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