Where are our students, developmentally?

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Where are our students, developmentally?

Because it’s been a long time since we were all 18...
“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

- Honeymoon
- Cultural Shock
- Initial Adjustment
- Mental Isolation
- Acceptance & Integration
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

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