

OCC Student Development Planning Model Description

From the OCC Student Life Committee Report to College Senate
June 12, 2003

The OCC Student Development Planning Model draws on the May 2001 recommendations made by the Student Life Task Force, and the subsequent work of faculty and staff at each OCC campus.

The OCC Student Development Planning Model

The OCC Student Development Planning Model is based on work published by Don G. Creamer in his study, "Student Development in Urban Commuter Colleges," published in 1984. Several adjustments have been made to reflect OCC's specific student environment and unique lexicon.

The items listed in each box are merely examples of a great range of programs, services and activities the college may already be engaged in, or may wish to consider, to meet students' specific developmental needs. The concentration is on out-of-classroom activities and services (though examples of OCC's General Education Attributes and other in-class experiences are included). The intent of using the model is to assist faculty and staff with making conscious, informed decisions about the kinds of programs, services and activities to provide within an institutional framework aimed at aiding student development within specific, research-based categories of need. Additionally, the model is meant to serve as a useful means of directing resources (staff, facilities, budget, etc.) toward specific existing or emerging areas of need, while maximizing the efficiency of those resources. Finally, the model is intended to allow for narrowly tailored programming with limited resources, and significant growth opportunities as additional resources become available.

The table can be utilized a number of ways. Ideally and eventually, the college will find appropriate ways and sufficient resources to offer developmental services in each box. However, other strategies exist. Specific developmental aspects can be concentrated on horizontally across the table (e.g., the college could choose to emphasize "Intellectual" and "Career" growth for its students, and concentrate resources on those boxes.) Alternately, the college could target specific strategies for development across a range of forms and opportunities.

The following are descriptions of the "Forms of Development" and the "Opportunities for Development" included on the table:

"Opportunities for Development"

Recruitment / Intake: Includes a great range of activities associated with marketing to potential students, community outreach, bringing potential students to campus, admissions, placement testing, orientation, financial aid, and other services that prepare a student for college coursework.

Counseling / Advising: Assisting a student with selecting a field of study and preparing an academic plan, but also providing counseling and advising services, depending on individual needs, throughout the student's college experience.

Teaching / Learning: Formal teaching in the classroom, but also a range of direct support services (tutoring, library, etc.)

Campus Environment: The campus environment includes the physical surroundings (e.g., classrooms, hallways, laboratories, parking lots and so forth), but also the environmental *climate* (e.g., faculty and staff interaction with students).

Programs, Activities and Events: Programs, activities and events designed for specific developmental needs. Encompasses a range that includes student organizations, film showings, public performances, leadership programs, athletics and more.

Communication Tools: Every point of communication contact the student has with the college that contains an opportunity for contributing to development and growth (e.g., catalogues, handbooks, web sites, signage, person-to-person contact with staff, etc.)

"Forms of Development"

Intellectual Development: The acquisition and processing of information and knowledge. This form of development represents perhaps the most basic commitment of colleges to their students. In a more technical sense, it may also be separated into two developmental threads—logical reasoning and concepts of knowledge. For OCC's purposes, we may also find it useful to apply General Education Attribute terms across the "Forms of Development" categories. As an example, "Think critically and creatively" and "Be technologically and scientifically literate", attributes 2 and 7 respectively, are part of a student's intellectual development.

Moral/Ethical Development: The exploration and development of values and the forms of reasoning employed by individuals when faced with a problem. The dimensions of moral reasoning may be of particular concern to an urban population, concerned as it is with justice in society and with patterns of reasoning so critical to decision making in an extremely complex world. Also includes ways students of make meaning of the world—another equally urgent problem of college students who must understand and ultimately use complex information, ideas, ideals and values with which they are bombarded during the college years. For OCC's purposes, this form of development may also encompass programs and services aimed at increasing students' global awareness and understanding of the importance of diversity (cultural, learning styles, etc.)

Self: This form of development pertains to a pattern of growth toward increasing awareness of who one really is or can be, and is represented by increasingly appropriate behaviors consistent with new awareness. It is embodied in a personal preoccupation with questions like, "Who am I?" In a technical sense, this dimension may most commonly be viewed as synonymous with identity development, and certainly identity is a major component, but it is not meant to be limited solely to a singular developmental thread. For OCC's purposes, this form of development may also encompass physical development and leadership development.

Interpersonal: An extension of the previous dimension, this form pertains to patterns of relating to others. As noted in several studies of student development, it is characterized by an

increased tolerance and acceptance of differences between individuals and an increased capacity for mature and intimate relationships. Whether this form focuses on initial expressions of intimacy with the opposite sex, on interactions between marital partners and with children, or on closeness and trust among friends, colleagues, or neighbors, it represents another personal preoccupation of college students.

Career: This form is not represented by a single developmental thread. It is a collage of threads which finds expression in work and career. Furthering career often is a major reason for students coming to college and may represent a potent perspective for them as they make sense of curricula and other planned collegiate experiences.