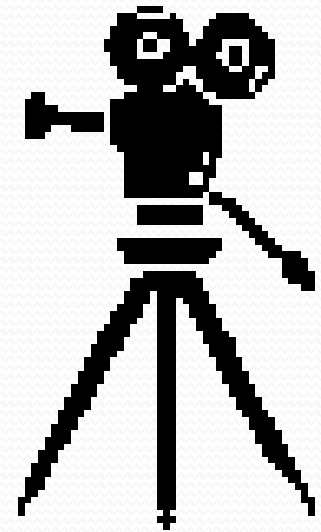


College Success and the Cinema



Presented by

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Chickering's Vectors of Development

- Perhaps most widely known and applied theory of student development.
- Seven vectors along which traditionally aged college students develop.
- Original theory in 1969, revised in 1993.
- Has withstood the test of time, although includes new research findings and incorporates research on gender, race, and adult learners.

1. Developing Competence
2. Managing Emotions
3. Moving Through Autonomy Toward Interdependence
4. Developing Mature Interpersonal Relationships
5. Establishing Identity
6. Developing Purpose
7. Developing Integrity

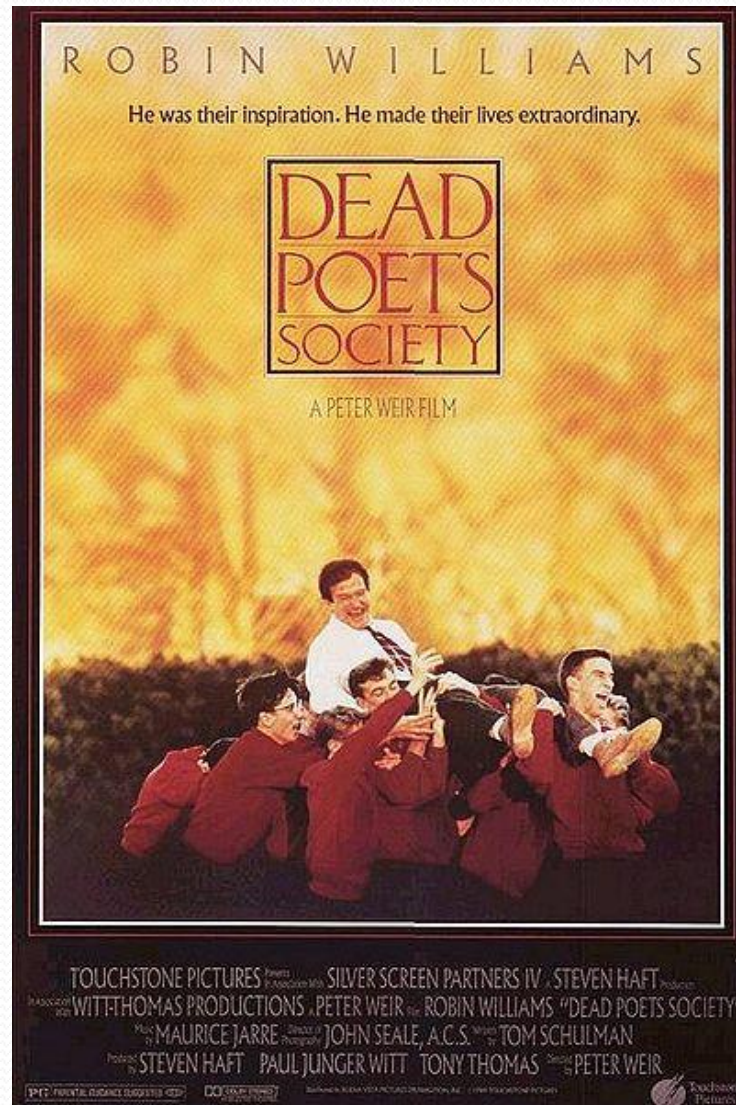
Developing Competence

Development of a sense of confidence in one's ability to cope with what occurs and to achieve successfully what one sets out to do.

Ability to manage a variety of social situations from talking in class to meeting strangers.

Developing competence gives the student an increasing capability to manage a variety of social situations from talking in class to meeting strangers. Without gaining some of the confidence maturation along this vector provides, maturation along sequential vectors may be difficult.

Developing Competence:





What could your institution be doing, in and outside the classroom,
that promotes the development of **Competence**

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Activities That Promote Competence

- Reflective thought/papers
- Constructive feedback
- Public speaking (in classrooms and clubs)
- Interviewing faculty in field of interest
- Role playing
- Coaching through writing and project assignments
- Take students seriously
- Residence hall community standards

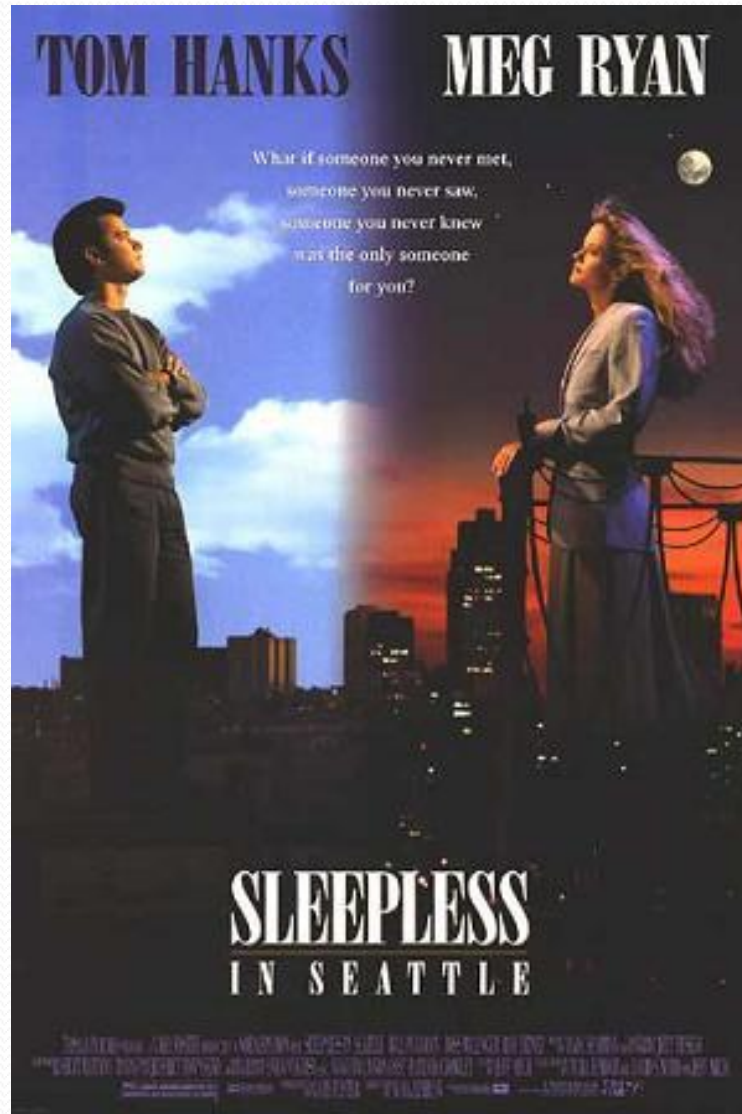
Managing Emotions

The ability to recognize and accept emotions and to appropriately express and control them.

Learning to act on feelings in a responsible manner; feelings such as anxiety, depression, anger, shame, guilt, caring, optimism and inspiration.

Students' limited ability to manage emotions is often reflected in the common problems of apartment damage, roommate conflict, exploitative sexual encounters, substance abuse, and excessive academic anxiety.

Managing Emotions:





What could your institution be doing, in and outside the classroom,
that promotes the development of **Managing Emotions**

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Activities That Promote Managing Emotions

- Create situations that require emotional responses and then rebut their solutions or claims and force a discussion
- Debates
- Use guest speakers with alternative points of view
- Community service or volunteer work with reflection
- Self-disclosure activities
- Help students deal with failure or mediocrity in academe
- Assist students in their adjustment to college and each other
- Referrals to Counseling Center

Moving Through Autonomy Toward Interdependence

Mature independence requires both emotional and instrumental independence as well as recognition of one's interdependencies.

To be emotionally independent is to be free of continual and pressing needs for reassurance and approval from others.

Instrumental independence is the ability to cope with problems without seeking help; self-direction.

Interdependence involves recognizing and accepting their interconnectedness with others.

Moving Through Autonomy Toward Interdependence:





What could your institution be doing, in and outside the classroom,
that promotes the development of **Autonomy**

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Activities That Promote Autonomy

- Solving problems, team work and interdependence.
- Include life stories in class discussion, career choices, marriage, and family situations.
- Disengagement from parents through support of peers and nonparental adults
- Allow students individual projects or tests.
- Acknowledge parental influence, goes both ways!
Treat parents as partners.

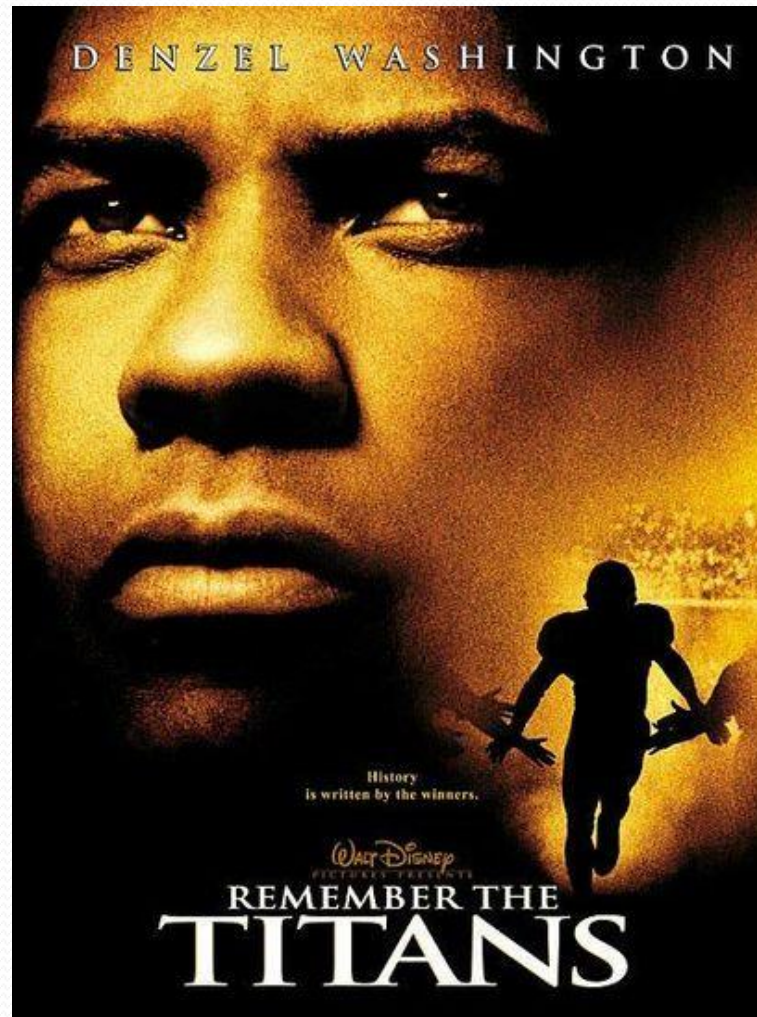
Developing Mature Interpersonal Relationships

Development of intercultural and interpersonal tolerance and appreciation of differences.

Capacity for healthy and lasting intimate relationships.

Ability to accept individuals for who they are, to respect differences, and to appreciate commonalities.

Developing Mature Interpersonal Relationships:





What could your institution be doing, in and outside the classroom,
that promotes the development of **Mature Relationships**

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Activities That Promote Mature Relationships

- Careful selection of groups
- Assign built-in opportunities for processing relationships within groups of students
- Giving credit for joining campus organizations
- Multicultural awareness activities



Establishing Identity

Builds on each of the previous vectors.

Includes comfort with body and appearance, gender and sexual orientation, a sense of one's cultural heritage, a secure sense of self in light of feedback from others, self-acceptance and self-esteem.

Revised theory acknowledges differences based on gender, ethnic background, and sexual orientation.

Establishing Identity:





What could your institution be doing, in and outside the classroom,
that promotes the development of **Identity**

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Activities That Promote Identity Development

- Journals
- Case studies that provide examples of varied role models in your area of expertise
- Solicit opinion papers regarding the content of material learned, a speaker, etc.
- When a student has achieved a stable and realistic self-image, new challenges will be less threatening, and the student should be better prepared to respond to new ideas and concepts or conflicting values and beliefs.



Developing Purpose

Developing clear vocational goals.

Make meaningful commitments to specific personal interests and activities.

Intentionally making – and staying – with decisions, even in the face of opposition.

Developing Purpose:





What could your institution be doing, in and outside the classroom,
that promotes the development of **Purpose**

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Activities That Promote Purpose


- Assist them in articulating ideas which integrate their own developing purposes and ideas encountered in reading, discussion, and lectures.
- Respond to such questions in an open and thoughtful manner.
- Listen as students try to clarify their uncertainties.
- Encourage a student to be working for something more than just a grade.

Students whom faculty contacted “several” times planned to go on for further study much more often than students who reported little contact of this kind.

Students regard teachers as either equally or more influential than their parents in vocational planning. Teachers have power! They are models, looked upon as mentors. So offer encouragement or suggestions

Developing Integrity

Three sequential but overlapping stages:

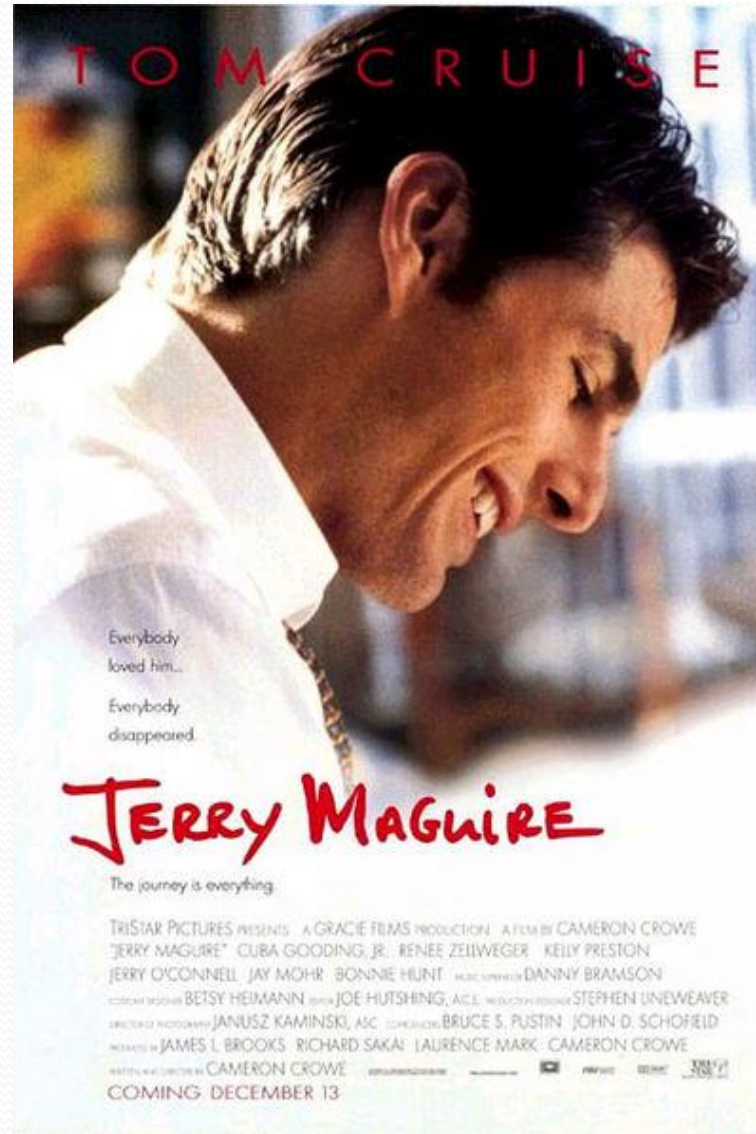


Humanizing values (i.e., Moving from a rigid and “black and white” system of values to one in which the interest of others is balanced with one’s own needs and interests.)

Personalizing values (i.e., Knowing and affirming one’s own values while respecting others.)

Developing values congruence (i.e., Achievement of behavior consistent with personalized values.)

Developing Integrity:





What could your institution be doing, in and outside the classroom,
that promotes the development of **Integrity**

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Activities That Promote Integrity

Values are what we use to measure what we perceive, with previous experiences. In readings, lectures, and class discussion, there are questions of value:

- **Choose discussions, readings, and lectures that can increase those moments of value clarification for students.**
- **Give students opportunities to act. In all acts or contemplated acts reside questions of value.**
- **Be a model by remaining neutral.**
- **Service Learning and Community Service**
- **Include ethical decision making topic in leadership development series**

Notes

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