assessment for SLO
Center for Democracy and Citizenship	N/A
Biological Sciences	N/A
Office of Public Engagement	N/A
Residential Life	Annual benchmarking survey. Some SDO questions in the past, not anymore, however, because students don't understand why they are asking the questions. Volunteer leaders is next to be assessed.
Student Athletics	Assessment—surveys are done, online and informally. Ask students, “What are your needs?” however, there are efficacy when just having a conversation with students. Questions posed to students are oriented around the activities students are participation in, i.e. school outreach. Exit surveys for all students, surveys after every event, meet with coaches.
Supervising Student Workers workshop	N/A
TA Graduate Program	N/A
Student Academic Success Services (SASS)	Measuring is difficult, students may be involved but are not always aware they are working on SDO.
Learning Abroad Center	Senior exit surveys, pre and post evaluations, application process, pre and post travel abroad journaling, reflection weekend, self assessment by survey, creative problem solving
Intercollegiate Athletics-non academic side	N/A
Dinning Services	None

Q2.A	How have you incorporated the assessment results to improve programs/activities?
Program	
Leadership Seminar	
Recreational Sports	N/A
Career Development Network	
Global Studies	
Center for Teaching & Learning	
Post Secondary Teaching & Learning	
Student Union	<p>We Promote SDO as a major value. 99.5% of students surveyed recommended getting a job at SAU because of SDO. Having SDO helps us get Student Service money and we are fully funded by. We haven't changed anything in programs yet, however we are looking at:</p> <ul style="list-style-type: none"> - Students groups, there are over 100 - General SAU programming - Maybe couple it with engage.umn.edu
Student Employment	Informally by talking with students and parents. Parents are very interested in this.
Welcome Week	<ul style="list-style-type: none"> • Based on the percentages were able to determine which area needs improvement • Set aside time to make assessment a part of the process so it's not forgotten • Look at your training holistically, not just a program components • Use resources on campus • Makes you think about the training components and how they lead to student learning • Assessments should be given before major initiatives or shift in job responsibilities • Always going to be revising the assessment process • Measuring growth versus reporting program benefits
Student Legal Services	SLS is run by students. There is a student board (6 – 8 undergraduates, a representative from the Law School, and 1 – 2 GAPSA reps.). A student committee also helps with SLS programming.
Student conduct and Academic Integrity	
Student Conflict Resolution Center	
Boynnton	

University Counseling and Consulting Services	
Smart Commons	SMART changed the language in student job descriptions. This gives them the skills to articulate how the student might have developed when they move on from SMART. Believes the outcomes are more understood than addressed. Developed a matrix. Use a online tool kit to introduced SDO (a history), what people are doing at the University, forms, things to be borrowed, a discussion board, etc.
Service Learning	They are always working and reworking with faculty and community partners to better the experience.
YMCA	
First-Year Inquiry	
CBS - Advising	
Disability Services	The weekly meetings address small issues as we go along.
Grounds Team (Landscaping)	
ISSS	
Student/Professional Services - CEHD	We incorporated feedback by dropping the least popular workshops, and making sure we keep the ones that the students rated the highest.
Student Learning Outcomes	
Center for Democracy and Citizenship	
Biological Sciences	
Systems Academic Administration	
Residential Life	
Student Athletics	
Supervising Student Workers workshop	
TA Graduate Program	
Student Academic Success Services (SASS)	
Learning Abroad	
Intercollegiate Athletics-non academic side	
Dinning Services	

Q3	What is your greatest challenge in the area of SDO? (i.e.: mapping SDO to program goals, creating measures, analysis and/or using the results, supervisor/faculty by-in?)
Program	
Leadership Seminar	Getting beyond self-observation and reporting.
Recreational Sports	<ul style="list-style-type: none"> • Assessment portion is very difficult and time intensive, for example the LPI 360 review process will cost \$1,100 for just five students. • The most affordable route is to just ask the students, but self assessment is not very accurate because • a student bright enough to get into college is bright enough to mess with the assessment/statistics. • Trying to map to SDOs across all programs in Rec Sports is difficult because there are too many program, however, focusing one or two SDO in one program is more manageable. • If we could focus on one SDO? Yes, we would focus on leadership.
Career Development Network	Challenge is creating the measures
Global Studies	After establishing the measures an instrument to assess would them be very helpful.
Center for Teaching & Learning	N/A
Post Secondary Teaching & Learning	N/A
Student Union	<ul style="list-style-type: none"> • Mapping outcomes to goals and figuring out measurement. • We started out general, later found we needed to tailor it to sepcific job classifications.
Student Employment	Too much information is not in one place, and much of it is only relevant at particular points in time during a student's career. Therefore, consistent information needs to be available at a number of sources and timed accordingly.

Welcome Week	<ul style="list-style-type: none"> • Developing questions • Finding deeper meaning out of data • Amount of time to create assessment tools • Making each question intentional • Finding time to gather data <ul style="list-style-type: none"> - One person's responsibility? - Centralized data source • Consistent message across the University
Student Legal Services	Qualifying the value of the program and assessment are the challenges.
Student Conduct and Academic Integrity	<ul style="list-style-type: none"> • The place to measure SDO is not when students are going through the program, but at graduation and embedded within the senior exit survey. Questions to students would be, "where did you receive development outcomes?" and "what did you learn as a result?" • Students would be most apt to articulate their SDO experiences 2 or 3 years after graduation. • Concerned how development outcomes are "really going to be measured." • Should the use of development outcomes be applied to one instance that the student is being counseled for, or should it be applied to their whole student life?
Student Conflict Resolution Center	There are no real problems, SDO-like activities are "part of the work we do every day."
Boynton	Assesment, measurement, and the ability to prove that SDOs are important in their work. If there was a way to show this information, it would help justify/validate their existence.
University Counseling and Consulting Services	<ul style="list-style-type: none"> • Listing student activities on transcript/ASAP. (efolio) • Finances/low economy will bring a push toward academics. <ul style="list-style-type: none"> o Retention = involvement = SA/SDO • Holistic view of the student <ul style="list-style-type: none"> o Students dealing with pressures <ul style="list-style-type: none"> - Working more hours with less time for traditional involvement • Veterans – direct impact (PTS) <ul style="list-style-type: none"> o Balance b/w personal development and academics • Definitions broad enough to work with different types of students

Smart Commons	<ul style="list-style-type: none"> • How can development outcomes be measured? Based on the student's year in college can make a difference in measuring development outcomes. • Challenges for deploying development outcomes in peer to peer interactions: "The students really need help with their academics. Perhaps the SDO could be deployed without using the institutional language." • Trouble seeing what deploying the outcomes on the students served might look like.
Service Learning	<p>Time to assess--especially the qualitative material from the surveys, resources--people to assess. Also the resistance by faculty, they can't make faculty incorporate service learning. They require reflection papers throughout program but lack rubrics to assess them</p>
YMCA	<ul style="list-style-type: none"> • Not being linked with the U in a formal way. • Not being able to offer students credit for their experience which would in turn help them map SDO to U experience and coursework. • Struggle to get students to understand why this is so important.
First-Year Inquiry	<ul style="list-style-type: none"> • The culture at the U has blinders on to what colleges can realistically do... they are too rigid. • Some SDO have never been approved by the Senate, however, SLO have. • SDO are fluid and are really part of student affairs. • Measuring development is the most difficult thing to do; there is no way to accurately measure the outcome. How to measure intentional development with normal maturation. • At the end of the SDO guidelines it gets loose and tells people to feel free to adjust. • This is another layer of language.
CBS - Advising	N/A
Disability Services	<ul style="list-style-type: none"> • How do we measure success? It is very difficult to sum that up. • Hitting all seven SDOs is difficult but we do it. • Diversity is our biggest challenge.

Grounds Team (Landscaping)	<ul style="list-style-type: none"> • Supervisor by-in, however, they are over worked • High turn-over in student workers to do any real development. • Students don't view position as anything other than a job. • No great sense of possible learning opportunities. • Perception this would be another layer of things to do. "What's the payback" for extra work?
ISSS	<ul style="list-style-type: none"> • Getting people to think about international students--U doesn't consider international students when it develops/offers programs • Small group expectations • Communication style • Problem solving differences
Student/Professional Services - CEHD	<ul style="list-style-type: none"> • Finding the time to design this type of learning experience, then facilitating it. • My student population does not need the personal development skills so much. • They are not assessed, nor are we assessed on these parameters. • They are linked to only our freshmen for the most part. • Students see two different messages being sent by the separation of the SLO and SDOs; which is confusing and students do not like; they should be combined.
Student Learning Outcomes	<ul style="list-style-type: none"> • Too much for one person to take on. • Resistance from some faculty. • Layers of work and putting it in context within the U.
Center for Democracy and Citizenship	
Biological Sciences	
Office of Public Engagement	<ul style="list-style-type: none"> • More plain • To determine whose responsibility it is--students vs. university--students need direction. • Competing research and quality teaching with engagement
Residential Life	<ul style="list-style-type: none"> • Need to assess where the students are to understand growth. • Assessments are difficult but haven't given up. • Department needs to understand SDO are different than an educational background.
Student Athletics	Finding time in athlete's already over-booked schedules.

Supervising Student Workers workshop	N/A
TA Graduate Program	N/A
Student Academic Success Services (SASS)	Unless people see how SDO will help them they are resistant to implement or learn.
Learning Abroad Center	Assessing students journaling exercises
Intercollegiate Athletics-non academic side	<ul style="list-style-type: none"> • Lack of time, auxiliary resources, and devoted staff. • Seasonal variations of athletes schedules.
Dinning Services	<ul style="list-style-type: none"> • Supervisors of student worker lack of completing assessments. • More supervisor and management by-in still needed. • Time consuming. • Need to make it meaningful for both supervisors and students.

Q4	What type of resources would be helpful in implementing or improving on SDO programs?
Program	
Leadership Seminar	Engagement planner should be tied with the grad planner, in order to make a more intentional connection between choice and plans. Make reflection a main component for assessment efforts. Have power point presentation of Engagement Planner and more broadly the undergraduate student engagement initiative.
Recreational Sports	<ul style="list-style-type: none"> • To have an outlet to tell our story and how that fits with SDO. • It is very challenging with the diversity of programs in Rec Sports to address SDO across all programs. • The DISC leadership assessment would be helpful. Is anyone else using this? • Some type of assessment early on, then repeated towards the end of a students time at the University.
Career Development Network	Demonstrations of how/where it is working, this will lead to buy-in. More employer surveys
Global Studies	Eportfolio system to track student work throughout their college experience. They have students create portfolios as a requirement for graduation.
Center for Teaching & Learning	<ul style="list-style-type: none"> • Need to have advisors, staff, faculty and administration to build SDO together. • Don't try to implement all 7 SDO. Start with a couple (i.e. self-awareness and responsibility)
Post Secondary Teaching & Learning	
Student Union	<ul style="list-style-type: none"> • More staff time is what we need rather than money. • The dream: Implement SDOs for all student employment • More research and data for students that have left. 5, 10, 15, 20 years out
Student Employment	Parent's website

Welcome Week	<ul style="list-style-type: none"> • An ambassador/consultant of SDO where colleges and departments on contact for assistance • Grant to support a two to three year position. • A “code” system to a-line SDO to assessment questions • Workshop for colleges and departments to develop commonality <ul style="list-style-type: none"> - Same language - Mapping - Publications - Environment for colleges to share best practices • Tools on how to create assessment • Tools on creating survey’s (i.e. survey monkey) • Time • Data analysis software and staff
Student Legal Services	Technology; an effective means for reaching the 80% of students who do not use SLS.
Student conduct and Academic Integrity	
Student Conflict Resolution Center	Doesn’t find the outcomes very helpful. Notes that the student experience “doesn’t happen that way,” and that there is “no reason to do it.” Practical results make SDO-like activities more interesting; practical results give students a reason to pay attention.
Boynton	

University Counseling and Consulting Services	<ul style="list-style-type: none"> • Engagement planner is a good start • Advisor stress needs to be reduced <ul style="list-style-type: none"> o Advising be a vehicle to drive initiatives – front line o Intense work with at risk group o More outreach o RA’s in Res halls • Career development • Research; In order to counter these perceptions: Need to assess, need behavioral evidence over time to show the impact (i.e., be accountable) of how we are changing students lives [to administrators in particular]. Money is an issue; need to show that student development is tied to academic success (better retention more tuition dollars). Would like to see a holistic view of assessment because academics and student development are all interrelated, but this is a difficult concept to communicate to administrators. Make part of the transcript; contain listing of student organizations, honors, etc to show a development side; this would help legitimize the SDO. Utilize facebook/myspace (way to assess student perceptions of SDO).
Smart Commons	
Service Learning	<p>More staff to do assessment, ways to get buy in from faculty, technology to assist in assessment. Having required "bookend" courses.</p>
YMCA	<ul style="list-style-type: none"> • More funding to hire more professional staff • Leadership consulting • Networking on sharing SDO ideas with faculty and staff/ more direct connection with U programs • Community engagement of scholars • Student to receive college credit for their work • Connecting independent learning with U YMCA
First-Year Inquiry	<ul style="list-style-type: none"> • Look at all of the places on campus implementing SDO and figure out what works. Combine the knowledge of what is working. A depository of experience and knowledge. Bring people together to talk about their SDO work. Let us learn from each other and develop our own paths. It is very helpful to know where others are... however not something as a Web site. • Look at what Cynthia Murdock is doing with SLO. She pulls people together across campus to discuss SLO. Web is too flat, need to interact with each other

CBS - Advising	
Disability Services	Everyone at the U should give SDO a shot. Regular meeting to talk with others on campus and see what is working would be great
Grounds Team (Landscaping)	More support from central HR. Give their supervisors some tools and training to enhance their professional development as well as be "mentors" for their students. Give supervisors incentives to integrate SDOS. Toolkits and ways to make implementation easier. "ways to sell" what do they take away from the experience.
ISSS	<ul style="list-style-type: none"> • Help facilitate mapping. Someone outside of the department/U of MN • Conference • Opportunities to talk more about it with other departments as well as within one's own department
Student/Professional Services - CEHD	<p>What I wish for is training for all faculty, staff and students on SDO. The OC curriculum would be a good choice to help disseminate this kind of learning. (On Course [OS] is a student success curriculum designed by Skip Downing). What makes OC so rich is:</p> <ul style="list-style-type: none"> • Created out of Skip's own personal, life-changing experiences • Based on learner-centered strategies • A course for students, professional development for teachers but is also very useful for advisors, counselors, administrators and students. • Forced to go through your own assessment of how you are doing in the 8 principles/SDO. In OC II you work in teams based on learning styles to design an activity that will teach an OC principle. • Like to see a Freshmen Seminar on SDO. <p>Make SDO part of staff (advising) performance evaluation; can be done rather informally by showing evidence that I discussed SDO with my students and provide evidence of how effective they were. Training would be critical to provide a consistent message to students. [Currently not a lot of support, especially not at the college level, support is more higher (e.g. Jerry). Advising is a busy job so anything extra cannot take a lot time.]</p>
Student Learning Outcomes	Individual meetings were more manageable/effective. Put in places where framework exists.
Center for Democracy and Citizenship	
Biological Sciences	

Office of Public Engagement	Toolkits, opportunity for students to demonstrate or measure. Capstone projects with feedback. Demonstration of outcomes. An understanding of the philosophy, why this is important--focusing on output.
Residential Life	<ul style="list-style-type: none"> • Place SDO within job descriptions and make workshops monitory • Every unit is mandated to assess <ul style="list-style-type: none"> o Initial assessment o Post assessment • Start with student employees • Need to come from Presidents office with financial support • Track every workshop the student attends. Student receives a portfolio when they leave to be used at interviews. <ul style="list-style-type: none"> o Certificate of appreciation • Student employment engagement <ul style="list-style-type: none"> o Mail box o Name tag o Need to show them how they are important to the U of MN • Take time to <ul style="list-style-type: none"> o Get everyone on board o Same language o Show they are educators not just a supervisor • SDO's need to be institutionalized <ul style="list-style-type: none"> o Getting an education but also value added SDO's o How can admission's be involved • Focus group ideas and concepts broken down for students to <ul style="list-style-type: none"> o Explain what language resonates with them o What smaller private schools admission offices are already doing o What are the top 5 values of this institution? • Advisor board across communities meet once a month • Goal setting: Supervisors set goals with students in beginning and mid-year point. • SDO's imbedded within freshman seminar type course which freshmen class will be required to
Student Athletics	
Supervising Student Workers workshop	
TA Graduate Program	

Student Academic Success Services (SASS)	<p>Scott's dream is to present to the Academy of Distinguished Teachers If Morse Fellows in DTA buy in, their clout will influence others.</p> <ul style="list-style-type: none"> • To help with faculty by-in <ul style="list-style-type: none"> - Would like a new hire model that includes SDO teaching responsibilities - "Academic Distinguished Teacher" to show an SDO model and support the importance of SDO. <p>(Morse Fellows)</p> <ul style="list-style-type: none"> - New faculty orientation participation <ul style="list-style-type: none"> • TA faculty training <ul style="list-style-type: none"> - Sharing resources on campus (Smart Commons)
Learning Abroad Center	
Intercollegiate Athletics-non academic side	Freshman development course. Career transition program.
Dinning Services	Online resources.

Q5	How important are SDO's to students, staff, the U of MN community as well as outside employers' to put forth intentional SDO programming at the U of MN?
Program	
Leadership Seminar	Are important but need to promote awareness. Get the message out as to why they matter.
Recreational Sports	<p>It is very important, critically important, so important it is stressful trying to assess and stay on top of all of this. Getting students to take responsibility and involvement in their own outcomes would be good, a portfolio to work on for their four years at the U for example.</p> <p>Bonus 30 second pitch</p> <ul style="list-style-type: none"> - Random sample 1st year students for a 360 evaluation of observed behaviors. - Contact high school teachers, counselors etc. - Run 360 assessment again during their last semester at the U. - Then you have achieved an institutional assessment - We need to get past just asking the students how they have grown.
Career Development Network	Students need to be able to speak and write [reflect] about their experiences with these outcomes ; they are critical to employers/grad/professional selection committees; they often employ "holistic reviews" where the SLO/SDO are a major piece;
Global Studies	Employers report much higher levels of ambiguity and tolerance for students who have had a study abroad experience. Student's self perception changes after global experience.
Center for Teaching & Learning	
Post Secondary Teaching & Learning	
Student Union	
Student Employment	Very important; students need to prepare themselves to be workers (usually focused only on being students).

Welcome Week	<ul style="list-style-type: none"> • Transferring to future jobs and resumes • Use SDO to feed messages and marketing • Satisfaction vs. meaning making data <p>Important, it helps students articulate/translate what they are learning. If SDO are intentional more likely to be objective and outcomes are easier to measure. Mapping SDO to program goals/outcomes and then to activities helps programs develop communication materials easier and assist in developing a more coherent/consistent messages across various stake holders.</p>
Student Legal Services	
Student conduct and Academic Integrity	
Student Conflict Resolution Center	
Boynton	
University Counseling and Consulting Services	They are critical, UCCS is very supportive of SDO
Smart Commons	Development outcomes are good preparation for life beyond the university; it is an indicator of “how well the University is preparing its students.”
Service Learning	extremely important
YMCA	
First-Year Inquiry	<p>So much is learned just by the natural maturation of students. Being intentional with assisting students is of course good, however many aspects of SDO are already covered in curriculum. How do we provide the same experience across different cultures on campus?</p> <ul style="list-style-type: none"> - Some students struggle to get through, others have a free ride. - We should focus on making the experiences common and meaningful instead of sticking labels on everything.
CBS - Advising	
Disability Services	Very important, it is up to all of us to make the students great
Grounds Team (Landscaping)	Don't feel it is important to be intentional. However one of their greatest challenges is student retention. However they felt like their students were learning some of the SDO through their work. Perception is not necessarily reality in this case.
ISSS	Extremely important--SDO are infused in all that they do, it is an underlying philosophy

Student/Professional Services - CEHD	<p>I think the SDO are very important from my advising perspective. Daily I see students fail, not from lack of intelligence, but lack of taking responsibility for their actions. When I talk to students about resiliency or appreciating difference, they do know it is important. But they also are very influenced by grades, their peers, and what the U emphasizes. If we really emphasized the SDO as a unified community, I think the students would take them much more seriously.</p> <p>The greatest reason that the SDO are important is because talking to students about these types of topics shows them that we really care about them as human beings, and not just GPA material. We have very little time to interact meaningfully with students. When I take the time to ask them, "what was the lesson learned here", I might as well be saying, "I care how you are growing and maturing as a whole human being". I believe at this U, so big and alienating in many ways, that we cannot afford to drop or forget this kind of communication. The other benefits, besides that it's good for the students, is that it is good for staff and faculty. It makes you take the time to reflect and improve, continuously. [noted , that it makes her job enjoyable].</p>
Student Learning Outcomes	important
Center for Democracy and Citizenship	
Biological Sciences	
Office of Public Engagement	important
Residential Life	Very important to housing's everyday work.
Student Athletics	He quotes the following NCAA vision/value: "Learn how to fish instead of fishing for a day." He wants his students to gain "transferrable skill sets."
Supervising Student Workers workshop	
TA Graduate Program	
Student Academic Success Services (SASS)	Very important
Learning Abroad Center	Very important--their focus is on personal growth
Intercollegiate Athletics	important
Dinning Services	

Q6	Do you know of any other departments/units on campus that have SDO programs?
Program	
Leadership Seminar	Carol Broad: Academic Advising College of Education and Human Development Cynthia Murdoch: Coordinator Student Learning Outcomes Laurel Hirt: Service learning Peg Rinehart: Disability Services Career Development network: surveys of employers
Recreational Sports	N/A
Career Development Network	Heidi Perman: career professional in St. Paul Career Center ties SLO/SDO with her advising with clients Paul Tiemans: CLA career advising Jean Underwood from CBS does a reflection piece in her class Medical School requires the use of a portfolio
Global Studies	CEHD--Michael Page has studied inter-cultural competencies
Center for Teaching & Learning	ISSS, internship, study abroad, Carole Broad
Post Secondary Teaching & Learning	
Student Union	UDS/ ARAMARK Radio K Study Abroad Housing Res Life First Year Inquiry HR Supervisory workshop, they learn to implement SDOs
Student Employment	
Welcome Week	MILS-Multi Institutional Leadership Study-assessing leadership on campus based on social change model (June Nobbe).
Student Legal Services	Boynton, Student Disciplinary Office; Student Conflict Resolution Center
Student conduct and Academic Integrity	Sharon believes work on development outcomes is happening in Coffman in Maggie Towle's area.

Student Conflict Resolution Center	Jan notes that graduate programs are getting into professional skills. She cites neuroscience, psychology, physics, art history, and Carlson school students as examples.
Boynton	
University Counseling and Consulting Services	<p>Scott Slattery SASS: Student Academic Success Services, provide workshops and classes for credit on study skills, manage time, techniques to think critically; http://www.uccs.umn.edu/education/sass.htm.</p> <p>SASS courses usually for those juniors/seniors on academic probation, the TA training program may have an SDO component.</p> <p>Boynton: Student health advocates Career Advising Network Engagement Planner</p>
Smart Commons	Other areas Lynell thinks SDOs are being used: Office of first year programs, student unions, council for undergraduate programs. Lynell believes that these efforts were "more a year and a half ago."
Service Learning	
YMCA	<ul style="list-style-type: none"> • Leadership minor • Community engagement scholar • Carlson Honor (Jean Stromer) • Interfaith campus coalition • CLA ambassadors – Peer advisors • Campus crusades for Christ <p>☐</p>
First-Year Inquiry	Talk to Jennifer Engler in CEHD Student Services for the adviser angle (Interviewed Carole Broad instead)
CBS - Advising	
Disability Services	No, but we may want to talk to Linda Jorn from the DMC. She is looking into doing SDO for her student employees so this would be a different perspective for us.
Grounds Team (Landscaping)	
ISSS	Dean Williamson (Student Affairs) - Historical archives. "The development in the concept of counseling of Dean Edmund Griffith Williamson from 1937 to 1969"

Student/Professional Services - CEHD	<p>Academic to Success program (ATS); working with Emily Goth assessing workshop results (open ended/likert scales)</p> <p>Note: Carole provided us with On Course book (5th edition), plus numerous material she uses in her advising sessions, list of workshops she has conducted and the OC proposal co-authored with Connie Tzenis. Did not get copy of assessments used to evaluate workshops.</p> <p>Miami University Ohio: advising training promoting self-authorship [Andy Howe]</p> <p>LASK SASS courses</p>
Student Learning Outcomes	
Center for Democracy and Citizenship	
Biological Sciences	
Systems Academic Administration	
Residential Life	Dinning services
Student Athletics	
Supervising Student Workers workshop	
TA Graduate Program	
Student Academic Success Services (SASS)	
Learning Abroad Center	
Intercollegiate Athletics	
Dinning Services	

Misc.	
Program	
Leadership Seminar	
Recreational Sports	
Career Development Network	
Global Studies	
Center for Teaching & Learning	<ul style="list-style-type: none"> • CFANs are including SDOs and creating experiential learning curriculum • Incorporating SDO's are more expected by disciplines, those that work closely with employer and professional schools • Faculty workshop in spring (we should attend) • Willing to help put together a toolkit • Tools <ul style="list-style-type: none"> - Set goals the student can work within - Pick a song that signs about your experience to foster reflection • Quotes <ul style="list-style-type: none"> - Let's remove "I can't because" ...Don't see barriers, see challenges - Essential to be our best selves
Post Secondary Teaching & Learning	
Student Union	
Student Employment	
Welcome Week	Marguette School and Social Change model
Student Legal Services	
Student conduct and Academic Integrity	
Student Conflict Resolution Center	
Boynton	
University Counseling and Consulting Services	
Smart Commons	

Service Learning	
YMCA	
First-Year Inquiry	
CBS - Advising	
Disability Services	
Grounds Team (Landscaping)	
ISSS	
Student/Professional Services - CEHD	
Student Learning Outcomes	
Center for Democracy and Citizenship	
Biological Sciences	
Systems Academic Administration	
Residential Life	
Student Athletics	
Human Resources Training	
TA Graduate Program	
Student Academic Success Services (SASS)	
Learning Abroad Center	
Intercollegiate Athletics	
Dinning Services	

SLO Interview

Three different committees working on SLO key issues

- 1) Data work group - data collection
- 2) Accountability/Accreditation (how are we going to get there?)
- 3) Faculty are required to incorporate one SLO to their curriculum.
 - Includes toolkit, tricks of the trade, hints

Phase 1

- Mapping majors to SLO
- Assessment plan - where in the major is the SLO?
 - On-going cycle
 - Assessment data
- Yearly meetings - changes what works, what doesn't
- 13 pilot programs

Policy states this is what students need to learn. Procedures are in the works.

Accreditation is 2015

- Review accreditation to see how SDO's fit
- Accreditation is not a motivator for faculty. Teaching and learning are stronger motivators.

Barriers

- One more thing to do
- Up front work with little reward until later in the project
- Contexts of the initiative "white paper" to provide context.

Pieces

- Communication, pilot projects, and accreditation. Too big of a project for one person. Require allies.

Changes to ECS to record how a course satisfies a SLO. Change came at same time as new L.E. rollout.

Meeting with people to go over individually to explain and get buy-in. Hard to meet with everyone.

Measuring

- 1) Pre and post asking students if they learned an SDO
- 2) What exercise did the student learn from.

Recommendations

- 1) Incent SDO's were they are already started. Within systems that already exist.
- 2) Assessment by faculty push back. They are already doing it
- 3) Don't use certain words with faculty such as don't tell them what to do in their classroom nor use the word training.

Interview with David Langley, Director Center for Teaching & Learning

David, essentially talked about SDO in general terms. The SDO history is based in the business world and thought it should be stated up front. Perhaps, we need to find out what they mean to various subgroups on campus, do they have similar meaning across R/E groups or majors?

The major focus is to show why SDO are vital and provide examples of what the assessments look like. One problem, is that there is no policy requiring use of the SDO, questions arise about do we have to address the SDOs or not?

Naturally areas where SDO arise are in classes/programs that learner centered or provide experiential learning experiences:

- UROP
- Senior capstone experiences
- Student teaching
- Clinical experiences
- Internships/co-ops
- Global Studies
- Service Learning

Academic advisors may be a natural group for “seeing” determining growth in student development, in particular those who are tied to the major the student is in.

Other potential vehicle is the Student Rating of Teaching (incorporate items related to the SDOs), deliberate emphasis in course design and syllabi.

Are all the important SDO stated, that is are they all there? Are these general statements set in stone, can they be altered?

David provided documents on examples of SLO/SDO/NSSE benchmarks with mappings with optional SRT items. Another document from 2005 provides a list of behaviors that students can do that are related to student success related in terms of the SDOs.

Interview with Paul Treuer: Duluth 3/6/2009
Director, Knowledge Management Center

Chaired Duluth's Student Success Working group; main goal to increase grad/retention rates at Duluth

The groups focus on 2 areas: 2 parts; one being academic success (assessment learning)

- 1) Academic success (assessment of learning)
- 2) Student development (SD) assessment team

Goal is to now integrate SD and LO with curriculum so that to students SDO and SLOs will appear as one thing.

Duluth: 6 LO domains integrated with SDO and they are tied with the Learning Recosidered outomces, use tools 'rubrics" developed by AACU
AACU rubrics are "normalized"

Paul demonstrated ePortfolio for us; stressed the importance that assessemnt data needs to fullfill multiple roles:

- 1) Program reviews/accrediation
- 2) student level assessment of progress

The big question is: "Who are we doing this for? Does it help the student?" Need a system that will work on a large scale.

- 3) Shared graphic used to communicate these results.

Parting thoughts:

Be realistic

The end goal is for students to be conscious of their learning, so they can reflect and articulate it!

Note: Jackie Millslagle is VC for Assessment at Duluth

Note2: Medical school tie in with their learning management system.

Appendix - B

OMS Focus Group Report

President's Emerging Leadership Project

Implementing Student Development Outcomes

Focus Group Summary Report

Presented by: Office of Measurement Services
Report Writer: Shelly Wymer
Date: May 15, 2009

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Executive Summary

Executive Summary

In 2008, The President's Emerging Leadership Program (PEL) initiated the leadership project *Implementing Student Development Outcomes (SDO)*. This project aims to build on the work completed by the Office for Student Affairs by analyzing current awareness, indentifying successful programs, and developing materials adaptable across campus programs. The first major component of the project was to gather information from various stakeholder groups. The PEL project team partnered with the Office of Measurement Services to conduct six student focus groups to assess current awareness of and exposure to SDOs and to gain their input regarding effective integration of SDOs into the student experiences.

This report summarizes the research method used to conduct this study, an overall summary of findings, and a summary of each focus group.

Conclusions

Awareness: There were two stakeholder groups: the *Intentional Program Group* and the *Non-employed at the U Group* (see Research Methods for more information on these groups).

Overall, the students who participated in the focus groups were not aware of the SDOs.

- Over 70% reported that they had never heard of the SDOs.
- Of the 25% who were aware, half were employed at Orientation and First-Year Programs.
- Less than 5% were unsure if they have ever heard of the SDOs.
- All freshmen, despite attending Welcome Week, were not aware of the SDOs.

Although the focus groups were structured to gather feedback from the two stakeholder groups differently, the lack of awareness and variability in program experience within the *Intentional Program Groups* caused a breakdown in this structure. Therefore, all of the focus groups followed similar discussions and the findings in this report are distinguished by those who were aware and those who were not aware, not by their original group classification. For a complete and detailed summary of each focus group please see Appendix A.

First Impressions: All participants indicated that development in the SDO areas would have a positive impact on their personal lives and academic performance while in college and professional life once they graduate. (Appendix B, Table 2). Overall, the participants had very positive attitudes when hearing about the SDOs for the first time; most commented on the impact the SDOs would have on their various aspects of their life.

"You can apply these to classes, but also to friends...these are skills you will have with you no matter where you go"

Creating Awareness: Many participants remarked that although they had not been exposed to the SDO language they had been exposed to a student development philosophy in high school or through leadership work/internships. While there was no agreement on whether or not a common naming convention was necessary, the majority settled on the need to create awareness through a communication campaign. Other common ideas for creating awareness were:

- Advertising (Daily, U Planner, Portal)
- Linking class syllabi to SDOs

- Presentation of information in career centers, residence halls and information sessions/trainings/workshops in Coffman

All of the groups felt that the best time to expose students to these concepts would be sometime **after** freshmen have completed their 1st semester.

Perceived Benefits: Participants enthusiastically acknowledged the benefits of the SDOs. Those who learned about the SDOs during the focus groups recognized that development in these areas would promote self-awareness, help them be well-rounded individuals, and would prepare them for the future. Those who had been exposed to the SDOs earlier in their college experience moved beyond the acknowledgement of its benefits and remarked on how they would **apply** the SDOs by using the language on their resume and in interviews, and by using the skills to be successful in their jobs after college.

Natural Development: Nearly all of the participants believed that they have been developing in the SDO areas without the assistance of University programs, faculty or staff (Appendix B, Table 3). It is clear that natural development has been occurring in their college experiences through:

- studying abroad
- volunteering
- class activities
- living with others
- receiving feedback on their performance

“Being at the University has definitely helped me develop in a lot of these areas, now that I look at them.”

Engagement: Although the participants see the value of the SDOs and believe they have been experiencing some development in these areas, they realize the barriers that University student development programs face. They agreed that students will need to meet the University half-way to develop themselves in these outcome areas. Both groups thought the best way to develop would be through participation in student organizations, University events/activities, engaging with advisors or mentors, or by attending classes/seminars on SDOs. Overwhelmingly, the participants thought the best way to engage students would be to require participation, incent students with college credit, or allow students to earn certificates or other distinguished awards. Students also acknowledged that requiring participation would present many challenges but stated that it would be the best way to get campus-wide involvement.

Accessibility: One issue that came up in several group discussions was the accessibility of programs. Many of the participants felt that the University should be seeking them out to participate in activities. Others felt that it was up to the student to find opportunities for themselves. Transfer students, international students and freshmen all expressed the yearning to meet people, fit in and find a place in the University community. Participants remarked that if engagement in all of these activities

“I feel like I have to scour the website just find to one smidgen of information, then go to some building, where they send you to somewhere else, just to find a time to meet some people. What’s the point? I could just sit at home and do homework.”

and programs would to lead to development in the outcome areas and promote social well-being, then they wanted to know where to go to

get involved. At the conclusion of a few of the group discussions students were given the link to the Engage! website.

Program Improvements: The participants did **not** feel as though more programs needed to be created, however they did provide feedback on how programs could operate in the future. They had several ideas including¹:

- map existing programs' activities to SDOs
- send reflections to be stored in college file or use when meeting with advisors, mentors or supervisors
- have advisors or mentors recommend activities/programs that are mapped to SDOs
- keeping track of participation in a system like APAS
- use pre and post surveys to track development
- have employers and faculty point out when they are trying to develop students (“be deliberate”)

Moving Forward:

“A lot of this is working already whether or not students know about it or not...it [moving forward] depends on how they [the University] want to push this. Do they want a program to verify this [development] or is their goal to have students realize they are learning these things? It depends on how prominent they want to make this [SDOs].”

¹ You can find more information on participant ideas in the Individual Focus Groups Summaries in Appendix A and in the Activity 2 answer sheet in Appendix B.

Research Method

Research Method

Populations and Samples

The PEL Project Team was interested in obtaining information from students who had been exposed to the SDOs through participation in University programs that are intentionally developing students, the majority of which were exposed during employment opportunities. This stakeholder group has been termed the *Intentional Program Group*. The PEL Project Team supplied a population of students who are involved in intentional programs. OMS recruited a stratified sample of these students based on program.

The other three focus groups included students who were less likely to be exposed to the SDOs. All of the students were not currently employed by the University. This stakeholder group has been termed *Non-employed at the U Group*. The Office of Institutional Research provided two random samples of 500 students who were not currently employed at the University. OMS ensured that all class levels (freshmen, sophomore, etc.) were represented in the focus groups.

Participants were incented with a \$15 gift card to the U of M Bookstore or Burrito Loco Restaurant as well as lunch/breakfast and refreshments during the focus groups.

Questionnaire Design

The Office of Measurement Services developed the activities and discussion guide in collaboration with the PEL Project Team. The topics that the *Intentional Program Group* focus groups covered were: (1) Awareness (2) Promotion (3) Program Improvements (4) Perceived Benefits, and (5) New Ideas. The topics that the *Non-employed at the U Group* covered were: (1) Awareness (2) Promotion (3) Perceived Benefits (4) Natural Development (5) New Ideas. At the beginning of each focus group the participants answered four questions on a sheet of paper that gauged their awareness, perceived benefit and natural development. The next portion of the focus group was driven by the discussion guide. The last portion was a second activity (Activity 2) where students broke into groups and created a Student Development Outcome Program on their own. All focus group materials can be found in Appendix C.

Data Collection

The focus groups were held from April 14, 2009 through April 28, 2009. A total of six groups were conducted at sites on the University of Minnesota East bank Campus. The groups consisted of two to six people (including freshmen, sophomores, juniors and seniors) and student involved in various programs across the University. Facilitation was led by Shelly Wymer (Program Director, Office of Measurement Services), Andy Merrill (Program Director, Office of Measurement Services) or Whitney Donigan (Project Manager). For each focus group, another OMS Team Member served as note taker. Permission was requested and obtained from participants in each focus group to digitally record the discussion. Participants were given two sets of questions at the beginning of the discussion, "Activity 1A" and "Activity 1B", (Appendix C) where they were asked about their current awareness and, after reviewing the SDOs, what impacts they may have in their life. Their responses to these activities guided most of the conversation in each focus group.

Appendix A

Individual Focus Group Summaries

Intentional Program Group: 1

There was one participant from OFYP and one participant from UDS in attendance. Both were upper classmen. The other confirmed participants did not show.

AWARENESS

One participant was aware of the SDOs and was able to name a total of 4 outcomes (See Appendix B, Table 1). The other participant had not heard of the SDOs. Despite awareness levels both felt they have been developing in these areas without the assistance of University programs, faculty or staff.

PROMOTION

First Impressions: Both participants were of the opinion that students would develop in these areas through their college experience. One participant commented that the first time he received these he was able to reflect on his own development and mentally check through each of them, acknowledging that he had developed in each area. The unaware participant perceived the SDOs as goals for personal and professional development that can be applied “as you get older.”

Creating Awareness and Engagement: Neither participant felt that the portal would be effective method of creating awareness because it is not checked very often. Both agreed that email would ensure students are getting exposed to the SDOs. One participant also thought it would be beneficial if professors incorporated the SDOs into their syllabus. Neither thought it was essential for the SDOs to have a common naming convention, as long as students are developing.

“These are really great idea, but you need to make sure people are getting them in a creative way...any programs that can link these to personal application would help.”

Timing: Participants felt that being aware of the SDOs as freshmen would have less of a benefit than finding out about them and reflecting later on in their college experience. One participant commented that mapping activities to the SDOs [like in Welcome Week] was good to see as an upperclassman, but did not think it interested freshmen in any way. One noted that freshmen are just trying to survive and have no room to learn about the outcomes, therefore surveys and/or advertising during the sophomore year would be most useful.

PERCEIVED BENEFITS

Realizing Benefits: Participants agreed that students would best realize the benefits by reflecting at the end of their college experience. When asked if this was too late, they changed their opinion on the benefits of tracking progress. One thought a pre survey during the sophomore year assessing your current ability and one at their senior year would help individuals see their progress and realize the benefits. The pre survey could also be used to help create plans to develop in areas of weakness throughout the college experience.

Impacts: One participant elaborated on how the SDOs have impacted his confidence in his abilities. He is now able to articulate a summary of skills that he possesses. He has been using this language on his resume. The other participant thought that was a great idea and decided she would do the same.

PROGRAM IMPROVEMENTS

Strategies/Activities: Both indicated that being asked to reflect on their development is a successful way of getting them to see their own growth. However one participant noted that her managers could have been more deliberate when trying to develop her in these areas. She was unsure if they were trying to develop her or not.

Tracking: Both thought that tracking development is nearly impossible, but offered the idea that if students are struggling academically that they would be called in by an advisor and asked to map activities they are involved in to the SDOs.

NEW IDEAS²

Activity 2: The participant partnered and came up with the following ideas for implementing the SDOs across campus: (1) Create a 1 credit course using a series of surveys that ask about development in the SDO areas that is tailored for colleges and implemented by advisors, and (2) Host Events/Activities for Students, including different options for different people (College artists show, concerts).

The group thought some barriers would be lack of time/interest, motivation, resources and absence of confidentiality. In order to incent students to participate they would have drawings for gift cards, money, or iPods, offer college credit or extra credit. After being asked what benefits students would gain by participating in the program they thought students would get volunteer experience for their resume and letters of recommendation.

Assessing the Success of the SDOs: The group thought of the following assessment methods: track the amount of participation from year to year, collect statistics from surveys, collect student job placement rates.

² To see all of the participant ideas from Activity 2, see Appendix B

Intentional Program Group: 2

There were 2 participants from Orientation and First-Year Programs (OFYP), 1 from Housing and Residential Life (HRL), and 2 from Recreational Sports (Rec. Sports). All were upperclassmen.

AWARENESS

Two participants were aware of the SDOs and were able to name as many as 6 of them (See Appendix B, Table 1). One participant had heard of them but could not name any. The others had not heard of the SDOs. All but one participant felt they have been developing in these areas without the assistance of University programs, faculty or staff.

PROMOTION

First Impressions: After reviewing the SDOs the students resonated more with the model and less with the naming convention. They referenced other experiences with leadership models and did not think that having a similar naming convention was needed. In fact, they felt having different models would be appropriate in some cases. One participant commented that they knew the SDOs came from what the business leaders wanted from U of M graduates.

Creating Awareness and Engagement: Many thought career centers/counselors should be emphasizing these more or promoting self-reflection. Another noted that instructors could talk about SDOs in their syllabus and at the end of the year. All agreed that it would not be successful if the campaign was communicated on a small scale. One student referenced Driven to Discover. After being asked to create their own program, one group said they could be communicated at Convocation and Graduation.

The groups also had many ideas about using alumni to show the success of the program. Ideas included testimonials, showing videos, or having a “mixer” with alumni. The group also believed that faculty were already addressing these outcomes during class, but were not communicating it. Many did not think faculty would draw this connection on the syllabus and students would have to realize their development themselves.

Timing: Several believed that over communicating would desensitize students. The group wanted to create awareness, but did not want to introduce the SDOs too early, which would lead to a loss in personal discovery (a noted important part of the learning process). The groups decided that introduction to the concepts should happen during freshmen 2nd semester.

PERCEIVED BENEFITS

Impacts: The participants found the benefit of having the outcomes articulated for you so that you could use them on job applications and resumes. They also felt that the SDOs could be applied to your overall college experience, including class and friends. One participant pointed out that the SDOs are really important when living with roommates.

“I have heard of these a lot in high school and a lot in school. They have, in a way, become me.”

PROGRAM IMPROVEMENTS

Natural Development: The group did not discuss what their employer had done to develop them in these areas. Instead they discussed activities that aligned to some of the development outcomes such as developing in Independence and Interdependence in research labs, Goal Orientation during class projects, Tolerance for Ambiguity and Diversity from studying abroad.

Tracking: The participants suggested that advisors be the primary method of tracking development. They thought they could meet with advisors to set goals; advisors could coach them and prompt self-reflection. However, most participants acknowledged that they do not have that good of a relationship with their current advisor.

NEW IDEAS³

Activity 2: The participants broke into two groups and came up with several ideas for implementing the SDOs across campus, a few include: (1) Recap prior to graduating to summarize development (2) introduce SDOs to freshmen during Welcome Week in a small group setting (3) Mandatory meeting with advisor in freshman second semester and senior second semester to discuss development in SDOs.

The group thought some barriers would be time, not participating unless it was mandatory. One group argued that making it mandatory would cause students to rebel against it entirely.

The groups had other ideas for drawing students to their program like using feedback or success stories from alumni, offering networking opportunities, getting support from outside the U from local businesses.

Assessing the Success of the SDOs: On more than one occasion, the participants mentioned that pre/post surveys would be a good way to measure development in the outcome areas. They also mentioned check-in with advisors,

³ To see all of the participant ideas from Activity 2, see Appendix B

Intentional Program Group: 3

There was one participant from Rec. Sports, four from University Dining Services (UDS) and one from HRL, but also worked as an Orientation Leader for OFYP. They were upper and lower classmen. There were two international students.

AWARENESS

One participant was able to name 4 SDOs.. Three participants from were unaware and could not name any of the SDOs. Two participants were not present for the exercise. Most of the group felt they were developing in these areas without the assistance of University programs. Later in the conversation it became evident that students may not have seen these in writing, but they did learn these things.

PROMOTION

First Impressions: Everyone agreed that the SDOs were something that could benefit their lives. The participant who was able to name them, admitted that he memorized them in order to teach them, but did not learn the meaning behind the words until later. Some felt that students come to the University to get a degree, get a job and make money, but the University should be teaching soft skills.

“I don’t think it is a problem for people to come to the U for just a degree; it’s a business; you are paying to learn a skill. And whether you want to participate in other activities...it’s your choice.”

[The quote to the left was a first impression; her opinion moved dramatically after discussing with her peers.]

Creating Awareness and Engagement: The group discussed the fact that seeing the SDO wording is not what is going to get students to develop; it is the activities that students engage in. One take away was that the SDOs should be communicated as an enhancement to the college experience. A key insight was that students become engaged because of encouragement from their peers. Being involved in activities allows you to meet people, and the more people you know, the more opportunities you have access to. Word of mouth is crucial for student engagement, if people start telling others that “you should go to this” then the word will spread. Other ideas included having a booth at Coffman, information sessions at residence halls, and in small groups at orientation.

The group disagreed on SDOs being brought up in a classroom setting. One student believed that this begins in the classroom as a part of a course plan while others held to the belief that these did not belong in the classroom because of the differences in Major Programs. The group thought that the existing advising structure would not be able to meet the needs of student development “mentoring”, but later in the discussion offered them as resources.

PROGRAM IMPROVEMENTS

Natural Development: Participants pointed out that other programs, like CSOM, offer free trainings and conferences that help you develop in the SDO areas. The group did not discuss their experiences in employment; instead they talked about other activities where these skills can be developed, such as Bridge to Academic Success, study abroad and the spring break trip for International students.

Accessibility: The International student participants thought it was difficult to break outside of their groups to meet other people. They thought the University in general could be more encouraging for students to get involved in programs.

PERCEIVED BENEFITS

Impacts: During the first activity all students reported that they believed developing in the SDO areas would have a positive impact on their personal, academic and professional life. Several students commented on the needing these skills in a job setting after graduation. One noted that he had to learn something similar at his internship at Target.

NEW IDEAS⁴

Activity 2: Students broke into two groups for the activity. The groups touched on the ideas of (1) having a certification program or making current activities such as Service Learning into for credit courses, (2) requiring volunteer hours or a mentorship program, and (3) offering information sessions at Coffman or events at the Career Center.

Student identified potential barriers as being lack of time or motivation, boring content, and not having anyone to discuss their development with. The students thought creating requirements, certification and creating fun activities would motivate people to participate in their program.

Assessing the Success of the SDOs: Assessment, in the form of surveys, was mentioned by one person several times throughout the discussion. He and his group built their program around the idea of using pre and post assessments as a method of tracking growth and aligning growth opportunities to existing activities and programs at the University.

⁴ To see all of the participant ideas from Activity 2, see Appendix B

Non-Employed at the U Group: 1

The group consisted of two freshmen, one sophomore, and two juniors. Two of the students were transfer students.

AWARENESS

None of the students had heard of the SDOs before, however after reading through the outcomes, three participants thought they had heard of them, but were unsure where.

PROMOTION

First Impressions: Participants, having heard of the SDOs for the first time, felt that these were skills you would need to succeed in life, skills that you would learn while you were in college. They were glad to hear the University wanted students to develop in these skills.

Creating Awareness and Engagement: The group did recognize the difference between promoting activities and promoting the SDOs. Unlike their stance on communicating activities, they felt the SDOs should have a campaign like Driven to Discover. The SDOs could be seen in the Daily, U Planner, and workshops could be offered at Coffman and a guide could be provided with development tools.

Being involved in extra-curricular activities was identified as a key mode to developing in the SDO areas. The group endorsed one participant's idea to use the SDOs to market the "college experience" that the University of Minnesota has to offer. One participant felt that the U spent too much time promoting research and academics. The group did not like the idea of the University sending more information via email regarding events/activities/organizational opportunities. The majority of the group thought, if you want to get involved, you need to seek out the information yourself.

PERCEIVED BENEFITS

Impacts: Many commented on the fact that these skills would prepare you for what was up ahead (i.e. being resilient after getting a bad grade or learning to get over disappointments), or dealing with being rejected from graduate school. They believed these skills would make students more well-rounded upon exiting the University and would promote greater self-awareness.

NATURAL DEVELOPMENT

It was evident that the group felt they were already developing in the SDO areas, some examples included interacting with others in the dorms, being goal oriented by juggling schedules, learning independence by being on their own, as well as learning your own strengths and weaknesses.

Tracking: If the University were to get involved the group thought their personal development could be tracked using APAS or a similar system. Participants also thought they could submit personal reflections to their advisors to keep in their college file. The advisors could feedback on their progress.

NEW IDEAS⁵

Activity 2: The participants broke into two groups and came up with several ideas for implementing the SDOs across campus, a few include: (1) having students reflect on one outcome each semester (2) creating for credit or certificate programs, (3) create a structure where one person was in charge of implementing one of the seven SDOs, and (4) having a weekend SDO retreat.

⁵ To see all of the participant ideas from Activity 2, see Appendix B

A few barriers that the participants pointed out were lack of motivation and time. In order to get over those barriers the group thought implementing the programs during class time would help, as well as incenting students by giving them recognition on their transcript or special distinction at graduation for their participation “like the Honors program.”

The groups thought the success of their programs could best be promoted by using big names, like Tubby Smith, to get students on board or having notable alumni, like former athletes, successful business people come back and talk about the impacts the SDOs have had on their career.

Assessing the Success of the SDOs: One participant had the idea to link the SDOs to items on the Student Rating of Teaching so students and faculty could see how students are developing. One group, during Activity 2, thought students could take a survey where they would rank their development. Other ideas included, short polls, interviews between classes, collecting job placement statistics, and recording the number of participants from year to year. One notable idea was to see if the value the SDOs bring can be taken into our “Top 3” ranking.

Non-Employed at the U Group: 2

The group consisted of three female freshmen, all participated in Welcome Week. It should be noted that all three chose not to attend the session on SDOs.

AWARENESS

None of the students had heard of the SDOs before, however they all felt that they would have an impact on their personal life, academic performance and professional life.

PROMOTION

First Impressions: Upon reading about the SDOs for the first time, there were mixed reactions. One participant noted that they are really important skills for life, while another commented that the University wants you to be successful so you can donate “stuff.”

Creating Awareness and Engagement: One participant commented that marketing and posters won't do anything, instead classes should be offered on the SDOs. Others thought that volunteer fairs could be offered at Coffman. The group acknowledged advisors as a communication resource, but felt they did not know enough about opportunities on campus. Instead, they thought, each student could have a development advisor.

“The University can't make you want to become a leader; students have to want to develop.”

The group also went back and forth with regard to faculty communicating the SDOs. They thought there was not enough consistency from one professor to another, stating that some try to reach students while others do not. They felt that development occurred more because of the class itself and less because of the teacher.

Timing: The participants, as freshman, thought Welcome Week was an appropriate time to bring up the SDOs, but thought you should be learning them through experience, not being lectured about them. Most agreed that students need to have a desire to learn about the SDOs and have the initiative to participate and get involved.

PERCEIVED BENEFITS

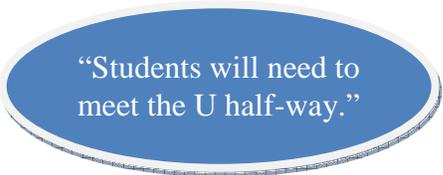
Impacts: All participants felt that the outcomes would benefit their personal life, academic performance, and professional life. Although the group did not offer any impacts that the SDOs themselves may have, they did spend time discussing the benefits of developing in the SDO areas through other opportunities, like volunteering. Most agreed that the application of the SDOs was more important than the advertisement of them.

As a major take away the students believed the success of the SDOs lied with participation with student groups. They thought student groups should share ideas on how they are implementing SDOs. They also thought student groups could gain access to lists of interested students (from survey results) if they met benchmark requirements for implementing SDOs.

NATURAL DEVELOPMENT

The group did feel they were developing through participation in class, through volunteer work, leadership opportunities and through the Universities Honors program. One student believed that the Uni-

versity wants students to figure the SDOs out on their own, through the aforementioned experiences. All participants agreed that their advisors do not help with their development with the SDOs. The group also touched on the fact that students themselves will have to want to develop, that the University cannot make this happen.



“Students will need to meet the U half-way.”

NEW IDEAS⁶

Activity 2: The participants worked together and came up with the following initiatives to Implement the SDOs: (1) create “Activity Advisors” who recommend opportunities that will help with development, (2) have Student Interest Survey that identifies interest and compatibility groups, and (3) require each student to write a series of personal/academic development papers.

The group thought some barriers would be lack of motivation, shyness. They would offer food at group meetings, hold free social events and offer gifts or rewards for participation to overcome the barriers.

In order to promote their program they would use bathroom advertisements, they would offer funding to groups who were successfully implementing the SDOs.

⁶ To see all of the participant ideas from Activity 2, see Appendix B

Non-Employed at the U Group: 3

The group consisted of four males and 2 females. All participants were seniors.

AWARENESS

None of the students had heard of the SDOs before, however they all felt that they would have an impact on their personal life, academic performance and professional life.

PROMOTION

First Impressions: Half of the group agreed that similar outcomes/skills were taught to them before college and that they were things that are learned through life experiences. Others commented that they wished they had seen these before coming to college. Another noted that these skills should be required to come to college.

Creating Awareness and Engagement: The participants thought they would have been exposed to these outcomes through their advisors or career advisors, at residence halls or through job opportunities. A few thought a required freshman introductory course would be beneficial while others thought “gentle guidance” would be more appropriate. All agreed that visibility would need to increase through marketing.

The idea of having faculty foster development got mixed reviews. Some thought this would not be possible, while others believed that mapping projects to the SDOs would be helpful.

Timing: All participants commented that they would have liked to have these before college or early on in their college career in order to give early direction, emphasizing the relationship between class and your career path. By the end of the discussion they felt that the SDOs should be communicated through experiences, not as early as Welcome Week.

PERCEIVED BENEFITS

Impacts: The participants thought the SDOs are needed to be successful in their careers and that the language used to describe the skills can be used as “buzz words” on job resumes. During Activity 2, when they were asked to express the value of their own development program, the students said development in the SDO areas would give a person an advantage when competing for a job over others who did not participate.

Tracking: The group thought the development in the SDO areas could be tracked by a participation in a volunteer program, having a professor or employer sponsor/mentor students, or working with an advisor. Two participants were pessimistic that the University could monitor progress at all because it would be difficult to implement and freshmen may not value the opportunity.

NATURAL DEVELOPMENT

All participants indicated that they had been developing in the SDO areas without the assistance of University programs, faculty or staff. All pointed out in some way that they have developed in these areas without knowing their names. Examples included, appreciation of differences from living in Chicago, being told when you have done something wrong develops responsibility and accountability, and working to complete a senior project.

NEW IDEAS⁷

Activity 2: The participants broke into two groups and offered a list of ideas. A few initiatives to implement the SDOs include: (1) having student groups take charge to implement SDOs (2) offering mentorship programs, (3) introducing off-campus opportunities in the community, and (4) requiring seminars/classes.

Obstacles mentioned in implementing these ideas included a lack of interest, time, motivation, and not being able to require it. The groups thought they could get around the barriers by promoting the value of the program in personal and professional growth, giving academic credit, and offering incentives.

From this exercise the group discussed the idea of departments, units and organizations sharing successful experiences when working with the SDOs. The group thought leaders like Deans, Dept. Head, student organization leaders and boards could get together to discuss successes. They thought focus groups could be used to find this information. Others thought that by having representatives of all levels and ages would be very helpful.

⁷ To see all of the participant ideas from Activity 2, see Appendix B

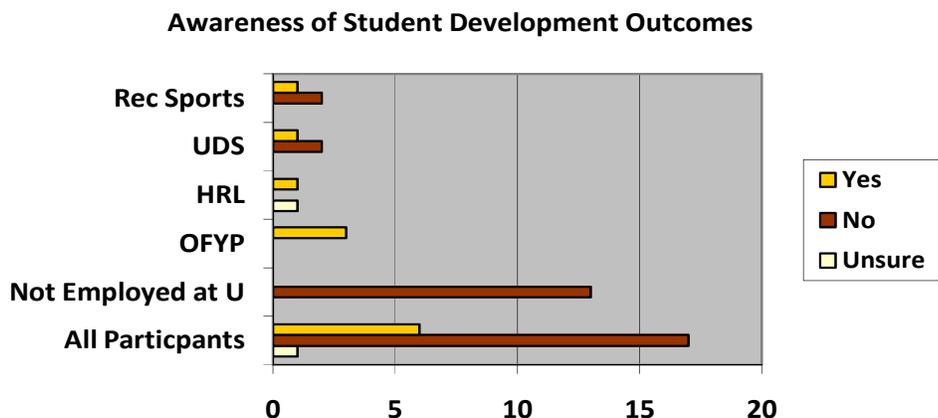
Appendix B

Activity Results

Activity 1A Results

Question 1: Have you heard of the Student Development Outcomes prior to being invited to participate in this focus group?

Table 1



Question 2: There are a total of seven Student Development Outcomes. Please list any that you can think of off the top of your head. If you have not heard of them, you do not have to answer this question.

The three who were aware of the SDOs and were able to name them had the following answers:

OFYP respondent: tolerance of ambiguity, independence/interdependence, diversity, and resilience

OFYP respondent: responsibility and accountability, tolerance of ambiguity, independence/interdependence, self-awareness, goal orientation and resilience.

HRL respondent: responsibility and accountability, independence/interdependence, self-awareness, and resilience.

Activity 1B Results

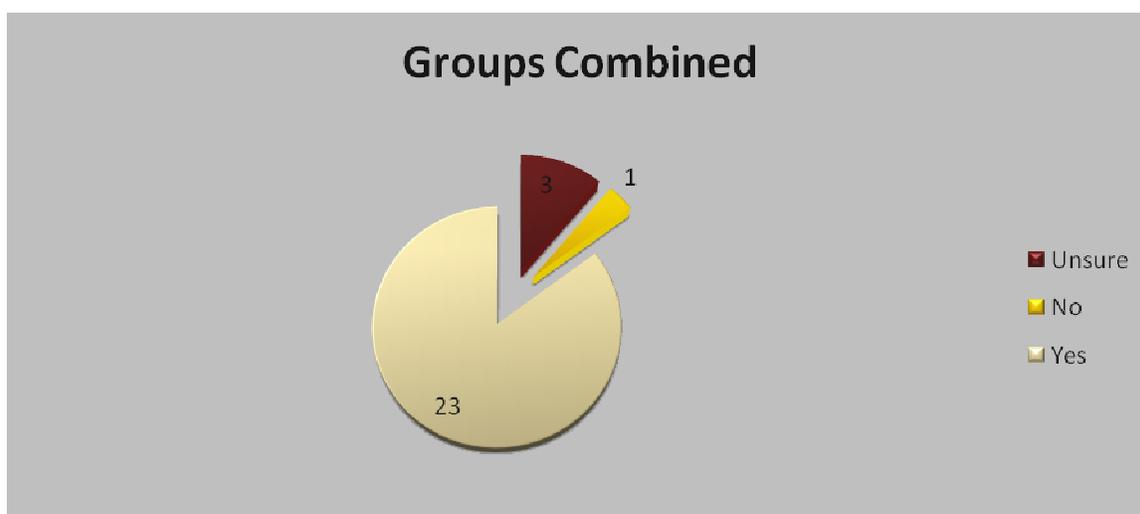
Question 3: Do you believe that developing in these areas will have a positive impact on your personal life? Academic performance? Professional life once you graduate?

Table 2

	Intentional Group		Not-Employed at U Group	
	Yes	No	Yes	No
Personal life	100%	0	100%	0
Academic performance	100%	0	100%	0
Professional life	100%	0	100%	0

Question 4: Do you feel like you have been developing in these areas without the assistance of university programs or faculty or staff members (advisors, TAs, etc.)

Table 3



	Intentional Program	Not Employed at the U
Unsure	2	1
No	1	1
Yes	11	13

EXL

EXL PROGRAM

EXCECC YOURSELF

Instructions:

You have been asked to create a Student Development Outcome program*. You will be given an unlimited budget and full staff to implement your program.

Assign a note taker/presenter. This person will write down your answers and share them with the group.

*A program is a unit that has been charged with implementing activities or initiatives that lead towards an improvement in an organization's performance.

Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.

(I) ORIENTATION DEVELOPMENT OUTCOME SURVEY/ASSESSMENT (CIRP).

→ RESULTS BACK 1ST WEEK OF SCHOOL (7 OUTCOMES)

(II) → ALSO LIST AREAS OF INTEREST

EXPERIENTIAL LEARNING REQUIREMENT (MENTORSHIP)

→ EMAIL ABOUT IT WHICH LISTS YOUR INITIATIVES (RESULTS FROM SDO)

(III) CERTIFICATE + MEASUREMENT OF DEVELOPMENTAL OUTCOMES

2. What will keep students from using the program? What barriers may come about and how would you work around them?

Don't have anybody to talk to about ^{point system} Email may be a barrier... (more spam from the U). • 2 short papers about SDO

→ make a requirement (Advisor can be the person who informs individual) • 2 credits/ 1 credit EXPERIENCES

3. Why would students want to participate in this program?

(i) NEED TO

(vi) TAILORED TOWARDS INDIVIDUALS INTERESTS

(ii) CERTIFICATE

(vii) EXPERIENTIAL LEARNING -

(iii) LOOK GOOD ON JOB RESUME (viii) COMMUNITY

(iv) GET ENGAGED

(v) FUN LEARNING OPPORTUNITIES

4. List three ways you would communicate the successful impacts your program has had on students.

• Need a person to talk about experience in small group

• Advisor meeting / mentor

• Include in OF-YP / PRO 1220 IN PAMPHLETS USE SAMPLES OUT.

Instructions:

You have been asked to create a Student Development Outcome program*. You will be given an unlimited budget and full staff to implement your program.

Assign a note taker/presenter. This person will write down your answers and share them with the group.

*A program is a unit that has been charged with implementing activities or initiatives that lead towards an improvement in an organization's performance.

Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.

- Put Career CLE in Welcome week
- ~~event~~ give more information for events.
- ~~money~~ prize (eg. ipod)
- ~~welcome week~~
- internship (as part of major (Week long, semester long))
- service learning class - volunteer for Credits

2. What will keep students from using the program? What barriers may come about and how would you work around them?

~~Service learning class. ~~for~~ Volunteering for credits~~
- time
- boring

3. Why would students want to participate in this program?

- Build resume
- socialize
- learning more about your major
- career development

4. List three ways you would communicate the successful impacts your program has had on students.

- * students who had past experience show to new students
- booth at cotman
- students speak at Orientation with small group of students - information session in residents hall

Instructions:

You have been asked to create a Student Development Outcome program*. You will be given an unlimited budget and full staff to implement your program.

Assign a note taker/presenter. This person will write down your answers and share them with the group.

**A program is a unit that has been charged with implementing activities or initiatives that lead towards an improvement in an organization's performance.*

Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.

Career - more events (really helpful)

2. What will keep students from using the program? What barriers may come about and how would you work around them?

resume builder

network / career development

3. Why would students want to participate in this program?

Need to...

4. List three ways you would communicate the successful impacts your program has had on students.

- Existing resources

- Advisors - larger role ; number

[Small Groups]

Instructions:

You have been asked to create a Student Development Outcome program*. You will be given an unlimited budget and full staff to implement your program.

Assign a note taker/presenter. This person will write down your answers and share them with the group.

**A program is a unit that has been charged with implementing activities or initiatives that lead towards an improvement in an organization's performance.*

Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.

- 1 credit/yr for a series of surveys / just one survey } advisors
- concert for students who have } tailored for } colleges

2. What will keep students from using the program? What barriers may come about and how would you work around them?

- lack of time / interest - lack of resources \$
- lack of communication - confidentiality
- lack of motivation

3. Why would students want to participate in this program?

- drawing → gift cards, \$, iPods
college credit

4. List three ways you would communicate the successful impacts your program has had on students.

① out of participants
② statistics
③ employment overall

Instructions:

You have been asked to create a Student Development Outcome program*. You will be given an unlimited budget and full staff to implement your program.

Assign a note taker/presenter. This person will write down your answers and share them with the group.

**A program is a unit that has been charged with implementing activities or initiatives that lead towards an improvement in an organization's performance.*

Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.

Designed course, survey, college artist show
 ↳ Tailored to fit - Advisor implement

2. What will keep students from using the program? What barriers may come about and how would you work around them?

Time, lack of interest, lack of communication,
 lack of motivation, lack of resources, confidentiality

3. Why would students want to participate in this program?

Drawing, Ipads, Money, Gift cards, College credit,
 Extra credit.

4. List three ways you would communicate the successful impacts your program has had on students.

1. Amount of Participants
2. Stats of learning the outcomes
3. Employment after graduation

Instructions:

You have been asked to create a Student Development Outcome program*. You will be given an unlimited budget and full staff to implement your program.

Assign a note taker/presenter. This person will write down your answers and share them with the group.

**A program is a unit that has been charged with implementing activities or initiatives that lead towards an improvement in an organization's performance.*

Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.

- programs in residence hall, Career ops.

~~many free stuff~~
- service learning class a lib ed
- 3 day welcome week volunteer opportunity program
- internship/mentor requirement, amount of time optional
- host events there
- visit Career Learning Center

2. What will keep students from using the program? What barriers may come about and how would you work around them?

- time limits, no motivation, being
- ~~at the end of the semester~~

3. Why would students want to participate in this program?

- build resume
- make new friends
- learn about different majors
- networking - career development

4. List three ways you would communicate the successful impacts your program has had on students.

- have past participants present their experiences
- booth @ Coffman
- students 5 prok @ orientation w/ small group discussions

Instructions:

You have been asked to create a Student Development Outcome program*. You will be given an unlimited budget and full staff to implement your program.

Assign a note taker/presenter. This person will write down your answers and share them with the group.

**A program is a unit that has been charged with implementing activities or initiatives that lead towards an improvement in an organization's performance.*

Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.

- Internship/mentor program - as part of major
- Service learning lib ed
- Info session in Residence hall / Coffman
- Career center - events to bring students

2. What will keep students from using the program? What barriers may come about and how would you work around them?

time

in
exile
cream
social

3. Why would students want to participate in this program?

4. List three ways you would communicate the successful impacts your program has had on students.

Instructions:

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To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.

~~money free food~~ + internship/mentor as part of major
- make a service learning class a lib ed part of time is optional
~~Bad welcome weeks~~
~~info sessions in residential volunteer opportunities~~

2. What will keep students from using the program? What barriers may come about and how would you work around them?

time, no motivation, boring
finding it

3. Why would students want to participate in this program?

Resume builder, socialize, learn more about your major
networking, Career development

4. List three ways you would communicate the successful impacts your program has had on students.

o have past participants give speech about their experience at welcome week
o booth at Coffman
o Students speak w/ small groups of students on individual college orientation

most events
info session
career center
volunteer
career opportunities
resources
info session
in residence
hall

Instructions:

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Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.

- Introduce in smaller groups @ welcome week. (allow them to predict how they will develop them & give specific examples)
- 2nd semester mandatory mtg w/college advisor.
 ✓ short answer → how they've exp. some outcomes.
- add first semester of s/r yr (end to the last sem) → followup

2. What will keep students from using the program? What barriers may come about and how would you work around them?

Mandatory?

→

3. Why would students want to participate in this program?

to their benefit. (that's what you do in college, it's your choice)

4. List three ways you would communicate the successful impacts your program has had on students.

• welcome mtg/mentor

• convocation, graduation ?

email? →

Instructions:

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Assign a note taker/presenter. This person will write down your answers and share them with the group.

**A program is a unit that has been charged with implementing activities or initiatives that lead towards an improvement in an organization's performance.*

Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create...

1. List three activities or initiatives that you would implement to achieve your goal.
 - 1) - Introduce in small group during welcome week
 - have leader share personal experience
 - students write down ways to develop each outcome over 4 years
 - 2) ~~an~~ mandatory meeting w/ college advisor that includes a conversation about this.
 - semester - print something out - bring something up
 - 3) - mandatory meeting w/ college advisor Fall senior year - worksheet on how these were developed
2. What will keep students from using the program? What barriers may come about and how would you work around them?

(mandatory)

3. Why would students want to participate in this program?

(mandatory, but to their benefit)

4. List three ways you would communicate the successful impacts your program has had on students.

~~at~~ - Convocation
- Graduation

Instructions:

You have been asked to create a Student Development Outcome program*. You will be given an unlimited budget and full staff to implement your program.

Assign a note taker/presenter. This person will write down your answers and share them with the group.

**A program is a unit that has been charged with implementing activities or initiatives that lead towards an improvement in an organization's performance.*

Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.
 - Introduce in small group at Welcome Week.
 - leaders use personal examples
 - students fill out short answer survey about SDO.
 - Mandatory second year advising appoint.
 - short answer responses (email prior)
 - Fall semester senior follow-up.
2. What will keep students from using the program? What barriers may come about and how would you work around them?
 - Mandatory
3. Why would students want to participate in this program?
 - Mandatory
 - For the benefit of the student
4. List three ways you would communicate the successful impacts your program has had on students.
 - Convocation
 - Graduation

Instructions:

You have been asked to create a Student Development Outcome program*. You will be given an unlimited budget and full staff to implement your program.

Assign a note taker/presenter. This person will write down your answers and share them with the group.

**A program is a unit that has been charged with implementing activities or initiatives that lead towards an improvement in an organization's performance.*

Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.
 - assessment of themselves to evaluate their strengths/weaknesses in development outcomes
 - focus group of freshman, soph, junior, seniors
 - recap before graduation, continuity throughout program (ex. contact program alumni)
2. What will keep students from using the program? What barriers may come about and how would you work around them?
 - if it is not mandatory
 - if don't see benefit
 - if its small scale
 - time commitment
3. Why would students want to participate in this program?
 - feedback from alumni, seeing positive outcomes and success
 - fun, networking, facebook
 - giving students options of ways to build these skills outside program
 - support from outside University - local businesses (guest speakers, internships)
4. List three ways you would communicate the successful impacts your program has had on students.
 - college/university website
 - alumni feedback, video, quotes
 - mentoring program, alumni mixer
 - publicizing successful alumni

Instructions:

You have been asked to create a Student Development Outcome program*. You will be given an unlimited budget and full staff to implement your program.

Assign a note taker/presenter. This person will write down your answers and share them with the group.

**A program is a unit that has been charged with implementing activities or initiatives that lead towards an improvement in an organization's performance.*

Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.
 1. introduce + remind students of the outcome areas - welcome week, transfer orientation, planners, brochures, posters
 2. advertise involvement activities, volunteer opportunities
 3. offer an online class w/ real-world applications for outcomes.
2. What will keep students from using the program? What barriers may come about and how would you work around them?
 - a busy schedule, class conflicts
 - lack of motivation

 - incorporate it into class
3. Why would students want to participate in this program?
 - ambiguity in relation to self-awareness, future outcomes
 - fear of rejection
 - real-world preparatory pieces
 - incentives like "gold stars" on transcripts
4. List three ways you would communicate the successful impacts your program has had on students.
 1. through advertisements
 - 2.
 - 3.

Instructions:

You have been asked to create a Student Development Outcome program*. You will be given an unlimited budget and full staff to implement your program.

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Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.

- 1) Introduce (Provide information), Reminder - welcome week, orientation, peers
- 2) Involve students.
- 3) Incentive, online class - real life applications for the outcomes.

2. What will keep students from using the program? What barriers may come about and how would you work around them?

- 1) busy schedule
- 2) self motivation
incorporate in class.

3. Why would students want to participate in this program?

rejection, real world cooperations
transcripts -> add it to them. [part of it from the course + part of it from

4. List three ways you would communicate the successful impacts your program has had on students.

1. Seminars
2. Flyers
3. e-mails

Instructions:

You have been asked to create a Student Development Outcome program*. You will be given an unlimited budget and full staff to implement your program.

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Our Organization:

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Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.

1) introduce and then remind students make it an attraction
 2) involve students in some opportunities financial incentive
 3) online class and real life examples for the outcomes

2. What will keep students from using the program? What barriers may come about and how would you work around them?

societal, schedule, motivation.

~~add~~ add into class

3. Why would students want to participate in this program?

real world preparation, add a transcript/resume notice

4. List three ways you would communicate the successful impacts your program has had on students.

1. advertisements
 2. real life examples

Instructions:

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University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.

- 7 groups as a part of one program; students rate which they are weakest in, and they are recommended.

- 1) - students rate which they are weakest
- 2) - students are recommended/placed in their respective groups
- 3) - ~~the~~ a retreat to individually improve on each outcome

2. What will keep students from using the program? What barriers may come about and how would you work around them?

- Lack of Motivation, laziness; serve food and have a point system.

3. Why would students want to participate in this program?

Special legitimate distinction of a diploma if achieved.

4. List three ways you would communicate the successful impacts your program has had on students. 1) Tell others

2) Put it on a blog (comments)

3) Demonstrate them ³⁷ in your personal life

Instructions:

You have been asked to create a Student Development Outcome program*. You will be given an unlimited budget and full staff to implement your program.

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Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.
 - Have ~~small~~ an independent unit in charge of each development outcome.
 - Student Survey rate the 7 development outcomes
 - Development Outcomes Retreat

2. What will keep students from using the program? What barriers may come about and how would you work around them?
 - Lack of Motivation (Not seeing the benefit from it)

3. Why would students want to participate in this program?
 - Some special distinction when you graduate
 - Similar to Honors Program

4. List three ways you would communicate the successful impacts your program has had on students.
 - old participants - Have ^{good} comments about the program
 - Demonstrate the qualities in your personal life

Instructions:

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Assign a note taker/presenter. This person will write down your answers and share them with the group.

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Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

- List three activities or initiatives that you would implement to achieve your goal.
 - Activities Advisors who meet once a semester and know everything about student groups & volunteer options
 - Interest surveys and have student groups contact you (send someone to meet you to meet someone & be more comfortable)
 - Developmental paper in all writing intensive classes so you have it in career
- What will keep students from using the program? What barriers may come about and how would you work around them?
 - Give groups money for food at each meeting
 - big event each semester (formal, Twins game, etc.) that can only be attended by members of a student group
- Why would students want to participate in this program?

same as 2 - food & events
- List three ways you would communicate the successful impacts your program has had on students.
 - Bathroom signs
 - Advertise how to search student groups before semester starts
 - Students who contact potential members have personal story/statistic on how being in group helped them

Instructions:

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In your small groups, think about the program you would create....

- List three activities or initiatives that you would implement to achieve your goal.
 - 1 have a diff. advisor that knew about activities around campus like volunteer, work, groups
 - 2 filling out survey w/ interests and having student groups that match you contact you personally
 - 3 write a short paper @ beginning and end of semester in all writing intensive classes spend 1 week on it
- What will keep students from using the program? What barriers may come about and how would you work around them?

they aren't motivated; get free food
if go to student group
- Why would students want to participate in this program?

food! have a twins game, formal, or another event that you can only go to if you are a member of a student group. you could get in free if your involved
- List three ways you would communicate the successful impacts your program has had on students.
 - bathroom signs w/ statistics
 - send out emails to advertise website that lists all student groups
 - students themselves⁴⁰ telling others how they are involved and how it effected them positively

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Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

- 1. List three activities or initiatives that you would implement to achieve your goal.

① different ^{→ who know about the activities} advisors that students can choose to meet ^{to} get to know more about activities at U of M.

② provide survey to figure out what students are interested and those student group that fits with ^{each} students interest make contact w/ ^{students}

- 2. What will keep students from using the program? What barriers may come about and how would you work around them? ^{intensive} ^{students set to write a paper about their improvement or problem in school}

③ Provide food and other free stuff for ^{of} students

~~provide food and other free stuff for students~~

- 3. Why would students want to participate in this program?

because of free food / gift.

- 4. List three ways you would communicate the successful impacts your program has had on students.

email students for student group websites. ^{many} (students don't know website to visit and to know more about each group)

During the 1st day of welcome week, give survey paper to the students to know their interests.

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University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

- List three activities or initiatives that you would implement to achieve your goal.
 - incentive for students who actively develop these skills through leadership roles + reflect on experiences → perhaps in resident halls
 - require student groups to analyze how their group has helped participants develop the skills
 - personal development class
- What will keep students from using the program? What barriers may come about and how would you work around them?
 - not enough time
 - lack of interest
 - feeling that extra help or initiatives are unnecessary
 - work around these by making it required - especially if student doesn't have job or belongs to student group; emphasize benefits
- Why would students want to participate in this program?
 - advantage when applying to jobs
 - meet people
 - academic credit
- List three ways you would communicate the successful impacts your program has had on students.
 - personal experience of those who complete program
 - evaluation of how students feel prepared for workforce → publicize positive results
 - have especially successful alum discuss how the program advantages them

present & work w/ lot of student employers (examples EUWS - American
- Records
- to African
Student Union Jobs)

Instructions:

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Assign a note taker/presenter. This person will write down your answers and share them with the group.

*A program is a unit that has been charged with implementing activities or initiatives that lead towards an improvement in an organization's performance.

Our Organization:

University of Minnesota

Partner with UofM - employers 

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.

+ offer student a chance to join a group or organization to further these 7 skills
+ student groups take charge & teach 7 tiers
+

2. What will keep students from using the program? What barriers may come about and how would you work around them?

+ time
+ current - lack of interest
+ too alone & no w/ a group
+ Make it part of their - education or important for them to participate
+ Make it interesting, have incentives

3. Why would students want to participate in this program?

+ to better their chances w/ future employers or interviewers
+ advantage over ones who did not participate
+ meet all sorts of people

4. List three ways you would communicate the successful impacts your program has had on students.

+ have students who went through the program to come back
+ talk about - how important the program was
+ Billboard success rates - exhibit success
+

Instructions:

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Assign a note taker/presenter. This person will write down your answers and share them with the group.

**A program is a unit that has been charged with implementing activities or initiatives that lead towards an improvement in an organization's performance.*

Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.
 - resume building
 - volunteering
 - class room discussion

2. What will keep students from using the program? What barriers may come about and how would you work around them?
 - time
 - lack in interest - make required or incentives
 - feeling it is unneeded - make required or incentives

3. Why would students want to participate in this program?
 - incentives
 - over all feeling of it being worth while in the end & telling others it was worth it (word of mouth)

4. List three ways you would communicate the successful impacts your program has had on students.
 - have students that did participate talk about their experience at freshmen seminar or welcome week

Instructions:

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Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.

1) mentor program

2) introduction of on/off campus opportunity for students: student groups, volunteer, etc.

3) required freshman seminar
-univ. wide & or program specific

2. What will keep students from using the program? What barriers may come about and how would you work around them?

1) lack of experience

• college, employment, high responsibility (leader)

2) lack of motivation/interest /community

3) lack of advertising /implementation

3. Why would students want to participate in this program?

personal growth, professional growth

4. List three ways you would communicate the successful impacts your program has had on students.

1) former students present

2) employer

3) newsletter /postings in "house" of dorm

Appendix C

Discussion Guides

and

Activities 1A, 1B, 2

Intentional Program Focus Discussion Guide

Focus Group Introduction

- (1) The welcome,
- (2) The overview and topic,
- (3) The ground rules and
- (4) The introduction and first question.

Facilitator Note:

Main Topics

1. Awareness
2. Promotion
3. Program Improvements
4. Perceived Benefits
5. Ideas for Improvements

Warm Up Activity (20 Minutes)

Topic 1: Awareness

Moderator: Hand out Activity 1A. Participants complete Questions 1 and 2.

Reads or has the participants read the 7 development outcomes. Participants indicate the number they got correct.

Moderator: Hand out Activity 1B. Participants complete Questions 3 and 4.

Discussion Guide (35 Minutes)

Topic 2: Promotion

2.1 For those of you who have not heard of the SDOs, what are your first impressions of hearing about the SDOs now for the first time?

- Have you been involved with a program that is trying to develop you in some similar areas that may be calling these characteristics something else?
- Do you see any issues with using different outcomes?
- Are the benefits of everyone using the same outcomes?

2.2 For those of you who have heard of the SDOs, think back to the first time you heard about them...what were your impressions?

- Did you think they would impact you?

2.3 Did you understand why the SDOs exist?

2.4 What could be done to better communicate the SDOs to all students at the U?

Topic 3: Program Improvements

3.1 Would anyone like to share a development strategy, process and/or activity you experienced that helped you develop in the outcome areas.

- Was there any initiative that did not work well?

3.2 What tools should the University provide you to help monitor your progress? Are you actively keeping track of your development? If so, how?

3.3 How can faculty and/or U of M staff help you develop in these areas?

Topic 4: Perceived Benefits

4.1 How do you know that you have developed in these areas either with or without knowing about the SDOs?

4.2 Would anyone like to share how they think these outcomes can have a positive impact on your life?

Develop a Campaign Activity (35 minutes)

Topic 5: Ideas for Improvement

Moderator: Break group up into smaller groups for Activity 2. Pass out the activity sheet. Read the activity aloud. See if anyone has any questions.

Follow- Up Questions

Would anyone like to comment on any idea that they heard today?

What would be some ways that successful programs could share their good work amongst each other?

End Question

Of all the things we discussed, what to you is the most important for me to take back to those who are trying to help students develop in these areas?

Not Currently Employed Focus Discussion Guide

Focus Group Introduction

- (1) The welcome,
- (2) The overview and topic,
- (3) The ground rules and
- (4) The introduction and first question.

Facilitator Note:

Main Topics

6. Awareness
7. Promotional Efforts
8. Natural Development
9. Ideas for development

Warm Up Activity (20 Minutes)

Topic 1: Awareness

Moderator: Hand out Activity 1A. Participants complete Questions 1 and 2.

Reads or has the participants read the 7 development outcomes. Participants indicate the number they got correct.

Moderator: Hand out Activity 1B. Participants complete Questions 3 and 4.

Discussion Guide (35 Minutes)

Topic 2: Promotion

2.1 For those of you who have not heard of the SDOs, what are your first impressions of hearing about the SDOs now for the first time?

2.2 For those of you who have heard of the SDOs, think back to the first time you heard about them...what were your impressions?

- Did you think they would impact you?

2.3 Why do you think the outcomes exist?

2.4 What could be done to better communicate the SDOs to all students at the U?

Topic 3: Natural Development

3.1 Throughout your college experience (class work, employment, extra-curriculars), where are you able to develop in these skills?

- How do you know that you have developed in these areas either with or without knowing about the SDOs?
- Would anyone like to share how they think these outcomes can have a positive impact on your life?

3.2 What actions would you take to develop yourself in these areas?

3.3 What tools should the University provide you to help monitor your progress?

- Are you actively keeping track of your development? If so, how?

3.4 How can faculty and/or U of M staff (advisors, TAs, etc.) help you develop in these areas?

Develop a Campaign Activity (35 minutes)

Topic 4: Ideas for Improvement

Moderator: Break group up into smaller groups for Activity 2. Pass out the activity sheet. Read the activity aloud. See if anyone has any questions.

Follow- Up Questions

Would anyone like to comment on any idea that they heard today?

What would be some ways that successful programs could share their good work amongst each other?

End Question

Of all the things we discussed, what to you is the most important for me to take back to those who are trying to help students develop in these areas?

Activity 1A

Name: _____ Date: _____

1. Have you heard of the Student Development Outcomes prior to being invited to participate in this focus group?

Yes No Unsure

2. There are a total of seven Student Development Outcomes. Please list any that you can think of off the top of your head. If you have not heard of them, you do not have to answer this question.

Activity 1B

Name: _____ Date: _____

3. Do you believe that developing in these areas will have a positive impact on your:

a. Personal life? Yes No Not Sure

b. Academic performance? Yes No Unsure

c. Professional life once you graduate? Yes No Unsure

4. Do you feel like you have been developing in these areas without the assistance of a University programs or faculty or staff member (advisor, TA, etc.)?

Yes No Unsure

Activity 2

Instructions:

You have been asked to create a Student Development Outcome program*. You will be given an unlimited budget and full staff to implement your program.

Assign a note taker/presenter. This person will write down your answers and share them with the group.

**A program is a unit that has been charged with implementing activities or initiatives that lead towards an improvement in an organization's performance.*

Our Organization:

University of Minnesota

Our Goals:

To increase student development in the seven outcome areas so students will be able to handle the demands college asks of them and upon graduating from University of Minnesota. In turn this will enable student to be better prepared to enter the workforce.

In your small groups, think about the program you would create....

1. List three activities or initiatives that you would implement to achieve your goal.
2. What will keep students from using the program? What barriers may come about and how would you work around them?
3. Why would students want to participate in this program?
4. List three ways you would communicate the successful impacts your program has had on students.

Appendix - C

OMS Alumni Survey

PEL - Student Development Outcomes

What year did you graduate from the University of Minnesota?														
	Count		Percent											
1999	0	0	0%											
2000	0	0	0%											
2001	0	0	0%											
2002	0	0	0%											
2003	0	0	0%											
2004	0	0	0%											
2005	0	0	0%											
2006	0	0	0%											
2007	4	4	33%											
2008	8	8	67%											
Total Responses:				12	12	100%								
Mean (Based on Assigned Alias):				N/A										
Standard Deviation (Based on Assigned Alias):				N/A										

Within the seven SDOs, how prepared did you feel entering the workforce?														
	Count		Percent											
Not prepared[1]	0	0	0%											
Not too prepared[2]	1	1	8%											
Somewhat prepared[3]	2	2	17%											
Prepared[4]	8	8	67%											
Very prepared[5]	1	1	8%											
Total Responses:				12	12	100%								
Mean (Based on Assigned Alias):				3.75										
Standard Deviation (Based on Assigned Alias):				0.72										

Please rate your level of confidence in your ability to do the following things right after you graduated <u>and</u> at this current point of time in your professional life.														
	Right after graduation:					Currently:								
	Very confident [5]	Confident [4]	Neutral [3]	Unconfident [2]	Very unconfident [1]	Mean	Standard Deviation	Very confident [5]	Confident [4]	Neutral [3]	Unconfident [2]	Very unconfident [1]	Mean	Standard Deviation
Actively listening to diverse points of view	50%	33%	17%	0%	0%	4.33	0.75	50%	50%	0%	0%	0%	4.5	0.5
	6	4	2	0	0			6	6	0	0	0		
Actively seeking out people different than myself	17%	42%	42%	0%	0%	3.75	0.72	25%	33%	42%	0%	0%	3.83	0.8
	2	5	5	0	0			3	4	5	0	0		
Not allowing distractions to prevent timely completion of tasks	33%	33%	25%	8%	0%	3.92	0.95	42%	50%	8%	0%	0%	4.33	0.62
	4	4	3	1	0			5	6	1	0	0		
Seeking out the assistance needed to achieve my goals	8%	58%	17%	8%	8%	3.5	1.04	25%	50%	25%	0%	0%	4	0.71
	1	7	2	1	1			3	6	3	0	0		
Developing cooperative relationships among the	25%	42%	33%	0%	0%	3.92	0.76	58%	33%	8%	0%	0%	4.5	0.65
	3	5	4	0	0			7	4	1	0	0		

people I work with														
Knowing when to work alone and when to consult with others	25%	50%	17%	8%	0%	3.92	0.86	25%	75%	0%	0%	0%	4.25	0.43
	3	6	2	1	0			3	9	0	0	0		
When given constructive feedback, capturing the learning so it doesn't happen again	25%	42%	33%	0%	0%	3.92	0.76	42%	33%	25%	0%	0%	4.17	0.8
	3	5	4	0	0			5	4	3	0	0		
Experiencing and taking risks, even when there is a chance of failure	25%	25%	33%	17%	0%	3.58	1.04	17%	50%	17%	17%	0%	3.67	0.94
	3	3	4	2	0			2	6	2	2	0		
Following through on the promises and commitments that I make	36%	55%	9%	0%	0%	4.27	0.62	42%	50%	8%	0%	0%	4.33	0.62
	4	6	1	0	0			5	6	1	0	0		
Setting a personal example of what I expect of others	42%	50%	8%	0%	0%	4.33	0.62	42%	58%	0%	0%	0%	4.42	0.49
	5	6	1	0	0			5	7	0	0	0		
Accurately assessing and articulating my strengths and weaknesses	25%	33%	25%	17%	0%	3.67	1.03	25%	42%	25%	8%	0%	3.83	0.9
	3	4	3	2	0			3	5	3	1	0		
Making it a point to let people know about my confidence in their abilities	25%	25%	50%	0%	0%	3.75	0.83	33%	33%	33%	0%	0%	4	0.82
	3	3	6	0	0			4	4	4	0	0		
Working in situations where the rules are not always clear	17%	33%	17%	25%	8%	3.25	1.23	33%	42%	8%	8%	8%	3.83	1.21
	2	4	2	3	1			4	5	1	1	1		
Being flexible when it comes to last minute changes and adjustments	25%	33%	42%	0%	0%	3.83	0.8	42%	50%	8%	0%	0%	4.33	0.62
	3	4	5	0	0			5	6	1	0	0		

When you were a student did you believe that development within the seven SDOs would have a positive impact on your:					
	Yes	No	Unsure	Mean	Standard Deviation
a. Personal life?	58%	17%	25%	N/A	N/A
	7	2	3		
b. Academic performance?	50%	25%	25%	N/A	N/A
	6	3	3		
c. Professional life once you graduate?	67%	8%	25%	N/A	N/A
	8	1	3		

Please give a brief description of an activity you experienced while studying at the University of Minnesota
 that assisted in your development within the seven SDOs.

Response Count: 6

-  None
-  In my first semester, my resilience was really tested and formed. I signed on for too many credits and felt I had failed because I came to the conclusion (with my adviser) that I needed to drop a class. I now realize that a W on my transcript is not going to prevent an employer from giving me a chance. GPAs are somewhat important, depending on the field, but it's really the experience and the work ethic that are going to help in a career. And this all assumes a person is not going to move forward immediately in a graduate/professional degree program.
-  you won't let me look at what these 7 things are because i can't hit the back button so i have no idea. sorry.
-  Working on a strategic marketing plan with a group for a non profit club in Minneapolis. I was "CEO" so I had to ensure that everyone worked together to make the project the best possible.
-  My experience in college was a multifaceted. I developed exponentially on all aspects of my life, personal, academic and career wise.
-  The most influential experience of my college career was the year I studied abroad through the University of Minnesota.

If you were put in charge of developing students within the seven SDOs, what would you do to ensure they
 understood the benefits?

Response Count: 6

-  Hands-on experience. Whether that be job shadowing, studying abroad, etc.
-  Communicate effectively with them
-  you won't let me look at what these 7 things are because i can't hit the back button so i have no idea. sorry.
-  All seven are important to any part of your life so making sure that you engage in activities that enrich those is ideal. I wish I had done more with clubs and on campus activities to further my experience at the U so I would recommend that to current students.
-  None
-  Explain what on earth "SDOs" "are" when they first start school. I don't recall ever being told about this at orientation or at any point other than at an orientation for working with Gophers After Dark back in fall 2005. I think I received an email communication about it at one point while in school but there was not an active campaign or awareness that this was an expectation. I don't think that the benefits are that unclear (they're intuitive now that I look back on my first job out of college), but the implementation of this "program" is unclear. If it was included in all undergraduate syllabi, just as the policies on academic dishonesty are, it would be a different story. The awareness would have been there and there'd not be an excuse for any student to realize the importance of it. Students could be required to do an internship and be evaluated on the SDOs. I did not do an internship and consequently did not have many marketable skills in the workplace, despite having a degree. My college of liberal arts degree in sociology was not as marketable as, say, a degree in journalism or social work. Whereas having tangible skills built into my degree would have been helpful (learning certain computer programs in a journalism program), an internship showing tangible experience in an office environment with job duties with evaluation on the OSDs would have been incredibly helpful. Instead, I wanted to take the quickest route through school. I still ended up with more than \$13,000 in student debt. Had an internship been pushed in my program, I would have had a much better experience trying to find work.

Which SDOs have helped you in the workforce?

	Count	Percent
Responsibility and Accountability	12	100%
Independence and Interdependence	10	83%
Goal Orientation	10	83%
Self Awareness	6	50%
Resilience	7	58%
Appreciation of Differences	7	58%
Tolerance of Ambiguity	5	42%
Total Responses:	12	100%
Mean (Based on Assigned Alias):	N/A	
Standard Deviation (Based on Assigned Alias):	N/A	

Please explain why developing in all of the areas you selected above have helped prepare you to enter the workforce.

Response Count: 7

-  Today's workforce is fast paced and it is expected when you enter it that you are able to adapt yourself to the daily challenges.
-  The workforce is a much different environment with different expectations. Being able to excel in the above areas meant you had the capabilities to excel in your required duties and perform the duties successfully.

- All are important aspects of work and career building.
- It helped me prepare for what would actually happen in the work force. You can read, analyze and discuss all you want in a class room, but you have to know how to actually react in the workforce.
- It taught me the importance of taking responsibility and reaping the rewards of a job well done.
- You need all the above to succeed in a job and to get along with coworkers. It is important to finishing tasks on time and in developing a strong work ethic.
- I might not have had such a negative experience with my first supervisor out of college. But at the same time I might have had the exact same experience but handled it much more gracefully. It was a very difficult situation working for a very difficult supervisor. Had I developed some of the skills I developed in this employment experience a bit earlier, I would have saved myself a lot of anguish and sanity. Now, if I leave it off my resume it's a 7-month gap. But had it been an internship experience, I could just leave it off!

Please explain

Do you think faculty should play a role in developing students in the SDO areas?

as far as responsibility goes, some of the more social ones shouldn't be a professor's business
 It benefits the faculty members and gives a real-life situation to student
 They aren't always in touch with the real world.
 ABSOLUTELY! They are instrumental in encouraging students to get outside of the classroom. The SDOs are best learned outside of the classroom!!!!
 If more professors would have encouraged me to get an internship, I would have and would have ended up with better SDO outcomes right out of school.

How would you communicate the development outcomes to students at the U of M?

Response Count: 5

- By bringing in alumni to share stories of how they learned things the hard way - how they were not prepared for the world of work by just classroom and academic experiences. Students in internships and student employees should be evaluated by supervisors on their progress throughout their employment (every few months and during an exit- interview for employees, and mid and end of semester or year for interns). Back it up with data and real HR people who come in to talk about their experiences with student employees and fresh college grads who lack these skills - relate to them the real-life experiences that they need to work on. College is a bubble - don't hide that fact from incoming freshmen. They think they're ready for the real world by the time they leave but unless they've been working in an internship or some more structured situation, they're not. I HATED the idea of paying for credit for an internship, so I didn't do one. Subsequently, I didn't even do a non-credit internship. I've regretted it ever since! I didn't realize that there were so many skills that I would be missing - and funny thing - all of them are in the SDO outline.
- Work hard in classes and carry that with you into any job you have.
- Through brochures
- NA
- Once again, hands-on experience outside the classroom. It isn't enough to talk about it, students must experience it.

What could the University do better to develop students so they are prepared to enter into the workforce?

Response Count: 6

- For many colleges, make requirements for a preparation course. (Like Carlton does to its students)
- More real work experiences provided by the U of M
- Make all students have an internship before they graduate. Also require all majors and colleges to attend a career planning class before they graduate.
- Not sure.
- Provide supplemental classes throughout the semester to polish skills needed in most jobs; ie training in all areas of Microsoft Office, introduction to a variety of software programs that are useful to know such as data programs.
- GET THEM IN THE COMMUNITY! Get them outside of the University bubble and into nonprofits, encourage internships - especially in the liberal arts!!!!!! A sociology degree means very little right now - but networking and getting good recommendations from internship supervisors is PRICELESS. Networking on campus is great - if you want to be an academic. And not everyone wants to go into academia (actually not a lot of people I know of do...)

	Yes	No	Unsure	Mean	Standard Deviation
Do you think faculty should play a role in developing students in the SDO areas?	64%	18%	18%	N/A	N/A
	7	2	2		

Appendix - D

Assessments

University Counseling & Consulting Services (UCCS) Client Opinion Survey

The staff at the University Counseling & Consulting Services values feedback from clients on the quality of services we provide. Before you start today's session, please fill out this evaluation questionnaire based on your experiences in counseling up to this point. If today's session is your first, please fill out the questionnaire after the session. We would prefer that you return the questionnaire to the front desk before you leave today, but if this is not possible you may ask the receptionist for a mailing envelope. Thank you.

Please blacken ONE response per item.

Gender: <input type="radio"/> Female <input type="radio"/> Male	How were you greeted or received by the front desk staff at UCCS? <input type="radio"/> Very helpful <input type="radio"/> Indifferent <input type="radio"/> Helpful <input type="radio"/> I felt like a bother	What was the primary area of concern that brought you to UCCS? <input type="radio"/> Academic skills <input type="radio"/> Career planning <input type="radio"/> Personal
Age: (0) (1) (1) (1) (2) (2) (3) (3) (4) (4) (5) (5) (6) (6) (7) (7) (8) (8) (9) (9)	How long did you have to wait after requesting an appointment before you met with a counselor. <input type="radio"/> Same day <input type="radio"/> Almost a week <input type="radio"/> A day or two <input type="radio"/> More than a week	How well do you feel you and your counselor worked together? <input type="radio"/> Exceptionally well <input type="radio"/> Very well <input type="radio"/> Satisfactory <input type="radio"/> Not very well <input type="radio"/> Poorly
You probably had certain goals when you began counseling. How successful were you in reaching them? <input type="radio"/> I fully achieved my goals. <input type="radio"/> I achieved some of my goals. <input type="radio"/> I achieved very few of my goals. <input type="radio"/> I am farther from achieving my goals now than before counseling.		

Were the concerns that brought you to counseling having negative effects on your: <table style="width: 100%;"> <tr> <td style="text-align: center;">A lot</td> <td style="text-align: center;">Somewhat</td> <td style="text-align: center;">Not much</td> <td style="text-align: center;">Not at all</td> <td></td> </tr> <tr> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(4)</td> <td></td> </tr> </table> Grades? Academic work? Plans to continue your enrollment? Life as a student? Relations with others? Confidence or self-esteem?	A lot	Somewhat	Not much	Not at all		(1)	(2)	(3)	(4)		How has counseling affected your: <table style="width: 100%;"> <tr> <td style="text-align: center;">Improved a lot</td> <td style="text-align: center;">Improved some</td> <td style="text-align: center;">No change</td> <td style="text-align: center;">Worse</td> </tr> <tr> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(4)</td> </tr> </table> Grades? Academic work? Plans to continue your enrollment? Life as a student? Relations with others? Confidence or self-esteem?	Improved a lot	Improved some	No change	Worse	(1)	(2)	(3)	(4)
A lot	Somewhat	Not much	Not at all																
(1)	(2)	(3)	(4)																
Improved a lot	Improved some	No change	Worse																
(1)	(2)	(3)	(4)																

I would describe my counselor as: <table style="width: 100%;"> <tr> <td style="text-align: center;">Responsive</td> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(4)</td> <td style="text-align: center;">(5)</td> <td style="text-align: center;">Unresponsive</td> </tr> <tr> <td style="text-align: center;">Informed</td> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(4)</td> <td style="text-align: center;">(5)</td> <td style="text-align: center;">Uninformed</td> </tr> <tr> <td style="text-align: center;">Understanding</td> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(4)</td> <td style="text-align: center;">(5)</td> <td style="text-align: center;">Not Understanding</td> </tr> <tr> <td style="text-align: center;">Helpful</td> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(3)</td> <td style="text-align: center;">(4)</td> <td style="text-align: center;">(5)</td> <td style="text-align: center;">Unhelpful</td> </tr> </table>	Responsive	(1)	(2)	(3)	(4)	(5)	Unresponsive	Informed	(1)	(2)	(3)	(4)	(5)	Uninformed	Understanding	(1)	(2)	(3)	(4)	(5)	Not Understanding	Helpful	(1)	(2)	(3)	(4)	(5)	Unhelpful	What is your overall appraisal of the staff, functions, and procedures of UCCS? <input type="radio"/> Very Favorable <input type="radio"/> Indifferent <input type="radio"/> Favorable <input type="radio"/> Unfavorable
Responsive	(1)	(2)	(3)	(4)	(5)	Unresponsive																							
Informed	(1)	(2)	(3)	(4)	(5)	Uninformed																							
Understanding	(1)	(2)	(3)	(4)	(5)	Not Understanding																							
Helpful	(1)	(2)	(3)	(4)	(5)	Unhelpful																							

8/20/15

Please tell us how much your counseling experience has helped you to: <table style="width: 100%;"> <tr> <td style="text-align: center;">Not Helpful</td> <td style="text-align: center;">Very Helpful</td> <td style="text-align: center;">Not Applicable</td> </tr> <tr> <td style="text-align: center;">(1)</td> <td style="text-align: center;">(2)</td> <td style="text-align: center;">(3)</td> </tr> </table> Learn to be more intentional in the choices I make, recognizing the positive and negative results from my decisions. Be more inclined to seek help from others..... Set and strive to achieve personal goals. Have more self-confidence and accurately assess personal strengths and weaknesses. Be able to recover from disappointment or bad experiences and continue working towards your goals. Appreciate others from different backgrounds, cultures, and perspectives. Cope with the complications and uncertainties of life.	Not Helpful	Very Helpful	Not Applicable	(1)	(2)	(3)	How many counseling sessions have you had, including today's? (0) (0) (1) (1) (2) (2) (3) (3) (4) (4) (5) (5) (6) (6) (7) (7) (8) (8) (9) (9)
Not Helpful	Very Helpful	Not Applicable					
(1)	(2)	(3)					
Please turn over for written comments		Office Use Only Cslr: (0) (0) (1) (1) (2) (2) (3) (3) (4) (4) (5) (5) (6) (6) (7) (7) (8) (8) (9) (9)					

We welcome your written comments. Thank you for your assistance.

1. The most helpful things my counselor did were:

2. My counselor would have been more helpful if:

3. Please make any additional comments that might help this counseling center serve you or others better:

Supervisor Instructions: To what extent has your student employees learned each of these skills/competencies on the job?

Student Instructions: To what extent have you learned each of these skills/competencies on the job?

	Never	Infrequently	Sometimes	Frequently	Always	Not Applicable
RESILIENCE						
Bounces back after disappointments	<input type="radio"/>					
Recovers quickly from a bad experience and continues to work successfully	<input type="radio"/>					
Assesses cause of a negative experience and learns how to prevent it from recurring	<input type="radio"/>					
Learns from mistakes and willing to accept constructive criticism ..	<input type="radio"/>					
Balances classes, work, volunteer activities, and personal commitments	<input type="radio"/>					
APPRECIATION OF DIFFERENCES						
Works with and relates to people from different backgrounds	<input type="radio"/>					
Demonstrates interest in learning about others	<input type="radio"/>					
Understands and respects the values and beliefs of others	<input type="radio"/>					
Recognizes advantages of moving outside existing comfort zone when interacting with others	<input type="radio"/>					
TOLERANCE OF AMBIGUITY						
Willing to try new tasks or ideas and/or make a decision without assurance of success or improvement	<input type="radio"/>					
Can work under conditions of uncertainty	<input type="radio"/>					
Able to work in a complex environment and complete tasks without specific rules or guidelines	<input type="radio"/>					

Student Unions & Activities has strived to improve students skill development by implementing the Student Development Outcomes; Responsibility & Accountability, Independence & Interdependence, Goal Orientation, Self-Awareness, Resilience, Appreciation of Differences, and Tolerance of Ambiguity.

COMMENTS:

What specifically at this job (supervisor, tasks, coworkers) has helped you develop the skills within the student development outcomes? Please give specific examples.

What more can SUA and/or your supervisor do differently in the future to help you develop in these specific skills?

Did the development process affect your decision to stay an employee at SUA? Why or why not?

Is this your first paid work experience?

Yes

No

U Dining Services Student Employee Survey

Please read each statement. Then, fill in the bubble on the right which **BEST** describes your feelings about each statement using the scale provided, with "1" meaning "*Strongly Disagree*" and "5" meaning "*Strongly Agree*." Mark only one response to each question. Write any **additional comments** on the **back** of this form. **Do Not** put your name on this form.

Send your completed responses by **May 14** in the enclosed envelope to **Office of Measurement Services, 103 U Stores South**. Thank you for your help.

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ●

INCORRECT: ○~~○~~~~○~~~~○~~

My job title is:

- Student Manager
- Food Service Worker

Environment

	Strongly Disagree				Strongly Agree
1. I work in a positive environment.	①	②	③	④	⑤
2. My physical work space is adequate.	①	②	③	④	⑤
3. The tools/equipment in my workplace are up to date.	①	②	③	④	⑤
4. I feel supported in my job.	①	②	③	④	⑤
5. My department is progressive in looking to the future.	①	②	③	④	⑤

Communications

	Strongly Disagree				Strongly Agree
6. I have the information I need to do my job.	①	②	③	④	⑤
7. I know what is expected of me in my job.	①	②	③	④	⑤
8. My ideas are sought out and taken seriously.	①	②	③	④	⑤
9. I am kept informed about my job performance.	①	②	③	④	⑤
10. My contributions to the workplace are valued by my Supervisor/lead worker.	①	②	③	④	⑤
11. My contributions to the workplace are valued by my Director/Manager.	①	②	③	④	⑤
12. I am informed about my department/unit.	①	②	③	④	⑤
13. People in my department are treated with respect.	①	②	③	④	⑤

(Additional questions and space for comments on the back of this form.)

To what extent have you learned each of these skills/competencies on the job?

DID NOT LEARN TO A SMALL EXTENT TO A MODERATE EXTENT TO A GREAT EXTENT

Responsibility and Accountability

- 14. I learned to recognize and accept the consequences of my actions.
- 15. I learned to meet agreed-upon expectations and commitments.

Independence and Interdependence

- 16. I learned to appropriately determine when to act alone and when to work or consult with others.
- 17. I learned to work with minimum supervision alone or in a group.

Goal Orientation

- 18. I learned to manage energy and behavior to accomplish specific outcomes.
- 19. I learned to push myself, when necessary, to accomplish goals.

Self-Confidence

- 20. I learned to maintain and project an optimistic perspective.
- 21. I learned to expect the best from myself and others.

Resilience

- 22. I learned to be able to recover from and continue to work successfully following disappointments.

Appreciation of Differences

- 23. I learned to seek out others with different backgrounds or perspectives to improve decision-making.
- 24. I learned to understand and respect the values and beliefs of others.

Tolerance of Ambiguity

- 25. I learned to work under conditions of uncertainty.
- 26. I learned to perform in complicated environments in the absence of standard operating procedures.

27. Please provide us with any additional comments below. Thank you so much for your help.

Send your completed responses by May 14 in the enclosed envelope to the Office of Measurement Services, 103 U Stores South.

Student Employee Self Assessment Student Unions & Activities

This section of the Employee Performance and Development Process has been developed to help student employees and supervisors focus on performance this past appraisal period and provide a meaningful framework for a discussion.

The student employee is to complete this section and submit it to their supervisor prior to their annual performance review meeting.

Employee Name	Employee ID Number
Work Unit	Appraisal Period
Section I: Self Assessment	
1. List 1-2 of your contributions to the department.	
2. What aspects of your job are most enjoyable?	
3. Which skill area(s) are your strongest and why? (list performance factors)	
4. Which skills area(s) still need development? (list performance factors)	
5. How can your supervisor help you develop these skills throughout the semester?	
6. How would you assess your relationship with your co-workers?	
7. If you could, what would you change about your position?	
8. What can your supervisor do to help make your job better?	
9. Suggest some ways in which your skills and talents can be better used by the department.	

Orientation & First Year Programs

Name: _____

Part I: Pre Test

To what extent do these skills and behaviors describe you? Choose the response number that best applies to each statement:

(1) Not at All (2) To a slight degree (3) Somewhat (4) To a significant degree (5) To a huge degree

I am confident in making independent decisions.	1	2	3	4	5
I actively learn about topics or issues of which I have less knowledge.	1	2	3	4	5
I actively listen to diverse points of view.	1	2	3	4	5
I understand what is expected of me as it relates to this position.	1	2	3	4	5
I take responsibility for my actions.	1	2	3	4	5
I can work in situations where the rules are not always clear.	1	2	3	4	5
When given constructive feedback, I capture the learning so it doesn't happen again.	1	2	3	4	5
I can clearly define my personal leadership style.	1	2	3	4	5
I am comfortable making suggestions to help the team reach our goal.	1	2	3	4	5
I can clearly articulate my personal values.	1	2	3	4	5
I support the decisions that the team makes without me.	1	2	3	4	5
I am flexible when it comes to last minute changes and adjustments.	1	2	3	4	5
I ask "what can I learn?" when things don't go as expected.	1	2	3	4	5
I can accurately assess and articulate my strengths and weaknesses.	1	2	3	4	5
I can adapt my behavior in response to team or organizational needs.	1	2	3	4	5
I actively seek out people different than myself.	1	2	3	4	5
I can learn from my mistakes.	1	2	3	4	5
I challenge people to try out new and innovative ways to do things.	1	2	3	4	5
I contribute to creating an inclusive environment.	1	2	3	4	5
I develop cooperative relationships among the people I work with.	1	2	3	4	5
I experience and take risks, even when there is a chance of failure.	1	2	3	4	5
I am confident when leading a group of peers.	1	2	3	4	5
I follow through on the promises and commitments that I make.	1	2	3	4	5
I am comfortable with working in a changing environment.	1	2	3	4	5
I have a clear understanding of how I define diversity.	1	2	3	4	5
I seek out challenging opportunities that test my own skills and abilities.	1	2	3	4	5
I treat others with dignity and respect.	1	2	3	4	5
I know when to work alone and when to consult with others.	1	2	3	4	5
I make it a point to let people know about my confidence in their abilities.	1	2	3	4	5
I push myself when I need to accomplish a goal.	1	2	3	4	5
I set a personal example of what I expect of others.	1	2	3	4	5

Part II: Essay Question

In addition to the competency skills mentioned above, what additional skills do you think will be important for you to be a successful leader?

Orientation & First-Year Programs

Name: _____

Part I: Mid Test

To what extent do these skills and behaviors describe you? Choose the response number that best applies to each statement:

(1) Not at All (2) To a slight degree (3) Somewhat (4) To a significant degree (5) To a huge degree

I am confident in making independent decisions.	1	2	3	4	5
I actively learn about topics or issues of which I have less knowledge.	1	2	3	4	5
I actively listen to diverse points of view.	1	2	3	4	5
I understand what is expected of me as it relates to this position.	1	2	3	4	5
I take responsibility for my actions.	1	2	3	4	5
I can work in situations where the rules are not always clear.	1	2	3	4	5
When given constructive feedback, I capture the learning so it doesn't happen again.	1	2	3	4	5
I can clearly define my personal leadership style.	1	2	3	4	5
I am comfortable making suggestions to help the team reach our goal.	1	2	3	4	5
I can clearly articulate my personal values.	1	2	3	4	5
I support the decisions that the team makes without me.	1	2	3	4	5
I am flexible when it comes to last minute changes and adjustments.	1	2	3	4	5
I ask "what can I learn?" when things don't go as expected.	1	2	3	4	5
I can accurately assess and articulate my strengths and weaknesses.	1	2	3	4	5
I can adapt my behavior in response to team or organizational needs.	1	2	3	4	5
I actively seek out people different than myself.	1	2	3	4	5
I can learn from my mistakes.	1	2	3	4	5
I challenge people to try out new and innovative ways to do things.	1	2	3	4	5
I contribute to creating an inclusive environment.	1	2	3	4	5
I develop cooperative relationships among the people I work with.	1	2	3	4	5
I experience and take risks, even when there is a chance of failure.	1	2	3	4	5
I am confident when leading a group of peers.	1	2	3	4	5
I follow through on the promises and commitments that I make.	1	2	3	4	5
I am comfortable with working in a changing environment.	1	2	3	4	5
I have a clear understanding of how I define diversity.	1	2	3	4	5
I seek out challenging opportunities that test my own skills and abilities.	1	2	3	4	5
I treat others with dignity and respect.	1	2	3	4	5
I know when to work alone and when to consult with others.	1	2	3	4	5
I make it a point to let people know about my confidence in their abilities.	1	2	3	4	5
I push myself when I need to accomplish a goal.	1	2	3	4	5
I set a personal example of what I expect of others.	1	2	3	4	5

Part II: Essay Question (you can use back side of page)

What else have you learned to make you more successful?

Orientation & First-Year Programs

Name: _____

Part I: Post Test

To what extent do these skills and behaviors describe you? Choose the response number that best applies to each statement:

(1) Not at All (2) To a slight degree (3) Somewhat (4) To a significant degree (5) To a huge degree

I am confident in making independent decisions.	1	2	3	4	5
I actively learn about topics or issues of which I have less knowledge.	1	2	3	4	5
I actively listen to diverse points of view.	1	2	3	4	5
I understand what is expected of me as it relates to this position.	1	2	3	4	5
I take responsibility for my actions.	1	2	3	4	5
I can work in situations where the rules are not always clear.	1	2	3	4	5
When given constructive feedback, I capture the learning so it doesn't happen again.	1	2	3	4	5
I can clearly define my personal leadership style.	1	2	3	4	5
I am comfortable making suggestions to help the team reach our goal.	1	2	3	4	5
I can clearly articulate my personal values.	1	2	3	4	5
I support the decisions that the team makes without me.	1	2	3	4	5
I am flexible when it comes to last minute changes and adjustments.	1	2	3	4	5
I ask "what can I learn?" when things don't go as expected.	1	2	3	4	5
I can accurately assess and articulate my strengths and weaknesses.	1	2	3	4	5
I can adapt my behavior in response to team or organizational needs.	1	2	3	4	5
I actively seek out people different than myself.	1	2	3	4	5
I can learn from my mistakes.	1	2	3	4	5
I challenge people to try out new and innovative ways to do things.	1	2	3	4	5
I contribute to creating an inclusive environment.	1	2	3	4	5
I develop cooperative relationships among the people I work with.	1	2	3	4	5
I experience and take risks, even when there is a chance of failure.	1	2	3	4	5
I am confident when leading a group of peers.	1	2	3	4	5
I follow through on the promises and commitments that I make.	1	2	3	4	5
I am comfortable with working in a changing environment.	1	2	3	4	5
I have a clear understanding of how I define diversity.	1	2	3	4	5
I seek out challenging opportunities that test my own skills and abilities.	1	2	3	4	5
I treat others with dignity and respect.	1	2	3	4	5
I know when to work alone and when to consult with others.	1	2	3	4	5
I make it a point to let people know about my confidence in their abilities.	1	2	3	4	5
I push myself when I need to accomplish a goal.	1	2	3	4	5
I set a personal example of what I expect of others.	1	2	3	4	5

Part II:

Now that you have completed your leadership training and the program, please let us know to what extent your competence in the following areas have changed since you started training and as a result of your practice.

	Improved/changed a lot	Improved/Change a little	No Change	Change for the worse
Accountability/Responsibility				
Independence/Interdependence				
Self-Confidence/Humility				
Goal Orientation				
Resilience				
Appreciation of Difference				
Tolerance of Ambiguity				

STUDENT ID NUMBER

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1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Orientation & First-Year Programs

Name: _____

Part I: Pre Test

To what extent do these skills and behaviors describe you? Choose the response that best applies to each statement:

MARKING INSTRUCTIONS	
• Use a No. 2 pencil only.	
• Do not use ink, ballpoint, or felt tip pens.	
• Make solid marks that fill the response completely.	
• Erase cleanly any marks you wish to change.	
• Make no stray marks on this form.	
CORRECT: ●	INCORRECT: ☑ ☒ ☓ ☔

Not at All To a slight degree Somewhat To a significant degree To a huge degree

- | | | | | | |
|---|---|---|---|---|---|
| 1. I am confident in making independent decisions. | 1 | 2 | 3 | 4 | 5 |
| 2. I actively learn about topics or issues of which I have less knowledge. | 1 | 2 | 3 | 4 | 5 |
| 3. I actively listen to diverse points of view. | 1 | 2 | 3 | 4 | 5 |
| 4. I understand what is expected of me as it relates to this position. | 1 | 2 | 3 | 4 | 5 |
| 5. I do not allow distractions to prevent timely completion of tasks | 1 | 2 | 3 | 4 | 5 |
| 6. I can work in situations where the rules are not always clear. | 1 | 2 | 3 | 4 | 5 |
| 7. When given constructive feedback, I capture the learning so it doesn't happen again. | 1 | 2 | 3 | 4 | 5 |
| 8. I can clearly define my personal leadership style. | 1 | 2 | 3 | 4 | 5 |
| 9. I am comfortable making suggestions to help the team reach our goal. | 1 | 2 | 3 | 4 | 5 |
| 10. I seek out the assistance needed to achieve my goals. | 1 | 2 | 3 | 4 | 5 |
| 11. I support the decisions that the team makes without me. | 1 | 2 | 3 | 4 | 5 |
| 12. I am flexible when it comes to last minute changes and adjustments. | 1 | 2 | 3 | 4 | 5 |
| 13. I work consistently to achieve my long range goals | 1 | 2 | 3 | 4 | 5 |
| 14. I can accurately assess and articulate my strengths and weaknesses. | 1 | 2 | 3 | 4 | 5 |
| 15. I can adapt my behavior in response to team or organizational needs. | 1 | 2 | 3 | 4 | 5 |
| 16. I actively seek out people different than myself. | 1 | 2 | 3 | 4 | 5 |
| 17. I can learn from my mistakes. | 1 | 2 | 3 | 4 | 5 |
| 18. I challenge people to try out new and innovative ways to do things. | 1 | 2 | 3 | 4 | 5 |
| 19. I contribute to creating an inclusive environment. | 1 | 2 | 3 | 4 | 5 |
| 20. I develop cooperative relationships among the people I work with. | 1 | 2 | 3 | 4 | 5 |
| 21. I take responsibility for my actions. | 1 | 2 | 3 | 4 | 5 |
| 22. I am confident when leading a group of peers. | 1 | 2 | 3 | 4 | 5 |
| 23. I follow through on the promises and commitments that I make. | 1 | 2 | 3 | 4 | 5 |
| 24. I am comfortable with working in a changing environment. | 1 | 2 | 3 | 4 | 5 |
| 25. I have a clear understanding of how I define diversity. | 1 | 2 | 3 | 4 | 5 |
| 26. I seek out challenging opportunities that test my own skills and abilities. | 1 | 2 | 3 | 4 | 5 |
| 27. I treat others with dignity and respect. | 1 | 2 | 3 | 4 | 5 |
| 28. I know when to work alone and when to consult with others. | 1 | 2 | 3 | 4 | 5 |
| 29. I make it a point to let people know about my confidence in their abilities. | 1 | 2 | 3 | 4 | 5 |
| 30. I push myself when I need to accomplish a goal. | 1 | 2 | 3 | 4 | 5 |
| 31. I set a personal example of what I expect of others. | 1 | 2 | 3 | 4 | 5 |
| 32. I can clearly articulate my personal values. | 1 | 2 | 3 | 4 | 5 |
| 33. I experience and take risks, even when there is a chance of failure. | 1 | 2 | 3 | 4 | 5 |

Part II: Essay Question

In addition to the competency skills mentioned above, what additional skills do you think will be important for you to be a successful leader?

STUDENT ID NUMBER

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Orientation & First-Year Programs

Name: _____

Part I: Mid Test

To what extent do these skills and behaviors describe you? Choose the response that best applies to each statement:

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ● INCORRECT: ☑ ✗ ○

Not at All To a slight degree Somewhat To a significant degree To a huge degree

- | | | | | | |
|---|---|---|---|---|---|
| 1. I am confident in making independent decisions. | 1 | 2 | 3 | 4 | 5 |
| 2. I actively learn about topics or issues of which I have less knowledge. | 1 | 2 | 3 | 4 | 5 |
| 3. I actively listen to diverse points of view. | 1 | 2 | 3 | 4 | 5 |
| 4. I understand what is expected of me as it relates to this position. | 1 | 2 | 3 | 4 | 5 |
| 5. I do not allow distractions to prevent timely completion of tasks | 1 | 2 | 3 | 4 | 5 |
| 6. I can work in situations where the rules are not always clear. | 1 | 2 | 3 | 4 | 5 |
| 7. When given constructive feedback, I capture the learning so it doesn't happen again. | 1 | 2 | 3 | 4 | 5 |
| 8. I can clearly define my personal leadership style. | 1 | 2 | 3 | 4 | 5 |
| 9. I am comfortable making suggestions to help the team reach our goal. | 1 | 2 | 3 | 4 | 5 |
| 10. I seek out the assistance needed to achieve my goals. | 1 | 2 | 3 | 4 | 5 |
| 11. I support the decisions that the team makes without me. | 1 | 2 | 3 | 4 | 5 |
| 12. I am flexible when it comes to last minute changes and adjustments. | 1 | 2 | 3 | 4 | 5 |
| 13. I work consistently to achieve my long range goals | 1 | 2 | 3 | 4 | 5 |
| 14. I can accurately assess and articulate my strengths and weaknesses. | 1 | 2 | 3 | 4 | 5 |
| 15. I can adapt my behavior in response to team or organizational needs. | 1 | 2 | 3 | 4 | 5 |
| 16. I actively seek out people different than myself. | 1 | 2 | 3 | 4 | 5 |
| 17. I can learn from my mistakes. | 1 | 2 | 3 | 4 | 5 |
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| 19. I contribute to creating an inclusive environment. | 1 | 2 | 3 | 4 | 5 |
| 20. I develop cooperative relationships among the people I work with. | 1 | 2 | 3 | 4 | 5 |
| 21. I take responsibility for my actions. | 1 | 2 | 3 | 4 | 5 |
| 22. I am confident when leading a group of peers. | 1 | 2 | 3 | 4 | 5 |
| 23. I follow through on the promises and commitments that I make. | 1 | 2 | 3 | 4 | 5 |
| 24. I am comfortable with working in a changing environment. | 1 | 2 | 3 | 4 | 5 |
| 25. I have a clear understanding of how I define diversity. | 1 | 2 | 3 | 4 | 5 |
| 26. I seek out challenging opportunities that test my own skills and abilities. | 1 | 2 | 3 | 4 | 5 |
| 27. I treat others with dignity and respect. | 1 | 2 | 3 | 4 | 5 |
| 28. I know when to work alone and when to consult with others. | 1 | 2 | 3 | 4 | 5 |
| 29. I make it a point to let people know about my confidence in their abilities. | 1 | 2 | 3 | 4 | 5 |
| 30. I push myself when I need to accomplish a goal. | 1 | 2 | 3 | 4 | 5 |
| 31. I set a personal example of what I expect of others. | 1 | 2 | 3 | 4 | 5 |
| 32. I can clearly articulate my personal values. | 1 | 2 | 3 | 4 | 5 |
| 33. I experience and take risks, even when there is a chance of failure. | 1 | 2 | 3 | 4 | 5 |

Please Turn Over



Part II: Essay Question

What else have you learned to make you more successful?

STUDENT ID NUMBER

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Orientation & First-Year Programs

Name: _____

Part I: Post Test

To what extent do these skills and behaviors describe you? Choose the response that best applies to each statement:

MARKING INSTRUCTIONS	
<ul style="list-style-type: none"> • Use a No. 2 pencil only. • Do not use ink, ballpoint, or felt tip pens. • Make solid marks that fill the response completely. • Erase cleanly any marks you wish to change. • Make no stray marks on this form. 	
CORRECT: ●	INCORRECT: ☑ ☒ ☓ ☔

- | | | | | | |
|---|------------|--------------------|----------|-------------------------|------------------|
| | Not at All | To a slight degree | Somewhat | To a significant degree | To a huge degree |
| 1. I am confident in making independent decisions. | ① | ② | ③ | ④ | ⑤ |
| 2. I actively learn about topics or issues of which I have less knowledge. | ① | ② | ③ | ④ | ⑤ |
| 3. I actively listen to diverse points of view. | ① | ② | ③ | ④ | ⑤ |
| 4. I understand what is expected of me as it relates to this position. | ① | ② | ③ | ④ | ⑤ |
| 5. I do not allow distractions to prevent timely completion of tasks | ① | ② | ③ | ④ | ⑤ |
| 6. I can work in situations where the rules are not always clear. | ① | ② | ③ | ④ | ⑤ |
| 7. When given constructive feedback, I capture the learning so it doesn't happen again. | ① | ② | ③ | ④ | ⑤ |
| 8. I can clearly define my personal leadership style. | ① | ② | ③ | ④ | ⑤ |
| 9. I am comfortable making suggestions to help the team reach our goal. | ① | ② | ③ | ④ | ⑤ |
| 10. I seek out the assistance needed to achieve my goals. | ① | ② | ③ | ④ | ⑤ |
| 11. I support the decisions that the team makes without me. | ① | ② | ③ | ④ | ⑤ |
| 12. I am flexible when it comes to last minute changes and adjustments. | ① | ② | ③ | ④ | ⑤ |
| 13. I work consistently to achieve my long range goals | ① | ② | ③ | ④ | ⑤ |
| 14. I can accurately assess and articulate my strengths and weaknesses. | ① | ② | ③ | ④ | ⑤ |
| 15. I can adapt my behavior in response to team or organizational needs. | ① | ② | ③ | ④ | ⑤ |
| 16. I actively seek out people different than myself. | ① | ② | ③ | ④ | ⑤ |
| 17. I can learn from my mistakes. | ① | ② | ③ | ④ | ⑤ |
| 18. I challenge people to try out new and innovative ways to do things. | ① | ② | ③ | ④ | ⑤ |
| 19. I contribute to creating an inclusive environment. | ① | ② | ③ | ④ | ⑤ |
| 20. I develop cooperative relationships among the people I work with. | ① | ② | ③ | ④ | ⑤ |
| 21. I take responsibility for my actions. | ① | ② | ③ | ④ | ⑤ |
| 22. I am confident when leading a group of peers. | ① | ② | ③ | ④ | ⑤ |
| 23. I follow through on the promises and commitments that I make. | ① | ② | ③ | ④ | ⑤ |
| 24. I am comfortable with working in a changing environment. | ① | ② | ③ | ④ | ⑤ |
| 25. I have a clear understanding of how I define diversity. | ① | ② | ③ | ④ | ⑤ |
| 26. I seek out challenging opportunities that test my own skills and abilities. | ① | ② | ③ | ④ | ⑤ |
| 27. I treat others with dignity and respect. | ① | ② | ③ | ④ | ⑤ |
| 28. I know when to work alone and when to consult with others. | ① | ② | ③ | ④ | ⑤ |
| 29. I make it a point to let people know about my confidence in their abilities. | ① | ② | ③ | ④ | ⑤ |
| 30. I push myself when I need to accomplish a goal. | ① | ② | ③ | ④ | ⑤ |
| 31. I set a personal example of what I expect of others. | ① | ② | ③ | ④ | ⑤ |
| 32. I can clearly articulate my personal values. | ① | ② | ③ | ④ | ⑤ |
| 33. I experience and take risks, even when there is a chance of failure. | ① | ② | ③ | ④ | ⑤ |

Please Turn Over



Part II:

Now that you have completed your leadership training and the program, please let us know to what extent your competence in the following areas have changed since you started training and as a result of your practice.

	Improved/changed a lot	Improved/changed a little	No change	Changed for the worse
Accountability/Responsibility	4	3	2	1
Independence/Interdependence	4	3	2	1
Self-Confidence/Humility	4	3	2	1
Goal Orientation	4	3	2	1
Resilience	4	3	2	1
Appreciation of Difference	4	3	2	1
Tolerance of Ambiguity	4	3	2	1

<p>EXCEEDS EXPECTATIONS – Performance consistently exceeds Housing & Residential Life’s standards.</p> <p>MEETS EXPECTATIONS – Performance is consistent and meets position requirements. Demonstrates full understanding of required functions.</p> <p>NEEDS IMPROVEMENT – Performance meets some but not all expectations for the position. Needs to improve to be completely acceptable.</p> <p>NOT APPLICABLE – Performance in this area can not be evaluated at this time.</p>	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable
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GOAL ORIENTATION

▪ Demonstrates consistent follow through on assigned tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▪ Demonstrates effective planning and organization to achieve goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SELF-CONFIDENCE/HUMILITY

▪ Demonstrates effective communication (written & oral) with supervisor and/or Resident/Assistant Directors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▪ Appropriately confronts customers and enforces policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▪ Displays integrity and reliability in job performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▪ Overall job attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▪ Displays a professional and polite manner/attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▪ Receptive to supervisory suggestions or directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RESILIENCE

▪ Handles problem situations in an effective manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▪ Able to cope with frustration and difficult customers gracefully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▪ Accepts feed back from supervisor in a positive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPRECIATION OF DIFFERENCES

▪ Understands and respects the values and beliefs of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▪ Works effectively with others despite differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TOLERANCE OF AMBIGUITY

▪ Able to handle challenges and uses good judgment in unpredictable situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
▪ Demonstrates a willingness to attempt new tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

UNIVERSITY OF MINNESOTA
Housing & Residential Life

Student Development Outcomes Assessment

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62

Name: _____
 Building: _____
 Supervisor: _____
 Date: _____

Assessment
 Mid-Year
 End-of-Year

Job Title
 Night Manager (NM)
 Office Assistant (OA)
 Both NM and OA
 Supervisor of OA and/or NM

Student ID

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

- Exceptional** – In addition to exceeding all position requirements, takes on additional tasks that are rarely seen in this position.
- Commendable** – Exceeds all position requirements, goes beyond what is expected in this position.
- Competent** – Does a complete and satisfactory job. Does what is expected of a qualified, experienced employee in this position.
- Fair** – Does the job reasonably well. Meets many of the normal requirements of the job, but improvement needs to be seen in several areas in this position.
- Unsatisfactory** – Performs marginally in several areas. Has been on the job long enough to have shown better performance in this position.
- Not Applicable** – Performance in this area cannot be evaluated at this time.

RESPONSIBILITY/ACCOUNTABILITY

Exceptional
 Commendable
 Competent
 Fair
 Unsatisfactory
 Not Applicable

	Exceptional	Commendable	Competent	Fair	Unsatisfactory	Not Applicable
Presents a positive public image: dress, grooming, speech	5	4	3	2	1	NA
Responds promptly to customers' presence	5	4	3	2	1	NA
Follows through on customers' needs	5	4	3	2	1	NA
Uses appropriate telephone skills	5	4	3	2	1	NA
Maintains an orderly information desk/work space area	5	4	3	2	1	NA
Completes professional and timely tours according to standard procedures	5	4	3	2	1	NA
Properly handles equipment check-in/out procedures	5	4	3	2	1	NA
Accuracy, thoroughness, and orderliness of paperwork	5	4	3	2	1	NA
Completes accurate key and desk items inventories	5	4	3	2	1	NA
Equipment is properly stored when returned by customers	5	4	3	2	1	NA
Displays punctuality for shifts	5	4	3	2	1	NA
Adheres to substitution policy	5	4	3	2	1	NA
Completes appropriate clock in/out procedures	5	4	3	2	1	NA
Is efficient in utilizing time	5	4	3	2	1	NA
Is appropriately discrete with confidential information	5	4	3	2	1	NA
Adheres to University and HRL policies	5	4	3	2	1	NA
Adheres to standard desk/work area guidelines as outlined in manual	5	4	3	2	1	NA
Reads and completes information desk log	5	4	3	2	1	NA
Effectively uses IDEA and other computer software to complete tasks	5	4	3	2	1	NA
Implements outlined mail and delivery procedures	5	4	3	2	1	NA
Has solid understanding of emergency procedures	5	4	3	2	1	NA
Displays knowledge of Information Desk operations	5	4	3	2	1	NA
Is responsive to BOS, RD, ARD requests	5	4	3	2	1	NA

Exceptional – In addition to exceeding all position requirements, takes on additional task that are rarely seen in this position
Commendable – Exceeds all position requirements, goes beyond what is expected in this position.
Competent – Does a complete and satisfactory job. Does what is expected of a qualified, experience employee in this position.
Fair – Does the job reasonably well. Meets many of the normal requirements of the job, but improvement needs to be seen in several areas in this position.
Unsatisfactory – Performs marginally in several areas. Has been on the job long enough to have shown better performance in this position.
Not Applicable – Performance in this area cannot be evaluated at this time.

INDEPENDENCE/INTERDEPENDENCE

Exceptional
 Commendable
 Competent
 Fair
 Unsatisfactory
 Not Applicable

Cooperates with other Office Assistants/Night Managers	5	4	3	2	1	NA
Demonstrates effective communication with co-workers/Supervisor	5	4	3	2	1	NA
Offers assistance to co-workers (shift changes, shift coverage, etc)	5	4	3	2	1	NA
Cooperates with CA staff	5	4	3	2	1	NA
Interacts appropriately with the BOS/RD/ARD	5	4	3	2	1	NA
Interacts appropriately with Business Office staff, Facilities staff and vendors	5	4	3	2	1	NA
Seeks supervisor(s) assistance when necessary	5	4	3	2	1	NA
Promptly notifies supervisor or CA on duty when problem situation(s) arise	5	4	3	2	1	NA
Verifies and follows up on work order request forms (DATA & WORFs)	5	4	3	2	1	NA
Demonstrates responsibility to take initiative	5	4	3	2	1	NA

GOAL ORIENTATION

Demonstrates consistent follow through on assigned tasks	5	4	3	2	1	NA
Demonstrates effective planning and organization to achieve goals	5	4	3	2	1	NA

SELF-CONFIDENCE/HUMILITY

Demonstrates effective communication (written & oral) with supervisor and/or RD/ARD	5	4	3	2	1	NA
Appropriately confronts customers and enforces policy	5	4	3	2	1	NA
Displays integrity and reliability in job performance	5	4	3	2	1	NA
Overall job attitude	5	4	3	2	1	NA
Displays a professional and polite manner/attitude	5	4	3	2	1	NA
Receptive to supervisory suggestions or directions	5	4	3	2	1	NA

RESILIENCE

Handles problem situations in an effective manner	5	4	3	2	1	NA
Able to cope with frustration and difficult customers gracefully	5	4	3	2	1	NA
Accepts feed back from supervisor in a positive manner	5	4	3	2	1	NA

APPRECIATION OF DIFFERENCES

Understands and respects the values and beliefs of others	5	4	3	2	1	NA
Works effectively with others despite differences	5	4	3	2	1	NA

TOLERANCE OF AMBIGUITY

Able to handle challenges and uses good judgment in unpredictable situations	5	4	3	2	1	NA
Demonstrates a willingness to attempt new tasks	5	4	3	2	1	NA

Disability Services Access Assistant Self Assessment Success Outcomes

Name:

Date:

_____ Pre-Assessment

_____ Mid-Year Assessment

_____ End-of-Year Assessment

Guidelines

Complete this review, assessment using the following scale:

- NA** = *Not Applicable*
- 1** = *I Need Work (Unsatisfactory)*
- 2** = *I Get By (Marginal)*
- 3** = *I Meet Requirements*
- 4** = *I Exceed Requirements*
- 5** = *Exceptional*

Appreciation of Differences/ Independence and Interdependence

	(5) = Exceptional	(4) = I Exceed Requirements	(3) = I Meet Requirements	(2) = I Get By	(1) = I Need Work
I understand and demonstrate that “disabilities represent differences, not “inability”, and act accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand and demonstrate, respect, and learn from the values and beliefs of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I treat all clients, peers, and supervisors respectfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I seek instruction from supervisors on projects and ask for clarification on tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask for additional work after completion of a given task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I promote an atmosphere of mutual respect and cooperation to foster a climate for the comfortable expression of ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a good understanding of my role and the roles of others in Disability Services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal Orientation

	(5) = Exceptional	(4) = I Exceed Requirements	(3) = I Meet Requirements	(2) = I Get By	(1) = I Need Work
I complete my tasks on time and know when to prioritize multiple tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not allow distraction to prevent timely completion of tasks and I push myself, and the team to successfully complete projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the value of teamwork and participate enthusiastically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I play a key role in the successful outcome of Learning Groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self-Awareness

	(5) = Exceptional	(4) = I Exceed Requirements	(3) = I Meet Requirements	(2) = I Get By	(1) = I Need Work
I have good verbal and non-verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know when it is necessary to ask for further instruction on a given task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I put the group's success ahead of personal goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Resilience

	(5) = Exceptional	(4) = I Exceed Requirements	(3) = I Meet Requirements	(2) = I Get By	(1) = I Need Work
I accept instruction and constructive criticism from peers and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to work through disappointments and bad experiences by assessing what caused them, what may have contributed to those mistakes, and how to successfully and optimistically avoid them in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have an overall optimistic and positive spirit about the work being completed and the work of the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I search for inefficiencies and give feedback when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

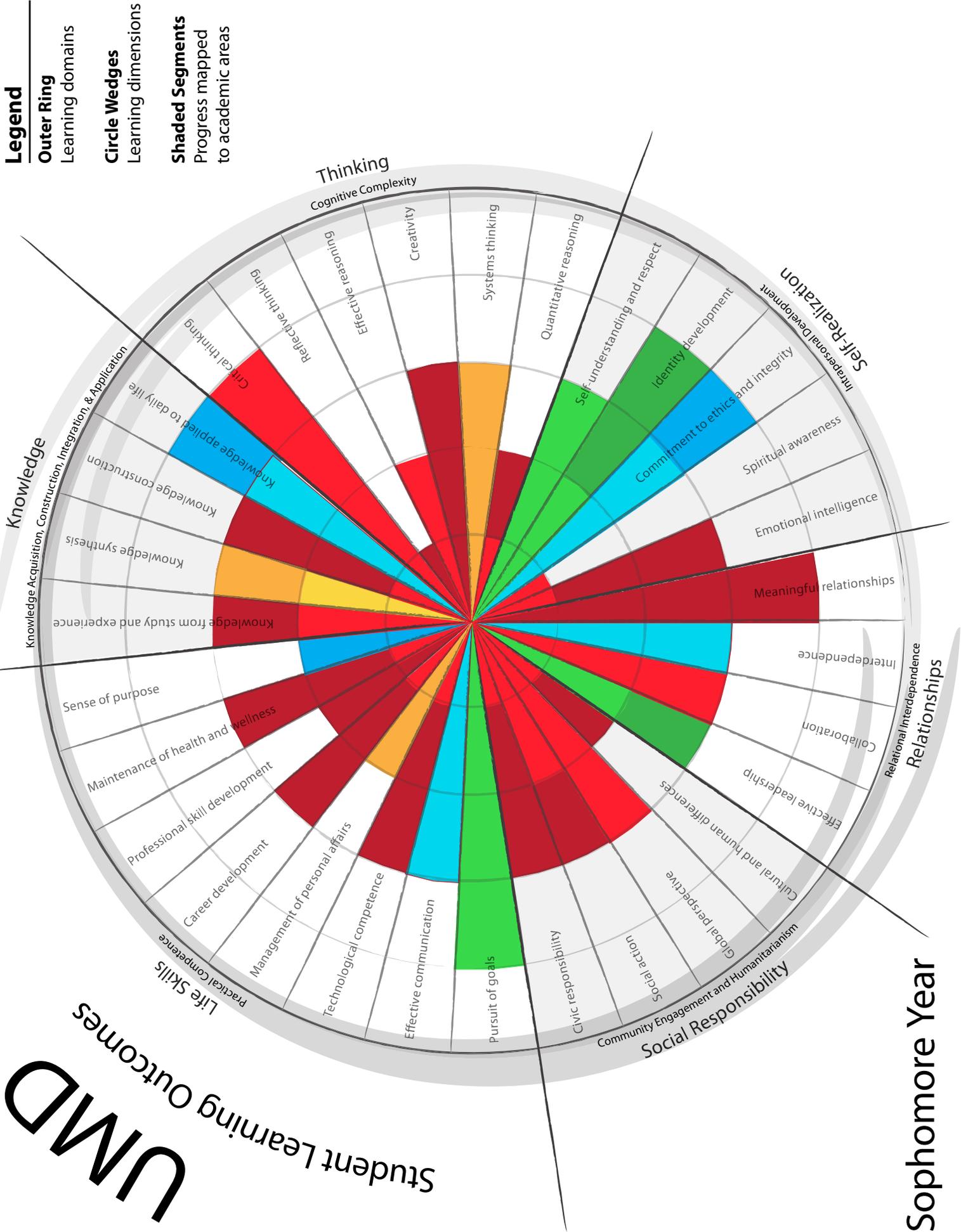
Responsibility and Accountability

	(5) = Exceptional	(4) = I Exceed Requirements	(3) = I Meet Requirements	(2) = I Get By	(1) = I Need Work
I arrive to work on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I regularly attend DS, OED and Learning Group meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the technical elements of document conversion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable with my role in providing direct assistance to students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I remain calm during busy times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I keep accurate track of the hours I work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Notes or Comments:

UMD

Student Learning Outcomes



Sophomore Year

Development Outcomes

The successful University of Minnesota student engages in activities which develop and demonstrate achievement in several areas. In order to assess the development of students in the outcomes areas, we must first begin to identify which activities on campus have the ability to make an impact. The Office of Measurement Services has worked with numerous units who service and/or employ students. Through these partnerships it has become evident that units address the development of students in unique ways. Therefore, the manner of assessing development also varies. This document will provide brief descriptions of each development and assessment approach, as well as some strengths and samples of each.

Student Self-Assessment, Supervisor Assessment

Partner: Housing and Residential Life (HRL)

Situation: HRL has mapped employee job descriptions to the development outcome areas. Mid-year, students fill out a self-assessment rating their performance on, on-the-job tasks as they are related to the Development Outcomes. Each student's supervisor also completes an assessment. The scaling used is the Rating Key from the U of M Student Employee Performance Evaluation. The self-assessment and supervisor assessment are not used as a performance measure, but rather a coaching tool. Students meet with their supervisors after the results are reported, mid-year. The assessment is given again at the end of the year to the student and supervisor to measure growth in the development areas.

Strengths:

- The process of self-assessment helps the students with Self-Awareness
- Because their job duties are mapped to the assessment, students are provided with concrete example of how they can develop daily
- Meeting with supervisors, allows students to articulate how they are developing, why they feel they are higher or lower ratings than their supervisor assessment
- Meetings with supervisors helps students set goals and plans to achieve those goals (Goal Orientation, Responsibility/Accountability)

Training or Leadership Program

Partner: Orientation and First-Year Programs (OFYP)

Situation: OFYP has a deliberate and consistent training program for all Orientation Leaders. The training content (methods, activities, and work experience) have been aligned to address each of the Development Outcomes. The students fill out a self-assessment prior to training, after the first session of training and after they completed working Orientation.

Strengths

- Timely data collection periods indicate activities that are having an impact on student development as they are exposed to learning opportunities
- Data can be used to improve content, teaching methods, and develop best practices
- The consistency of the training allows for comparisons across years to ensure programmatic success

End of Year Assessment/Exit Survey

Partner: Student Unions & Activities (SUA)

Situation: SUA employs hundreds of students in many different job classifications. In order to ensure students are continually developing, they have implemented a strong employment system, which includes supervisor coaching, goal setting, and identifying individual strengths and weaknesses. The end of year assessment and exit survey provides SUA with student feedback on their employment experience.

Strengths:

- Data can be used as feedback to improve employment experience as it related to student development in the outcome areas
- Collects feedback for supervisors and how they can better coach students toward development
- The assessment demonstrate the impact your employment program has for accountability measures
- The assessment is flexible and can be used for high turn over positions and can be given to all positions within a unit/

Service as Development Opportunity

Partner: Welcome Week (WW) Assessment Committee (OFYP)

Situation: With a new orientation model on the horizon for Fall 2008, OFYP and the WW assessment committee have made a commitment to utilize the Development Outcomes in the messaging, content and activities provided to students during their week of orientation. All of the goals of Welcome Week have been mapped to the Development Outcomes. In order to ensure content is meeting these goals, while providing students with the tools and resources they need to develop in these areas, the content, messaging and activities are aligned with both Welcome Week goals and Development Outcomes. The assessment portion has not yet been created.

Strength:

- This assessment approach is most adaptable to service units because it allows for their initiatives to focus on the student as a client, not as a labor source.
- Units are resources that enhance the engagement and success of students. Aligning initiatives to Development Outcomes demonstrates the impact a unit is having on students while they are attending the University and when they move on with their lives.

General Assessment

Partners: Radio K, Auxiliary Services

Situation: Many units have begun to see the positive impact their organization has on student development. These early adopters added questions on the Development Outcomes to their Employee/Volunteer Engagement Surveys in order to gain descriptive data on what students thought about their development in the outcome areas.

Strength:

- Data collected is easy to compare across units
- The assessment is short enough that it can be added to a pre-existing survey.
- Organizations can get a snap-shot of how they are impacting student development and plan for future initiatives. Can compare data year to year to monitor impact(s).

Appendix - E

In the Classroom

Personal Leadership in the University
EdPA 1301W and PA 1961W (008)
Fall 2008 (3 credits)

COURSE SYLLABUS

Instructor Information:

Aaron Asmundson
209 Appleby Hall
612-626-0340
asmun001@umn.edu

Class Information: All course content is handled on-line

Course Description:

This course introduces leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of leaders and learn about the importance of personal development.

Course Text:

The course packet is available in The University Bookstore – Coffman. **If you have difficulty buying a packet, you must fill out a special request form so that the order is filled promptly.** In addition, there is a course packet in the reserve area of Walter Library under the name “Linnette Werner”.

Learning Objectives:

- (a) Enhance developmental and interpersonal skills.
- (b) Explore various leadership frameworks and the leadership profiles of yourself and others.
- (c) Gain an awareness of how to work with multicultural and multiethnic individuals, groups and communities.
- (d) Increase awareness of leadership as it relates to the University of Minnesota and ways to get involved, as well as demonstrate leadership on the University campus.
- (e) Develop personal definition of what it means to lead and of the role of personal responsibility in leadership.
- (f) Develop and demonstrate critical thinking skills through written and presentation assignments.
- (g) Begin building a leadership portfolio that demonstrates and integrates classroom learning, leadership experiences, and personal reflections.

Course Credit: This class is offered as a 3-credit course.

Expectations:

Students are expected to participate by logging in and reading the on-line forum and assignments at least three times per week. Students must contribute to the on-line forum in a thoughtful and prepared manner, using reference to readings and contributing to the ideas offered by others. We use writing in this class as a significant tool for learning about the materials we will cover. In addition, students are expected to honor the academic integrity stances of the University of Minnesota. Students who are physically or otherwise challenged should contact the instructor to discuss teaching strategies that might best facilitate their learning.

Leadership, You and Your Community
EdPA 3302 / PA 3961, Section 1
Fall 2008

Instructor:

Aaron Asmundson
209 Appleby Hall
612-626-0340
asmun001@umn.edu

Teaching Assistants:

Elisa Becker
becke364@umn.edu

Nate Huelskamp
huels014@umn.edu

Time, Room and Dates: Tuesday and Thursday, 9:45-11:00, Peik Hall Room 215

Office Hours: By appointment.

Course Credit: This class is offered as a 3-credit course.

Course Description: This course will examine leadership and leadership capacities within the context of social change and public work. Students taking this course will have the opportunity to examine their own views of leadership and social change, learn about leadership theory and core concepts of Public Achievement, and apply knowledge to practice utilizing the Public Achievement model. Particular attention is given to group leadership and the effectiveness of groups and organizations to accomplishing change.

Content Delivery: There are a few aspects to the content of this course which make it unique when compared to traditional collegiate and leadership instruction:

As a method of examining leadership capacities within a social change movement, this class will utilize the timeline, history, current status, and stories of the HIV/AIDS pandemic as a context. As the theme for the course, many portions of the class content and discussion will explore the HIV/AIDS pandemic. This method is meant as an example of public leadership happening within the intricacies of a social movement and issue.

Another major content component of this course is the Public Achievement model. A little less than half of the assigned class days will be dedicated to working within smaller groups (encompassing about 1/3 of the students in each) on a Public Achievement project. For these projects, the instructor—in addition to the teaching assistants—will be assigned as a coach for one Public Achievement group. More information about Public Achievement is available in the subsequent pages of this syllabus.

Course Texts: All course readings will be available in the Coffman Bookstore:

Wren, J. T. (1995). *The Leader's Companion: Insights on Leadership through the Ages*. New York: The Free Press.

Winge, K. (2006). *Never Give Up: Vignettes from Sub-Saharan Africa in the Age of AIDS*. Minneapolis, MN: Syren Book Company.

Hildreth, R. (1998). *Building Worlds, Transforming Lives, Making History: A Guide to Public Achievement* (2nd ed.). Minneapolis, MN: Center for Democracy and Citizenship.

Expectations:

Students are expected to attend class, arrive on time, be prepared with completed readings and assignments, and actively participate in class discussions and activities. We utilize writing in this class as a significant tool for learning about the materials we will discuss. In addition, students are expected to honor the academic integrity standard of the University of Minnesota. Students who are physically or otherwise challenged should contact the instructor to discuss teaching strategies that might best facilitate their learning.

Learning Objectives:

- (a) Enhance developmental and interpersonal skills
- (b) Expand the awareness of various leadership frameworks
- (c) Increase understanding of societal, cultural, and philosophical issues
- (d) Increase awareness of leadership relating to various and surrounding communities (education, business, government, and local)
- (e) Develop personal theory of leadership integrating experiences and new knowledge
- (f) Engage in public work through the Public Achievement model as a context for social change

Writing Assistance:

Assistance is available from the Center for Writing, 15 Nicholson Hall and satellite locations, visit <http://writing.umn.edu>, or call 612-625-1893 for more information.

Plagiarism:

Plagiarism is described by the Regents as follows:

“Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis,”

<http://www1.umn.edu/regents/policies/academic/StudentConductCode.html>.

Plagiarism or academic dishonesty of any kind will not be tolerated. Any student who violates this policy will automatically receive no points for the assignment in question.

Grading Policy:

According to the college-wide policy determined by the University’s faculty senate
<http://www1.umn.edu/usenate/policies/gradingpolicy.html>

A - Achievement that is outstanding relative to the level necessary to meet course requirements.

B - Achievement that is significantly above the level necessary to meet course requirements.

C - Achievement that meets the course requirements in every respect.

D - Achievement that is worthy of credit even though it fails to meet fully the course requirements.

S - Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-.)

F (or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).

Leadership Minor Field Experience/ Political Science Practicum

PA 3971/EdPA 3402/Pol 3210

Section 001

Fall 2007 (2 credits)

Instructors:

Dr. Linnette Werner
209 Appleby Hall
612-308-6364 (cell)
612-624-8140 (office)
wern0065@umn.edu
Office Hours by Appointment

June Nobbe
209 Appleby Hall
952-270-6201 (cell)
612-625-6531
nobbe001@umn.edu
Office Hours by Appointment

Teaching Assistant:

Steve Mullaney
209 Appleby Hall
Office for Student Engagement and Leadership
612-624-1559 (office) 763-213-4944 (cell)
mull0321@umn.edu
Office Hours by Appointment

Required Reading: 1) Building Worlds, Transforming Lives, Making History: A Guide to Public Achievement by Roudy Hildreth (also known as the Green Book).
2) Leadership is Global by Walter Link, Thais Corral, and Mark Gerzon

Course Description:

The field experience/practicum is an internship-based course that encourages civic engagement and provides practical leadership situations for students to apply the theories and concepts learned in previous courses. Students will serve as Public Achievement coaches at St. Bernard's School in St. Paul where the middle and high school students are involved in constructing projects around issues in their school/community. In the process, they are learning about leadership, public work, democracy, and public life. Coaches help with the projects and facilitate group learning.

The experience is intended to provide undergraduate students with an exciting opportunity to integrate theoretical reflection on leadership, politics, democracy, social change, and civic engagement with practice. The coach's role will be to help younger citizens think and speak more clearly about the political world (in a language populated with concepts concerning public work, power, freedom, interests, and problem-solving) and help students cultivate the leadership skills of deliberation, negotiation, teamwork, and public speaking. Through this work, students in the field experience/practicum will learn about their own leadership styles, skills, and goals.

Course Credit: This class is offered as a 2-credit course and is A-F only. *The University Senate policy outlines the quantity of work needed to earn a credit as three hours per credit per week. Therefore, you should expect to spend a minimum of 6 hours per week on this course per week.*

Learning Objectives

At the conclusion of this course, you should be able to:

1. Lead a group through the process of issue-development, action planning, power mapping, and moving toward group-identified goals
2. Strengthen your ability to articulate your thoughts and ideas about leadership, political theories/frameworks, and Public Achievement core concepts
3. Critically and thoroughly reflect through writing about your work with your group and your learning over the semester
4. Understand the larger scope of the social issue your group has addressed and how to provide true coaching support for your group around this issue
5. Provide critical reflection on how you have integrated the readings from the leadership minor/political science department and other courses you have taken into your leadership practice with your group.
6. Explore your personal growth in regards to the competencies, goals, or skills you identified at the beginning of the semester

The Field experience will entail weekly hour-long coaching sessions at St. Bernard's as well as weekly hour-long follow-up debriefing and problem-solving sessions with all other coaches. Thus, besides travel to and from the school, the coaching experience will be a two-hour weekly involvement in class. Overall, students should expect to set aside the period from 9:30am to 12:15pm on Thursday mornings (which includes travel to and from St. Bernard's School).

Students will also keep (or, for returning, student-coaches, continue to keep) a thought-book that records weekly reflections on the field experience and that attempts to integrate other readings and other reflections on leadership with the field experience. *As a final entry in the notebook, students will also provide a 3 or 4 page evaluation of the practicum experience.* There will also be one additional required activity and one extra-credit opportunity in the form of an all-coach workshop/ trainings on two Saturdays (**September 15 from 10 AM to 4 PM and October 6th from 8:30 am to 2:30 pm?**(details forthcoming as the event nears). Coaches (as well as students, teachers, parents, and others) from other Public Achievement courses and sites will also be involved. These activities will allow a broader view of our collective work, and the sharing of ideas and experiences.

Finally, transportation will need to be coordinated for our weekly Thursday trips to St. Bernard's. Students generally work together to create carpools while other students use bus transportation. St. Bernard's is located near Maryland and Rice street in St. Paul. For directions to the St. Bernard's, go to:

http://www.saintbernards-school.org/maps_and_directions.aspx

LEADERSHIP FOR GLOBAL CITIZENSHIP

*EdPA 4303W and PA 4961W
3 Credits
Fall 2006*

LEAD Instructor:

Susan J. Atwood, Global Leadership Instructor

Times, Dates, and Location:

Tuesdays and Thursdays, 11:15 a.m. - 12:30 p.m.
Blegen Hall, Room 105, West Bank

Office Hours:

Susan Atwood
susanatwood@mn.rr.com
(Email for appointments)

Seminar Description: This seminar, the capstone academic experience in the Undergraduate Leadership Minor sequence, is designed to individually focus student learning that has been developed in earlier leadership seminars. Leadership theory, social change, and interdisciplinary approaches to complex global issues will be the main components in this seminar. Students will be expected to demonstrate skill in analysis of pertinent literature, write with purpose and clarity, and lead thoughtful group study. In this seminar, students will submit scholarly products to demonstrate a mature understanding of personal leadership in a changing global context.

Seminar Texts:

Barbara C. Crosby, Leadership for Global Citizenship
Jean Lipman-Blumen, Connective Leadership; Managing in a Changing World

Other Resources: The seminar will employ many handouts on current issues and topics. Many of these will come from such publications as the New York Times, the Wall Street Journal, and the Economist. You are encouraged to get into the habit at looking for articles on global leadership yourselves and to bring them to class for discussion. You will be guided in the use of these resources as they are assigned. The course will have a web site where the syllabus, course information and resources, power point outlines and reflections will be posted.

The course website is located on WebCT (<http://vista.umn.edu>). The syllabus and additional resources are posted there. You also will use the website to post your written reflections.

1. Go to www.myu.umn.edu.
2. Click the Log in link.
3. Log in with your UMN Internet ID and password.
4. After logging in, click the "My Toolkit" tab

.5. In My Toolkit you will see a To Do list which contains details of all sites you have access to. Click the listing for this course under the EdPA or PA designator for spring 2006.

It is very important to set up your web browser and Java before using Vista. To do so, choose the Vista options at the University's online Browser Setup page at: <http://webct.umn.edu/browser/>. Students can also find additional Help information from the WebCT homepage. Go to <http://webct.umn.edu> and click on Student Support.

A global (rather than a personal or community) framework will be used as the context for achieving both the learning objectives and student outcomes.

Learning Objectives:

- Analyze leadership practice personally and in diverse social and cultural systems
- Define and defend components of a personally constructed leadership model
- Adapt the personal leadership model for future work in globalized contexts
- Explore and apply the principles of connective leadership to the global context
- Employ scenario planning to leadership in globalizing contexts
- Apply the principles of critical reflection to the leadership literature
- Express understanding of the changing roles of leadership and intelligent followership in complex, globalized organizational and social change contexts.

Student Outcomes: *In this seminar, students will:*

1. Examine leadership theory and practice to seek examples of self-developed leadership in a knowledge-based, global community.
2. Reassess the role of context in shaping leadership expectations and outcomes.

Leadership Minor Field Experience/ Political Science Practicum

PA 3971/EdPA 3402/Pol 3210

Section 001

Fall 2007 (2 credits)

Instructors:

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Office Hours by Appointment

Required Reading: 1) Building Worlds, Transforming Lives, Making History: A Guide to Public Achievement by Roudy Hildreth (also known as the Green Book).
2) Leadership is Global by Walter Link, Thais Corral, and Mark Gerzon

Course Description:

The field experience/practicum is an internship-based course that encourages civic engagement and provides practical leadership situations for students to apply the theories and concepts learned in previous courses. Students will serve as Public Achievement coaches at St. Bernard's School in St. Paul where the middle and high school students are involved in constructing projects around issues in their school/community. In the process, they are learning about leadership, public work, democracy, and public life. Coaches help with the projects and facilitate group learning.

The experience is intended to provide undergraduate students with an exciting opportunity to integrate theoretical reflection on leadership, politics, democracy, social change, and civic engagement with practice. The coach's role will be to help younger citizens think and speak more clearly about the political world (in a language populated with concepts concerning public work, power, freedom, interests, and problem-solving) and help students cultivate the leadership skills of deliberation, negotiation, teamwork, and public speaking. Through this work, students in the field experience/practicum will learn about their own leadership styles, skills, and goals.

Course Credit: This class is offered as a 2-credit course and is A-F only. *The University Senate policy outlines the quantity of work needed to earn a credit as three hours per credit per week. Therefore, you should expect to spend a minimum of 6 hours per week on this course per week.*

Learning Objectives

At the conclusion of this course, you should be able to:

1. Lead a group through the process of issue-development, action planning, power mapping, and moving toward group-identified goals
2. Strengthen your ability to articulate your thoughts and ideas about leadership, political theories/frameworks, and Public Achievement core concepts
3. Critically and thoroughly reflect through writing about your work with your group and your learning over the semester
4. Understand the larger scope of the social issue your group has addressed and how to provide true coaching support for your group around this issue
5. Provide critical reflection on how you have integrated the readings from the leadership minor/political science department and other courses you have taken into your leadership practice with your group.
6. Explore your personal growth in regards to the competencies, goals, or skills you identified at the beginning of the semester

The Field experience will entail weekly hour-long coaching sessions at St. Bernard's as well as weekly hour-long follow-up debriefing and problem-solving sessions with all other coaches. Thus, besides travel to and from the school, the coaching experience will be a two-hour weekly involvement in class. Overall, students should expect to set aside the period from, 9:30am to 12:15pm on Thursday mornings (which includes travel to and from St. Bernard's School).

Students will also keep (or, for returning, student-coaches, continue to keep) a thought-book that records weekly reflections on the field experience and that attempts to integrate other readings and other reflections on leadership with the field experience. *As a final entry in the notebook, students will also provide a 3 or 4 page evaluation of the practicum experience.* There will also be one additional required activity and one extra-credit opportunity in the form of an all-coach workshop/ trainings on two Saturdays (**September 15 from 10 AM to 4 PM and October 6th from 8:30 am to 2:30 pm**)(details forthcoming as the event nears). Coaches (as well as students, teachers, parents, and others) from other Public Achievement courses and sites will also be involved. These activities will allow a broader view of our collective work, and the sharing of ideas and experiences.

Finally, transportation will need to be coordinated for our weekly Thursday trips to St. Bernard's. Students generally work together to create carpools while other students use bus transportation. St. Bernard's is located near Maryland and Rice street in St. Paul. For directions to the St. Bernard's, go to:

http://www.saintbernards-school.org/maps_and_directions.aspx

LEADERSHIP FOR GLOBAL CITIZENSHIP

*EdPA 4303W and PA 4961W
3 Credits
Fall 2006*

LEAD Instructor:

Susan J. Atwood, Global Leadership Instructor

Times, Dates, and Location:

Tuesdays and Thursdays, 11:15 a.m. - 12:30 p.m.
Blegen Hall, Room 105, West Bank

Office Hours:

Susan Atwood
susanatwood@mn.rr.com
(Email for appointments)

Seminar Description: This seminar, the capstone academic experience in the Undergraduate Leadership Minor sequence, is designed to individually focus student learning that has been developed in earlier leadership seminars. Leadership theory, social change, and interdisciplinary approaches to complex global issues will be the main components in this seminar. Students will be expected to demonstrate skill in analysis of pertinent literature, write with purpose and clarity, and lead thoughtful group study. In this seminar, students will submit scholarly products to demonstrate a mature understanding of personal leadership in a changing global context.

Seminar Texts:

Barbara C. Crosby, Leadership for Global Citizenship
Jean Lipman-Blumen, Connective Leadership; Managing in a Changing World

Other Resources: The seminar will employ many handouts on current issues and topics. Many of these will come from such publications as the New York Times, the Wall Street Journal, and the Economist. You are encouraged to get into the habit at looking for articles on global leadership yourselves and to bring them to class for discussion. You will be guided in the use of these resources as they are assigned. The course will have a web site where the syllabus, course information and resources, power point outlines and reflections will be posted.

The course website is located on WebCT (<http://vista.umn.edu>). The syllabus and additional resources are posted there. You also will use the website to post your written reflections.

1. Go to www.inyu.umn.edu.
2. Click the Log in link.
3. Log in with your UMN Internet ID and password.
4. After logging in, click the "My Toolkit" tab

.5. In My Toolkit you will see a To Do list which contains details of all sites you have access to. Click the listing for this course under the EdPA or PA designator for spring 2006.

It is very important to set up your web browser and Java before using Vista. To do so, choose the Vista options at the University's online Browser Setup page at: <http://webct.umn.edu/browser/>. Students can also find additional Help information from the WebCT homepage. Go to <http://webct.umn.edu> and click on Student Support.

A global (rather than a personal or community) framework will be used as the context for achieving both the learning objectives and student outcomes.

Learning Objectives:

- Analyze leadership practice personally and in diverse social and cultural systems
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- Employ scenario planning to leadership in globalizing contexts
- Apply the principles of critical reflection to the leadership literature
- Express understanding of the changing roles of leadership and intelligent followership in complex, globalized organizational and social change contexts.

Student Outcomes: *In this seminar, students will:*

1. Examine leadership theory and practice to seek examples of self-developed leadership in a knowledge-based, global community.
2. Reassess the role of context in shaping leadership expectations and outcomes.

College Success: Making it Happen

Great learning in college takes more than just doing your assignments and showing up for class. You'll make choices every day that impact your how much you learn, how much you enjoy yourself, and how good your grades are. To get the most from your education at the University of Minnesota, check out these tips that relate to the skills and characteristics of successful students.

The successful U of M student possesses *responsibility & accountability*, so:

- Sit front and center in your classes. Research shows that students who sit in this “action zone” are more engaged in class and learn more.
- Ask questions during class, office hours or via email.
- Answer questions during class. Your faculty ask questions because they care about what you think and want to find out how well you understand the material.
- Get your reading and homework done before classes.
- Managing your time to make sure work is done on time and you have opportunities to become involved in the University community.

The successful U of M student demonstrates *independence & interdependence*, so:

- Visit your instructor in office hours early during the semester even. Research shows that more learning takes place when the teacher and student share background information.
- Get to know your instructor. Use her name and make sure she knows yours. This may be beneficial in the long run, especially if you need to discuss your grade or get a letter of recommendation.
- Find out about your instructors' research interests. It may open doors for you to do future research with them.
- Get to know other students in your classes by name.
- Facilitate communication among students or between a student and instructor if you see breakdowns occur.
- Form study groups with other students in your classes. Meet regularly or just for homework and exam prep. (Find out first from the instructor if it's OK to work on assignments together.)
- Think of your TAs as a bridge between you and the material. If you don't understand or need clarification, ask for help. They are there to assist you.

The successful U of M student demonstrates *goal orientation*, so:

- Talk to your advisor early and often to plan and maintain your educational goals.
- Make time to study every night even if only for an hour.
- Don't worry if you don't know what to major in. Take classes that interest you and fill the prerequisites to see what subject areas interest you. And remember you can always change your mind. A declared major is not set in stone.
- Use assignment calculator to manage homework, papers and exams.
- Decide for yourself what you want to get out of each class.
- Follow through on e-mails and important messages from instructors, advisors, employers and classmates.
- Stay on track for graduation. Find a balance between hanging out with your new friends, extracurricular activities and your course work.

The successful U of M student possesses *self-awareness*, so:

- Don't necessarily follow the crowd. College is a place for self-discovery. Feel confident in who you are and always think for yourself.
- Know when you're wrong or you've made a mistake. Admit it. Take responsibility and move on.
- Don't be afraid to ask if someone else has a better idea.

The successful U of M student demonstrates *resilience*, so:

- Be willing to stick your neck out and take risks even if you fall. Failure is part of the learning process. It's a good way to see what you're made of.
- Be forgiving if your instructor has a bad teaching day. Come next time with an open mind and a readiness to learn.
- Don't let one bad presentation or grade bring down your morale.
- Don't give up. Things aren't as bad as they seem sometimes.
- Realize that everyone makes mistakes, and that it's not the end of the world. If you get a bad grade, talk to your instructor to see what you can do to improve.
- Use other sources of information if your professor is unavailable or doesn't match your learning style (TAs, study groups, tutors, online resources).

The successful U of M student *appreciates differences*, so:

- Realize that college is a diverse, multi-cultural environment. Not everyone agrees on every issue. Be open to new ideas and courteous when you disagree.
- Be aware of your own cultural biases. Each of us has a culture that impacts how we behave, and how we understand and interact with other people.
- Be inquisitive about instructors and classmates whose culture or language differs from yours. Ask them about their native country or culture.
- Avoid negative responses such as rolling your eyes if an instructor or classmate confuses you. Show empathy and work toward understanding.
- If instructors don't understand you, be OK with rephrasing your comments and questions.
- Speak more slowly and simply if it will help your instructor or classmates understand you.
- Have an inclusive attitude toward other people's ideas in groupwork and class discussion.

- Be ready and willing to challenge or defend your own values and beliefs.
- Embrace new ideas and be willing to incorporate them into your way of being.

The successful U of M student demonstrates *tolerance of ambiguity*, so:

- Be ready for college to be more complicated than high school. You may be juggling classes, course work, one or two jobs, extracurricular activities, financial aid, dorm life, new friendships, and more. You probably won't have someone telling you what to do first, and you will sometimes have to think about an assignment or reading before you actually begin to understand it.
- Recognize that some important questions that will arise in the classroom and in life in general will not always have clear, "black or white" answers.
- Know that it may take awhile to adjust. Be aware of how you are managing yourself and your time in this new environment.

Most importantly...HAVE FUN. You can't take everything too seriously.

Center for Teaching and Learning
Office for Student Affairs
2005

ESPM: Integrated Problem-Solving

NOTE: This is NOT taken from the actual class. It was designed to be an example of how we might talk with our students in the syllabus about the outcomes associated with a class.

Connie Tzenis

University of Minnesota Student Outcomes associated with this course:

1. **As the name of the course implies, a major outcome of this class is to solve problems related to the environment.** Being a good problem solver means being able to structure ill-defined problems, formulate possible solutions, and create criteria with which to evaluate the possible solutions. In addition to this, acquiring expertise in problem solving also requires a number of other skills.
 - **Comfort with ambiguity.** You will be working with complex, real problems and, therefore, ambiguity is a given. In this course you will be practicing for strategies for being able to proceed constructively in situations where there are many unknowns.
 - **Interdependence.** Effective problem solving on complex issues is never a solo activity. All of the work for this course will be done in groups. Therefore, a great deal of time and attention will be given to developing the skills to be an effective team member.
 - **Locating and evaluating resources.** Problem-solving requires access to good data. You will need to develop the skill of locating convincing evidence to support your solutions.
 - **Resilience.** All problem-solvers hit dead ends and make ill-advised judgments. Being an expert problem-solver means being able to learn from failure and move forward.
 - **Appreciation of Diversity.** Good problem-solving is done in teams because of the value of diverse opinions. When doing the assigned reflections on the effectiveness of your team, you will come to appreciate the importance of having diversity on your problem solving team. You will also come to appreciate the importance of addressing multiple perspectives when evaluating solutions to environmental issues.
 - **Effective communication skills.** Communicating solutions effectively is as important as reaching effective solutions! Most of each class period will be communicating with one another either in your problem solving teams or reporting your group's work to the others in the class.

2. In this course (and most courses you will take) the other major outcome we are working toward is that you will become **life-long learners**. Key to being a life-long learner is **self awareness**.

You will regularly be asked to reflect on your learning, your personality style, and the effectiveness of your group work. It is our hope that this will develop a habit that will ensure you are always learning from your experiences.

The On Course Success Principles

Synthesizing the best wisdom from innovators in psychology, education, business, sports, and personal effectiveness, the On Course Success Principles represent eight of the essential "things" that good learners believe and do. Founded on these timeless principles, the *On Course* text and the On Course Workshops give students and instructors alike a collection of practical success tools.

By guiding students to adopt these principles and tools, you'll empower them to become effective partners in their own education, giving them the outer behaviors and inner qualities to create greater success in college and in life. Here are the eight On Course Success Principles:

CHOICES OF SUCCESSFUL STUDENTS	
SUCCESSFUL STUDENTS...	STRUGGLING STUDENTS...
1. ... ACCEPT SELF-RESPONSIBILITY , seeing themselves as the primary cause of their outcomes and experiences.	1. ...see themselves as Victims, believing that what happens to them is determined primarily by external forces such as fate, luck, and powerful others.
2. DISCOVER SELF-MOTIVATION , finding purpose in their lives by discovering personally meaningful goals and dreams.	2. ...have difficulty sustaining motivation, often feeling depressed, frustrated, and/or resentful about a lack of direction in their lives.
3. ... MASTER SELF-MANAGEMENT , consistently planning and taking purposeful actions in pursuit of their goals and dreams.	3. ...seldom identify specific actions needed to accomplish a desired outcome. And when they do, they tend to procrastinate.
4. ... EMPLOY INTERDEPENDENCE , building mutually supportive relationships that help them achieve their goals and dreams (while helping others to do the same).	4. ...are solitary, seldom requesting, even rejecting offers of assistance from those who could help.
5. ... GAIN SELF-AWARENESS , consciously employing behaviors, beliefs, and attitudes that keep them on course.	5. ...make important choices unconsciously, being directed by self-sabotaging habits and outdated life scripts.
6. ... ADOPT LIFE-LONG LEARNING , finding valuable lessons and wisdom in nearly every experience they have.	6. ...resist learning new ideas and skills, viewing learning as fearful or boring rather than as mental play.
7. ... DEVELOP EMOTIONAL INTELLIGENCE , effectively managing their emotions in support of their goals and dreams.	7. ...live at the mercy of strong emotions such as anger, depression, anxiety, or a need for instant gratification.
8. ... BELIEVE IN THEMSELVES , seeing themselves capable, lovable, and unconditionally worthy as human beings.	8. ...doubt their competence and personal value; feeling inadequate to create their desired outcomes and experiences.

How do your students rate in these eight principles of human achievement? They can take an on-line self-assessment to find out. (And so, of course, can you.) Clicking this link will take you to a different internet site; use your back button to return here.

Pre-test → ^{Post} at end of course

(pages)

The On Course Instructional Principles

On Course Workshops model current understandings of how meaningful learning occurs. As such, they are designed to engage learners in the active construction of knowledge. Instructional methods in the workshop demonstrate how educators can address the varied learning styles of today's students. The workshops are guided by the following instructional principles:

- ✚ **Students construct learning primarily as a result of what they think, feel, and do (and less so by what their instructors say and do). Consequently, in formal education, the deepest learning is provided by a well-designed educational experience.**

- ✚ **The most effective learners are empowered learners, those characterized by self-responsibility, self-motivation, self-management, interdependence, self-awareness, life-long learning, emotional intelligence, and high self-esteem.**

- ✚ **At the intersection of a well-designed educational experience and an empowered learner lies the opportunity for deep and transformational learning and the path to success-- academic, personal, and professional.**

T

From: <http://oncourseworkshop.com>

See: <http://oncourseworkshop.com/Data.htm> for retention data

Appendix - F

Job Descriptions

Student Employee Performance and Development Process Supervisor Training Outline

I) OVERVIEW

The University of Minnesota has developed a program, called Student Development Outcomes (SDO), which is designed to have the students' work experience mirror their academic experience, fulfilling a clear and comprehensive student development goal. SDO encourages supervisors to help students acquire valuable life skills within the work environment. There are some behaviors that are necessary for the work environment that are also aspects for personal development. For these reasons, student job descriptions in the Student Unions & Activities' include both performance and development aspects. Furthermore, our student employee Performance and Development Process (PDP) consists of evaluating students' job performance as well as their personal development.

a) Why participate in the Performance Development Process (PDP)?

- Student Benefits
 - 1 To maintain or improve job satisfaction and morale.
 - 2 To identify areas which need improvement.
 - 3 To have the opportunity to develop a stronger work ethic.
 - 4 To have an opportunity to discuss job challenges and interests.
 - 5 To understand that their job is not just a paycheck; it consists of gaining life skills in addition to performing their job duties on a day-to-day basis.
 - 6 To develop the skills needed to market oneself better. Language from PDP conversations can be used to strengthen resumes and interview skills, making them more appealing to potential employers.

- Supervisor Benefits
 - 1 To document performance issues and identify training needs.
 - 2 To give positive feedback and record special talents, skills, interests, and capabilities.
 - 3 To forge stronger working relationships.
 - 4 To reinforce work expectations.
 - 5 To develop and motivate employees.
 - 6 To achieve the Student Unions & Activities' overall goals and mission.
 - 7 To satisfy University requirement.
 - 8 To satisfy legal due process requirements (documentation necessary for terminating employees).
 - 9 Opportunity to create a "vibrant and positive environment" in SUA and the University.¹

II) Performance Development Process (PDP)

Supervisors and students meet to review the student's job performance and personal development twice per academic year. Use of the *Student Performance Review Summary* form for mid-year evaluations is optional. Supervisors are required to use the *Student Performance Review Summary*

¹ Office for Student Affairs

form to evaluate each student employee at the end of the year. The following process should be used for year-end student evaluations:

- a) Student Employees complete the *Student Employee Self Assessment* and return to their supervisors prior to the performance review meeting. Because students do not get to dictate their own evaluation, the student self evaluation does not reflect the actual evaluation. Supervisors should review the self assessments prior to meeting, but are under no obligation to use any input from the student in their review of the student. Furthermore, the student self assessments do not affect raises.
- b) Supervisors should fill out *Student Performance Review Summary* form prior to meeting with their employees. (Use of this form at mid-year evaluations is optional; use of this form at year-end is mandatory.) When filling out the form, it's important that supervisors:
 - Do not customize the form for their student employees. The form was designed so that we have a consistent foundation for evaluating all the student union employees and is therefore not customizable for each area/department. The only factor which may be omitted is "Supervision," which applies only to those student employees who participate in supervisory activities.
 - Use the *Performance Factors & Expectations Guide*. Deviating from these definitions will result in inconsistency within the Student Unions & Activities and may cause unfair assessments.
 - Most employees will be ranked at "Meets Expectations." This is not a bad rating.
 - Provide feedback in "Supervisor's Comments on Performance." The evaluation isn't about ranking employees; it's about a conversation on *how* the student is performing at work and at personal development. Without comments, the student will have no guide for identifying positive or negative performance, especially since most employees are ranked at "Meets Expectations." Identify areas the student has had success in and the areas that could use improvement.
 - Use the Student Employee Year-End Performance Appraisal Toolkit (provided by SUA Human Resources) for helpful tips and verbiage to use while filling out the performance evaluations.
 - Use their midyear performance evaluations as a point of comparison so that progress (or lack thereof) can be noted.
 - Type comments in boxes provided.
- c) Use of the *Student Performance Improvement Plan* is optional. This form is designed so that supervisors' have an organized way to document areas which need significant improvement as well as the student's improvement (or lack thereof) over time. Documentation is necessary for terminating a non-probationary student's employment. This documentation may be in the format of the *Student Performance Improvement Plan*, but can be in other formats as well.
- d) Performance evaluations may affect promotion and raises.
- e) If the supervisor decides not to use the *Student Performance Review Summary* form for the midyear review, the supervisor must still conduct the review, document the conversation, and file the documentation in the supervisor-maintained employee file.

III) Student/Supervisor Meeting

- a) Prior to meeting with employees, supervisors should:
 - Review the student's self assessment
 - Fill out the *Performance Review Summary*
- b) Before the meeting, supervisors should prepare talking points by including comments in the *Student Performance Review Summary*. Your talking points should include:
 - Areas where the student excels. Include specific examples.
 - Areas where the student needs improvement. Include specific examples. Prepare the *Student Performance Improvement Plan* (optional).
 - For a returning employee, come prepared with ideas of how you can help the student improve the skills you feel need improvement.
 - Take note of pronounced inconsistencies between student self evaluations and supervisor assessments/interpretations.
 - Bring examples of your observations to back your assessment of the student. You should not feel the need for your assessment to match the student's assessment of him or herself.
- c) For yearend assessments, supervisors should use their midyear assessments as a point of comparison so that progress (or lack thereof) can be noted.
- d) At the meeting:
 - Ensure that the student understands why we are conducting a performance review (see the "Overview" section of this training outline.)
 - Go over each performance factor, calling specific attention to your talking points, and any pronounced inconsistencies between the supervisor's and student's comments. Use your observations to back your evaluation; you should avoid allowing the student to change your opinion.
 - Try to end the meeting on a positive note.

IV) General Timeline

- a) **Optional Informal Meetings:**
 - During Supervisor/Student Informal Meetings:
 - 1 Discuss areas for improvement
 - 2 Discuss areas of success
 - 3 Clarify performance expectations, as necessary
 - These meetings apply to all student employees

- b) **Mandatory Midyear Performance Review:**
 - Supervisor and student meet for informal performance review:
 - 1 Use of *Student Employee Self Assessment* is optional
 - 2 Use of *Student Performance Review Summary* is optional
 - 3 Use of *Student Performance Improvement Plan* is optional
 - If above paperwork is filled out, one copy should be provided to the student staff member and the original stays in the supervisor's files
 - If supervisor chooses not to use above paperwork, the supervisor should document the conversation. A copy should be provided to the student, and the original is retained in the supervisor's files.
 - It is recommended that supervisors use the formal documentation for a student who is underperforming significantly.

- c) **Mandatory End of Year Performance Evaluation:**
 - Student completes *Student Employee Self Assessment* for supervisor's review
 - Supervisor completes *Student Performance Review Summary* for every student employee
 - Supervisor completes *Student Performance Improvement Plan* if necessary
 - During Supervisor/Student Meeting:
 - 1 Review goals set at midyear meeting, if applicable
 - 2 Review Student Performance and Development Process:
 - (a) Discuss the *Student Employee Self Assessment*
 - (b) Review *Performance Review Summary*
 - Discuss each performance factor, noting areas for improvement and areas of success

- d) If the employee is leaving their position, they should fill out the *Student Employee Exit Questionnaire*. A link will be emailed to the student by SUA HR once the student's termination/resignation paperwork is completed by the supervisor.

- e) All paperwork should be copied for three packets which include:
 - Cover Sheet with signatures from mid-year and year-end appraisals
 - Comments (from Midyear meeting)
 - Entire packet (from the End of Year meeting)

- f) Copies are provided to:
 - One copy is provided to the student
 - One copy stays with the supervisor's files

- g) Original copy is forwarded to the HR Assistant.

- h) The HR Assistant tracks the PDP documents and forwards all paperwork onto the Area Assistant Director and Sr. Associate Director for review, signs off and forwards it onto the SUA Director for final review and signature.

- i) After the Year End Supervisor/Student Meeting:
 - The student employee must fill out and submit the Scantron ("bubble" sheet) *End of Year Survey* and submitted to the HR Assistant. The supervisor does not need to do

anything with this form; it is for the Office of Measurement Services and will quantitatively track progress of all students on an institutional level.

Student Employee Performance and Development Forms:

Performance Factors & Expectations Guide

Performance Review Summary

Student Employee Self Assessment

Student Employee Performance Improvement Plan

OMS End of Year Survey (Scantron form)

Performance Factors & Expectations Guide
Student Employee Performance and Development Process
Student Unions & Activities

1. Customer Service

Definition of Meets Expectations -- Identifies the needs of customers; makes special effort to be responsive in meeting their needs and in building customer satisfaction. Demonstrates a cheerful and outgoing attitude. Provides conscientious, courteous, and positive service to clients/customers. Anticipates client's needs and delivers services in a consistently timely, accurate, and friendly manner. Takes responsibility for problems and quickly resolves them. Treats every customer with respect. Complies with dress code, wears name tag, and is always prepared and willing to help.

2. Responsibility and Accountability

Definition of Meets Expectations -- Understands work procedures, policies, technical aspects, and responsibilities. Makes appropriate decisions to handle assorted responsibilities. Takes ownership of duties and responsibilities, ensures they are completed accurately and on time. Plans and follows through on commitments and expectations set by supervisor. Uses resources efficiently and effectively. Appropriately engages manager in prioritizing and completing critical assignments or work load. Notifies manager of information especially in regards to mistakes, incomplete work, and other critical issues (when appropriate). Amount of work produced is consistent with the needs of the job. Seeks additional assignments as time permits. Complies with departmental and University policies and procedures. Maintains confidentiality and discretion as appropriate. Reports to work on time, work absences are infrequent, and finds a replacement for shifts as necessary. Accepts and supports goals of the unit, department, and University.

3. Independence and Interdependence

Definition of Meets Expectations – Appropriately determines when to act alone and when to work or consult with others. Initiates and develops relationships with individuals, including coworkers and customers. Promotes an atmosphere of mutual respect and cooperation to foster a climate for the comfortable expression of ideas. Promotes teamwork and actively works in a positive and open way with others. Deals with conflict in a direct and clear manner. Shares ideas, encourages, and helps others when needed. Supports open communication and the exchange of information with co-workers and supervisors. Works with minimum supervision whether it be alone or within a group. Adapts behavior as appropriate in response to team or organization needs.

4. Goal Orientation

Definition of Meets Expectations – Possesses and maintains sufficient motivation to achieve goals. Applies knowledge and skills in a thorough, comprehensive manner, foresees problems and seeks solutions. Work is accurate, thorough, and completed according to specifications and with minimal errors. Addresses problems or issues clearly, in a well thought out manner. Anticipates alternative ways to accomplish work and promote efficiencies. Does not allow distractions to prevent timely completion of tasks and pushes self, when needed, to accomplish goals. Has an understanding about how to use his/her talents and skills to contribute to the betterment of society.

5. Self-Awareness

Definition of Meets Expectations – Maintains and projects optimistic perspective. Expects the best from self and others. Accurately assesses and articulates (when appropriate) personal strengths and weaknesses. Shows interest in learning about others and their accomplishments. Puts the group's success ahead of personal goals. Demonstrates ability to help others adapt to new situations. Acts as a resource person on whom others rely for assistance.

6. Resilience

Definition of Meets Expectations-- Learns from mistakes, recognizes consequences, and is willing to accept constructive criticism. Able to work through disappointments and bad experiences by assessing what caused them, what can be done to avoid them next time, and what can be done to repair them now. Maintains a positive outlook. Balances classes, work, volunteer activities, and personal commitments.

7. Appreciation of Differences

Definition of Meets Expectations – Works effectively with others, despite differences; can respectfully discuss differences with others. Recognizes advantages of moving outside existing “comfort zone” when interacting with others. Seeks out others with different backgrounds and/or perspectives to improve decision making. Appreciates the importance of diversity and conveys this value to others. Is able to be objective and fair. Understands and respects the values and beliefs of others.

8. Tolerance of Ambiguity

Definition of Meets Expectations-- Is flexible and open to change and supports the implementation of new initiatives. Accepts responsibility and new job assignments. Maintains a positive outlook and is able to maintain performance standards during times of change and following disappointments. Works effectively with pressure, deadlines, and in ambiguous situations. Able to work in a complex environment and complete tasks without specific rules or guidelines. Willing to try new tasks or ideas and/or make a decision without assurance of success or improvement.

9. Supervision (*if applicable*)

Definition of Meets Expectations -- Effectively delegates responsibilities and projects and creates an environment where staff are given responsibility for achieving results. Sets realistic standards and expectations. Trains and instructs staff thoroughly. Appropriately coaches and empowers employees. Provides honest and timely performance feedback. Shows respect for ideas of others and establishes a respectful atmosphere for open discussion. Models appropriate, professional behavior for their position. Celebrates the accomplishments of the team and individuals. Maintains confidentiality and discretion in staff interactions. Inspires enthusiasm for professional goals and provides opportunities for others to develop their skills. Encourages and demonstrates curiosity, creativity, initiative, and innovation.

STUDENT UNIONS & ACTIVITIES

University of Minnesota

TITLE: Senior Gameroom Attendant – Intermediate Level
JOB CODE: 2802
SALARY RANGE: \$9.00 to \$10.50 per hour

ESSENTIAL FUNCTIONS:

The primary role of Senior Gameroom Attendants is to oversee front line customer service in two Gamerooms, two snack bars, and one convenience store; and to assist in supervising Gameroom Attendants. Senior Gameroom Attendants are responsible for managing the condition of the Gamerooms facilities, providing leadership for Gameroom Attendants, assisting in inventory management and mechanical maintenance, and other mid-level administrative tasks. This position covers two physical locations: the Gopher Spot in the St. Paul Student Center and Goldy's Gameroom in Coffman Memorial Union. Employees are usually based at one location but may be required switch locations during their employment due to their class schedule or Gameroom needs in addition to filling shift vacancies or assisting at other location as needed. Senior Gameroom Attendants must work a minimum of 15 hours per week, on average. Exceptions to minimum hours can occasionally be made according to management discretion. Generally, exceptions are only given to experienced employees for a maximum duration of one semester for academic purposes such as a non-SUA internship.

Responsibilities include:

- 30% Facilities management; ensures cleanliness of facilities and equipment, ensures food safety compliance, ensures products are fully and properly stocked at all times, ensures proper stock rotation, maintains updated product pricing (tags/signs) on all individual and menu items, maintains clean and organized conditions in stockrooms, backrooms, and food preparation areas, reports facility issues to Gameroom Managers.
- 30% Customer service lead; acts as main point of contact for reservations, oversees implementation of special events and promotions, supervises bowling leagues, ensures proper procedures and policies are followed, ensures closing duties are completed correctly and thoroughly, oversees completion of Daily Checklists, leads in troubleshooting pinsetters, foodservice equipment, and POS systems problems.
- 20% Training and coaching of Gameroom Attendants; coaches Gameroom Attendants on proper work behaviors and expectations, provides excellent example of proper work behavior, maintains appropriate coaching records and follows up w/ management on chronic or critical performance issues, maintains Gameroom Attendant procedure manual, assists in performance development process for Gameroom Attendants.
- 10% Assists in inventory management **and/or** mechanical maintenance; receives deliveries, processes invoices, orders merchandise and supplies, maintains relations with vendors, helps maintain bowling lanes and pinsetters.
- 10% Other duties as assigned, including but not limited to; special projects or tasks related to areas of interest or need, completes shift duties of entry level position as needed to assist or fill vacancies, attends regularly scheduled management meetings, attends SUA development sessions as scheduling allows, communicates issues, changes, and concerns to management.

ESSENTIAL QUALIFICATIONS:

- Current University of Minnesota student enrolled at least half-time (undergraduate, student, 6 credits; graduate student, 3 credits)

- 1-2 years experience in sales and customer service
- Ability to accurately handle money and transactions
- Ability to serve and interact with customers and guests in a pleasant manner
- Able to work independently

PREFERRED QUALIFICATIONS:

- Knowledge of billiards and bowling equipment
- Mechanical aptitude

OPPORTUNITIES FOR SKILL DEVELOPMENT ON THE JOB:

Students participate in experiences outside the classroom, which allow them to develop and demonstrate life skills. These skills and characteristics for success and citizenship are learned and refined during their college years and beyond. The Office for Student Affairs has developed seven “Student Development Outcomes” that the Student Unions & Activities has incorporated into the student employment system in the Unions. Here is a listing of the Student Development Outcomes with some examples of how you can learn or further develop your own skills set.

RESPONSIBILITY/ACCOUNTABILITY

- Attends scheduled orientation & training sessions and work area meetings
- Arrives on time for all scheduled shifts
- Follows shift change procedures if sick or scheduling conflicts arise
- Adheres to all Gameroom policies and procedures, and understands staff roles
- Always meets basic expectations (e.g. wear t-shirt/uniform, nametag, stay busy, customer service #1, etc.)
- Acknowledges when mistakes occur and knows when supervisor should be alerted
- Knowledgeable of games and Gameroom equipment
- Knowledgeable of menu, food prep procedures, and food safety rules
- Demonstrates correct operation and basic troubleshooting of cash register/Point of Sale (POS) systems

INDEPENDENCE/INTERDEPENDENCE

- Knowledgeable of job tasks and is able to perform them without direct supervision
- Seeks instruction or clarification from supervisor when unclear of tasks, procedures or how to correct errors
- Communicates effectively with supervisors; keeps supervisor informed and uses good judgment on when to defer questions, complaints, and issues
- Works effectively with co-workers in teams and independently

GOAL ORIENTATION

- Knows all routine tasks that need to be accomplished for each shift
- Can prioritize tasks by importance and time constraints
- Helps others when time permits
- Able to identify non-routine tasks that need to be done
- Makes progress and improvements in job performance as experience grows
- Responds well to goals and training set by supervisor as needed

SELF-AWARENESS

- Works with a variety of customers and can resolve a variety of problems for them
- Is comfortable helping others in their work area with questions they may have

- Demonstrates good verbal and non-verbal communication skills
- Displays friendly and helpful attitude with customers and peers
- Can separate the demands of the job and customers from personal concerns and ego

RESILIENCE

- Can handle last minute changes to tasks and can work under time constraints
- Is able to learn from a bad experience and knows how to prevent them from happening in the future
- Accepts instruction/constructive criticism from supervisor
- Able to work through difficulties when they arise

APPRECIATION OF DIFFERENCES

- Willingness to learn from others who have different backgrounds
- Understands differences in customers and peers and treats everyone respectfully
- Tolerant of the values and beliefs of others

TOLERANCE OF AMBIGUITY

- Embraces a task without assurance of success or certainty about the outcome
- Able to undertake a project with little or no direction and seek out information independently of Supervisor
- Able to handle an error or challenging customer when there is no information available
- Employs basic problem solving skills, uses good judgment in being not afraid to fail, and looks to supervisor when needed
- Can embrace a duty or task without a personal need to fully agree or completely understand the reasons of the organization or supervisor

**The employer reserves the right to change or add duties to this position as long as the changes and/or additions are consistent with the job classification.*

STUDENT UNIONS & ACTIVITIES

University of Minnesota

TITLE: Customer Service Associate – Entry Level

JOB CODE: 2781

SALARY RANGE: \$8.00 to \$9.50 per hour

ESSENTIAL FUNCTIONS:

Customer Service Associates report directly to the Assistant Retail Managers. This position entails three areas of essential functions: 1. Convenience Store/Information Desk 2. Post Office 3. Concessions responsibilities. This position covers three physical locations: West Bank Skyway, Coffman Memorial Union, and St. Paul Student Center. Employees may be assigned to one location but should be flexible in working at the other locations as well.

- 35% Customer Service: answering customer questions; friendly, timely service; firm adherence to retail and postal policies
- 35% Technical Operations: operating cash registers, meter machines, money order machines, fax machines
- 25% Cleaning and Stocking: light cleaning duties, checking in vendors, displaying merchandise on sales floor
- 5% Other duties as assigned

ESSENTIAL QUALIFICATIONS:

- Current University of Minnesota student enrolled at least half-time (undergraduate student, 6 credits; graduate student, 3 credits)
- Excellent communication skills
- Ability to work independently
- Able to work evenings and occasional weekend shifts
- Available to work a minimum of 6 hours per week, excluding weekends

PREFERRED QUALIFICATIONS:

- Previous cash handling experience
- Previous experience in customer service, retail, concessions, or mailroom

OPPORTUNITIES FOR SKILL DEVELOPMENT ON THE JOB:

Students participate in experiences outside the classroom which allow them to develop and demonstrate life skills. These skills and characteristics for success and citizenship are learned and refined during their college years and beyond. The Office for Student Affairs has developed seven "Student Development Outcomes" that the Student Unions & Activities has incorporated into the student employment system in the Unions. Here is a listing of the Student Development Outcomes with some examples of how you can learn or further develop your own skills set.

RESPONSIBILITY/ACCOUNTABILITY

- Arrives on time for shift and attempts to provide replacement, if cannot work assigned shift
- Acknowledges when mistakes/missed deadlines occur and knows when supervisor should be alerted
- Develops knowledge of basic product lines
- Adheres to basic policies, procedures and understands staff roles
- Attends scheduled orientation & training sessions and work area meetings

- Presents him/herself in a friendly and professional manner
- Takes responsibility for, and learns from, errors
- Demonstrates responsible and accurate cash handling skills
- Takes responsibility for his/her own learning
- Performs assigned duties and responsibilities consistently and correctly

INDEPENDENCE/INTERDEPENDENCE

- Seeks instruction from supervisor when unclear of procedures or how to correct errors
- Demonstrates clear and effective communication with supervisors, team members, and customers
- Works independently: able to problem solve/find unknown information
- Adapts behavior appropriately in response to team or organizational needs

GOAL ORIENTATION

- Manages time in order to complete all required and/or assigned duties and tasks
- Prioritizes work tasks

SELF-AWARENESS

- Demonstrates good verbal and non-verbal communication skills
- Displays a positive attitude with customers, coworkers and toward work
- Demonstrates the ability to help others adapt to new situations

RESILIENCE

- Applies knowledge in multiple settings
- Accepts instruction/constructive criticism from supervisor
- Recovers from and continues to work successfully following disappointments
- Works through bad experiences by assessing what caused them, what can be done to repair them, and how to avoid them in the future

APPRECIATION OF DIFFERENCES

- Understands and respects the values and beliefs of others
- Appreciates the uniqueness in each customer, coworker, supervisor
- Treats each customer with the same amount of respect and attention as the previous one
- Recognizes advantages of moving outside of "comfort zone"

TOLERANCE OF AMBIGUITY

- Maintains composure in difficult situations
- Demonstrates a willingness to attempt new tasks

**The employer reserves the right to change or add duties to this position as long as the changes and/or additions are consistent with the job classification.*

Student Development Outcomes

Student Employee Self Assessment

The purpose of this self assessment is to help you and your supervisor(s) gain understanding regarding your ability to achieve your short and long term goals. This tool will be read by your supervisor, may be followed up upon immediately for clarification, and will be used as part of the mid-semester follow. There is no right or wrong answer to any of the questions and all information collected will be used to enhance your experience, assist in your development, and help you reach your goals.

Goal Setting

Employment Term Goals – Please list 3-5 goals that you hope to accomplish during this current term of employment. This could include, but is not limited to; skills you hope to gain, knowledge that want to learn, experiences that you would like to have or performance areas you improve upon.

Long Term Personal and Professional Goals – Please list 2-3 long terms goals that you hope to accomplish. This could include, but is not limited to; career interests, occupational interests, experiences that you would like to have, or family interests.

Additional Information

Please put an “X” on the continuums below to indicate where you best fit between each pair of options. These will be used by your supervisor to provide you with additional opportunities and support in having a successful work experience and in reaching your goals. Feel free to add comments after each one.

I enjoy hearing feedback

I am uncomfortable hearing feedback



Comment:

I have ultimate control over my learning

Others have control over my learning.



Comment:

I rarely miss deadlines

I often miss deadline



Comment:

I am comfortable working alone

I sometimes struggle working alone



Comment:

I am comfortable working with others

I struggle working with others



Comment:

I struggle to stay focused on my goals

I am able to stay focused on my goals



Comment:

I avoid mistakes at all costs

I am comfortable with making mistakes



Comment:

I am very comfortable with ambiguity

I am very uncomfortable with ambiguity



Comment:

I am easily disappoint in myself

I am rarely disappointed in myself



Comment:

I have often worked with people
from different identities/backgrounds

I have rarely worked with people
from different identities/backgrounds



Comment:

I often reflect and seek deeper understanding
of my experiences

I rarely reflect and seek deeper
understanding of my experiences



Comment:

STUDENT DEVELOPMENTAL OUTCOMES						
Responsibility and Accountability	Independence and Interdependence	Goal Orientation	Self Awareness	Resilience	Appreciation of Differences	Tolerance of Ambiguity
Makes appropriate decisions regarding his/her own behavior	Appropriately determines when to act alone and when to work or consult with others	Manages energy and behavior to accomplish specific outcomes	Maintains and projects optimistic perspective	Able to recover from disappointment or bad experience and continue to work successfully	Works effectively with others, despite differences; can respectfully discuss differences	Demonstrates intellectual and emotional ability to perform in complicated environments and the absence of standard operating procedures
Recognizes and accepts consequences of actions	Demonstrates ability to initiate action and effectively engage others to enhance outcomes	Possesses and maintains sufficient motivation to achieve goals	Expects the best from self and others	Able to learn from a bad experience and recover	Recognizes advantages of moving outside existing "comfort zone"	
Meets agreed upon expectations	Works with minimum supervision whether it be alone or within a group	Has an understanding about how to use his/her talents and skills to contribute to the betterment of society	Accurately assesses and articulates (when appropriate) personal strengths and weaknesses	Able to work through disappointments (i.e., what caused them, what can be done to repair them now)	Seeks out others with different backgrounds and/or perspectives to improve decision making	
Follows through on commitments	Adapts behavior as appropriate in response to team or organization needs	Does not allow distractions to prevent timely completion of tasks	Shows interest in learning about others and their accomplishments		Appreciates the importance of diversity and conveys this value to others	
Willing to accept responsibility for personal errors		Pushes self, when needed, to accomplish goals	Demonstrates ability to help others adapt to new situations		Understands and respects the values and beliefs of others	
Takes responsibility for own learning		Demonstrates effective planning and purposeful behavior				

HOUSING AND RESIDENTIAL LIFE
University of Minnesota

JOB CLASSIFICATION: 2781
WAGE: \$ 7.85

TITLE: Office Assistant – Entry Level

ESSENTIAL FUNCTIONS:

Office Assistants report directly to the Administrative Assistants. Responsibilities include: reception tasks/staffing the Residence Hall/Apartment Information Desk, answering questions and directing phone calls in accordance with Housing & Residential Life Policy. Administrative responsibilities include providing office support for the business office, assisting with room changes/checking residents in and out, inventory and check out of equipment and keys. Mail room responsibilities include sorting, distributing and forwarding mail. Tour responsibilities include logging and conducting resident hall tours for prospective students and their parents.

MINIMUM SKILLS/QUALIFICATIONS:

- High School graduate or equivalent; current University of Minnesota student
- Excellent written and verbal communication skills
- Ability to serve and interact with customers in a courteous and tactful manner
- Capability to handle a multi-task work setting in a multi-cultural environment
- Ability to maintain confidential information

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

RESPONSIBILITY/ACCOUNTABILITY

- On time for shift and attempts to provide replacement, if cannot work assigned shift
- Adheres to Housing & Residential Life policies, procedures and understands staff roles
- Presents him/herself in a friendly and professional manner
- Meets agreed upon expectations (e.g. follows dress code, nametag, stay busy, customer service #1, etc.)

INDEPENDENCE/INTERDEPENDENCE

- Seeks instruction from supervisor when unclear on policies and procedures
- Exhibits good judgment on when to defer questions, complaints, and issues
- Communicates clearly and concisely with supervisor and co-workers
- Participates in team efforts to provide exceptional customer service
- Offers assistance to co-workers (shift changes, shift coverage, etc)

GOAL ORIENTATION

- Responds well to goals and training set by supervisors
- Manages time in order to complete all required and/or assigned tasks
- Takes responsibility for his/her own learning

SELF-CONFIDENCE/HUMILITY

- Demonstrates effective communication (written & oral)
- Appropriately confronts residents/guests and enforces policy
- Acknowledges when mistakes occur and knows when supervisor should be alerted
- Displays friendly and helpful attitude with residents/guests and co-workers

RESILIENCE

- Handles problem situations in an effective manner
- Ability to cope with frustration and difficult customers gracefully

APPRECIATION OF DIFFERENCES

- Respects and appreciates the uniqueness in each person
- Provides equitable service to all people

TOLERANCE OF AMBIGUITY

- Employs basic problem solving skills, uses good judgment in unpredictable situations

STUDENT UNIONS & ACTIVITIES

University of Minnesota

TITLE: Administrative Office Assistant – Entry Level

JOB CODE: 2781

SALARY RANGE: \$8.00 to \$9.50 per hour

ESSENTIAL FUNCTIONS:

The Receptionist for Student Unions & Activities Administration Office is the initial department contact to students, staff, guests and visitors. Provide essential office support: copying, filing, sorting mail, maintaining listserv, and on-campus deliveries. Also will order and maintain office supplies, assist with large mailings, deliver or direct shipments made to the Administrative office. Determine and log postage of out-going department mail. Provide support to the Marketing department's Daily articles/advertisement log. Responsible for the basic maintenance of the Administrative office copier, printer, and fax machine; provide initial troubleshooting of equipment as needed. Provide assistance on special projects and tasks for department staff: word processing, spreadsheets, payroll system and other duties as assigned.

- 40% Copying, filing, ordering supplies, data entry, schedule meetings
- 30% Reception: assisting visitors and callers
- 10% Sorting US and Campus mail, meter and log postage, inventory postage
- 10% Save SUA media articles to share drive and forward to web designer
- 10% Assist SUA staff with large projects, courier paychecks and other items

ESSENTIAL QUALIFICATIONS:

- Current University of Minnesota student enrolled at least half-time (undergraduate student, 6 credits; graduate student, 3 credits)
- Basic skills in alphabetizing, grammar, punctuation and spelling
- Microsoft Office proficiency and some office support experience
- Great customer service attitude is required
- Basic knowledge of the University & campus

PREFERRED QUALIFICATIONS:

- Previous office or customer service experience

OPPORTUNITIES FOR SKILL DEVELOPMENT ON THE JOB:

Students participate in experiences outside the classroom which allow them to develop and demonstrate life skills. These skills and characteristics for success and citizenship are learned and refined during their college years and beyond. The Office for Student Affairs has developed seven "Student Development Outcomes" that the Student Unions & Activities has incorporated into the student employment system in the Unions. Here is a listing of the Student Development Outcomes with some examples of how you can learn or further develop your own skills set.

RESPONSIBILITY/ACCOUNTABILITY

- Arrives on time for shift and attempts to provide replacement, if cannot work assigned shift
- Acknowledges when mistakes/missed deadlines occur and knows when supervisor should be alerted
- Adheres to basic policies, procedures and understands staff roles
- Attends scheduled orientation & training sessions and contributes to meetings, as needed

- Knowledgeable of office, office equipment and supplies
- Presents himself/herself in a friendly and professional manner
- Demonstrates ability to gather and analyze research and information
- Always meets basic expectations (e.g. wear t-shirt/uniform and nametag, stay busy, customer service #1, etc.)
- Provides exceptional customer service to students, staff, guests and visitors

INDEPENDENCE/INTERDEPENDENCE

- Seeks instruction from supervisor and asks when unclear of tasks, procedures or how to correct errors
- Demonstrates clear and effective communication with supervisors and team members
- Learns how to access information systems within SUA and the University
- Demonstrates good judgment on when to defer questions, complaints, and issues to supervisor
- Completes projects with minimum supervision

GOAL ORIENTATION

- Makes progress and improvements in job performance as experience grows
- Seeks guidance from senior employees and supervisor when needed
- Manages time in order to complete all required and/or assigned duties and tasks

SELF-AWARENESS

- Demonstrates good verbal and non-verbal communication skills
- Displays friendly and helpful attitude with customers and peers
- Can separate the demands of the job and customers from personal concerns and ego

RESILIENCE

- Accepts instruction/constructive criticism from supervisor
- Able to work through difficulties when they arise

APPRECIATION OF DIFFERENCES

- Understands and respects the values and beliefs of others
- Treats all customers, peers and supervisor respectfully
- Recognizes advantages of moving outside of “comfort zone”

TOLERANCE OF AMBIGUITY

- Able to handle an error or challenging customer when there is no information available
- Employs basic problem solving skills and asks supervisor to find unknown information
- Develop knowledge of primary areas of responsibility and is able to take on more complex projects

**The employer reserves the right to change or add duties to this position as long as the changes and/or additions are consistent with the job classification.*

Student Development Outcomes

Housing & Residential Life

Commitment to Student Employees

What is Student Development?

Student development is a concept used to describe the personal growth and learning student's experience while attending college. Each student's experience and identity is unique and each student's development should also be treated as such. Student development focuses on the entire student experience, including all experiences inside and outside the classroom, and how those experiences impact a student's development. Student development experts believe that many student experiences can be intentionally enhanced to increase a student's overall development and one of the key experiences where development can be enhanced is through student employment.

What are the Student Development Outcomes?

These are target areas of student development that have been identified by the University of Minnesota for intentional consideration and focus by those who contribute to any part of the overall student experience.

What is Housing & Residential Life's Commitment to Student Employees?

Housing & Residential Life is committed to the academic and personal growth and development of all students, including its student employees. As a result, each position description, set of job responsibilities, training program, and overall experience has been designed to support a series of Student Development Outcomes that ensures our employees are a part of an intentional experience that initiates and encourages the continued development of the individual personally and professionally. On the reverse side are the seven designated outcome areas and details of how student employees should expect to grow and develop.

Housing & Residential Life's Process for Enhancing Student Employee Development

Step 1 – Overview of Student Development Outcomes

- Information and training will be provided to supervisors and student employees on student development and Housing & Residential Life's commitment to enhancing the student development outcomes of student employees.

Step 2 – Employee Self Reflection

- Student employees will be asked to reflect on their student development experience within the context of the student development outcomes and to establish development and employment goals for the term of employment.

Step 3 – Progress Meeting

- Supervisors will meet individually with each student employee near the middle of the employment term to discuss progress towards the employee's goals and to reflect on learning experiences and opportunities that took place during the first half of the employment term.

Step 4 – Student Development Outcomes Survey

- Student employees will complete a survey at the end of the employment term which helps assess the student's development experience and the overall success of the departmental commitment to student development outcomes.

What are the student development outcome areas?

I. Responsibility and Accountability

- Makes appropriate decisions regarding one's own behavior
- Recognizes and accepts consequences of actions
- Meets agreed upon expectations
- Follows through on commitments
- Willing to accept responsibility for personal errors
- Takes responsibility for one's own learning

II. Independence and Interdependence

- Appropriately determines 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

III. Goal Orientation

- Manages energy and behavior to accomplish specific outcomes
- Possesses and maintains sufficient motivation to achieve goals.
- Has an understanding about how to use their 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

IV. Self Awareness

- Maintains and projects optimistic perspective

- Expects the best from self and others
- Accurately assesses and articulates (when appropriate) personal strengths and weaknesses
- Shows interest in learning about others and their accomplishments
- Demonstrates ability to help others adapt to new situations

V. Resilience

- Able to recover from disappointment or bad experience and continue to work successfully
- Able to learn from a bad experience and recover
- Able to work 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)

VI. 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

VII. 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

Wk
more
directly

Appendix - G

SDO Training

Washington, Missouri, Council on Education

Charter No. _____, dated _____, in accordance with the provisions of the Missouri Constitution, to hold a conference

on the subject of _____, to be held at _____, Missouri, on _____, 19____.

Article I. Purpose to be held in behalf of _____

Section 1. _____

Section 2. _____

Section 3. _____

Section 4. _____

Section 5. _____

Section 6. _____

Section 7. _____

Section 8. _____

Section 9. _____

Section 10. _____

Section 11. _____

Section 12. _____

Section 13. _____

Section 14. _____

Section 15. _____

Section 16. _____

Section 17. _____

Section 18. _____

Section 19. _____

Section 20. _____

Section 21. _____

Section 22. _____

Section 23. _____

Section 24. _____

Section 25. _____

Section 26. _____

Section 27. _____

Section 28. _____

Section 29. _____

Section 30. _____

Section 31. _____

Section 32. _____

Section 33. _____

Section 34. _____

Section 35. _____

Section 36. _____

Section 37. _____

Section 38. _____

Section 39. _____

Section 40. _____

Training and Support for Implementing and Assessing the Student Development Outcomes

Assumptions: We are assuming that

- we are all in agreement that staff and faculty need development efforts around implementing and assessing the development outcomes and, therefore, we are not including a rationale.
- this is a *multiple year* effort and that our focus is on 2009-2010 only.
- we will be in contact with all relevant committees and groups, e.g. SSAC, and that this event will be connected to other relevant events in a meaningful way, e.g. combining the ideas from Magdola visit and the On Course visit

For Fall Semester of 2009, we propose the following:

- Bring an On Course facilitator to campus in order to lead two one day sessions of approximately 60 faculty, advisors, and administrators; one day on the St. Paul campus, one day on the East Bank campus (using the new active learning rooms if possible). (Add a brief paragraph in praise of On Course)
- We will aim for a break down of 40 – 50 advisors and career counselors, 40-50 faculty, and 20 – 40 administrators and relevant others, e.g. CTL and SMART staff, members of the PEL team who are charged with creating a toolkit for the implementation and assessment of SDOs.
- In signing up to attend this one day sessions, everyone will also commit to 1) attending a follow up session in spring which will be led by Center for Teaching and Learning staff and 2) to implementing the plan they create in the spring session. Attendees will be supported in this endeavor by CTL staff.
- Some participants in this event will specifically invited as part of a team that will have a particular ‘charge’ as a result of their participation, perhaps as much as 60 – 70% of all participants. For example, we propose that CFANS send a team agrees to have on-going responsibility for ensuring the graduating CFANS students have achieved the Student Development Outcomes. This team may consist of the Associate Dean of Undergraduate Education, the Director of Diversity Programs, The Director of Student Services, selected faculty and students. Another invited team may be selected advisors, 2 or 3 per college, that agree to take the lead on determining additional SDO support for advisors. Other interested faculty and staff will register on a first come, first serve basis.

Spring Semester, 2010

A follow-up session will be held in early spring semester. Like the fall session, it will be offered twice; once on each campus. This session will be led by CTL staff and will focus on 1) applying the lessons of On Course to one’s own responsibilities and 2) creating a plan for supporting the SDOs in their professional groups or in their unit, e.g CFANS, advisors. Attendees will be offered individual consultations with CTL staff around their implementation plans. Special attention will be given to the SDOS related too Self-Awareness, and Responsibility as it seems that all other SDOs are dependent upon these two.

These are also the two personal development competencies with which employers are least satisfied with in our graduates. The PEL created toolkit could be introduced at this session.

Evaluation:

- Satisfaction surveys with commitment statements will be collected after each event.
- Accomplishments of targeted groups will be tracked
- Attendees will complete a follow up survey in fall 2010 asking about changes that have taken place as a result of their attendance at these two events and soliciting ideas for future support

Costs:

- An On Course Facilitator for 2 one-day sessions:
- Materials for all sessions:
- 130 lunches: 1500
- Refreshments for all sessions: 3000
- Miscellaneous:

Fall 2010 and beyond: Although we are not creating a comprehensive, multi-year proposal, one way that we could continue the connection with On Course would be to

Student Employee Performance and Development Process Supervisor Training Outline

I) OVERVIEW

The University of Minnesota has developed a program, called Student Development Outcomes (SDO), which is designed to have the students' work experience mirror their academic experience, fulfilling a clear and comprehensive student development goal. SDO encourages supervisors to help students acquire valuable life skills within the work environment. There are some behaviors that are necessary for the work environment that are also aspects for personal development. For these reasons, student job descriptions in the Student Unions & Activities' include both performance and development aspects. Furthermore, our student employee Performance and Development Process (PDP) consists of evaluating students' job performance as well as their personal development.

- a) Why participate in the Performance Development Process (PDP)?
 - Student Benefits
 - 1 To maintain or improve job satisfaction and morale.
 - 2 To identify areas which need improvement.
 - 3 To have the opportunity to develop a stronger work ethic.
 - 4 To have an opportunity to discuss job challenges and interests.
 - 5 To understand that their job is not just a paycheck; it consists of gaining life skills in addition to performing their job duties on a day-to-day basis.
 - 6 To develop the skills needed to market oneself better. Language from PDP conversations can be used to strengthen resumes and interview skills, making them more appealing to potential employers.
 - Supervisor Benefits
 - 1 To document performance issues and identify training needs.
 - 2 To give positive feedback and record special talents, skills, interests, and capabilities.
 - 3 To forge stronger working relationships.
 - 4 To reinforce work expectations.
 - 5 To develop and motivate employees.
 - 6 To achieve the Student Unions & Activities' overall goals and mission.
 - 7 To satisfy University requirement.
 - 8 To satisfy legal due process requirements (documentation necessary for terminating employees).
 - 9 Opportunity to create a "vibrant and positive environment" in SUA and the University.¹

II) Performance Development Process (PDP)

Supervisors and students meet to review the student's job performance and personal development twice per academic year. Use of the *Student Performance Review Summary* form for mid-year evaluations is optional. Supervisors are required to use the *Student Performance Review Summary*

¹ Office for Student Affairs

form to evaluate each student employee at the end of the year. The following process should be used for year-end student evaluations:

- a) Student Employees complete the *Student Employee Self Assessment* and return to their supervisors prior to the performance review meeting. Because students do not get to dictate their own evaluation, the student self evaluation does not reflect the actual evaluation. Supervisors should review the self assessments prior to meeting, but are under no obligation to use any input from the student in their review of the student. Furthermore, the student self assessments do not affect raises.
- b) Supervisors should fill out *Student Performance Review Summary* form prior to meeting with their employees. (Use of this form at mid-year evaluations is optional; use of this form at year-end is mandatory.) When filling out the form, it's important that supervisors:
 - Do not customize the form for their student employees. The form was designed so that we have a consistent foundation for evaluating all the student union employees and is therefore not customizable for each area/department. The only factor which may be omitted is "Supervision," which applies only to those student employees who participate in supervisory activities.
 - Use the *Performance Factors & Expectations Guide*. Deviating from these definitions will result in inconsistency within the Student Unions & Activities and may cause unfair assessments.
 - Most employees will be ranked at "Meets Expectations." This is not a bad rating.
 - Provide feedback in "Supervisor's Comments on Performance." The evaluation isn't about ranking employees; it's about a conversation on *how* the student is performing at work and at personal development. Without comments, the student will have no guide for identifying positive or negative performance, especially since most employees are ranked at "Meets Expectations." Identify areas the student has had success in and the areas that could use improvement.
 - Use the Student Employee Year-End Performance Appraisal Toolkit (provided by SUA Human Resources) for helpful tips and verbiage to use while filling out the performance evaluations.
 - Use their midyear performance evaluations as a point of comparison so that progress (or lack thereof) can be noted.
 - Type comments in boxes provided.
- c) Use of the *Student Performance Improvement Plan* is optional. This form is designed so that supervisors' have an organized way to document areas which need significant improvement as well as the student's improvement (or lack thereof) over time. Documentation is necessary for terminating a non-probationary student's employment. This documentation may be in the format of the *Student Performance Improvement Plan*, but can be in other formats as well.
- d) Performance evaluations may affect promotion and raises.
- e) If the supervisor decides not to use the *Student Performance Review Summary* form for the midyear review, the supervisor must still conduct the review, document the conversation, and file the documentation in the supervisor-maintained employee file.

III) Student/Supervisor Meeting

- a) Prior to meeting with employees, supervisors should:
 - Review the student's self assessment
 - Fill out the *Performance Review Summary*
- b) Before the meeting, supervisors should prepare talking points by including comments in the *Student Performance Review Summary*. Your talking points should include:
 - Areas where the student excels. Include specific examples.
 - Areas where the student needs improvement. Include specific examples. Prepare the *Student Performance Improvement Plan* (optional).
 - For a returning employee, come prepared with ideas of how you can help the student improve the skills you feel need improvement.
 - Take note of pronounced inconsistencies between student self evaluations and supervisor assessments/interpretations.
 - Bring examples of your observations to back your assessment of the student. You should not feel the need for your assessment to match the student's assessment of him or herself.
- c) For yearend assessments, supervisors should use their midyear assessments as a point of comparison so that progress (or lack thereof) can be noted.
- d) At the meeting:
 - Ensure that the student understands why we are conducting a performance review (see the "Overview" section of this training outline.)
 - Go over each performance factor, calling specific attention to your talking points, and any pronounced inconsistencies between the supervisor's and student's comments. Use your observations to back your evaluation; you should avoid allowing the student to change your opinion.
 - Try to end the meeting on a positive note.

IV) General Timeline

- a) **Optional Informal Meetings:**
 - During Supervisor/Student Informal Meetings:
 - 1 Discuss areas for improvement
 - 2 Discuss areas of success
 - 3 Clarify performance expectations, as necessary
 - These meetings apply to all student employees

- b) **Mandatory Midyear Performance Review:**
- Supervisor and student meet for informal performance review:
 - 1 Use of *Student Employee Self Assessment* is optional
 - 2 Use of *Student Performance Review Summary* is optional
 - 3 Use of *Student Performance Improvement Plan* is optional
 - If above paperwork is filled out, one copy should be provided to the student staff member and the original stays in the supervisor's files
 - If supervisor chooses not to use above paperwork, the supervisor should document the conversation. A copy should be provided to the student, and the original is retained in the supervisor's files.
 - It is recommended that supervisors use the formal documentation for a student who is underperforming significantly.
- c) **Mandatory End of Year Performance Evaluation:**
- Student completes *Student Employee Self Assessment* for supervisor's review
 - Supervisor completes *Student Performance Review Summary* for every student employee
 - Supervisor completes *Student Performance Improvement Plan* if necessary
 - During Supervisor/Student Meeting:
 - 1 Review goals set at midyear meeting, if applicable
 - 2 Review Student Performance and Development Process:
 - (a) Discuss the *Student Employee Self Assessment*
 - (b) Review *Performance Review Summary*
 - Discuss each performance factor, noting areas for improvement and areas of success
- d) If the employee is leaving their position, they should fill out the *Student Employee Exit Questionnaire*. A link will be emailed to the student by SUA HR once the student's termination/resignation paperwork is completed by the supervisor.
- e) All paperwork should be copied for three packets which include:
- Cover Sheet with signatures from mid-year and year-end appraisals
 - Comments (from Midyear meeting)
 - Entire packet (from the End of Year meeting)
- f) Copies are provided to:
- One copy is provided to the student
 - One copy stays with the supervisor's files
- g) Original copy is forwarded to the HR Assistant.
- h) The HR Assistant tracks the PDP documents and forwards all paperwork onto the Area Assistant Director and Sr. Associate Director for review, signs off and forwards it onto the SUA Director for final review and signature.
- i) After the Year End Supervisor/Student Meeting:
- The student employee must fill out and submit the Scantron ("bubble" sheet) *End of Year Survey* and submitted to the HR Assistant. The supervisor does not need to do

anything with this form; it is for the Office of Measurement Services and will quantitatively track progress of all students on an institutional level.

Student Employee Performance and Development Forms:

Performance Factors & Expectations Guide

Performance Review Summary

Student Employee Self Assessment

Student Employee Performance Improvement Plan

OMS End of Year Survey (Scantron form)

STUDENT UNIONS & ACTIVITIES
University of Minnesota

Development Outcome	Description	Customer Service Assoc. Examples
Responsibility / Accountability	Makes appropriate decisions on behavior and accepts the consequences of actions; Meets agreed upon expectations, Follows through on commitments; Willing to accept responsibility for personal errors; Takes responsibility for own learning	<p>Beginning</p> <ul style="list-style-type: none"> • Arrives on time for shift and attempts to provide replacement, if cannot work assigned shift • Adheres to area policies, procedures and understands staff roles. • Knowledgeable of basic product lines • Acknowledges when mistakes/missed deadlines occur and knows when supervisor should be alerted <p>Intermediate</p> <ul style="list-style-type: none"> • Works all scheduled shifts and is willing to pick up extra hours when needed • Can articulate area policies and is familiar with area supervisors and staff • Knowledgeable in all areas of SUA and what each departments roles are <p>Advanced</p> <ul style="list-style-type: none"> • Actively supports policies in daily job and confronts policy violations • Attends and contributes to all scheduled meetings and skill building sessions suggesting future agenda items and topics • Takes on a leadership role among co-workers and is comfortable training in new employees • Takes ownership of duties and responsibilities, ensures they are completed accurately and on time. • Takes on additional tasks and duties without direction from supervisor
Independence / Interdependence	Knows when to collaborate or seek help and when to act on own; Demonstrates ability to initiate action and effectively engage others to enhance outcomes; Works with minimum supervision	<p>Beginning</p> <ul style="list-style-type: none"> • Seeks instruction from supervisor when unclear of procedures or how to correct errors • Demonstrates clear and effective communication with supervisor, team members, and customers • Works independently: able to problem solve and find unknown information <p>Intermediate</p> <ul style="list-style-type: none"> • Promotes an atmosphere of mutual respect and cooperation to foster a climate for the comfortable expression of ideas. • Is willing to accept projects from other areas of SUA and is able to complete them independently • Knowledgeable of job tasks and is able to perform them without direct supervision

STUDENT UNIONS & ACTIVITIES
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		<p>Advanced</p> <ul style="list-style-type: none"> • Able to share new ideas and initiatives with supervisor and co-workers that will improve work area • Works without supervision and is the point person for co-workers when there is an issue • Able to share new ideas and initiatives with supervisor and co-workers that will improve work area • Deals with conflict/problems in a direct and clear manner
<p>Goal Orientation</p>	<p>Manages energy and attention to achieve specific outcomes; Has motivation to achieve goals; Demonstrates effective planning and purposeful behavior; Does not allow distractions to prevent timely completion of tasks; Pushes self, when needed to accomplish goals</p>	<p>Beginning</p> <ul style="list-style-type: none"> • Manages time in order to complete all required and/or assigned duties and tasks • Makes progress and improvements in job performance as experience grows <p>Intermediate</p> <ul style="list-style-type: none"> • Knows tasks that need to be accomplished for each shift, possesses and maintains sufficient motivation to achieve goals • Anticipates alternative ways to accomplish work and promote efficiencies. <p>Advanced</p> <ul style="list-style-type: none"> • Does not allow distractions to prevent timely completion of tasks and pushes self, when needed, to accomplish goals • Takes on additional tasks and duties without any direction from supervisor
<p>Self-Awareness</p>	<p>Knows personal strengths and talents and acknowledges shortcomings; Maintains and projects optimistic perspective; Expects the best from self and others; Shows interest in learning about others and acknowledges their accomplishments; Able to help others adapt to new situations</p>	<p>Beginning</p> <ul style="list-style-type: none"> • Displays a positive attitude with customers, coworkers and toward work • Can separate the demands of the job and customers from personal concerns and ego <p>Intermediate</p> <ul style="list-style-type: none"> • Is comfortable helping others in their work area with questions they may have • Works with a variety of customers and can answer questions or direct them to the correct department to resolve various problems <p>Advanced</p> <ul style="list-style-type: none"> • Assess own weaknesses and strengths and uses this knowledge to better work performance • Is a resource person for others and demonstrates the ability to help others adapt to new situations • Communicates effectively and professionally in both verbal situations and in a written format

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<p>Resilience</p>	<p>Able to recover and learn from setbacks or disappointments; Able to learn from all experiences, good or bad</p>	<p>Beginning</p> <ul style="list-style-type: none"> • Applies knowledge in multiple settings • Accepts instruction/constructive criticism from supervisor <p>Intermediate</p> <ul style="list-style-type: none"> • Maintains flexibility when it comes to last-minute changes and can work under time constraints • Learns from negative experiences and prevents them from reoccurring <p>Advanced</p> <ul style="list-style-type: none"> • Role model to other employees by meeting expectations regularly and routinely and understands rationale for expectations • Able to work through disappointments and bad experiences by assessing what caused them, what can be done to avoid them next time, and what can be done to repair them now.
<p>Appreciation of Differences</p>	<p>Recognizes the value of interacting with individuals with backgrounds and perspectives different from their own; Seeks out others with different backgrounds and/or perspectives to improve decision making; Recognizes advantages of moving outside existing "comfort zone"; Understands and respects the values and beliefs of others.</p>	<p>Beginning</p> <ul style="list-style-type: none"> • Treats each customer with the same amount of respect and attention as the previous one • Recognizes advantages of moving outside of "comfort zone" <p>Intermediate</p> <ul style="list-style-type: none"> • Willingness to learn from others who have different backgrounds • Conducts him/herself in a professional manner regardless of whether s/he agrees with a customer's ideas or beliefs • Appreciates the importance of diversity and conveys this value to others <p>Advanced</p> <ul style="list-style-type: none"> • Role models respectful behavior toward all customers, peers and supervisor and expects same behavior from others • Seeks out others with different backgrounds and/or perspectives to improve decision making.

STUDENT UNIONS & ACTIVITIES
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<p>Tolerance of Ambiguity</p>	<p>Demonstrates ability to perform in complicated environments where clear cut answers or standard operating procedures are absent; Works effectively under conditions of uncertainty</p>	<p>Beginning</p> <ul style="list-style-type: none"> • Able to handle an error or challenging customer when there is no information available • Employs basic problem-solving skills and asks supervisor to find unknown information • Maintains composure in difficult situations <p>Intermediate</p> <ul style="list-style-type: none"> • Embraces a task without assurance of success or certainty about the outcome • Able to undertake a project with little or no direction and seek out information independently of Supervisor <p>Advanced</p> <ul style="list-style-type: none"> • Creates new and challenging initiatives for work area • Has been cross-trained in areas across the unit and can provide training to peers • Willing to try new tasks or ideas and/or make a decision without assurance of success or improvement
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ORIENTATION & FIRST-YEAR PROGRAMS

STUDENT DEVELOPMENT OUTCOMES

2008 Program Assistant Spring Training

Spring Training Components	Responsibility and Accountability						Independence and Interdependence			
	appropriate decision-making consequences	meets expectations	follows through	responsibility for personal errors	responsibility for own learning	act alone/consult with others	initiate action/engage others	works with minimum supervision	adapts behavior appropriately	
* LEADERSHIP MODELS *										
Social Change Model- Trained on the Social Change Model of Leadership Development				X		X	X			
5 Exemplary Practices of Leadership- Trained on the 5 Exemplary Practices of Leadership					X		X		X	
* INVENTORIES *										
MBTI- Learn about the basic differences in the ways individuals prefer to use their perception and judgment.				X	X					
IDI- Learn about the individual and/or group's predominant orientation toward cultural difference.	X			X						
* FACILITATIONS *										
Goal Setting- Set and work on academic, work, and personal goals throughout spring semester.	X		X		X	X		X		
PA Expectations- Determine and adhere to expectations set out by supervisors and also by peers.	X		X	X				X	X	
Power of Language- Trained to understand how intentional or unintentional words and phrases can help or hinder the creation of an welcoming and inclusive environment.	X			X	X	X	X	X	X	
Group Dynamics- Trained to understand the intricacies of group dynamics in order to create a welcoming and inclusive environment.	X		X		X	X	X		X	

Conflict Resolution- Trained to understand that there are different methods in which people handle conflict that can be based largely on culture and that having this awareness creates a more effective leader.	X					X		X		X
Program Assistant Facilitations- Trained to lead facilitations for Welcome Week Leaders.			X			X		X	X	
Disabilities- Trained on ways to create a welcoming and inclusive environment for students with seen and unseen disabilities.	X		X			X		X	X	X
Sexual Orientation- Trained on ways to create a welcoming and inclusive environment for students with any type of sexual orientation.	X		X			X		X	X	X
Race- Trained on ways to create a welcoming and inclusive environment for students of color.	X		X			X		X	X	X
Walk-A-Mile- Participate in simulation activity in order to gain better understanding of another person's reality.	X		X			X		X	X	X
* TRAININGS *										
Welcome Week Leader Kick-Off Event- Train to help lead February Welcome Week Leader Kick-Off Event			X			X		X	X	X
Welcome Week Leader April Training- Trained to help facilitate a large scale training day for Welcome Week Leaders.			X			X		X	X	X
* POSITION EXPECTATIONS *										
Be On Time For All Program Assistant Assignments & Duties	X	X	X	X				X	X	X
Help Recruit 2008 Welcome Week Leaders			X	X				X	X	
Participate In Program Assistant Welcome Week Prep Week			X	X					X	X
Help Lead Welcome Week Leader Welcome Week Prep Week	X		X	X				X	X	X
Present/Facilitate Programs To Large Groups Of Freshmen	X		X			X		X	X	X
Maintain Professionalism When Working With Welcome Week Or Any Other OFYP Affiliated Program	X		X						X	X
Strive To Create An Atmosphere That Values Diversity And Inclusiveness	X		X			X		X	X	X

Be A Role Model For Freshmen By Demonstrating Good Judgment And Maturity At All Times	X		X			X	X	X	X	X
Project And Maintain An Optimistic Perspective While Providing Ideas And Leadership Throughout Orientation & Welcome Week Programs	X		X				X		X	X
Maintain A Minimum Cumulative GPA Of 2.3 Or Higher	X		X			X				
Adhere To All Policies Set Forth By Housing & Residential Life While Residing In The Residence Halls	X	X	X	X	X	X			X	X
Adhere To All Laws, Rules, & Regulations Set Forth By The State Of Minnesota, The University Of Minnesota, & Orientation & First-Year Programs	X	X	X	X	X	X			X	X
* ACTIVITIES *										
Welcome Week Leader Group Teambuilding Experience- Plan and facilitate no less than one Welcome Week Leader Group Teambuilding Experience.	X		X	X				X	X	
Welcome Week Leader 1 on 1- Plan and facilitate one 1 on 1 with each Welcome Week Leader in assigned Welcome Week Leader Group			X	X				X	X	
Welcome Week Leader Group Management- Manage the progress of Welcome Week Leaders in regards to workshops and information dispersal.	X		X	X				X	X	
Pieces Of the Puzzle Theatrical Production- Learn and perform in a theatrical production that explores many tough issues facing college students today.			X			X				
Community Service- Participate in group community service project.			X					X		

	Goal Orientation					Self Awareness					
Spring Training Components	manages energy/behavior	sufficient motivation to achieve goals	uses talents and skills	effective planning / purposeful behavior	works though distractions	pushes self to accomplish goals	optimistic perspective	expects the best	assesses strengths and weaknesses	interest in learning about others	helps others adapt
* LEADERSHIP MODELS *											

Social Change Model- Trained on the Social Change Model of Leadership Development	X	X	X	X	X	X	X	X	X	X	X	X
5 Exemplary Practices of Leadership- Trained on the 5 Exemplary Practices of Leadership	X	X	X	X	X	X	X	X	X	X	X	X
* INVENTORIES *												
MBTI- Learn about the basic differences in the ways individuals prefer to use their perception and judgment.			X						X	X		
IDI- Learn about the individual and/or group's predominant orientation toward cultural difference.									X	X		
* FACILITATIONS *												
Goal Setting- Set and work on academic, work, and personal goals throughout spring semester.	X	X	X	X	X	X	X	X	X			
PA Expectations- Determine and adhere to expectations set out by supervisors and also by peers.	X	X		X	X	X		X				
Power of Language- Trained to understand how intentional or unintentional words and phrases can help or hinder the creation of an welcoming and inclusive environment.	X			X	X		X		X	X	X	X
Group Dynamics- Trained to understand the intricacies of group dynamics in order to create a welcoming and inclusive environment.	X			X	X		X		X	X	X	X
Conflict Resolution- Trained to understand that there are different methods in which people handle conflict that can be based largely on culture and that having this awareness creates a more effective leader.	X	X		X	X		X		X	X	X	X
Program Assistant Facilitations- Trained to lead facilitations for Welcome Week Leaders.			X	X	X		X	X	X	X	X	X
Disabilities- Trained on ways to create a welcoming and inclusive environment for students with seen and unseen disabilities.				X			X			X	X	
Sexual Orientation- Trained on ways to create a welcoming and inclusive environment for students with any type of sexual orientation.				X			X			X	X	
Race- Trained on ways to create a welcoming and inclusive environment for students of color.				X			X			X	X	

Walk-A-Mile- Participate in simulation activity in order to gain better understanding of another person's reality.				X			X			X	X
* TRAININGS *											
Welcome Week Leader Kick-Off Event- Train to help lead February Welcome Week Leader Kick-Off Event.	X			X	X	X	X	X		X	X
Welcome Week Leader April Training- Trained to help facilitate a large scale training day for Welcome Week Leaders.	X			X	X	X	X	X		X	X
* POSITION EXPECTATIONS *											
Be On Time For All Program Assistant Assignments & Duties	X	X		X	X			X			
Help Recruit 2008 Welcome Week Leaders		X	X	X		X	X	X		X	
Participate In Program Assistant Welcome Week Prep Week	X	X		X	X	X	X	X			
Help Lead Welcome Week Leader Welcome Week Prep Week	X	X		X	X	X	X	X			X
Present/Facilitate Programs To Large Groups Of Freshmen	X		X	X	X		X	X	X	X	X
Maintain Professionalism When Working With Welcome Week Or Any Other OFYP Affiliated Program	X			X				X			
Strive To Create An Atmosphere That Values Diversity And Inclusiveness	X			X			X			X	X
Be A Role Model For Freshmen By Demonstrating Good Judgment And Maturity At All Times	X			X	X		X	X			X
Project And Maintain An Optimistic Perspective While Providing Ideas And Leadership Throughout Orientation & Welcome Week Programs	X			X	X		X	X			X
Maintain A Minimum Cumulative GPA Of 2.3 Or Higher	X	X		X	X	X		X	X		
Adhere To All Policies Set Forth By Housing & Residential Life While Residing In The Residence Halls	X			X	X			X			
Adhere To All Laws, Rules, & Regulations Set Forth By The State Of Minnesota, The University Of Minnesota, & Orientation & First-Year Programs	X			X	X			X			
* ACTIVITIES *											

Welcome Week Leader Group Teambuilding Experience- Plan and facilitate no less than one Welcome Week Leader Group Teambuilding Experience.	X			X			X	X		X	X
Welcome Week Leader 1 on 1- Plan and facilitate one 1 on 1 with each Welcome Week Leader in assigned Welcome Week Leader Group	X			X						X	X
Welcome Week Leader Group Management- Manage the progress of Welcome Week Leaders in regards to workshops and information dispersal.	X			X	X		X	X		X	X
Pieces Of the Puzzle Theatrical Production- Learn and perform in a theatrical production that explores many tough issues facing college students today.	X	X	X		X	X		X			
Community Service- Participate in group community service project.	X			X			X	X			X

	Resilience			Appreciation of Differences				Tolerance of Ambiguity		
Spring Training Components	<i>recovers from disappointment</i>	<i>learns from bad experiences</i>	<i>works through disappointments</i>	<i>works effectively despite differences</i>	<i>moves outside "comfort zone"</i>	<i>seeks alternate perspectives</i>	<i>values diversity</i>	<i>respects values/beliefs of others</i>	<i>performs in absence of standard procedures</i>	<i>works in uncertainty</i>
* LEADERSHIP MODELS *										
Social Change Model- Trained on the Social Change Model of Leadership Development	X		X	X		X	X	X		
5 Exemplary Practices of Leadership- Trained on the 5 Exemplary Practices of Leadership	X		X					X		
* INVENTORIES *										
MBTI- Learn about the basic differences in the ways individuals prefer to use their perception and judgment.				X		X				
IDI- Learn about the individual and/or group's predominant orientation toward cultural difference.				X	X	X	X	X		
* FACILITATIONS *										
Goal Setting- Set and work on academic, work, and personal goals throughout spring semester.	X		X							

Appendix - H

Reports

DRAFT

A Campus Consideration

A Common (but Flexible)

Campus-wide Model of Student Support:
Self-Authorship and Learning Partnerships
University of Minnesota, Twin Cities

Final Report

Respectfully submitted to the Twin Cities Campus on Monday, April 20, 2009

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Historical Context

Professionals on the Twin Cities campus at the University of Minnesota have worked diligently to illuminate a collective philosophy of student support. Through countless feedback loops, specific recommendations to enhance student services and students' experiences were developed through the Task Force on Undergraduate Reform: Student Support followed by the Student Support Advisory Committee (SSAC). Many of these recommendations are currently being developed and implemented while a deployment plan and timeline have been written for the remaining recommendations from SSAC. The development of the shared vision, mission, and core values of academic advising and career counseling was also a significant step toward a collective philosophy of student support.

Several underlying themes emerged through this work:

- the need for collaboration among colleagues;
- the importance of a developmental, holistic perspective when working with students;
- infusion of the learning and development outcomes in our work; and
- the need to provide a good balance of support and challenge to our students.

As members of SSAC were meeting in various task groups and as a larger committee, the idea of a student support model continually surfaced. Members of the Retreat Planning Team, in consultation with members of the College Student Affairs Administrators and SSAC, invited Dr. Marcia Baxter Magolda and Ms. Kari Taylor to lead a day-long, campus-wide retreat, *2009 Twin Cities Academic Advising and Career Counseling Retreat*. Their research on Self-Authorship and Learning Partnerships closely aligns with the above themes. As a result of that successful and inspiring event, the Retreat Planning Team developed processes that initiated campus-wide conversations on adapting a common model or framework for student support (see Appendix A). The team collected the responses from the feedback loops, determined common themes, and made recommendations regarding next steps. A presentation during the Tate Conference and Award Ceremony will highlight the findings from these discussions.

Many steps were taken to help facilitate the conversations:

- Each participant at the retreat received Learning Partnerships, Theory and Models of Practice to Educate for Self-Authorship by Marcia Baxter Magolda and Patricia M. King.
- A document of answers to frequently asked questions (see Appendix B) was developed and sent to various groups (e.g., Academic Advising Network, Career Development Network, Student Support Advisory Committee, etc.).
- A colloquium series (See Appendix C) was developed and implemented to address questions regarding the model at the intersections of diverse identities. A website was also developed for the series: <http://www.academic.umn.edu/provost/selfauthorship>. Audio recordings and materials from each of the six presentations will be made available on iTunes U.
- Two resource web sites were developed that listed direct links to articles about the model. The URLs for the sites follow:
 - Self-Authorship and Student Development: <https://www.myu.umn.edu/metadot/index.pl?iid=6814813>
 - Reference List: <https://www.myu.umn.edu/metadot/index.pl?iid=6862536>
- A document with definitions of common concepts of the model (see Appendix D) was developed and sent to various groups.
- A comprehensive bibliography of articles about Self-Authorship and Learning Partnerships (see Appendix E) was developed and sent to various groups.
- Time during a SSAC meeting was devoted to answer questions.
- Two town hall meetings were added to the original feedback loops (see Appendix F) to answer existing questions.

Recommendations Regarding Next Steps

The Retreat Planning Team is asking SSAC to review this summary and to give recommendations for next steps, including:

- general feedback or questions on ideas and themes that emerged from this process and this document;
- how to convene the appropriate committee or working group to move this initiative forward.

We are hopeful and excited that this vibrant conversation will lead to a new paradigm where student learning and development converge to construct a culture of learning partnerships where everyone shares responsibility for student success. We envision a transformation that advances our students' and our own ways of knowing by inspiring curiosity, engagement, and action for the greater good.

Common Themes

Benefits of Adapting a Common Framework of Student Support

Respondents generally believe that a student support framework or guiding principles would be beneficial. The most common benefits cited from the responses were the potential to intertwine the student and development outcomes, develop a common language around student support and success, create consistency among campus support services, and foster a sense of community among student services professionals. Respondents are open to the idea of self-authorship as the basic theory underlying our work with students and the learning partnership model as an approach to working with students in the classroom or other settings in which extended staff/student contact is possible. The following concepts of self authorship and learning partnership model seemed to resonate with those who responded: developmental approach, support and challenge, partnerships, internal vs. external focus, and the connections among student learning and development outcomes. The following are the most cited benefits in no particular order:

- a common language when working with students and each other,
- an understanding of expectations among our students and colleagues,
- a method to see how our individual work plays into the broader success of students,
- consistent development and implementation of services that act as best practices,
- increased student satisfaction with our services and programs,
- a guide to make decisions,
- a way to connect the learning and development outcomes,
- a sense of community,
- national and international recognition of the work we do, and
- potential for new and exciting research.

Concerns with Adapting a Common Framework of Student Support

As with any new initiative, there were common concerns from the respondents. The word “model” did not sit well, limited resources and staff time could impede any development, training will be needed around any student support framework, and additional University constituents need to be part of the campus conversations. We also recognized that there are many other issues to consider in such a campus-wide initiative including assessment, representation, and buy-in from key stakeholders. The concerns, generally, were less about a common framework and more about the process and implementation if the University moves forward with a common framework of student support. The following are the most cited concerns in no particular order:

- limited frequency and duration of staff interaction with students,
- the word “model” is too limiting and confusing,
- various levels of knowledge about self-authorship and learning partnership model (particularly around diverse student populations),
- buy-in from staff and faculty,
- limited resources,
- limited consideration of other models or frameworks,
- intersection with the vision, mission, and core values of academic advising and career counseling as well as learning and development outcomes, and
- timing due to institutional priorities and issues.

Appendix A
Invitation to a Campus Consideration

Instructions

As mentioned during the 2009 Twin Cities Academic Advising and Career Counseling Retreat, the Retreat Planning Team is asking the campus communities to consider a campus-wide student support model, specifically the Self-Authorship and Learning Partnership Model. Through a series of feedback loops (see attached, *Feedback Loops and Timeline*), we are asking each college and unit to consider the below questions (see *Questions to Consider*) to gather information about possibly developing a student support model for the Twin Cities campus.

Ideally, you and your unit would respond to each question, given the importance and potentially significant impact this decision could have on student support services. If time doesn't permit, however, please respond in detail to each of the four topics.

To help you through this process, we have included a glossary of terms (see *Glossary of Terms*) and reference list (see *Reference List*) of commonly used terms and articles pertaining to self-authorship and learning partnerships.

We asked that each college and unit submit a single response for each question. Individuals can also submit their responses anonymously.

All responses can be submitted at the following URL:

<https://www.myu.umn.edu/metadot/index.pl?iid=6866914>

Please submit your responses (collectively and/or individually) by April 7, 2009.

If you have any questions, please contact anyone on the Retreat Planning Team.

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Questions to Consider

Topic One: A Common (but flexible) Campus-wide Model of Student Support

- What could be possible *benefits* of having a common (but flexible) campus-wide model of student support – like the Self-Authorship and Learning Partnership Model?
- What could be possible *disadvantages* of having a common (but flexible) campus-wide model of student support – like the Self-Authorship and Learning Partnership Model?
- Should the University continue considering a common (but flexible) campus-wide model of student support? Why or why not?

Topic Two: Self-Authorship and Learning Partnership Model

- If the University moves forward with a campus-wide model of student support, which concepts (see *Glossary of Terms*) of the Self-Authorship and Learning Partnership Model sound *most* appealing to adapt campus wide? Why?
- If the University moves forward with a campus-wide model of student support, which concepts of the Self-Authorship and Learning Partnership Model sound *least* appealing to adapt campus wide? Why?
- How do you see concepts of the Self-Authorship and Learning Partnership model and the University's Learning and Development Outcomes working together?

Topic Three: Current Concerns

- What are the most pressing concerns (no more than three) you currently have about a common (but flexible) campus-wide model of student support?
- What are the most pressing concerns (no more than three) you currently have about the Self-Authorship and Learning Partnership Model?
- If the above concerns can be worked out, should the University develop a common (but flexible) campus-wide model of student support?

Topic Four: Next Steps

- Have you and/or your colleagues used or plan to use concepts of Self-Authorship and Learning Partnership Model to inform your work with students, services, and programs? Please explain.
- What should be the next steps of the Retreat Planning Team?
- What comments, suggestions, or questions remain?

Please submit your responses (collectively and/or individually) by April 7, 2009.

Appendix B
Frequently Asked Questions

Frequently Asked Questions

Has the decision whether to adapt Self-Authorship and Learning Partnership Model already been made?

No. The Retreat Planning Team truly hopes this to be an authentic conversation on our campus—beginning with the retreat, then in individual units, and hopefully a collective response at Tate Award and Conference (http://blog.lib.umn.edu/acadweb/aan/tate_award_conference/). There are various initiatives happening on unit, college, and central levels that are integrating concepts of Self-Authorship and Learning Partnership. Many of these initiatives, however, had started before asking Marcia on campus. These initiatives are external to this request.

Why do we need a common student support model for our campus?

Models or frameworks that attempt to describe factors of students persistence and departure (i.e., success), lay a solid foundation for professionals in student services and affairs to build upon when working individually with students or developing and implementing services. Tinto states that “Student retention is at least as much a function of institutional behavior as it is of student behavior” (1987, p. 177). Tinto & Pusser (2006) go on to state that “Unfortunately, [research on retention] has not yet resulted in a comprehensive longitudinal model of student success that effectively translates our knowledge into practices and policies that institutions and states can follow to enhance student success” (p.4). Given the importance of institutional roles and responsibilities with student success and the lack of a comprehensive model to guide our work with students, professionals who work in student services and student affairs are in a position to look inward and consider our own beliefs and practices that guide our work. Creating our own model or framework of student success and retention has potentially great benefits and transformative power, including but not limited to the following:

- a common language when working with students and each other,
- an understanding of expectations among our students and colleagues,
- a method to see how our individual work plays into the broader success of students,
- consistent development and implementation of services that act as best practices,
- increased student satisfaction with our services and programs,
- a guide to make decisions,
- a way to connect the learning and development outcomes,
- a sense of community,
- national and international recognition of the work we do, and
- much more.

We are fortunate to have many assets to rely on as we develop our model, including the existing campus-wide vision, mission, and core values of academic advising and career counseling, student learning and development outcomes, vast array of great programs and services on our campus, and many dedicated, thoughtful, and talented people who are by far our greatest asset.

How did we choose Self-Authorship and Learning Partnership Model to consider?

Over the past few years, our campus has worked diligently to illuminate a collective philosophy of student support. Through countless feedback loops, specific recommendations to enhance student services and students’ experiences were developed through the Student Support Advisory Committee (SSAC). Many of these recommendations are currently being developed and implemented while a deployment plan and timeline has been written for the remaining recommendations. The development of the shared vision, mission, and core values of academic advising and career counseling was also a significant step toward a collective philosophy of student support.

Several underlining themes were emerging through this work, such as the need for collaboration among colleagues; the importance of a developmental, holistic perspectives when working with students; infusion of learning and development outcomes in our work; and the need to provide a good balance of support and challenge to our students. As members of SSAC were talking in various task groups and as a larger committee, the idea of a student support model continually surfaced. An opportunity to have Marcia Baxter Magolda facilitate our retreat presented itself to us. Members of the Retreat Planning Team, with consultation with members of SSAC, decided to ask Marcia to visit with us to discuss Self-Authorship and Learning Partnership since the pillars of this model closely align with the above underlining themes.

Will this replace existing student support models on campus?

No. If we decide to have a student support model, it would be broad enough to reflect other campus student support models while providing good guidance to our work.

Can other models be considered or can we create our own?

Yes. We are in a campus exploration phase of this idea. If the campus wishes to move forward with a common model of student support, a process will be determined to provide appropriate feedback loops.

What are the next steps?

We are asking campus units to consider questions to help inform the next steps in this campus exploration process. To learn more about the next steps, please visit the following URL:

<https://www.myu.umn.edu/metadot/index.pl?iid=6866914>

If questions, please don't hesitate to contact anyone on the Retreat Planning Team

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Last updated on March 19, 2009

Appendix C
Colloquium Series

Colloquium Series at the University of Minnesota, Twin Cities

Self-Authorship and Learning Partnerships:

Intersections of Student Learning, Development, and Diverse/Multicultural Identities

Why won't the professor just tell me what I need to know? Students only want the answers. Why do they all act that way?

You may have heard statements like these from both students and colleagues. Sometimes the gap of what students know and what we expect them to know is wide, creating a rift between students' learning and development. This colloquium series will explore the dynamic interaction of pedagogy, teaching, and student support with the learning and development of diverse and multicultural student populations. Considering key elements of Self-Authorship, "...the internal capacity to generate one's beliefs, identity, and relationships" (Quaye and Baxter Magolda, 2007), faculty and staff at the University of Minnesota will engage participants to explore scholarship and practices that help build developmental bridges between students' learning and development and create Learning Partnerships that "...engage students in active learning that values their contributions (validation principle) and coaches them toward taking greater degrees of responsibility for learning and knowledge construction" (Pizzolato and Ozaki, 2007, p. 197).

The Series Overview

No RSVP is needed. Please bring your lunch. Refreshments will be available at each session. A full description of the sessions can be found on the backside of this page.

Opening Doors for Diverse Students: Three Keys to Learning Partnerships

Chris Kearns and Victor Collins

Monday, April 6, 2009

12:00 – 1:30 pm

Nolte Center Library, Room 125 (East Bank)

Enhancing Student Self-Authorship Through Integrated Multicultural Instructional Design

Jeanne L Higbee and Emily Goff

Tuesday, April 14, 2009

12:00 – 1:30 pm

McGrath Library, Room 8 (St. Paul)

What's Your Story?: Using Narratives to Better Understand Our Students

Michael Stebleton

Monday, April 20, 2009

12:00 – 1:30 pm

Hubert Humphrey Center,
Wilkins Room 215 (West Bank)

Moving Forward, Looking Back: The Influence of Multicultural Learning Communities on the Development of Self- Authorship in First-Generation College Students

Rashné Jehangir

Wednesday, April 22, 2009

12:00 – 1:30 pm

Nolte Center Library, Room 125 (East Bank)

Developing Self-Authorship through Creative and Metaphoric Thinking

Pat James

Monday, April 27, 2009

12:00 – 1:30 pm

Nolte Center Library, Room 125 (East Bank)

Self-Authorship in Higher Education: the Role of Social, Cultural and Psychological Capital

Na'im Madyun

Tuesday, April 28, 2009

12:00 – 1:30 pm

Nolte Center Library, Room 125 (East Bank)

Sponsors: Office of the Senior Vice President for Academic Affairs and Provost, Office of Undergraduate Education, Office of the Vice Provost for Faculty and Academic Affairs, Office for Student Affairs, Office for Equity and Diversity

For general questions about the colloquium series, please contact Andy Howe, Director of Student Support Initiatives, at andyhowe@umn.edu or 612.626.5977.

Appendix D
Glossary of Terms

Glossary of Terms

Below are common concepts of the Self-Authorship and Learning Partnership Model.

Self-Authorship

Defined as:

- "...the capacity to author, or invent, one's own beliefs, values, sense of self, and relationships with others" (Baxter Magolda, 2002, p. 3).
- "...the capacity to define their own beliefs, identity, and relationships internally" (Baxter Magolda, 2002, p. 3).
- "a relatively enduring way of orienting oneself toward provocative situations that includes recognizing the contextual nature of knowledge and balancing this understanding with one's own internally defined beliefs, goals, and sense of self" (Pizzolato, 2003; see also Baxter Magolda, 2001; Kegan).

Four Phases of Self-Authorship

Defined as:

- *Following External Formulas* "...refers to following formulas from the external world and lacking the ability to develop one's own voice" (Torres and Hernandez, 2007, p. 559).
- *Crossroads* "...is instigated when there is dissatisfaction with following external formulas causing one to begin to consider one's own needs and perspective" (Torres and Hernandez, 2007, p. 559).
- *Becoming the Author of One's Own Life* "...results in deciding one's perspective and identity and how to manage relationships with others" (Torres and Hernandez, 2007, p. 559).
- *Internal Formulas* "...is defined as the management of external influences rather than being controlled by them" (Torres and Hernandez, 2007, p. 559).

Learning Partnership

Defined as:

"...comprises three principles: (a) validate students as knowers, (b) situate learning in students' experiences, and (c) define learning as mutually constructing meaning. Learning partnerships should engage students in active learning that values their contributions (validation principle) and coaches them toward taking greater degrees of responsibility for learning and knowledge construction (mutual construction principle), all in the context of students' experiences grappling with relevant content (situation principle)" (Pizzolato and Ozaki, 2007, p. 197).

Meaning Making

Defined as:

"The activity of being a person is the activity of meaning-making. There is no feeling, no experience, no thought, no perception, independent of a meaning-making context in which it *becomes* a feeling, an experience, a thought, a perception, because we *are* the meaning-making context" (Kegan, 1982, p. 11)

"The relationship between one's aha moment and the process of self-reflection and meaning making is both reciprocal and dynamic: Self-reflection leads to meaning making, and meaning making leads to continued self-reflection, which provides increasingly fertile ground for understanding additional critical incidents" (Landreman, Rasmussen, King, and Jiang, 2007, p. 288).

Three-Tiers of Student Development

Defined as:

- Ultimately, these three tiers provide a sequence of steps that help students move gradually and intentionally toward personal, relational, and intellectual maturity” (Taylor and Haynes, 2008, p.6).
- “...The authors note that two distinguishing features of this list are the interdependence and multiple dimensions of the outcomes. By portraying the outcomes as interdependent, the researchers acknowledge that the outcomes mutually shape one another and fit within a larger developmental process” (Taylor and Haynes, 2008, p.8).

Tier One

- “...designed to target students in early levels of young adult development” (Taylor and Haynes, 2008, p.6).
- “...focuses on assisting students in gaining foundational competencies in scholarship, leadership, and service” (Taylor and Haynes, 2008, p.6).

Tier Two

- “...designed targets students in intermediate levels” (Taylor and Haynes, 2008, p.6).
- “...the second tier features students beginning to engage in authentic research, service, and leadership end endeavors with support and guidance from educators” (Taylor and Haynes, 2008, p.6).

Tier Three

- “...designed to target students in advanced levels” (Taylor and Haynes, 2008, p.6).
- “...offers students the opportunity to plan, design, and implement their own scholarly, leadership, and service projects with continual feedback and self-reflection” (Taylor and Haynes, 2008, p.6).

Appendix E
Reference List

Reference List

To download these articles, please go to the following website:

<https://www.myu.umn.edu/metadot/index.pl?id=6862536>

If you have a resource on Self-Authorship or Learning Partnerships that is not included on this reference list, please e-mail Andy Howe (andyhowe@umn.edu) with the citation information.

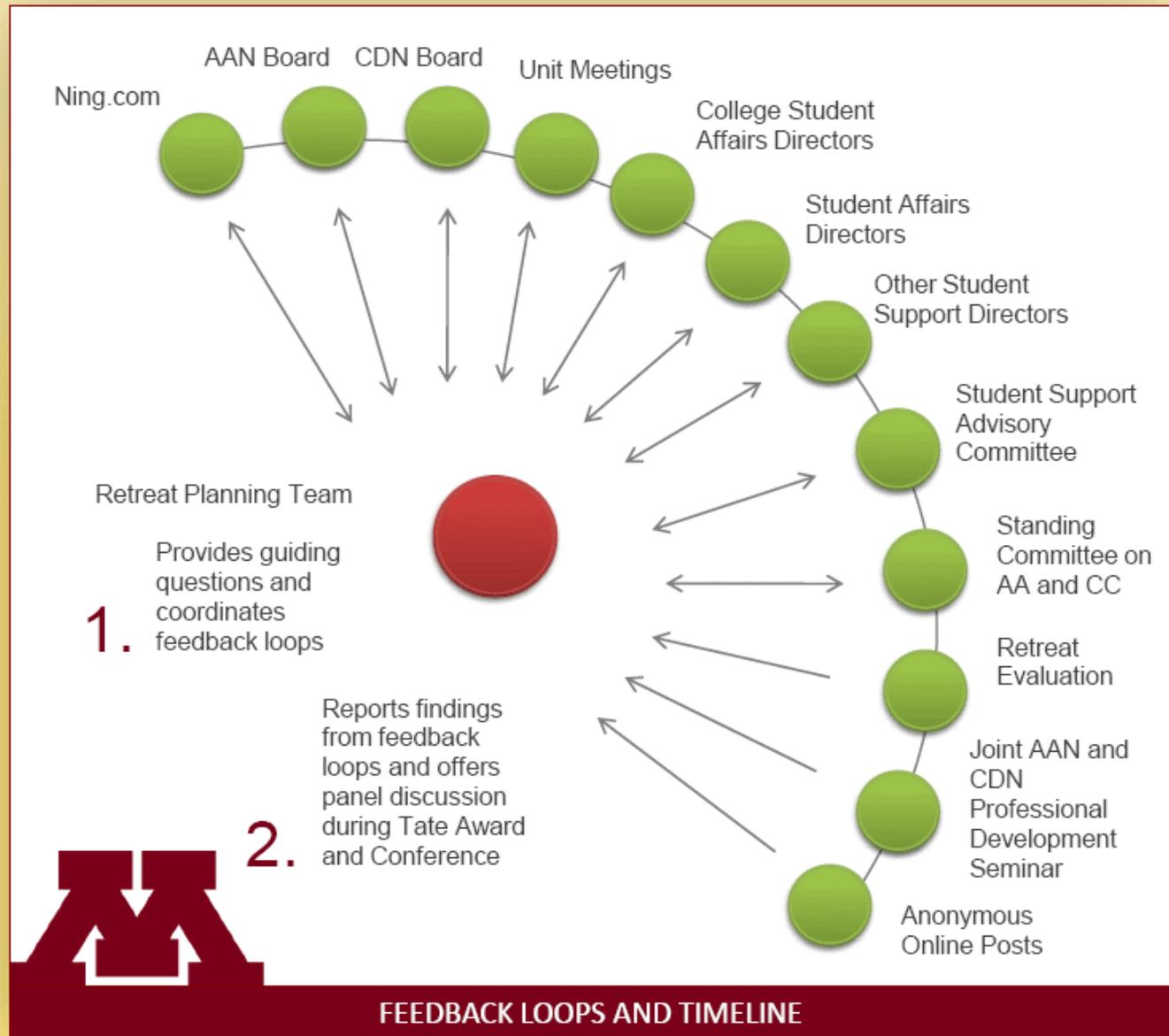
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Appendix F
Feedback Loops

Feedback Loops and Timeline



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FEEDBACK LOOPS AND TIMELINE

Student Unions & Activities

Student Development Outcomes

**Yearly Report
2007 - 2008**

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Executive Summary

Background

Over the past four years, Student Unions & Activities (SUA) has demonstrated a lasting commitment to developing students in the areas of: Responsibility and Accountability, Independence and Interdependence, Goal Orientation, Self-Awareness, Resilience, Appreciation of Differences, and Tolerance of Ambiguity. Each year SUA has taken the data collected from student and supervisor assessments and utilized the findings to improve the development process for students and provide supervisors with the resources they need to successfully coach student employees.

In previous years, students and supervisors completed initial and end of year assessments that highlighted discrepancies between supervisor and student ratings, as well as self-reported student growth over time. The student development process was heavily dictated by the assessment plan and the alignment of the student development outcomes to students' demonstration of development through their on the job performance.

This year, FY 2007-2008, Student Unions & Activities redefined student development as a "Process", now termed Performance and Development Process or PDP. Instead of conducting a pre/post assessment and determining programmatic success through statistically significant measures, SUA focused on collecting end of year feedback on the student development process. This assessment was given to second year employees in 2006-2007 and now has been expanded to all students. By eliminating the repeated measures approach, it has proved to be more effective to directly collect student feedback on program satisfaction and their perception of its effectiveness.

By utilizing both qualitative and quantitative data collect in 2006-2007, several aspects of the program were improved.

The major changes to components of the SUA Program include:

Process

1. Student job descriptions were rewritten to include both performance and developmental aspects.
2. *Performance Factors and Expectations Guide* was developed as a common tool to evaluate student employees.
3. Instead of completing an initial assessment, students and supervisors referenced the *Student Performance Review Summary* and *Self-Assessment* at the mid year. This process was repeated for the end of year performance review.
4. Supervisors work with their student employees to create a *Student Performance Improvement Plan* when needed.

Instrument Development

1. The Initial Assessment was omitted this year, which has decreased the workload for supervisors and student staff, thus increasing time for coaching opportunities and formal meetings not centered on filling out a survey.
2. Instead of tracking by individual student, students were grouped by year of employment at SUA, job level, and reporting supervisor. Summary reports were run for each of these categories.
3. The End of Year Survey was revised and given to all student employees and included questions that collected feedback on the processes stated objectives (see Appendix F), the process itself, and students' overall reported development. The survey also included open-ended questions.

Report of Findings

Student Employee: Respondent Information

Year of Employment

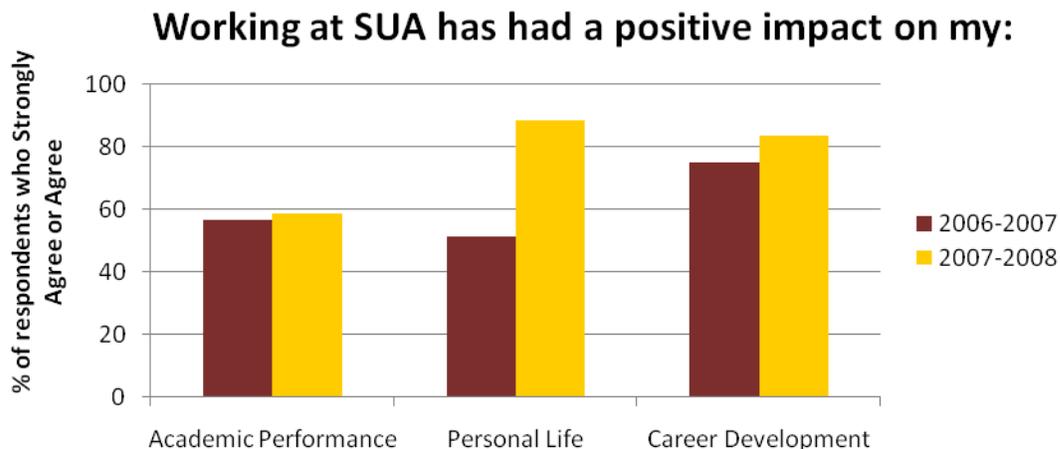
- 105 First year
- 59 Second year
- 22 Third or more year

Job Level

- 130 Entry
- 32 Intermediate
- 15 Advanced

On the Exit Survey in 2006-2007, SUA asked students if the program had impacted other aspects of their life. Last year over 50% reported that the development outcome process had a positive impact on their academic performance, personal life, and career development. This year, those numbers are up. Table 1 below exhibits this increase. For more details, see Appendix A.

**Table 1
Impact**



- 58.9% of students reported that working at SUA has had a positive on their academic performance.
- 88.4% reported a positive impact on their personal life, up 37.1%.
- 83.8% reported a positive impact on their career, up 8.8%.

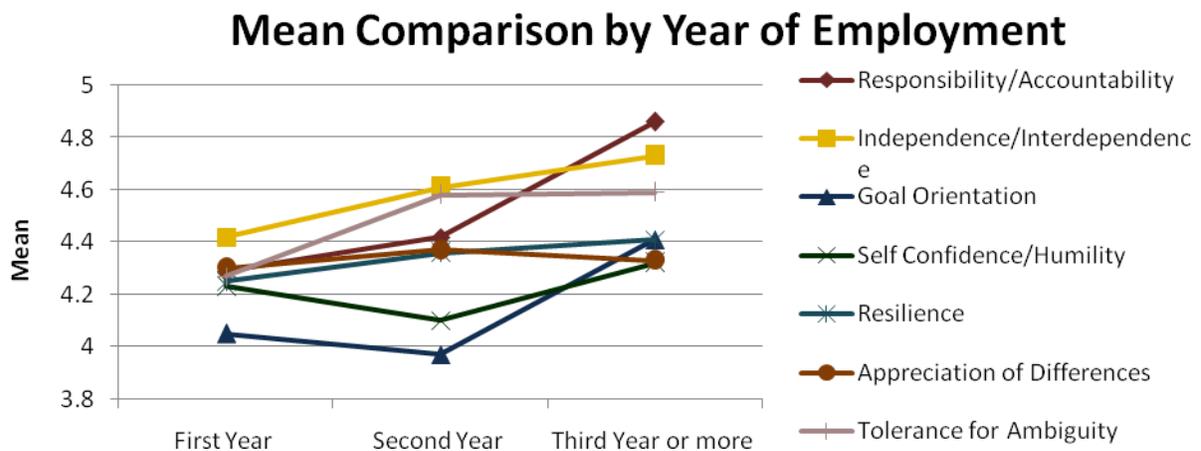
Students were also asked for feedback regarding their involvement in the program. *Only comparable questions include the percentage difference from 2006-2007 to 2007-2008.*

- My on the job tasks allowed me to continuously improve my skills on the job – 87.5% agreed with this statement
- I was provided with enough coaching to develop my skills on the job – 92.7% agreed, up 17.1%
- Working at SUA has helped me understand how the skills I have learned can be transferred into other careers – 87.9% agreed, up 6.8%
- The purpose of the Performance and Development Program was clearly explained to me – 83.3% agreed, up 4.9%
- 99.5% of respondents would recommend working at SUA to others.

Subgroup Comparisons

Students were asked to what extent they had developed in outcome areas since they started working at Student Unions & Activities. The scale was as follows: 1 = No development occurred, 2 = To a very small extent, 3 = To a small extent, 4 = To some extent, 5 = To a large extent, 6 = To a very large extent. Table 2 shows the mean ratings for all student employees by year of employment for each development area. The full report can be found in Appendix B. Table 3 shows the mean ratings for all student employees by job level (See Appendix C).

Table 2
Mean Rating Comparison
Year of Employment

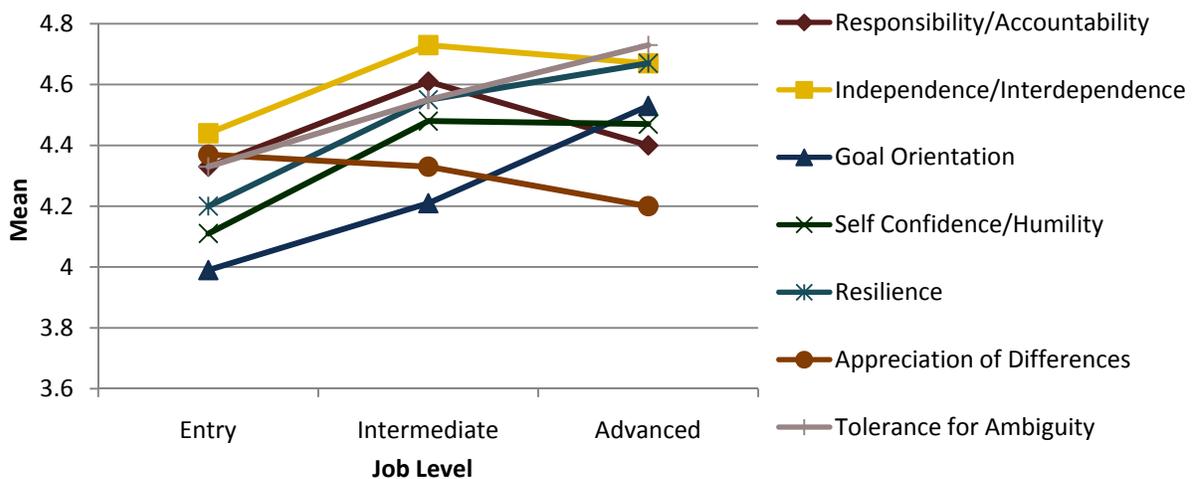


- Students in their first two years of employment report the largest amount of development in the area of Independence/Interdependence.
- Students in their first two years of employment report the smallest amount of development in the area of Goal Orientation.
- The mean ratings for reported development increase with the amount of time a student is employed by SUA for the following areas: Responsibility/Accountability, Independence/Interdependence, Resilience, Tolerance for Ambiguity. The only significant difference found between the mean ratings is between first year and third year employees in the area of Responsibility/Accountability from 4.29 to 4.86 (see Appendix D).

Table 3
Mean Rating Comparison
Job Level

(Scale: 1 = No development occurred, 2 = To a very small extent, 3 = To a small extent, 4 = To some extent, 5 = To a large extent, 6 = To a very large extent)

Mean Comparison by Job Level



- Students in entry and intermediate positions report the largest amount of development in the area of Independence/Interdependence.
- Students in entry and intermediate positions report the smallest amount of development in the area of Goal Orientation.
- 93.8% of entry students are in their first or second year of employment.
- The majority of students in advanced positions are second year employees (53.3%) The mean ratings for reported development increased with job level in the following areas: Resilience, Tolerance for Ambiguity. For the remaining areas, there seemed to be an increase in mean

rating at the Intermediate position level and a decrease at the Advanced level. This may be due to the differences and primary focuses in job responsibilities between the levels.

Commentary

For the first time, assessments have not been measuring student growth by collecting data from students at multiple points throughout their first year experience. Data collected in past years at multiple points as well as employee focus groups has informed the process utilized by SUA today. The feedback from students regarding their participation in the program will allow supervisor to improve their coaching and management skills, maintain effective techniques, and provide a spring board for informed improvements across the program year to year.

In analyzing this year's data, it is apparent that SUA is having a positive impact on students' personal lives, academic performance and career development. Nearly each student employee would recommend working at SUA to others, which demonstrates the value they have found in such a developmentally focused environment (refer to open-ended comments). There has been a rise in development reported in many of the Student Development Outcomes Areas, which may have been caused by the increased number of student employees who feel they have been provided with enough coaching throughout the year.

Although there were only a few significant differences in ratings between job levels and years of employment, there is still continued growth in many development areas. Goal orientation may need to be emphasized next year as ratings were low though out.

The second most obvious trend is that in certain areas, there was a decreased amount of development reported from student employees at the Advanced job level. This finding deserves more investigation as the data alone does not point to an obvious reason. Review open-ended comments and advanced level development processes in any areas that may differ from the first year PDP.

Appendix A

Student Overall Ratings

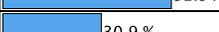
Info Section-ALL STUDENTS

Question: Year of Employment at SUA				
Val #	Answer Text	Frequency	Graph	Cumulative
1	First Year	105	 56.5 %	56.5%
1	Second Year	59	 31.7 %	88.2%
1	Third or more	22	 11.8 %	100.0%

Question: Job Level				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Entry	130	 73.4 %	73.4%
1	Intermediate	32	 18.1 %	91.5%
1	Advanced	15	 8.5 %	100.0%

Question: Working at SUA has had a positive impact on my academic performance				
Mean: 3.57		Median: 4.00	Std. Dev.: 0.73	Resp. Rate: 190 (99.48%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	1	 0.5 %	0.5%
2	Disagree	13	 6.8 %	7.3%
3	Not Sure	64	 33.7 %	41.0%
4	Agree	100	 52.6 %	93.6%
5	Strongly Agree	12	 6.3 %	99.9%

Question: Working at SUA has had a positive impact on prsonal life				
Mean: 4.03		Median: 4.00	Std. Dev.: 0.55	Resp. Rate: 190 (99.48%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	 0.0 %	0.0%
2	Disagree	2	 1.1 %	1.1%
3	Not Sure	20	 10.5 %	11.6%
4	Agree	138	 72.6 %	84.2%
5	Strongly Agree	30	 15.8 %	100.0%

Question: Working at SUA has had apositive impact on my career development				
Mean: 4.11		Median: 4.00	Std. Dev.: 0.76	Resp. Rate: 191 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	1	 0.5 %	0.5%
2	Disagree	5	 2.6 %	3.1%
3	Not Sure	25	 13.1 %	16.2%
4	Agree	101	 52.9 %	69.1%
5	Strongly Agree	59	 30.9 %	100.0%

Question: Working at SUA has helped me understand how the skills I have learned can be transferred into other careers				
Mean: 4.10		Median: 4.00		Std. Dev.: 0.71
				Resp. Rate: 190 (99.48%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	1	0.5 %	0.5%
2	Disagree	6	3.2 %	3.7%
3	Not Sure	16	8.4 %	12.1%
4	Agree	117	61.6 %	73.7%
5	Strongly Agree	50	26.3 %	100.0%

Question: The purpose of the Performance Development Process was clearly explained to me				
Mean: 3.96		Median: 4.00		Std. Dev.: 0.73
				Resp. Rate: 191 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	2	1.0 %	1.0%
2	Disagree	7	3.7 %	4.7%
3	Not Sure	21	11.0 %	15.7%
4	Agree	127	66.5 %	82.2%
5	Strongly Agree	34	17.8 %	100.0%

Question: My on the job tasks allowed me to continuously improve my skills on the job				
Mean: 4.01		Median: 4.00		Std. Dev.: 0.57
				Resp. Rate: 191 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	3	1.6 %	1.6%
3	Not Sure	21	11.0 %	12.6%
4	Agree	138	72.3 %	84.9%
5	Strongly Agree	29	15.2 %	100.1%

Question: I was provided with enough coaching to develop my skills on the job				
Mean: 4.15		Median: 4.00		Std. Dev.: 0.66
				Resp. Rate: 191 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	8	4.2 %	4.2%
3	Not Sure	6	3.1 %	7.3%
4	Agree	127	66.5 %	73.8%
5	Strongly Agree	50	26.2 %	100.0%

Question: I would recommend working at SUA to others				
Mean: 4.43		Median: 4.00		Std. Dev.: 0.51
				Resp. Rate: 191 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	1	0.5 %	0.5%
4	Agree	106	55.5 %	56.0%
5	Strongly Agree	84	44.0 %	100.0%

Question: The conversations and meetings I had with my supervisor helped with my skill development				
Mean: 4.19		Median: 4.00		Std. Dev.: 0.69
				Resp. Rate: 191 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	7	3.7 %	3.7%
3	Not Sure	10	5.2 %	8.9%
4	Agree	114	59.7 %	68.6%
5	Strongly Agree	60	31.4 %	100.0%

Question: Responsibility and Accountability				
Mean: 4.40		Median: 4.00		Std. Dev.: 0.82
				Resp. Rate: 191 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	1	0.5 %	0.5%
2	To a VERY SMALL extent	3	1.6 %	2.1%
3	To a SMALL extent	14	7.3 %	9.4%
4	To SOME extent	85	44.5 %	53.9%
5	To a LARGE extent	76	39.8 %	93.7%
6	To a VERY LARGE extent	12	6.3 %	100.0%

Question: Independence and Interdependence				
Mean: 4.52		Median: 5.00		Std. Dev.: 0.80
				Resp. Rate: 191 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	4	2.1 %	2.1%
3	To a SMALL extent	10	5.2 %	7.3%
4	To SOME extent	75	39.3 %	46.6%
5	To a LARGE extent	86	45.0 %	91.6%
6	To a VERY LARGE extent	16	8.4 %	100.0%

Question: Goal Orientation				
Mean: 4.08		Median: 4.00		Std. Dev.: 0.97
				Resp. Rate: 190 (99.48%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	4	2.1 %	2.1%
2	To a VERY SMALL extent	8	4.2 %	6.3%
3	To a SMALL extent	27	14.2 %	20.5%
4	To SOME extent	89	46.8 %	67.3%
5	To a LARGE extent	54	28.4 %	95.7%
6	To a VERY LARGE extent	8	4.2 %	99.9%

Question: Self-Awareness				
Mean: 4.21		Median: 4.00		Std. Dev.: 0.94
				Resp. Rate: 190 (99.48%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	11	5.8 %	5.8%
3	To a SMALL extent	23	12.1 %	17.9%
4	To SOME extent	83	43.7 %	61.6%
5	To a LARGE extent	61	32.1 %	93.7%
6	To a VERY LARGE extent	12	6.3 %	100.0%

Question: Resilience				
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Mean: 4.32		Median: 4.00		Std. Dev.: 0.93		Resp. Rate: 190 (99.48%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%			
2	To a VERY SMALL extent	9	4.7 %	4.7%			
3	To a SMALL extent	19	10.0 %	14.7%			
4	To SOME extent	80	42.1 %	56.8%			
5	To a LARGE extent	67	35.3 %	92.1%			
6	To a VERY LARGE extent	15	7.9 %	100.0%			

Question: Appreciation of Differences							
Mean: 4.34		Median: 4.00		Std. Dev.: 0.96		Resp. Rate: 189 (98.95%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	2	1.1 %	1.1%			
2	To a VERY SMALL extent	7	3.7 %	4.8%			
3	To a SMALL extent	19	10.1 %	14.9%			
4	To SOME extent	71	37.6 %	52.5%			
5	To a LARGE extent	76	40.2 %	92.7%			
6	To a VERY LARGE extent	14	7.4 %	100.1%			

Question: Tolerance of Ambiguity							
Mean: 4.42		Median: 4.00		Std. Dev.: 0.89		Resp. Rate: 191 (100.00%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	1	0.5 %	0.5%			
2	To a VERY SMALL extent	7	3.7 %	4.2%			
3	To a SMALL extent	9	4.7 %	8.9%			
4	To SOME extent	85	44.5 %	53.4%			
5	To a LARGE extent	72	37.7 %	91.1%			
6	To a VERY LARGE extent	17	8.9 %	100.0%			

Question: Is this your first paid work experience?							
Val #	Answer Text	Frequency	Graph	Cumulative			
1	Yes	2	1.2 %	1.2%			
2	No	163	98.8 %	100.0%			

Appendix B

Student Ratings by Year of Employment
Entry, Intermediate, Advanced

Info Section-FIRST YEAR

Question: Year of Employment at SUA				
Val #	Answer Text	Frequency	Graph	Cumulative
1	First Year	105	 100.0 %	100.0%
1	Second Year	0	0.0 %	100.0%
1	Third or more	0	0.0 %	100.0%

Question: Job Level				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Entry	94	 90.4 %	90.4%
1	Intermediate	7	6.7 %	97.1%
1	Advanced	3	2.9 %	100.0%

Question: Working at SUA has had a positive impact on my academic performance					
Mean: 3.53		Median: 4.00		Std. Dev.: 0.69	Resp. Rate: 104 (99.05%)
Val #	Answer Text	Frequency	Graph	Cumulative	
1	Strongly Disagree	0	0.0 %	0.0%	
2	Disagree	8	7.7 %	7.7%	
3	Not Sure	37	35.6 %	43.3%	
4	Agree	55	52.9 %	96.2%	
5	Strongly Agree	4	3.8 %	100.0%	

Question: Working at SUA has had a positive impact on prsonal life					
Mean: 4.01		Median: 4.00		Std. Dev.: 0.54	Resp. Rate: 105 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative	
1	Strongly Disagree	0	0.0 %	0.0%	
2	Disagree	1	1.0 %	1.0%	
3	Not Sure	12	11.4 %	12.4%	
4	Agree	77	73.3 %	85.7%	
5	Strongly Agree	15	14.3 %	100.0%	

Question: Working at SUA has had apositive impact on my career development					
Mean: 4.03		Median: 4.00		Std. Dev.: 0.77	Resp. Rate: 105 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative	
1	Strongly Disagree	1	1.0 %	1.0%	
2	Disagree	3	2.9 %	3.9%	
3	Not Sure	15	14.3 %	18.2%	
4	Agree	59	56.2 %	74.4%	
5	Strongly Agree	27	25.7 %	100.1%	

Question: Working at SUA has helped me understand how the skills I have learned can be transferred into other careers				
Mean: 4.01		Median: 4.00		Std. Dev.: 0.79
				Resp. Rate: 104 (99.05%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	1	1.0 %	1.0%
2	Disagree	5	4.8 %	5.8%
3	Not Sure	11	10.6 %	16.4%
4	Agree	62	59.6 %	76.0%
5	Strongly Agree	25	24.0 %	100.0%

Question: The purpose of the Performance Development Process was clearly explained to me				
Mean: 3.93		Median: 4.00		Std. Dev.: 0.78
				Resp. Rate: 105 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	1	1.0 %	1.0%
2	Disagree	6	5.7 %	6.7%
3	Not Sure	12	11.4 %	18.1%
4	Agree	66	62.9 %	81.0%
5	Strongly Agree	20	19.0 %	100.0%

Question: My on the job tasks allowed me to continuously improve my skills on the job				
Mean: 4.01		Median: 4.00		Std. Dev.: 0.59
				Resp. Rate: 105 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	3	2.9 %	2.9%
3	Not Sure	9	8.6 %	11.5%
4	Agree	77	73.3 %	84.8%
5	Strongly Agree	16	15.2 %	100.0%

Question: I was provided with enough coaching to develop my skills on the job				
Mean: 4.13		Median: 4.00		Std. Dev.: 0.72
				Resp. Rate: 105 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	6	5.7 %	5.7%
3	Not Sure	3	2.9 %	8.6%
4	Agree	67	63.8 %	72.4%
5	Strongly Agree	29	27.6 %	100.0%

Question: I would recommend working at SUA to others				
Mean: 4.44		Median: 4.00		Std. Dev.: 0.51
				Resp. Rate: 105 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	1	1.0 %	1.0%
4	Agree	57	54.3 %	55.3%
5	Strongly Agree	47	44.8 %	100.1%

Question: The conversations and meetings I had with my supervisor helped with my skill development				
Mean: 4.10		Median: 4.00		Std. Dev.: 0.72
				Resp. Rate: 105 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	5	4.8 %	4.8%
3	Not Sure	7	6.7 %	11.5%
4	Agree	65	61.9 %	73.4%
5	Strongly Agree	28	26.7 %	100.1%

Question: Responsibility and Accountability				
Mean: 4.29		Median: 4.00		Std. Dev.: 0.89
				Resp. Rate: 105 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	1	1.0 %	1.0%
2	To a VERY SMALL extent	3	2.9 %	3.9%
3	To a SMALL extent	11	10.5 %	14.4%
4	To SOME extent	45	42.9 %	57.3%
5	To a LARGE extent	40	38.1 %	95.4%
6	To a VERY LARGE extent	5	4.8 %	100.2%

Question: Independence and Interdependence				
Mean: 4.42		Median: 4.00		Std. Dev.: 0.81
				Resp. Rate: 105 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	2	1.9 %	1.9%
3	To a SMALL extent	8	7.6 %	9.5%
4	To SOME extent	47	44.8 %	54.3%
5	To a LARGE extent	40	38.1 %	92.4%
6	To a VERY LARGE extent	8	7.6 %	100.0%

Question: Goal Orientation				
Mean: 4.05		Median: 4.00		Std. Dev.: 0.92
				Resp. Rate: 105 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	1	1.0 %	1.0%
2	To a VERY SMALL extent	6	5.7 %	6.7%
3	To a SMALL extent	16	15.2 %	21.9%
4	To SOME extent	48	45.7 %	67.6%
5	To a LARGE extent	32	30.5 %	98.1%
6	To a VERY LARGE extent	2	1.9 %	100.0%

Question: Self-Awareness				
Mean: 4.23		Median: 4.00		Std. Dev.: 0.86
				Resp. Rate: 104 (99.05%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	4	3.8 %	3.8%
3	To a SMALL extent	12	11.5 %	15.3%
4	To SOME extent	49	47.1 %	62.4%
5	To a LARGE extent	34	32.7 %	95.1%
6	To a VERY LARGE extent	5	4.8 %	99.9%

Question: Resilience				
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Mean: 4.25		Median: 4.00		Std. Dev.: 0.92		Resp. Rate: 104 (99.05%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%			
2	To a VERY SMALL extent	6	5.8 %	5.8%			
3	To a SMALL extent	9	8.7 %	14.5%			
4	To SOME extent	49	47.1 %	61.6%			
5	To a LARGE extent	33	31.7 %	93.3%			
6	To a VERY LARGE extent	7	6.7 %	100.0%			

Question: Appreciation of Differences							
Mean: 4.30		Median: 4.00		Std. Dev.: 0.90		Resp. Rate: 105 (100.00%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%			
2	To a VERY SMALL extent	6	5.7 %	5.7%			
3	To a SMALL extent	7	6.7 %	12.4%			
4	To SOME extent	47	44.8 %	57.2%			
5	To a LARGE extent	39	37.1 %	94.3%			
6	To a VERY LARGE extent	6	5.7 %	100.0%			

Question: Tolerance of Ambiguity							
Mean: 4.27		Median: 4.00		Std. Dev.: 0.89		Resp. Rate: 105 (100.00%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%			
2	To a VERY SMALL extent	6	5.7 %	5.7%			
3	To a SMALL extent	6	5.7 %	11.4%			
4	To SOME extent	54	51.4 %	62.8%			
5	To a LARGE extent	32	30.5 %	93.3%			
6	To a VERY LARGE extent	7	6.7 %	100.0%			

Question: Is this your first paid work experience?							
Val #	Answer Text	Frequency	Graph	Cumulative			
1	Yes	1	1.1 %	1.1%			
2	No	88	98.9 %	100.0%			

Info Section-SECOND YEAR

Question: Year of Employment at SUA				
Val #	Answer Text	Frequency	Graph	Cumulative
1	First Year	0	0.0 %	0.0%
1	Second Year	59	100.0 %	100.0%
1	Third or more	0	0.0 %	100.0%

Question: Job Level				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Entry	28	53.8 %	53.8%
1	Intermediate	16	30.8 %	84.6%
1	Advanced	8	15.4 %	100.0%

Question: Working at SUA has had a positive impact on my academic performance				
Mean: 3.58		Median: 4.00	Std. Dev.: 0.79	Resp. Rate: 59 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	1	1.7 %	1.7%
2	Disagree	3	5.1 %	6.8%
3	Not Sure	21	35.6 %	42.4%
4	Agree	29	49.2 %	91.6%
5	Strongly Agree	5	8.5 %	100.1%

Question: Working at SUA has had a positive impact on prsonal life				
Mean: 4.05		Median: 4.00	Std. Dev.: 0.47	Resp. Rate: 58 (98.31%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	5	8.6 %	8.6%
4	Agree	45	77.6 %	86.2%
5	Strongly Agree	8	13.8 %	100.0%

Question: Working at SUA has had apositive impact on my career development				
Mean: 4.24		Median: 4.00	Std. Dev.: 0.70	Resp. Rate: 59 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	1	1.7 %	1.7%
3	Not Sure	6	10.2 %	11.9%
4	Agree	30	50.8 %	62.7%
5	Strongly Agree	22	37.3 %	100.0%

Question: Working at SUA has helped me understand how the skills I have learned can be transferred into other careers				
Mean: 4.24		Median: 4.00		Std. Dev.: 0.65
Resp. Rate: 59 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	1	1.7 %	1.7%
3	Not Sure	4	6.8 %	8.5%
4	Agree	34	57.6 %	66.1%
5	Strongly Agree	20	33.9 %	100.0%

Question: The purpose of the Performance Development Process was clearly explained to me				
Mean: 4.02		Median: 4.00		Std. Dev.: 0.54
Resp. Rate: 59 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	1	1.7 %	1.7%
3	Not Sure	5	8.5 %	10.2%
4	Agree	45	76.3 %	86.5%
5	Strongly Agree	8	13.6 %	100.1%

Question: My on the job tasks allowed me to continuously improve my skills on the job				
Mean: 4.00		Median: 4.00		Std. Dev.: 0.52
Resp. Rate: 59 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	8	13.6 %	13.6%
4	Agree	43	72.9 %	86.5%
5	Strongly Agree	8	13.6 %	100.1%

Question: I was provided with enough coaching to develop my skills on the job				
Mean: 4.20		Median: 4.00		Std. Dev.: 0.60
Resp. Rate: 59 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	2	3.4 %	3.4%
3	Not Sure	0	0.0 %	3.4%
4	Agree	41	69.5 %	72.9%
5	Strongly Agree	16	27.1 %	100.0%

Question: I would recommend working at SUA to others				
Mean: 4.46		Median: 4.00		Std. Dev.: 0.50
Resp. Rate: 59 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	0	0.0 %	0.0%
4	Agree	32	54.2 %	54.2%
5	Strongly Agree	27	45.8 %	100.0%

Question: The conversations and meetings I had with my supervisor helped with my skill development				
Mean: 4.27		Median: 4.00		Std. Dev.: 0.68
				Resp. Rate: 59 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	2	3.4 %	3.4%
3	Not Sure	2	3.4 %	6.8%
4	Agree	33	55.9 %	62.7%
5	Strongly Agree	22	37.3 %	100.0%

Question: Responsibility and Accountability				
Mean: 4.42		Median: 4.00		Std. Dev.: 0.69
				Resp. Rate: 59 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	0	0.0 %	0.0%
3	To a SMALL extent	3	5.1 %	5.1%
4	To SOME extent	32	54.2 %	59.3%
5	To a LARGE extent	20	33.9 %	93.2%
6	To a VERY LARGE extent	4	6.8 %	100.0%

Question: Independence and Interdependence				
Mean: 4.61		Median: 5.00		Std. Dev.: 0.76
				Resp. Rate: 59 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	1	1.7 %	1.7%
3	To a SMALL extent	2	3.4 %	5.1%
4	To SOME extent	21	35.6 %	40.7%
5	To a LARGE extent	30	50.8 %	91.5%
6	To a VERY LARGE extent	5	8.5 %	100.0%

Question: Goal Orientation				
Mean: 3.97		Median: 4.00		Std. Dev.: 0.96
				Resp. Rate: 58 (98.31%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	2	3.4 %	3.4%
2	To a VERY SMALL extent	2	3.4 %	6.8%
3	To a SMALL extent	8	13.8 %	20.6%
4	To SOME extent	32	55.2 %	75.8%
5	To a LARGE extent	12	20.7 %	96.5%
6	To a VERY LARGE extent	2	3.4 %	99.9%

Question: Self-Awareness				
Mean: 4.10		Median: 4.00		Std. Dev.: 1.00
				Resp. Rate: 59 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	4	6.8 %	6.8%
3	To a SMALL extent	10	16.9 %	23.7%
4	To SOME extent	26	44.1 %	67.8%
5	To a LARGE extent	14	23.7 %	91.5%
6	To a VERY LARGE extent	5	8.5 %	100.0%

Question: Resilience				
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Mean: 4.36		Median: 4.00		Std. Dev.: 0.92		Resp. Rate: 59 (100.00%)	
Val #	Answer Text	Frequency	Graph			Cumulative	
1	NO DEVELOPMENT OCCURRED	0	0.0 %			0.0%	
2	To a VERY SMALL extent	2	3.4 %			3.4%	
3	To a SMALL extent	7	11.9 %			15.3%	
4	To SOME extent	23	39.0 %			54.3%	
5	To a LARGE extent	22	37.3 %			91.6%	
6	To a VERY LARGE extent	5	8.5 %			100.1%	

Question: Appreciation of Differences							
Mean: 4.37		Median: 4.00		Std. Dev.: 1.01		Resp. Rate: 59 (100.00%)	
Val #	Answer Text	Frequency	Graph			Cumulative	
1	NO DEVELOPMENT OCCURRED	1	1.7 %			1.7%	
2	To a VERY SMALL extent	1	1.7 %			3.4%	
3	To a SMALL extent	8	13.6 %			17.0%	
4	To SOME extent	20	33.9 %			50.9%	
5	To a LARGE extent	23	39.0 %			89.9%	
6	To a VERY LARGE extent	6	10.2 %			100.1%	

Question: Tolerance of Ambiguity							
Mean: 4.58		Median: 5.00		Std. Dev.: 0.83		Resp. Rate: 59 (100.00%)	
Val #	Answer Text	Frequency	Graph			Cumulative	
1	NO DEVELOPMENT OCCURRED	0	0.0 %			0.0%	
2	To a VERY SMALL extent	1	1.7 %			1.7%	
3	To a SMALL extent	3	5.1 %			6.8%	
4	To SOME extent	23	39.0 %			45.8%	
5	To a LARGE extent	25	42.4 %			88.2%	
6	To a VERY LARGE extent	7	11.9 %			100.1%	

Question: Is this your first paid work experience?							
Val #	Answer Text	Frequency	Graph			Cumulative	
1	Yes	0	0.0 %			0.0%	
2	No	54	100.0 %			100.0%	

Info Section-THIRD OR MORE

Question: Year of Employment at SUA				
Val #	Answer Text	Frequency	Graph	Cumulative
1	First Year	0	0.0 %	0.0%
1	Second Year	0	0.0 %	0.0%
1	Third or more	22	100.0 %	100.0%

Question: Job Level				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Entry	8	38.1 %	38.1%
1	Intermediate	9	42.9 %	81.0%
1	Advanced	4	19.0 %	100.0%

Question: Working at SUA has had a positive impact on my academic performance					
Mean: 3.64		Median: 4.00		Std. Dev.: 0.77	Resp. Rate: 22 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative	
1	Strongly Disagree	0	0.0 %	0.0%	
2	Disagree	2	9.1 %	9.1%	
3	Not Sure	6	27.3 %	36.4%	
4	Agree	12	54.5 %	90.9%	
5	Strongly Agree	2	9.1 %	100.0%	

Question: Working at SUA has had a positive impact on prsonal life					
Mean: 4.09		Median: 4.00		Std. Dev.: 0.73	Resp. Rate: 22 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative	
1	Strongly Disagree	0	0.0 %	0.0%	
2	Disagree	1	4.5 %	4.5%	
3	Not Sure	2	9.1 %	13.6%	
4	Agree	13	59.1 %	72.7%	
5	Strongly Agree	6	27.3 %	100.0%	

Question: Working at SUA has had apositive impact on my career development					
Mean: 4.14		Median: 4.00		Std. Dev.: 0.81	Resp. Rate: 22 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative	
1	Strongly Disagree	0	0.0 %	0.0%	
2	Disagree	1	4.5 %	4.5%	
3	Not Sure	3	13.6 %	18.1%	
4	Agree	10	45.5 %	63.6%	
5	Strongly Agree	8	36.4 %	100.0%	

Question: Working at SUA has helped me understand how the skills I have learned can be transferred into other careers				
Mean: 4.14		Median: 4.00	Std. Dev.: 0.46	Resp. Rate: 22 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	1	4.5 %	4.5%
4	Agree	17	77.3 %	81.8%
5	Strongly Agree	4	18.2 %	100.0%

Question: The purpose of the Performance Development Process was clearly explained to me				
Mean: 3.91		Median: 4.00	Std. Dev.: 0.90	Resp. Rate: 22 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	1	4.5 %	4.5%
2	Disagree	0	0.0 %	4.5%
3	Not Sure	4	18.2 %	22.7%
4	Agree	12	54.5 %	77.2%
5	Strongly Agree	5	22.7 %	99.9%

Question: My on the job tasks allowed me to continuously improve my skills on the job				
Mean: 4.00		Median: 4.00	Std. Dev.: 0.60	Resp. Rate: 22 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	4	18.2 %	18.2%
4	Agree	14	63.6 %	81.8%
5	Strongly Agree	4	18.2 %	100.0%

Question: I was provided with enough coaching to develop my skills on the job				
Mean: 4.05		Median: 4.00	Std. Dev.: 0.56	Resp. Rate: 22 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	3	13.6 %	13.6%
4	Agree	15	68.2 %	81.8%
5	Strongly Agree	4	18.2 %	100.0%

Question: I would recommend working at SUA to others				
Mean: 4.41		Median: 4.00	Std. Dev.: 0.49	Resp. Rate: 22 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	0	0.0 %	0.0%
4	Agree	13	59.1 %	59.1%
5	Strongly Agree	9	40.9 %	100.0%

Question: The conversations and meetings I had with my supervisor helped with my skill development				
Mean: 4.36		Median: 4.00		Std. Dev.: 0.57
Resp. Rate: 22 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	1	4.5 %	4.5%
4	Agree	12	54.5 %	59.0%
5	Strongly Agree	9	40.9 %	99.9%

Question: Responsibility and Accountability				
Mean: 4.86		Median: 5.00		Std. Dev.: 0.62
Resp. Rate: 22 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	0	0.0 %	0.0%
3	To a SMALL extent	0	0.0 %	0.0%
4	To SOME extent	6	27.3 %	27.3%
5	To a LARGE extent	13	59.1 %	86.4%
6	To a VERY LARGE extent	3	13.6 %	100.0%

Question: Independence and Interdependence				
Mean: 4.73		Median: 5.00		Std. Dev.: 0.86
Resp. Rate: 22 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	1	4.5 %	4.5%
3	To a SMALL extent	0	0.0 %	4.5%
4	To SOME extent	6	27.3 %	31.8%
5	To a LARGE extent	12	54.5 %	86.3%
6	To a VERY LARGE extent	3	13.6 %	99.9%

Question: Goal Orientation				
Mean: 4.41		Median: 4.50		Std. Dev.: 1.19
Resp. Rate: 22 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	1	4.5 %	4.5%
2	To a VERY SMALL extent	0	0.0 %	4.5%
3	To a SMALL extent	3	13.6 %	18.1%
4	To SOME extent	7	31.8 %	49.9%
5	To a LARGE extent	7	31.8 %	81.7%
6	To a VERY LARGE extent	4	18.2 %	99.9%

Question: Self-Awareness				
Mean: 4.32		Median: 5.00		Std. Dev.: 1.14
Resp. Rate: 22 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	3	13.6 %	13.6%
3	To a SMALL extent	1	4.5 %	18.1%
4	To SOME extent	6	27.3 %	45.4%
5	To a LARGE extent	10	45.5 %	90.9%
6	To a VERY LARGE extent	2	9.1 %	100.0%

Question: Resilience				
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Mean: 4.41		Median: 4.50		Std. Dev.: 1.03		Resp. Rate: 22 (100.00%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%			
2	To a VERY SMALL extent	1	4.5 %	4.5%			
3	To a SMALL extent	3	13.6 %	18.1%			
4	To SOME extent	7	31.8 %	49.9%			
5	To a LARGE extent	8	36.4 %	86.3%			
6	To a VERY LARGE extent	3	13.6 %	99.9%			

Question: Appreciation of Differences							
Mean: 4.33		Median: 5.00		Std. Dev.: 1.17		Resp. Rate: 21 (95.45%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	1	4.8 %	4.8%			
2	To a VERY SMALL extent	0	0.0 %	4.8%			
3	To a SMALL extent	4	19.0 %	23.8%			
4	To SOME extent	4	19.0 %	42.8%			
5	To a LARGE extent	10	47.6 %	90.4%			
6	To a VERY LARGE extent	2	9.5 %	99.9%			

Question: Tolerance of Ambiguity							
Mean: 4.59		Median: 5.00		Std. Dev.: 1.03		Resp. Rate: 22 (100.00%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	1	4.5 %	4.5%			
2	To a VERY SMALL extent	0	0.0 %	4.5%			
3	To a SMALL extent	0	0.0 %	4.5%			
4	To SOME extent	8	36.4 %	40.9%			
5	To a LARGE extent	10	45.5 %	86.4%			
6	To a VERY LARGE extent	3	13.6 %	100.0%			

Question: Is this your first paid work experience?							
Val #	Answer Text	Frequency	Graph	Cumulative			
1	Yes	1	4.8 %	4.8%			
2	No	20	95.2 %	100.0%			

Appendix C

Student Ratings by Job Level
Entry, Intermediate, Advanced

Info Section-ENTRY

Question: Year of Employment at SUA				
Val #	Answer Text	Frequency	Graph	Cumulative
1	First Year	94	 72.3 %	72.3%
1	Second Year	28	 21.5 %	93.8%
1	Third or more	8	 6.2 %	100.0%

Question: Job Level				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Entry	130	 100.0 %	100.0%
1	Intermediate	0	0.0 %	100.0%
1	Advanced	0	0.0 %	100.0%

Question: Working at SUA has had a positive impact on my academic performance					
Mean: 3.55		Median: 4.00		Std. Dev.: 0.70	Resp. Rate: 129 (99.23%)
Val #	Answer Text	Frequency	Graph	Cumulative	
1	Strongly Disagree	0	0.0 %	0.0%	
2	Disagree	9	 7.0 %	7.0%	
3	Not Sure	47	 36.4 %	43.4%	
4	Agree	66	 51.2 %	94.6%	
5	Strongly Agree	7	 5.4 %	100.0%	

Question: Working at SUA has had a positive impact on prsonal life					
Mean: 3.98		Median: 4.00		Std. Dev.: 0.55	Resp. Rate: 130 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative	
1	Strongly Disagree	0	0.0 %	0.0%	
2	Disagree	2	 1.5 %	1.5%	
3	Not Sure	15	 11.5 %	13.0%	
4	Agree	97	 74.6 %	87.6%	
5	Strongly Agree	16	 12.3 %	99.9%	

Question: Working at SUA has had apositive impact on my career development					
Mean: 4.00		Median: 4.00		Std. Dev.: 0.78	Resp. Rate: 130 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative	
1	Strongly Disagree	1	0.8 %	0.8%	
2	Disagree	5	 3.8 %	4.6%	
3	Not Sure	19	 14.6 %	19.2%	
4	Agree	73	 56.2 %	75.4%	
5	Strongly Agree	32	 24.6 %	100.0%	

Question: Working at SUA has helped me understand how the skills I have learned can be transferred into other careers				
Mean: 4.00		Median: 4.00		Std. Dev.: 0.78
				Resp. Rate: 129 (99.23%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	1	0.8 %	0.8%
2	Disagree	6	4.7 %	5.5%
3	Not Sure	15	11.6 %	17.1%
4	Agree	77	59.7 %	76.8%
5	Strongly Agree	30	23.3 %	100.1%

Question: The purpose of the Performance Development Process was clearly explained to me				
Mean: 3.92		Median: 4.00		Std. Dev.: 0.75
				Resp. Rate: 130 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	2	1.5 %	1.5%
2	Disagree	5	3.8 %	5.3%
3	Not Sure	16	12.3 %	17.6%
4	Agree	86	66.2 %	83.8%
5	Strongly Agree	21	16.2 %	100.0%

Question: My on the job tasks allowed me to continuously improve my skills on the job				
Mean: 3.94		Median: 4.00		Std. Dev.: 0.60
				Resp. Rate: 130 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	3	2.3 %	2.3%
3	Not Sure	19	14.6 %	16.9%
4	Agree	91	70.0 %	86.9%
5	Strongly Agree	17	13.1 %	100.0%

Question: I was provided with enough coaching to develop my skills on the job				
Mean: 4.12		Median: 4.00		Std. Dev.: 0.68
				Resp. Rate: 130 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	6	4.6 %	4.6%
3	Not Sure	5	3.8 %	8.4%
4	Agree	87	66.9 %	75.3%
5	Strongly Agree	32	24.6 %	99.9%

Question: I would recommend working at SUA to others				
Mean: 4.42		Median: 4.00		Std. Dev.: 0.51
				Resp. Rate: 130 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	1	0.8 %	0.8%
4	Agree	74	56.9 %	57.7%
5	Strongly Agree	55	42.3 %	100.0%

Question: The conversations and meetings I had with my supervisor helped with my skill development				
Mean: 4.14		Median: 4.00		Std. Dev.: 0.70
				Resp. Rate: 130 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	5	3.8 %	3.8%
3	Not Sure	9	6.9 %	10.7%
4	Agree	79	60.8 %	71.5%
5	Strongly Agree	37	28.5 %	100.0%

Question: Responsibility and Accountability				
Mean: 4.33		Median: 4.00		Std. Dev.: 0.85
				Resp. Rate: 130 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	1	0.8 %	0.8%
2	To a VERY SMALL extent	3	2.3 %	3.1%
3	To a SMALL extent	11	8.5 %	11.6%
4	To SOME extent	59	45.4 %	57.0%
5	To a LARGE extent	49	37.7 %	94.7%
6	To a VERY LARGE extent	7	5.4 %	100.1%

Question: Independence and Interdependence				
Mean: 4.44		Median: 4.00		Std. Dev.: 0.80
				Resp. Rate: 130 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	3	2.3 %	2.3%
3	To a SMALL extent	8	6.2 %	8.5%
4	To SOME extent	57	43.8 %	52.3%
5	To a LARGE extent	53	40.8 %	93.1%
6	To a VERY LARGE extent	9	6.9 %	100.0%

Question: Goal Orientation				
Mean: 3.99		Median: 4.00		Std. Dev.: 0.96
				Resp. Rate: 129 (99.23%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	3	2.3 %	2.3%
2	To a VERY SMALL extent	7	5.4 %	7.7%
3	To a SMALL extent	19	14.7 %	22.4%
4	To SOME extent	61	47.3 %	69.7%
5	To a LARGE extent	37	28.7 %	98.4%
6	To a VERY LARGE extent	2	1.6 %	100.0%

Question: Self-Awareness				
Mean: 4.11		Median: 4.00		Std. Dev.: 0.95
				Resp. Rate: 129 (99.23%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	10	7.8 %	7.8%
3	To a SMALL extent	17	13.2 %	21.0%
4	To SOME extent	56	43.4 %	64.4%
5	To a LARGE extent	41	31.8 %	96.2%
6	To a VERY LARGE extent	5	3.9 %	100.1%

Question: Resilience				
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Mean: 4.20		Median: 4.00		Std. Dev.: 0.98		Resp. Rate: 129 (99.23%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%			
2	To a VERY SMALL extent	9	7.0 %	7.0%			
3	To a SMALL extent	15	11.6 %	18.6%			
4	To SOME extent	56	43.4 %	62.0%			
5	To a LARGE extent	39	30.2 %	92.2%			
6	To a VERY LARGE extent	10	7.8 %	100.0%			

Question: Appreciation of Differences							
Mean: 4.37		Median: 4.00		Std. Dev.: 0.89		Resp. Rate: 128 (98.46%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	1	0.8 %	0.8%			
2	To a VERY SMALL extent	4	3.1 %	3.9%			
3	To a SMALL extent	10	7.8 %	11.7%			
4	To SOME extent	53	41.4 %	53.1%			
5	To a LARGE extent	52	40.6 %	93.7%			
6	To a VERY LARGE extent	8	6.3 %	100.0%			

Question: Tolerance of Ambiguity							
Mean: 4.33		Median: 4.00		Std. Dev.: 0.91		Resp. Rate: 130 (100.00%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	1	0.8 %	0.8%			
2	To a VERY SMALL extent	5	3.8 %	4.6%			
3	To a SMALL extent	7	5.4 %	10.0%			
4	To SOME extent	65	50.0 %	60.0%			
5	To a LARGE extent	41	31.5 %	91.5%			
6	To a VERY LARGE extent	11	8.5 %	100.0%			

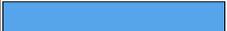
Question: Is this your first paid work experience?							
Val #	Answer Text	Frequency	Graph	Cumulative			
1	Yes	1	0.9 %	0.9%			
2	No	112	99.1 %	100.0%			

Info Section-INTERMEDIATE

Question: Year of Employment at SUA				
Val #	Answer Text	Frequency	Graph	Cumulative
1	First Year	7	 21.2 %	21.2%
1	Second Year	17	 51.5 %	72.7%
1	Third or more	9	 27.3 %	100.0%

Question: Job Level				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Entry	1	 3.0 %	3.0%
1	Intermediate	32	 97.0 %	100.0%
1	Advanced	0	0.0 %	100.0%

Question: Working at SUA has had a positive impact on my academic performance				
Mean: 3.55		Median: 4.00	Std. Dev.: 0.89	Resp. Rate: 33 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	1	 3.0 %	3.0%
2	Disagree	2	 6.1 %	9.1%
3	Not Sure	12	 36.4 %	45.5%
4	Agree	14	 42.4 %	87.9%
5	Strongly Agree	4	 12.1 %	100.0%

Question: Working at SUA has had a positive impact on prsonal life				
Mean: 4.12		Median: 4.00	Std. Dev.: 0.54	Resp. Rate: 33 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	3	 9.1 %	9.1%
4	Agree	23	 69.7 %	78.8%
5	Strongly Agree	7	 21.2 %	100.0%

Question: Working at SUA has had apositive impact on my career development				
Mean: 4.30		Median: 4.00	Std. Dev.: 0.67	Resp. Rate: 33 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	4	 12.1 %	12.1%
4	Agree	15	 45.5 %	57.6%
5	Strongly Agree	14	 42.4 %	100.0%

Question: Working at SUA has helped me understand how the skills I have learned can be transferred into other careers				
Mean: 4.33		Median: 4.00		Std. Dev.: 0.53
Resp. Rate: 33 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	1	3.0 %	3.0%
4	Agree	20	60.6 %	63.6%
5	Strongly Agree	12	36.4 %	100.0%

Question: The purpose of the Performance Development Process was clearly explained to me				
Mean: 4.09		Median: 4.00		Std. Dev.: 0.62
Resp. Rate: 33 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	1	3.0 %	3.0%
3	Not Sure	2	6.1 %	9.1%
4	Agree	23	69.7 %	78.8%
5	Strongly Agree	7	21.2 %	100.0%

Question: My on the job tasks allowed me to continuously improve my skills on the job				
Mean: 4.15		Median: 4.00		Std. Dev.: 0.43
Resp. Rate: 33 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	1	3.0 %	3.0%
4	Agree	26	78.8 %	81.8%
5	Strongly Agree	6	18.2 %	100.0%

Question: I was provided with enough coaching to develop my skills on the job				
Mean: 4.15		Median: 4.00		Std. Dev.: 0.61
Resp. Rate: 33 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	1	3.0 %	3.0%
3	Not Sure	1	3.0 %	6.0%
4	Agree	23	69.7 %	75.7%
5	Strongly Agree	8	24.2 %	99.9%

Question: I would recommend working at SUA to others				
Mean: 4.45		Median: 4.00		Std. Dev.: 0.50
Resp. Rate: 33 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	0	0.0 %	0.0%
4	Agree	18	54.5 %	54.5%
5	Strongly Agree	15	45.5 %	100.0%

Question: The conversations and meetings I had with my supervisor helped with my skill development				
Mean: 4.21		Median: 4.00		Std. Dev.: 0.64
Resp. Rate: 33 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	1	3.0 %	3.0%
3	Not Sure	1	3.0 %	6.0%
4	Agree	21	63.6 %	69.6%
5	Strongly Agree	10	30.3 %	99.9%

Question: Responsibility and Accountability				
Mean: 4.61		Median: 5.00		Std. Dev.: 0.74
Resp. Rate: 33 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	0	0.0 %	0.0%
3	To a SMALL extent	2	6.1 %	6.1%
4	To SOME extent	12	36.4 %	42.5%
5	To a LARGE extent	16	48.5 %	91.0%
6	To a VERY LARGE extent	3	9.1 %	100.1%

Question: Independence and Interdependence				
Mean: 4.73		Median: 5.00		Std. Dev.: 0.90
Resp. Rate: 33 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	1	3.0 %	3.0%
3	To a SMALL extent	1	3.0 %	6.0%
4	To SOME extent	10	30.3 %	36.3%
5	To a LARGE extent	15	45.5 %	81.8%
6	To a VERY LARGE extent	6	18.2 %	100.0%

Question: Goal Orientation				
Mean: 4.21		Median: 4.00		Std. Dev.: 1.04
Resp. Rate: 33 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	1	3.0 %	3.0%
2	To a VERY SMALL extent	0	0.0 %	3.0%
3	To a SMALL extent	5	15.2 %	18.2%
4	To SOME extent	16	48.5 %	66.7%
5	To a LARGE extent	7	21.2 %	87.9%
6	To a VERY LARGE extent	4	12.1 %	100.0%

Question: Self-Awareness				
Mean: 4.48		Median: 4.00		Std. Dev.: 0.89
Resp. Rate: 33 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	0	0.0 %	0.0%
3	To a SMALL extent	4	12.1 %	12.1%
4	To SOME extent	14	42.4 %	54.5%
5	To a LARGE extent	10	30.3 %	84.8%
6	To a VERY LARGE extent	5	15.2 %	100.0%

Question: Resilience				
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Mean: 4.55		Median: 5.00		Std. Dev.: 0.78		Resp. Rate: 33 (100.00%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%			
2	To a VERY SMALL extent	0	0.0 %	0.0%			
3	To a SMALL extent	3	9.1 %	9.1%			
4	To SOME extent	12	36.4 %	45.5%			
5	To a LARGE extent	15	45.5 %	91.0%			
6	To a VERY LARGE extent	3	9.1 %	100.1%			

Question: Appreciation of Differences							
Mean: 4.33		Median: 4.00		Std. Dev.: 1.17		Resp. Rate: 33 (100.00%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	1	3.0 %	3.0%			
2	To a VERY SMALL extent	1	3.0 %	6.0%			
3	To a SMALL extent	5	15.2 %	21.2%			
4	To SOME extent	10	30.3 %	51.5%			
5	To a LARGE extent	11	33.3 %	84.8%			
6	To a VERY LARGE extent	5	15.2 %	100.0%			

Question: Tolerance of Ambiguity							
Mean: 4.55		Median: 5.00		Std. Dev.: 0.92		Resp. Rate: 33 (100.00%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%			
2	To a VERY SMALL extent	2	6.1 %	6.1%			
3	To a SMALL extent	0	0.0 %	6.1%			
4	To SOME extent	13	39.4 %	45.5%			
5	To a LARGE extent	14	42.4 %	87.9%			
6	To a VERY LARGE extent	4	12.1 %	100.0%			

Question: Is this your first paid work experience?							
Val #	Answer Text	Frequency	Graph	Cumulative			
1	Yes	0	0.0 %	0.0%			
2	No	32	100.0 %	100.0%			

Info Section-ADVANCED

Question: Year of Employment at SUA				
Val #	Answer Text	Frequency	Graph	Cumulative
1	First Year	3	 20.0 %	20.0%
1	Second Year	8	 53.3 %	73.3%
1	Third or more	4	 26.7 %	100.0%

Question: Job Level				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Entry	0	0.0 %	0.0%
1	Intermediate	0	0.0 %	0.0%
1	Advanced	15	 100.0 %	100.0%

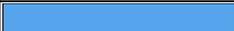
Question: Working at SUA has had a positive impact on my academic performance					
Mean: 3.47		Median: 4.00		Std. Dev.: 0.72	Resp. Rate: 15 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative	
1	Strongly Disagree	0	0.0 %	0.0%	
2	Disagree	2	 13.3 %	13.3%	
3	Not Sure	4	 26.7 %	40.0%	
4	Agree	9	 60.0 %	100.0%	
5	Strongly Agree	0	0.0 %	100.0%	

Question: Working at SUA has had a positive impact on prsonal life					
Mean: 4.27		Median: 4.00		Std. Dev.: 0.57	Resp. Rate: 15 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative	
1	Strongly Disagree	0	0.0 %	0.0%	
2	Disagree	0	0.0 %	0.0%	
3	Not Sure	1	 6.7 %	6.7%	
4	Agree	9	 60.0 %	66.7%	
5	Strongly Agree	5	 33.3 %	100.0%	

Question: Working at SUA has had apositive impact on my career development					
Mean: 4.33		Median: 4.00		Std. Dev.: 0.60	Resp. Rate: 15 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative	
1	Strongly Disagree	0	0.0 %	0.0%	
2	Disagree	0	0.0 %	0.0%	
3	Not Sure	1	 6.7 %	6.7%	
4	Agree	8	 53.3 %	60.0%	
5	Strongly Agree	6	 40.0 %	100.0%	

Question: Working at SUA has helped me understand how the skills I have learned can be transferred into other careers				
Mean: 4.27		Median: 4.00		Std. Dev.: 0.44
				Resp. Rate: 15 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	0	0.0 %	0.0%
4	Agree	11	 73.3 %	73.3%
5	Strongly Agree	4	 26.7 %	100.0%

Question: The purpose of the Performance Development Process was clearly explained to me				
Mean: 3.93		Median: 4.00		Std. Dev.: 0.77
				Resp. Rate: 15 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	1	 6.7 %	6.7%
3	Not Sure	2	 13.3 %	20.0%
4	Agree	9	 60.0 %	80.0%
5	Strongly Agree	3	 20.0 %	100.0%

Question: My on the job tasks allowed me to continuously improve my skills on the job				
Mean: 4.27		Median: 4.00		Std. Dev.: 0.44
				Resp. Rate: 15 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	0	0.0 %	0.0%
4	Agree	11	 73.3 %	73.3%
5	Strongly Agree	4	 26.7 %	100.0%

Question: I was provided with enough coaching to develop my skills on the job				
Mean: 4.20		Median: 4.00		Std. Dev.: 0.75
				Resp. Rate: 15 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	1	 6.7 %	6.7%
3	Not Sure	0	0.0 %	6.7%
4	Agree	9	 60.0 %	66.7%
5	Strongly Agree	5	 33.3 %	100.0%

Question: I would recommend working at SUA to others				
Mean: 4.67		Median: 5.00		Std. Dev.: 0.47
				Resp. Rate: 15 (100.00%)
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	0	0.0 %	0.0%
3	Not Sure	0	0.0 %	0.0%
4	Agree	5	 33.3 %	33.3%
5	Strongly Agree	10	 66.7 %	100.0%

Question: The conversations and meetings I had with my supervisor helped with my skill development				
Mean: 4.40		Median: 5.00		Std. Dev.: 0.80
Resp. Rate: 15 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	Strongly Disagree	0	0.0 %	0.0%
2	Disagree	1	6.7 %	6.7%
3	Not Sure	0	0.0 %	6.7%
4	Agree	6	40.0 %	46.7%
5	Strongly Agree	8	53.3 %	100.0%

Question: Responsibility and Accountability				
Mean: 4.40		Median: 4.00		Std. Dev.: 0.80
Resp. Rate: 15 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	0	0.0 %	0.0%
3	To a SMALL extent	2	13.3 %	13.3%
4	To SOME extent	6	40.0 %	53.3%
5	To a LARGE extent	6	40.0 %	93.3%
6	To a VERY LARGE extent	1	6.7 %	100.0%

Question: Independence and Interdependence				
Mean: 4.67		Median: 5.00		Std. Dev.: 0.70
Resp. Rate: 15 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	0	0.0 %	0.0%
3	To a SMALL extent	1	6.7 %	6.7%
4	To SOME extent	4	26.7 %	33.4%
5	To a LARGE extent	9	60.0 %	93.4%
6	To a VERY LARGE extent	1	6.7 %	100.1%

Question: Goal Orientation				
Mean: 4.53		Median: 5.00		Std. Dev.: 0.88
Resp. Rate: 15 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	0	0.0 %	0.0%
3	To a SMALL extent	2	13.3 %	13.3%
4	To SOME extent	5	33.3 %	46.6%
5	To a LARGE extent	6	40.0 %	86.6%
6	To a VERY LARGE extent	2	13.3 %	99.9%

Question: Self-Awareness				
Mean: 4.47		Median: 4.00		Std. Dev.: 0.88
Resp. Rate: 15 (100.00%)				
Val #	Answer Text	Frequency	Graph	Cumulative
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%
2	To a VERY SMALL extent	0	0.0 %	0.0%
3	To a SMALL extent	2	13.3 %	13.3%
4	To SOME extent	6	40.0 %	53.3%
5	To a LARGE extent	5	33.3 %	86.6%
6	To a VERY LARGE extent	2	13.3 %	99.9%

Question: Resilience				
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Mean: 4.67		Median: 5.00		Std. Dev.: 0.70		Resp. Rate: 15 (100.00%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%			
2	To a VERY SMALL extent	0	0.0 %	0.0%			
3	To a SMALL extent	0	0.0 %	0.0%			
4	To SOME extent	7	46.7 %	46.7%			
5	To a LARGE extent	6	40.0 %	86.7%			
6	To a VERY LARGE extent	2	13.3 %	100.0%			

Question: Appreciation of Differences							
Mean: 4.20		Median: 4.00		Std. Dev.: 1.05		Resp. Rate: 15 (100.00%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%			
2	To a VERY SMALL extent	1	6.7 %	6.7%			
3	To a SMALL extent	3	20.0 %	26.7%			
4	To SOME extent	4	26.7 %	53.4%			
5	To a LARGE extent	6	40.0 %	93.4%			
6	To a VERY LARGE extent	1	6.7 %	100.1%			

Question: Tolerance of Ambiguity							
Mean: 4.73		Median: 5.00		Std. Dev.: 0.77		Resp. Rate: 15 (100.00%)	
Val #	Answer Text	Frequency	Graph	Cumulative			
1	NO DEVELOPMENT OCCURRED	0	0.0 %	0.0%			
2	To a VERY SMALL extent	0	0.0 %	0.0%			
3	To a SMALL extent	1	6.7 %	6.7%			
4	To SOME extent	4	26.7 %	33.4%			
5	To a LARGE extent	8	53.3 %	86.7%			
6	To a VERY LARGE extent	2	13.3 %	100.0%			

Question: Is this your first paid work experience?							
Val #	Answer Text	Frequency	Graph	Cumulative			
1	Yes	0	0.0 %	0.0%			
2	No	11	100.0 %	100.0%			

Appendix D

One-way ANOVA by Year of Employment

End of Year Survey by Years of Employment

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Q1	Between Groups	89.962	2	44.981	.	.
	Within Groups	.000	183	.000		
	Total	89.962	185			
Q2	Between Groups	13.362	2	6.681	20.423	.000
	Within Groups	56.921	174	.327		
	Total	70.282	176			
Q3	Between Groups	.243	2	.121	.222	.801
	Within Groups	99.411	182	.546		
	Total	99.654	184			
Q4	Between Groups	.152	2	.076	.248	.780
	Within Groups	55.653	182	.306		
	Total	55.805	184			
Q5	Between Groups	1.666	2	.833	1.436	.241
	Within Groups	106.183	183	.580		
	Total	107.849	185			
Q6	Between Groups	1.989	2	.995	1.921	.149
	Within Groups	94.259	182	.518		
	Total	96.249	184			
Q7	Between Groups	.321	2	.161	.296	.744
	Within Groups	99.335	183	.543		
	Total	99.656	185			
Q8	Between Groups	.004	2	.002	.006	.994
	Within Groups	60.990	183	.333		
	Total	60.995	185			
Q9	Between Groups	.433	2	.217	.480	.620
	Within Groups	82.647	183	.452		
	Total	83.081	185			
Q10	Between Groups	.040	2	.020	.076	.927
	Within Groups	47.810	183	.261		
	Total	47.849	185			
Q11	Between Groups	1.814	2	.907	1.874	.156
	Within Groups	88.600	183	.484		
	Total	90.414	185			
Q12	Between Groups	6.133	2	3.066	4.660	.011
	Within Groups	120.426	183	.658		
	Total	126.559	185			
Q13	Between Groups	2.492	2	1.246	1.901	.152
	Within Groups	119.959	183	.656		
	Total	122.452	185			
Q14	Between Groups	3.211	2	1.605	1.679	.189
	Within Groups	174.011	182	.956		
	Total	177.222	184			
Q15	Between Groups	.976	2	.488	.539	.584
	Within Groups	164.624	182	.905		
	Total	165.600	184			
Q16	Between Groups	.705	2	.353	.400	.671
	Within Groups	160.344	182	.881		
	Total	161.049	184			

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Q17	Between Groups	.176	2	.088	.093	.912
	Within Groups	172.711	182	.949		
	Total	172.886	184			
Q18	Between Groups	4.500	2	2.250	2.815	.062
	Within Groups	146.258	183	.799		
	Total	150.758	185			
Q19	Between Groups	.034	2	.017	1.429	.243
	Within Groups	1.941	161	.012		
	Total	1.976	163			

Post Hoc Tests

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) year	(J) year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Q2	first year	second year	-.490*	.097	.000	-.72	-.26
		thrid year	-.685*	.137	.000	-1.01	-.36
	second year	first year	.490*	.097	.000	.26	.72
		thrid year	-.194	.148	.390	-.54	.16
	thrid year	first year	.685*	.137	.000	.36	1.01
		second year	.194	.148	.390	-.16	.54
Q3	first year	second year	-.047	.120	.918	-.33	.24
		thrid year	-.108	.173	.809	-.52	.30
	second year	first year	.047	.120	.918	-.24	.33
		thrid year	-.060	.185	.943	-.50	.38
	thrid year	first year	.108	.173	.809	-.30	.52
		second year	.060	.185	.943	-.38	.50
Q4	first year	second year	-.042	.090	.887	-.26	.17
		thrid year	-.081	.130	.805	-.39	.23
	second year	first year	.042	.090	.887	-.17	.26
		thrid year	-.039	.138	.957	-.37	.29
	thrid year	first year	.081	.130	.805	-.23	.39
		second year	.039	.138	.957	-.29	.37
Q5	first year	second year	-.209	.124	.214	-.50	.08
		thrid year	-.108	.179	.818	-.53	.31
	second year	first year	.209	.124	.214	-.08	.50
		thrid year	.101	.190	.857	-.35	.55
	thrid year	first year	.108	.179	.818	-.31	.53
		second year	-.101	.190	.857	-.55	.35
Q6	first year	second year	-.228	.117	.130	-.50	.05
		thrid year	-.127	.169	.734	-.53	.27
	second year	first year	.228	.117	.130	-.05	.50
		thrid year	.101	.180	.841	-.32	.53
	thrid year	first year	.127	.169	.734	-.27	.53
		second year	-.101	.180	.841	-.53	.32
Q7	first year	second year	-.084	.120	.765	-.37	.20
		thrid year	.024	.173	.989	-.38	.43
	second year	first year	.084	.120	.765	-.20	.37
		thrid year	.108	.184	.828	-.33	.54
	thrid year	first year	-.024	.173	.989	-.43	.38
		second year	-.108	.184	.828	-.54	.33
Q8	first year	second year	.010	.094	.994	-.21	.23
		thrid year	.010	.135	.997	-.31	.33
	second year	first year	-.010	.094	.994	-.23	.21
		thrid year	.000	.144	1.000	-.34	.34
	thrid year	first year	-.010	.135	.997	-.33	.31
		second year	.000	.144	1.000	-.34	.34
Q9	first year	second year	-.070	.109	.798	-.33	.19
		thrid year	.088	.158	.843	-.28	.46
	second year	first year	.070	.109	.798	-.19	.33
		thrid year	.158	.168	.615	-.24	.55
	thrid year	first year	-.088	.158	.843	-.46	.28
		second year	-.158	.168	.615	-.55	.24
Q10	first year	second year	-.020	.083	.970	-.22	.18
		thrid year	.029	.120	.968	-.25	.31
	second year	first year	.020	.083	.970	-.18	.22
		thrid year	.049	.128	.923	-.25	.35
	thrid year	first year	-.029	.120	.968	-.31	.25
		second year	-.049	.128	.923	-.35	.25

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) year	(J) year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Q11	first year	second year	-.166	.113	.308		
		thrid year	-.259	.163	.254		
	second year	first year	.166	.113	.308		
		thrid year	-.092	.174	.856		
	thrid year	first year	.259	.163	.254		
	second year	.092	.174	.856			
Q12	first year	second year	-.138	.132	.549		
		thrid year	-.578*	.190	.008		
	second year	first year	.138	.132	.549		
		thrid year	-.440	.203	.079		
	thrid year	first year	.578*	.190	.008		
	second year	.440	.203	.079			
Q13	first year	second year	-.191	.132	.317		
		thrid year	-.308	.190	.238		
	second year	first year	.191	.132	.317		
		thrid year	-.117	.202	.832		
	thrid year	first year	.308	.190	.238		
	second year	.117	.202	.832			
Q14	first year	second year	.082	.160	.865		
		thrid year	-.361	.229	.258		
	second year	first year	-.082	.160	.865		
		thrid year	-.444	.245	.169		
	thrid year	first year	.361	.229	.258		
	second year	.444	.245	.169			
Q15	first year	second year	.129	.155	.683		
		thrid year	-.087	.223	.919		
	second year	first year	-.129	.155	.683		
		thrid year	-.216	.238	.634		
	thrid year	first year	.087	.223	.919		
	second year	.216	.238	.634			
Q16	first year	second year	-.106	.153	.768		
		thrid year	-.159	.220	.751		
	second year	first year	.106	.153	.768		
		thrid year	-.053	.234	.972		
	thrid year	first year	.159	.220	.751		
	second year	.053	.234	.972			
Q17	first year	second year	-.068	.158	.903		
		thrid year	-.029	.233	.992		
	second year	first year	.068	.158	.903		
		thrid year	.040	.248	.986		
	thrid year	first year	.029	.233	.992		
	second year	-.040	.248	.986			
Q18	first year	second year	-.310	.145	.087		
		thrid year	-.324	.210	.272		
	second year	first year	.310	.145	.087		
		thrid year	-.015	.223	.998		
	thrid year	first year	.324	.210	.272		
	second year	.015	.223	.998			
Q19	first year	second year	-.011	.019	.824		
		thrid year	.036	.027	.361		
	second year	first year	.011	.019	.824		
		thrid year	.048	.028	.214		
	thrid year	first year	-.036	.027	.361		
	second year	-.048	.028	.214			

*. The mean difference is significant at the .05 level.

Appendix E

One-way ANOVA by Job Level

End of Year Survey by Job Level

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Q1	Between Groups	18.378	2	9.189	23.676	.000
	Within Groups	67.920	175	.388		
	Total	86.298	177			
Q2	Between Groups	69.435	2	34.717	6265.406	.000
	Within Groups	.970	175	.006		
	Total	70.404	177			
Q3	Between Groups	.095	2	.047	.084	.919
	Within Groups	97.838	174	.562		
	Total	97.932	176			
Q4	Between Groups	1.480	2	.740	2.427	.091
	Within Groups	53.379	175	.305		
	Total	54.860	177			
Q5	Between Groups	3.433	2	1.716	2.995	.053
	Within Groups	100.303	175	.573		
	Total	103.736	177			
Q6	Between Groups	3.462	2	1.731	3.337	.038
	Within Groups	90.267	174	.519		
	Total	93.729	176			
Q7	Between Groups	.815	2	.408	.745	.476
	Within Groups	95.730	175	.547		
	Total	96.545	177			
Q8	Between Groups	2.311	2	1.155	3.567	.030
	Within Groups	56.683	175	.324		
	Total	58.994	177			
Q9	Between Groups	.116	2	.058	.127	.880
	Within Groups	79.912	175	.457		
	Total	80.028	177			
Q10	Between Groups	.854	2	.427	1.657	.194
	Within Groups	45.084	175	.258		
	Total	45.938	177			
Q11	Between Groups	.978	2	.489	.988	.374
	Within Groups	86.623	175	.495		
	Total	87.601	177			
Q12	Between Groups	1.997	2	.999	1.429	.242
	Within Groups	122.256	175	.699		
	Total	124.253	177			
Q13	Between Groups	2.591	2	1.296	1.923	.149
	Within Groups	117.886	175	.674		
	Total	120.478	177			
Q14	Between Groups	4.652	2	2.326	2.435	.091
	Within Groups	166.241	174	.955		
	Total	170.893	176			
Q15	Between Groups	4.809	2	2.405	2.709	.069
	Within Groups	154.456	174	.888		
	Total	159.266	176			
Q16	Between Groups	5.251	2	2.625	3.000	.052
	Within Groups	152.275	174	.875		
	Total	157.525	176			

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Q17	Between Groups	.382	2	.191	.202	.817
	Within Groups	163.476	173	.945		
	Total	163.858	175			
Q18	Between Groups	2.984	2	1.492	1.815	.166
	Within Groups	143.892	175	.822		
	Total	146.876	177			
Q19	Between Groups	.002	2	.001	.188	.829
	Within Groups	.991	153	.006		
	Total	.994	155			

Post Hoc Tests

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) joblevel	(J) joblevel	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Q1	entry	intermediate	-.722*	.121	.000	-1.01	-.44
		advanced	-.728*	.170	.000	-1.13	-.33
	intermediate	entry	.722*	.121	.000	.44	1.01
		advanced	-.006	.194	.999	-.46	.45
	advanced	entry	.728*	.170	.000	.33	1.13
		intermediate	.006	.194	.999	-.45	.46
Q2	entry	intermediate	-.970*	.015	.000	-1.00	-.94
		advanced	-2.000*	.020	.000	-2.05	-1.95
	intermediate	entry	.970*	.015	.000	.94	1.00
		advanced	-1.030*	.023	.000	-1.09	-.98
	advanced	entry	2.000*	.020	.000	1.95	2.05
		intermediate	1.030*	.023	.000	.98	1.09
Q3	entry	intermediate	.005	.146	.999	-.34	.35
		advanced	.084	.205	.912	-.40	.57
	intermediate	entry	-.005	.146	.999	-.35	.34
		advanced	.079	.234	.939	-.47	.63
	advanced	entry	-.084	.205	.912	-.57	.40
		intermediate	-.079	.234	.939	-.63	.47
Q4	entry	intermediate	-.144	.108	.375	-.40	.11
		advanced	-.290	.151	.135	-.65	.07
	intermediate	entry	.144	.108	.375	-.11	.40
		advanced	-.145	.172	.675	-.55	.26
	advanced	entry	.290	.151	.135	-.07	.65
		intermediate	.145	.172	.675	-.26	.55
Q5	entry	intermediate	-.303	.148	.103	-.65	.05
		advanced	-.333	.206	.242	-.82	.15
	intermediate	entry	.303	.148	.103	-.05	.65
		advanced	-.030	.236	.991	-.59	.53
	advanced	entry	.333	.206	.242	-.15	.82
		intermediate	.030	.236	.991	-.53	.59
Q6	entry	intermediate	-.333*	.141	.049	-.67	.00
		advanced	-.267	.196	.366	-.73	.20
	intermediate	entry	.333*	.141	.049	.00	.67
		advanced	.067	.224	.952	-.46	.60
	advanced	entry	.267	.196	.366	-.20	.73
		intermediate	-.067	.224	.952	-.60	.46
Q7	entry	intermediate	-.176	.144	.444	-.52	.17
		advanced	-.018	.202	.996	-.49	.46
	intermediate	entry	.176	.144	.444	-.17	.52
		advanced	.158	.230	.773	-.39	.70
	advanced	entry	.018	.202	.996	-.46	.49
		intermediate	-.158	.230	.773	-.70	.39
Q8	entry	intermediate	-.213	.111	.136	-.48	.05
		advanced	-.328	.155	.090	-.70	.04
	intermediate	entry	.213	.111	.136	-.05	.48
		advanced	-.115	.177	.793	-.53	.30
	advanced	entry	.328	.155	.090	-.04	.70
		intermediate	.115	.177	.793	-.30	.53
Q9	entry	intermediate	-.036	.132	.959	-.35	.28
		advanced	-.085	.184	.890	-.52	.35
	intermediate	entry	.036	.132	.959	-.28	.35
		advanced	-.048	.210	.971	-.55	.45
	advanced	entry	.085	.184	.890	-.35	.52
		intermediate	.048	.210	.971	-.45	.55

Multiple Comparisons (cont.)

Tukey HSD

Dependent Variable	(I) joblevel	(J) joblevel	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Q10	entry	intermediate	-.039	.099	.917	-.27	.19
		advanced	-.251	.138	.167	-.58	.08
	intermediate	entry	.039	.099	.917	-.19	.27
		advanced	-.212	.158	.374	-.59	.16
	advanced	entry	.251	.138	.167	-.08	.58
		intermediate	.212	.158	.374	-.16	.59
Q11	entry	intermediate	-.074	.137	.853	-.40	.25
		advanced	-.262	.192	.362	-.72	.19
	intermediate	entry	.074	.137	.853	-.25	.40
		advanced	-.188	.219	.668	-.71	.33
	advanced	entry	.262	.192	.362	-.19	.72
		intermediate	.188	.219	.668	-.33	.71
Q12	entry	intermediate	-.275	.163	.212	-.66	.11
		advanced	-.069	.228	.950	-.61	.47
	intermediate	entry	.275	.163	.212	-.11	.66
		advanced	.206	.260	.709	-.41	.82
	advanced	entry	.069	.228	.950	-.47	.61
		intermediate	-.206	.260	.709	-.82	.41
Q13	entry	intermediate	-.289	.160	.171	-.67	.09
		advanced	-.228	.224	.565	-.76	.30
	intermediate	entry	.289	.160	.171	-.09	.67
		advanced	.061	.256	.969	-.54	.66
	advanced	entry	.228	.224	.565	-.30	.76
		intermediate	-.061	.256	.969	-.66	.54
Q14	entry	intermediate	-.220	.191	.483	-.67	.23
		advanced	-.541	.267	.108	-1.17	.09
	intermediate	entry	.220	.191	.483	-.23	.67
		advanced	-.321	.304	.543	-1.04	.40
	advanced	entry	.541	.267	.108	-.09	1.17
		intermediate	.321	.304	.543	-.40	1.04
Q15	entry	intermediate	-.376	.184	.104	-.81	.06
		advanced	-.358	.257	.347	-.97	.25
	intermediate	entry	.376	.184	.104	-.06	.81
		advanced	.018	.293	.998	-.68	.71
	advanced	entry	.358	.257	.347	-.25	.97
		intermediate	-.018	.293	.998	-.71	.68
Q16	entry	intermediate	-.344	.182	.146	-.78	.09
		advanced	-.465	.255	.165	-1.07	.14
	intermediate	entry	.344	.182	.146	-.09	.78
		advanced	-.121	.291	.909	-.81	.57
	advanced	entry	.465	.255	.165	-.14	1.07
		intermediate	.121	.291	.909	-.57	.81
Q17	entry	intermediate	.034	.190	.983	-.41	.48
		advanced	.167	.265	.804	-.46	.79
	intermediate	entry	-.034	.190	.983	-.48	.41
		advanced	.133	.303	.899	-.58	.85
	advanced	entry	-.167	.265	.804	-.79	.46
		intermediate	-.133	.303	.899	-.85	.58
Q18	entry	intermediate	-.215	.177	.446	-.63	.20
		advanced	-.403	.247	.237	-.99	.18
	intermediate	entry	.215	.177	.446	-.20	.63
		advanced	-.188	.282	.784	-.86	.48
	advanced	entry	.403	.247	.237	-.18	.99
		intermediate	.188	.282	.784	-.48	.86

Multiple Comparisons (cont.)

Tukey HSD

Dependent Variable	(I) joblevel	(J) joblevel	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Q19	entry	intermediate	-.009	.016	.847	-.05	.03
		advanced	-.009	.025	.935	-.07	.05
	intermediate	entry	.009	.016	.847	-.03	.05
		advanced	.000	.028	1.000	-.07	.07
	advanced	entry	.009	.025	.935	-.05	.07
		intermediate	.000	.028	1.000	-.07	.07

*. The mean difference is significant at the .05 level.

Appendix F

Sample Survey: Student Development Process End of Year Survey

Student Unions & Activities Student Development Process End of Year Survey

Name: _____ Date: _____
 Work Area: _____ Supervisor: _____

Year of Employment at SUA First Year Second Year Third or more

Job Level Entry Intermediate Advanced

In an effort to continuously improve our efforts toward development with you and future student employees, we would like your feedback on your experience working within Student Unions & Activities. We are dedicated to advancing student employees' transferable skills and by using the Student Development Outcomes we hope to achieve this. We advise that you review your job description before filling out the form. Thank you

Please rate the degree to which you agree or disagree with the following statements:

OBJECTIVES

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>
Working at SUA has had a positive impact on my academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working at SUA has had a positive impact on my personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working at SUA has had a positive impact on my career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working at SUA has helped me understand how the skills I have learned can be transferred into other careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PROCESS

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>
The purpose of the Performance Development Process was clearly explained to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My on the job tasks allowed me to continuously improve my skill sets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was provided with enough coaching to develop my skills on the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend working at SUA to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The conversations and meetings I had with my supervisor helped with my skill development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OVERALL DEVELOPMENT

To what extent have you developed in these areas since you started working at Student Unions & Activities:

	<i>NO DEVELOPMENT OCCURRED</i>	<i>To a VERY SMALL extent</i>	<i>To a SMALL extent</i>	<i>To SOME extent</i>	<i>To a LARGE extent</i>	<i>To a VERY LARGE extent</i>
Responsibility and Accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independence and Interdependence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciation of Differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance of Ambiguity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Unions & Activities has strived to improve students skill development by implementing the Student Development Outcomes: Responsibility & Accountability, Independence & Interdependence, Goal Orientation, Self-Awareness, Resilience, Appreciation of Differences, and Tolerance of Ambiguity.

COMMENTS:

What specifically at this job (supervisor, tasks, coworkers) has helped you develop the skills within the student development outcomes? Please give specific examples.

What more can SUA and/or your supervisor do differently in the future to help you develop in these specific skills?

Did the development process affect your decision to stay an employee at SUA? Why or why not?

Is this your first paid work experience?

Yes

No

Reporting Notes: OMS/OFYP

Do Program Assistants' self-rated learning outcomes change over time?

Process:

A repeated measures ANOVA was run on the pre-, mid-, and post-data for 2007-08. Significant trends were found for 30 individual items (up from the 24 in 2006-2007) (see Table 1) and for all 7 overall areas (see Table 2). Also see *Development Outcomes Pre Mid Post Report* for individual items and overall outcome areas.

Example Analysis:

The repeated measures ANOVA identified a significant trend over time for leaders' ratings of their confidence in making independent decisions. In the *Development Outcomes Pre Mid Post Report*, the **Descriptive Statistics** table shows that the mean ratings changed from 4.08 on the pre-rating, to 4.35 on the mid-, to 4.77 at the post-. Because the significance column of the **Mauchly's Test of Sphericity** table is not significant (greater than .05), the "Greenhouse-Geisser" row is used in the **Test of Within-Subjects Effects** table to determine that the trend is significant at a level of .000.

Note: If the **Mauchly's Test of Sphericity** table shows a significance of less than .05, the "Sphericity Assumed" row will be used in the **Test of Within-Subjects Effects** table to determine whether the results are significant.

The ANOVA identified a significant overall trend, but to determine which ratings are significantly different from each other, the **Tests of Within-Subjects Contrasts** and **Paired Samples Test** tables are used. The **Tests of Within-Subjects Contrasts** table shows a significant difference at a level of .050 between Level 1 and Level 2 (pre- and mid-) and a significant difference between Level 2 and Level 3 at .000 (mid- and post-). The **Paired Samples Test** table indicates a significant difference (at a level of .000) between pre- and post- ratings.

Table 1: Changes in orientation leaders' self-ratings for all questions

To what extent do these skills and behaviors describe you? Choose the response that best applies to each statement:	Pre –Mid – Post
I am confident in making independent decisions.	$p < .05$
I actively learn about topics or issues of which I have less knowledge.	$p < .05$
I actively listen to diverse points of view.	$p < .05$
I understand what is expected of me as it relates to this position.	$p < .05$
I do not allow distractions to prevent timely completion of tasks.	$p < .05$
I can work in situations where the rules are not always clear.	$p < .05$
When given constructive feedback, I capture the learning so it doesn't happen again.	$p < .05$
I can clearly define my personal leadership style.	$p < .05$
I am comfortable making suggestions to help the team reach our goal.	$p < .05$
I seek out assistance needed to achieve my goals.	$p < .05$
I support the decisions that the team makes without me.	$p < .05$
I am flexible when it comes to last minute changes and adjustments.	$p < .05$
I work consistently to achieve my long range goals.	$p < .05$
I can accurately assess and articulate my strengths and weaknesses.	$p < .05$
I can adapt my behavior in response to team or organizational needs.	$p < .05$
I actively seek out people different than myself.	$p < .05$
I can learn from my mistakes.	$p < .05$
I challenge people to try out new and innovative ways to do things.	$p < .05$
I contribute to creating an inclusive environment.	$p < .05$
I develop cooperative relationships among the people I work with.	$p < .05$
I take responsibilities for my mistakes.	$p < .05$
I am confident when leading a group of peers.	$p < .05$
I follow through on the promises and commitments that I make.	<i>N.S.</i>
I am comfortable with working in a changing environment.	$p < .05$
I have a clear understanding of how I define diversity.	$p < .05$
I seek out challenging opportunities that test my own skills and abilities.	$p < .05$
I treat others with dignity and respect.	$p < .05$
I know when to work alone and when to consult with others.	$p < .05$
I make it a point to let people know about my confidence in their abilities.	$p < .05$
I push myself when I need to accomplish a goal.	$p < .05$
I set a personal example of what I expect of others.	$p < .05$

$p < .05$ = statistically significant (at the .05 level)

N.S. = not significant (at the .05 level)

Table 2: Changes in orientation leaders' self-ratings for overall areas

To what extent do these skills and behaviors describe you? Choose the response that best applies to each statement:	Pre –Mid – Post
Responsibility Area	<i>p</i> < .05
Differences Area	<i>p</i> < .05
Ambiguity Area	<i>p</i> < .05
Resilience Area	<i>p</i> < .05
Goal Orientation Area	<i>p</i> < .05
Self-Confidence Area	<i>p</i> < .05
Independence Area	<i>p</i> < .05

p < .05 = statistically significant (at the .05 level)

N.S. = not significant (at the .05 level)