



DIMENSIONS OF DEVELOPMENT

Presented By:

Jaimie Hoffman

Overview

Grounded in Arthur Chickering's (1993) Theory of Identity Development, CSUCI's Dimensions [of Development] serve as a guide for students as they embark upon their post-secondary educational journey. The Dimensions of Development assist students as they engage in self-reflection and continuous improvement over time. Progression, in and through the dimensions, can evolve at multiple rates and times.

Each student will travel their dimensional paths differently, choosing a variety of experiential vehicles and self-selected detours. Development, in the Dimensions listed below, will strengthen the student's interpersonal competence and self-awareness, increase their transferable skills and knowledge, refine their beliefs, unearth their preferred vocation, and stimulate social conscientiousness. It is our hope that the Dimensions will inspire CI faculty, administrators, student affairs professionals and most importantly, the students to commit to the University mission while nurturing the mind, body, and spirit.

The Dimensions have been employed in the student housing and residential education program, student government planning, and student event planning. Also, The "Be a Part from the Start" ten-week program based student retention literature, designed to help students engage in the University from the moment they arrive at CSUCI is comprised of themed weeks based on the Dimensions.

The Dimensions underwent revision in the summer of 2006 in order to secure a solid foundational relationship to student development theory and to ensure they support the mission of the institution. Methods for assessing student development in each dimension are being developed in cooperation with Developmental Advising Inventory Enterprises and plans being finalized for paper and electronic based implementation of these assessments.

Dimensional Crests



On Wednesday, February 7, 2007 students gathered together in focus group format to provide feedback for the development of a crest design (similar to the Mission Crest, left) that represents each of the Dimensions of Development. Students were provided with words that represent colors, symbols and shield structures and the definitions of each Dimension. With the definition of the design elements in mind the students selected, via group consensus, the items that most reflected each Dimension. The results from the focus groups were provided to a designer in order to create a crest that will represent each Dimension.

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The Dimensions Of Development

VALUES AND INTEGRITY (IAP)

- Exploring predetermined beliefs and clarifying personal values
- Values are reflected in socially responsible actions

EXPRESSION

- Being aware of different flavors and intensity of emotions and learning appropriate channels for expression of emotions
- Seeking out and savoring positive emotions of love, joy and hope

HEALTH

- Promoting physical wellness and healthy living

INTRA/INTERPERSONAL

IntraPersonal

- Being comfortable with body, appearance, gender, sexual orientation
- Achieving self-acceptance and self-esteem
- Determining what kind of person one wants to be and having a sense of balance and perspective

CITIZENSHIP (ESLP, MPP, IPP)

- Developing the ability to intentionally find a place in the larger whole and to preserve and enhance it for the next inhabitants by participating in civic engagement, service learning and volunteerism activities

CREATIVITY (IAP)

- Appreciating and understanding art and artistic expression
- Recalling, embracing and appreciating one's ability to think and act creatively
- Finding creative ways to express emotional energy

INTELLECTUAL (IAP)

- Expanding subject matter knowledge and developing a collection of skills to comprehend, analyze and synthesize



Interpersonal

- Developing skills to effectively and sensitively communicate with others
- Demonstrating effective social behavior in a variety of settings/circumstances
- Choosing and contributing positively to healthy relationships
- Accepting the flaws and appreciating the assets of others

CULTURAL (ESLP, MPP, IPP)

- Developing a sense of self in a social, historical, religious and cultural context
- Responding to people as individuals rather than as stereotypes
- Committing to reaching across barriers created by unfamiliarity and fear
- Recognizing, understanding, and appreciating differences

LIFE AND CAREER PLANNING (ALL)

- Discovering what one loves to do by assessing and exploring interests and options
- Clarifying goals and making future life and career plans
- Devoting time and energy toward achieving goals

CSUCI has identified four pillars that conceptualize the essence of the experiences and characteristics that a CSUCI graduate should possess:

- Integrative Approaches (IAP)
- Experiential and Service Learning (ESLP)
- Multicultural Perspectives (MPP)
- International Perspectives (IPP)