College Student Development Theory

2014 Weber State University Student Affairs Academy

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Student Characteristics

- Average Age: 26
- 58% of students report that they identify as a nontraditional student.
- 39% of students report having dependents living in their home
- 21% of students report being the first in their family to attend college
- 3-5% of our students identify as lesbian, gay, bisexual, or queer.
Student Characteristics
(excluding concurrent)

- Race and Ethnicity Breakdown
  - 2% African American
  - 2% Asian/Pacific Islander
  - 68% Caucasian
  - 9% Hispanic
  - 2% International
  - 1% American Indian
  - 2% Multiracial

- 53% of students were female
- 26% of students were freshman.
Student Characteristics

• For fall 2013,
  • 33% of students lived in Weber County
  • 38% lived in Davis County
  • 56% of students were part time
  • 17% of students had majors in health professions
  • 12% of students had majors in COAST and General Studies.
Student Characteristics

- 59% of our students identify as LDS
- 5% of students were born in a country other than the US
- 24% of students speak 2 or more languages fluently
- 25% of students live with their parents
- 15% of students live with friends or roommates
- 53% of students live with their spouse/partner/children
Involvement

- 47% of students report that they are involved in campus activities in some capacity. This compares to 53% in 2009.
- 37% of students would like to be more involved in campus activities.
- 90% of students have a social media account.
History of Student Development Theory

- Originally introduced in behavioral sciences looking at overall human development.

- In the university setting, influenced by social and behavioral sciences and used to help troubled students.

- After WWI, personality traits were considered in training and vocational advising.

- Over the last 60 years, higher education has shaped theories from psychology and sociology into student development theory as we know it today.
Student Development

• “A positive growth process in which individuals become increasingly able to integrate and act on many different experiences and influences.” (Sanford, 1967)

• “the ways that a student grows, progresses or increases his or her developmental capabilities as a result of enrollment in an institution of higher education” (Rogers, 1990)

• Fundamentally, student development is about becoming a more complex individual…
Theories should answer...

• What interpersonal or intrapersonal changes occur while the student is in college?

• What factors lead to this development?

• What aspects of the college environment encourage or inhibit growth?

• What developmental outcomes should we strive to achieve in college?
EXERCISE

Think of two students you’ve interacted with lately—one more developmentally advanced and one less so.

Take five minutes and write down a major interaction with each that led you to choose this student.

As we discuss theories, decide where each student “fits”
Kegan’s Five Levels of Consciousness

Magolda’s Epistemological Reflection
Kegan’s Five Orders of Consciousness

• “personal unfolding of ways of organizing experiences that are not simply replaced as we grow but subsumed into more complex systems of mind” (Evans et al., 2010, p. 178)
Five Orders of Consciousness

- Stage 1 (2-6 years old): Reflexes
- Stage 2 (7-12ish): Impulsive behaviors
- Stage 3: Self Driven/ Selfish
- Stage 4: Self-authoring
- Stage 5: Self-transforming
Stages of Knowing

- 101 students in a qualitative study at one university; 80 completed the study.
- Explores time during and after college.
- Absolute knowing, transitional knowing, independent knowing, contextual knowing
Absolute Knowing

- Knowledge is certain
- Teachers are experts
- Students absorb knowledge
- Knowledge acquisition, checkoffs
- 68% of students felt this way during their first year of college, 46% of sophomores, 11% of juniors, 2% of seniors
Transitional Knowing

- Starting to question some knowledge
- Uncertainty and doubts are accepted
- Must understand in order to discern
- Critical of concepts, ideas
- Teachers facilitate understanding and application (not all knowing)
- Freshman: 32%, Sophomores: 53%, Juniors: 83%, First year after college: 31%
Independent Knowledge

• Knowledge is uncertain

• We all have our own beliefs and opinions

• Questioning and challenging knowledge

• Developing own beliefs

• Independent views are encouraged

• Rare in early college, 16% of seniors reported this type of knowledge and 57% after the first year of college.
Contextual knowledge

- Understanding and application is constructed
- Judgments and opinions need evidence
- Evaluate evidence to support a critical knowledge base
- Teachers and students are partners.
Self Authorship

“The internal capacity to define one’s beliefs, identity, and social relations.”
INTERPERSONAL & INTRAPERSONAL

• PSYCHOSOCIAL
  • Erik Erikson
  • Arthur Chickering

• IDENTITY DEVELOPMENT
  • Racial Identity Development
  • LGB Development
PSYCHOSOCIAL THEORIES

• Development based on how we define ourselves, relationships, choices.

• Occurs in stages, generally sequentially, centered around a developmental task

• When the developmental crisis is successfully resolved, the new stage is confronted

• Best resolution happens with a balance of challenge and support
ERIK ERIKSON - EGO PSYCHOLOGY

• Important Concepts

• Ego Identity—conscious sense of self developed through social interaction

• Ego Strength—sense of competence motivating behaviors & actions, resulting in sense of mastery

• Conflict—a turning point in development; critical for moving to next stage
ERIK ERIKSON

- **Goals of Stages 1 through 4:** Trust, Autonomy, Initiative, Industry

- **Stage 5: Identity vs. Confusion:**
  - Exploring independence & sense of self

- **Stage 6: Intimacy vs. Isolation**
  - Developing ability for close, committed relationships

- **Stage 7: Generativity vs. Stagnation**
  - Building productive lives to contribute to world
• Worked at Goddard College and responsible for evaluating impact of innovative curricular practices on student development
• Began research looked at influence of college environment on development from 1963 to 1969.
• Revised in 1993 to incorporate wider college population
• “Vectors” are not rigidly sequential
VECTOR 1

• DEVELOPING COMPETENCE
VECTOR 2

• MANAGING EMOTIONS
VECTOR 3

• MANAGING AUTONOMY TOWARDS INTERDEPENDENCE
• DEVELOPING MATURE INTERPERSONAL RELATIONSHIPS
VECTOR5

ESTABLISHING IDENTITY
VECTOR 6

DEVELOPING PURPOSE
VECTOR 7

• DEVELOPING INTEGRITY
Thanks for not pointing out which of Chickering's vectors I was in every time I cried in your office.
Student Development for Persons of Color

• William E. Cross, Jr.

• *Nigrescence: The Negro-to-Black Conversion Experience* (1971)
  
  • Pre-encounter Stage
  
  • Encounter Stage
  
  • Immersion-Emersion
  
  • Internalization
  
  • Internationalization-Commitment
Phase 1: Abandonment of Racism

CONTACT → DISINTEGRATION → REINTEGRATION

Phase 2: Defining a Nonracist White Identity

PSEUDO-INDEPENDENCE → IMMERSION/EMERSION → AUTONOMY
D’AUGELLI’S MODEL OF LESBIAN, GAY AND BISEXUAL DEVELOPMENT

1. Exiting heterosexual identity status
2. Developing an personal LGB identity
3. Developing an LGB social identity
4. Becoming an LGB offspring
5. Development an LGB intimacy status
6. Entering an LGB community
WILLIAM PERRY -
Intellectual & Ethical Development

• In 50’s and 60’s, Director of Harvard’s Bureau of Student Counsel

• Researched how students interpret & make meaning of teaching and learning process
Intellectual Development Stages

1. **Dualism**: Facts; only right or wrong, true or false; “I know I can learn this if you just tell me what I need to know.”

2. **Multiplicity**: Everyone has an opinion so all are equal; Students may distrust authority, reason, abstraction, and science.

3. **Relativism**: See the existence of disciplinary reasoning through criteria/arguments; Students may appear successful.

4. **Commitment**: Students realize they must make choices and commit to solutions; understand context for particular choices.

Nelson, Perry, Belenkey
The principle central to the development of moral judgment...is that of justice. Justice, the primary regard of the value and equality of all human beings and for the reciprocity in human relations, is a basic and human standard.”
Pre-Conventional Level

• Stage 1: Obedience and Punishment

• Stage 2: Individualism and Moral Reciprocity
CONVENTIONAL LEVEL

• STAGE 3: Conventional/
  Sociocentric

• STAGE 4: The Stage of
  Social System
  and
  Conscience
  Maintenance
POST CONVENTIONAL OR PRINCIPLED LEVEL

• Stage 5: Human Rights and Social Welfare Morality

• Stage 6: Universal Ethical Principles
Criticisms of Kohlberg’s Theory

- Population upon which theories were based
- This group set the standard for “normal”
- Difference between how men and women establish identity
- Cultural differences
Gilligan’s Theory of Women’s Moral Development

- Student of Kohlberg
- *In a Different Voice* (1982)
  - Level 1: Orientation to Individual Survival
    - First transition: Selfishness to Responsibility
  - Level 2: Goodness as Self-sacrifice
  - Second Transition: Questioning
  - Level 3: The Morality of Nonviolence
TYPOLOGY AND ADULT DEVELOPMENT

• Myer’s Briggs Type Indicator

• Kolb’s Experiential Learning Theory
## Myer’s Briggs Type Indicator

<table>
<thead>
<tr>
<th>Where do we get our energy?</th>
<th></th>
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<tbody>
<tr>
<td><strong>Extraversion</strong></td>
<td><strong>Introversion</strong></td>
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<tr>
<th>How do we take in information?</th>
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<tbody>
<tr>
<td><strong>Sensing</strong></td>
<td><strong>Intuition</strong></td>
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<tr>
<th>How do we make decisions?</th>
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<tbody>
<tr>
<td><strong>Thinking</strong></td>
<td><strong>Feeling</strong></td>
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<th>How do we organize our world?</th>
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<tr>
<td><strong>Judging</strong></td>
<td><strong>Perceiving</strong></td>
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Kolb’s Experiential Learning Theory

Learning Cycle

- Have an Experience
- Take Action
- Generalize from The Experience
- Observe & Analyze the Experience
Involvement Theories
Tinto’s Theory of Student Departure

Three Primary Reasons for Departure:

• Academic problems
• Failure to create a social network (or integrate intellectually)
• Low level commitment to institution
Pascarella’s Theory of Change

• Model for assessing change

• Student backgrounds and traits

• Structural/organizational characteristics of the institution

• Institutional environments

• Interactions with agents of socialization

• Quality of student effort
Astin’s Involvement Theory

Diagram:
- A → Environment
- Environment → C
- C → Outputs
- Environment → B
- B → Outputs
- Inputs

Diagram shows the relationship between inputs, environment, and outputs in Astin’s Involvement Theory.
Moving Theory to Practice
(or...So What?)

- Know who your students are
- What is your faculty like?
- What is your Student Affairs team like?
- What is the environment?
- What is your own developmental stage?
Group Project

• Identify a student issue, challenge, or program that could be improved on campus.

• Identify one to two theoretical models to inform the design of your resolution or program and how they will inform the program.

• Identify a proposed action plan for your resolution or programs.

• Articulate necessary collaborations and resource needs.
KEEP CALM
I KNOW
STUDENT
DEVELOPMENT
THEORY
 References

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