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Where are our students, developmentally?

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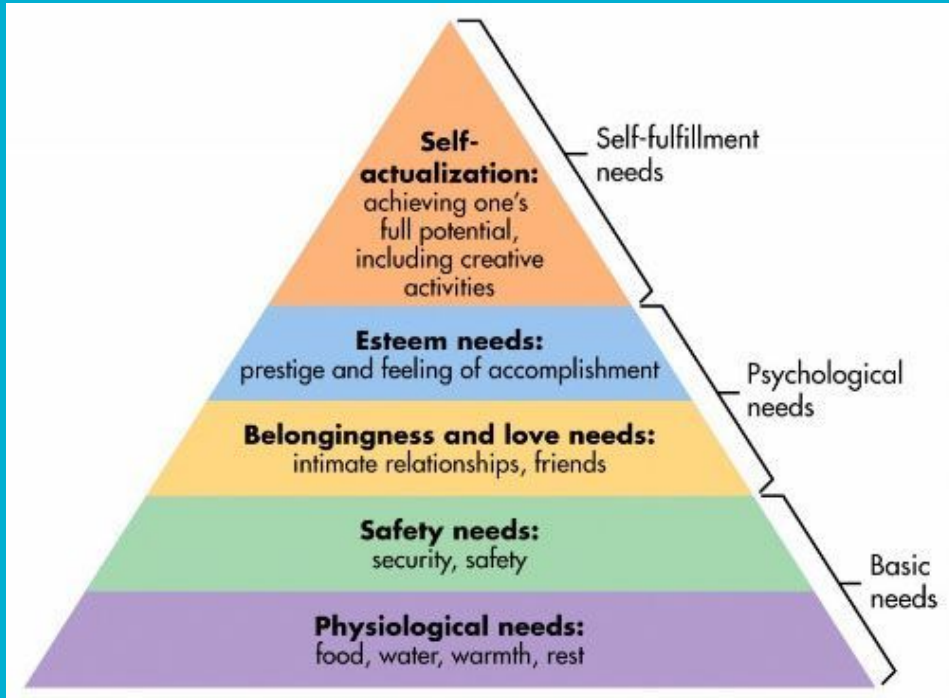jennifer.nissen@snc.edu

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Where are our students, developmentally?

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Because it's been a long time since we were all 18…

Maslow's Hierarchy of Needs

"During the first six weeks, a great deal of focus is spent on the first three categories...particularly the connection the student has with peers and mentors. The theory suggests that higher level needs cannot be focused on until lower level needs are met (for example, a student won't care about building self esteem unless/until they feel a sense of belongingness within the community)."

- Boehman, 2010

The W-Curve and the First Year of College
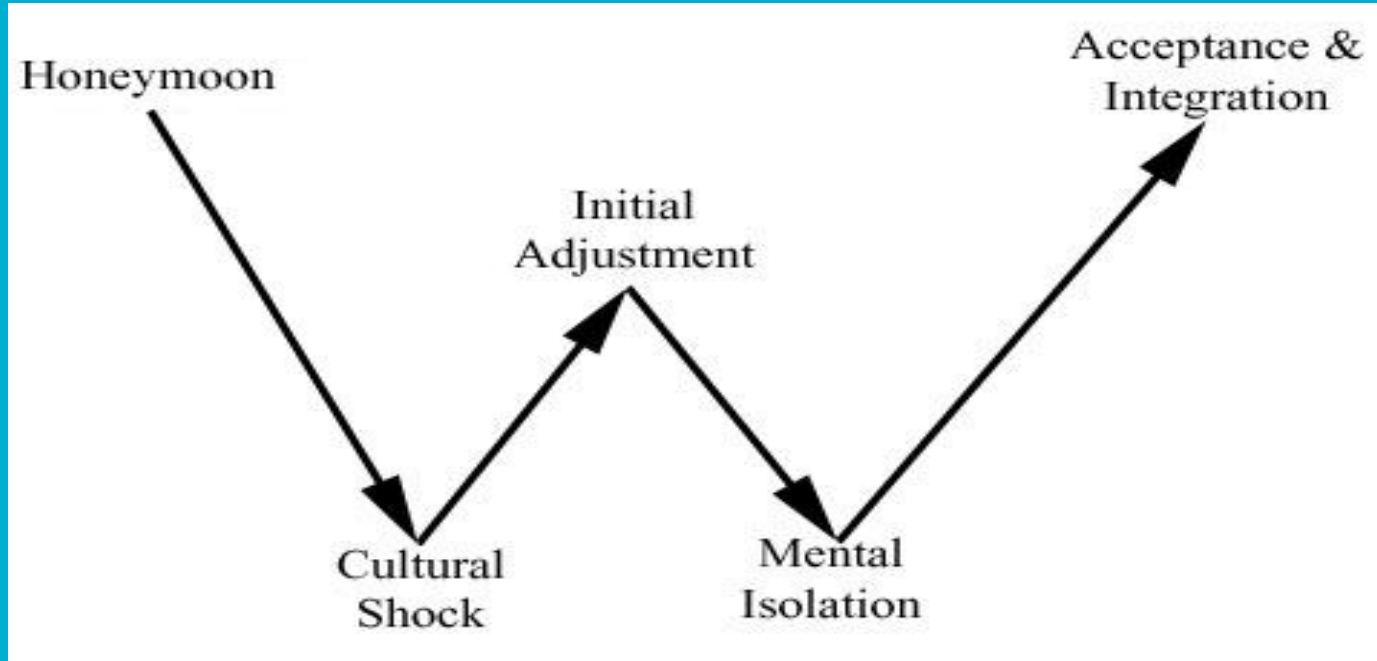
Schlossberg's Transition Theory

- Four major sets of factors that influence a person's ability to cope with a transition: situation, self, support, and strategies
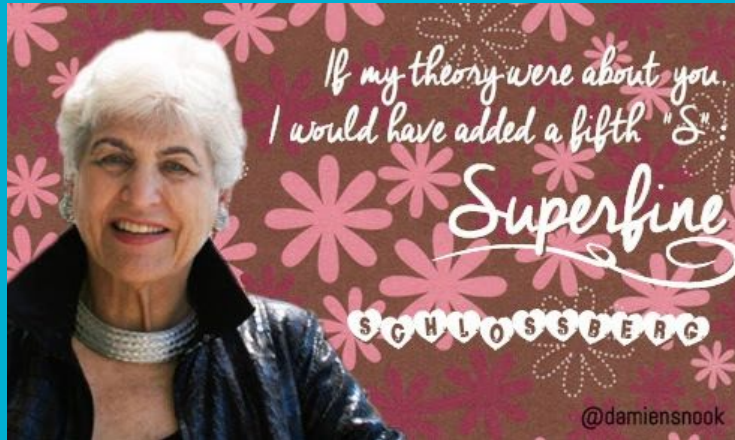 - SITUATION
  - SELF
  - SUPPORT
  - STRATEGIES

If my theory were about you, I would have added a fifth "S": Superfine

SCHLOSSBERG

@damiensnook

Marginality & mattering

- Feelings of marginality when individuals take on new roles, especially when new role is uncertain
  - Not fitting in, can lead to depression, self-consciousness, irritability
- Mattering - our belief that we matter to someone else
  - Attention - feeling noticed
  - Importance - cared about
  - Ego-extension - feeling that someone else will be proud of what you do or will sympathize with failures
  - Dependence - being needed
  - Appreciation - feeling appreciated

B = f (p x e)

Behavior is a **F**unction of the **P**erson interacting with their **E**nvironment
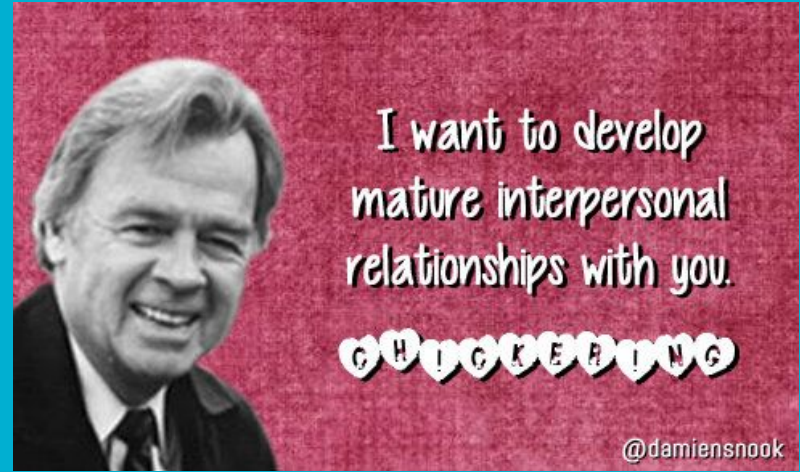
Chickering's 7 Vectors

Years 1-2
1. Developing Competence
2. Managing Emotions
3. Moving Through Autonomy Toward Interdependence

Years 2-3
4. Developing Mature Interpersonal Relationships

Years 3-4
5. Establishing Identity
6. Developing Purpose
7. Developing Integrity

Chickering's Seven Vectors	What it looks like for your student
Developing Confidence: intellectual, physical/manual, and interpersonal competence (physical and manual skills)	Student learns how to do laundry and does it each week without being asked
Managing Emotions: recognizing, accepting, appropriately expressing and controlling emotion	Student recognize & accepts emotions and appropriately expresses and controls them during roommate conflict
Moving Through Autonomy Toward Interdependence: increasing emotional independence, self-direction, and problem-solving abilities, as well as recognizing and accepting interdependence	Student takes ownership managing their time, registers for classes, and seeks tutoring assistance on campus
Developing Mature Interpersonal Relationships: developing capacity for healthy intimate relationships that contribute to sense of self, while accepting and appreciating differences	Student establishes a new peer group -develops intercultural & interpersonal tolerance, appreciates differences; creates healthy, intimate relationships
Establishing Identity: based on feedback from significant others, developing comfort with self (physically and emotionally), one's lifestyle, gender, sexuality and cultural heritage	Student acknowledge differences in identity development based on gender, ethnic background sexual orientation and lifestyle choices
Developing Purpose: developing clear vocational goals and committing to personal interests and activities	Student develops career goals, make commitments to personal interests & activities-establishes strong commitment to RSO
Developing Integrity: moving from rigid, moralistic thinking to a more humanized personalized value system; acknowledging and accepting the beliefs of others.	Student develops strong sense of self and lifestyle congruent to his or her values

Left margin labels:
← FIRST 2 YEARS ↑

SECOND AND THIRD YEAR

THIRD AND FOURTH YEAR

How can we help students through this transition?

Challenge & Support (Sanford)

For growth to occur, a person needs a balanced amount of **challenge** and **support** as appropriate for the task. Too much **support**, and the student will never really learn what they need to grow and develop…too much **challenge**, and the student will become frustrated and possibly quit trying.

Discussion

- What are some college student behaviors that you may understand better now? How do those behaviors connect to students' developmental stage?
- How can Gateway help students navigate the transition, as well as develop competence and grow in their relationships?