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Vice President for Student Affairs and Dean of Students



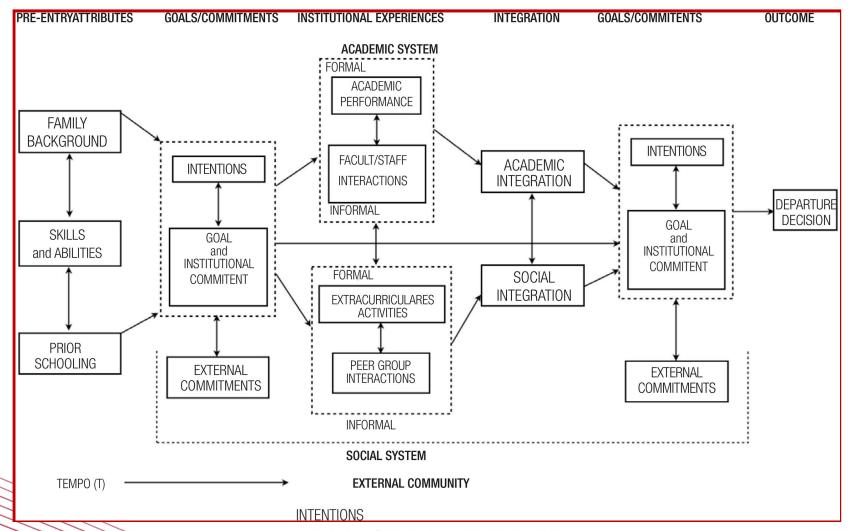
### Whose transition is it?

### Your student's!

Okay... and yours, too, but more on that later



#### What makes for a successful transition?





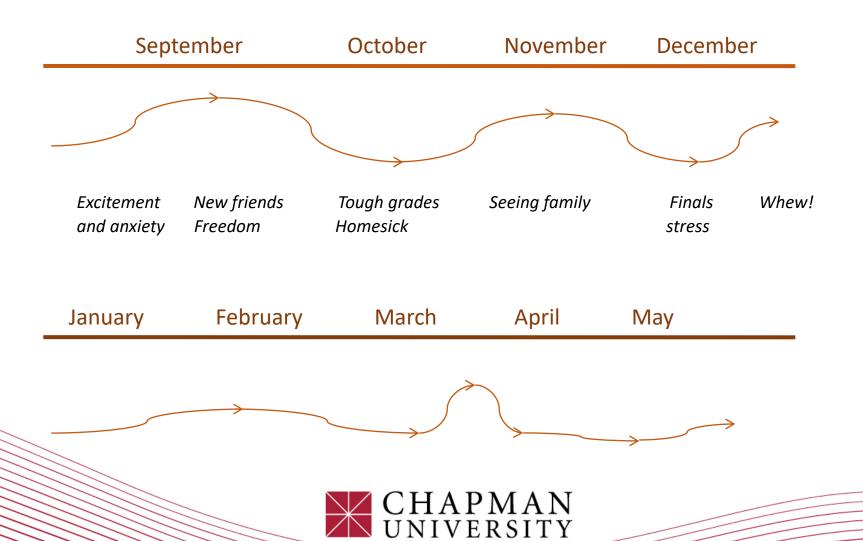
## For a successful first year at college, new students need to...

- 1. Clarify their academic goals
- 2. Develop a commitment to those academic goals
- 3. Feel a sense of belonging

Sounds easy...



### What does this first year look like?



# Why is spring semester smoother for students?

- They know what's coming
- They know they can handle it



#### To talk about students' transition...

We need to understand where they are starting!



#### To talk about students' transition...

We need to understand where they are starting!

What's on students' mind as they start college?



## How do we know what students are thinking about as they begin college?



### Class of 2023





### Class of 2023 Fenestra ribbons





# What opportunity do you want to pursue at Chapman?

What kinds of things do students write?







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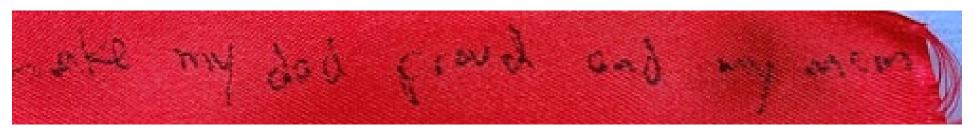
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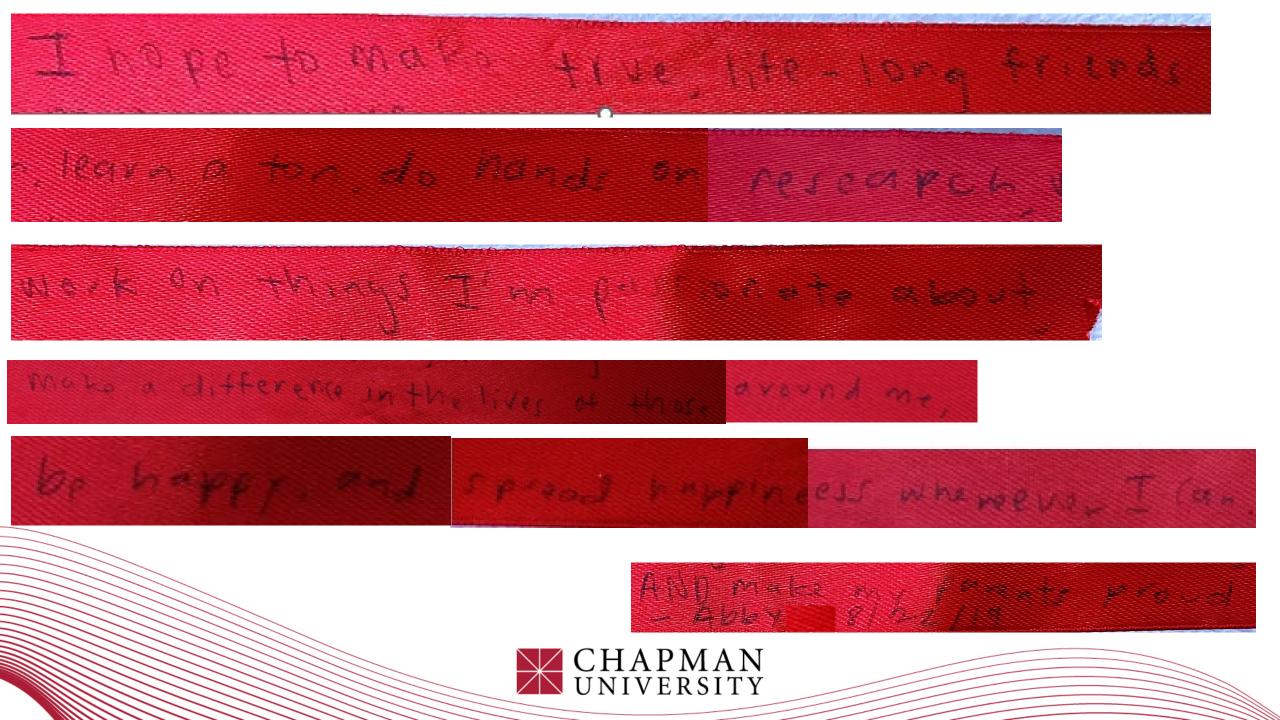






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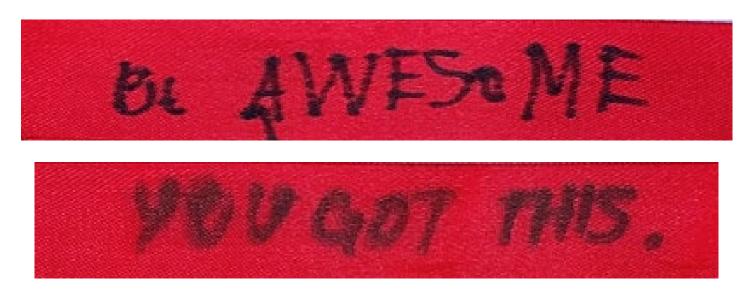


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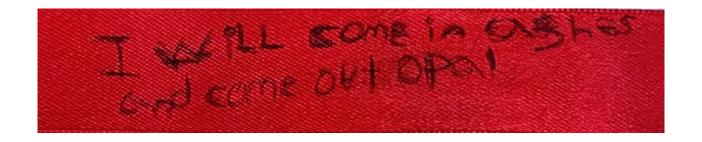






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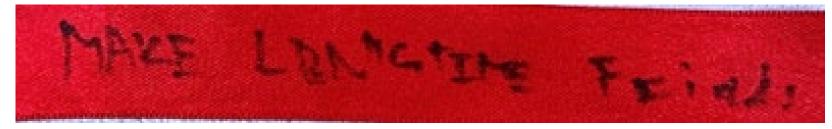
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## Our Epidemic of Loneliness and Isolation 2023



The U.S. Surgeon General's Advisory on the Healing Effects of Social Connection and Community









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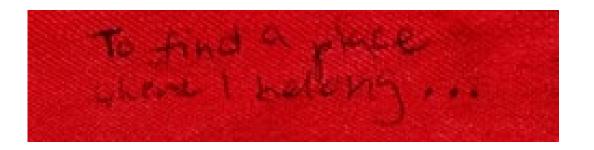


# I want to belong to something





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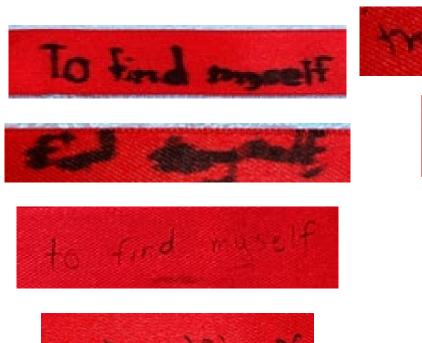
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## Over the next 4 years, I want to find my the

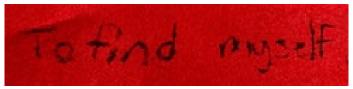


# I was to find myself

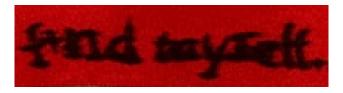




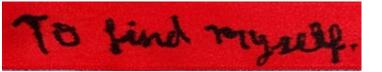


















to find myself

TO FIND MY DREAM, MY HAPPINES, & MYSELF!

### Class of 2027





#### Class of 2027





#### What's all this mean?

- Many students arrive anxious and lacking confidence
- For them, this isn't about 4 years they see this as the foundation for the rest of their life
- They hope their Chapman experience will help them find out who they are, where they are going, and the friends who will be going with them



#### What's all this mean?

- But we cannot do this for them!
- Instead, we need to help them learn and grow so they are more confident in themselves



#### What do we want students to learn?



### Be agents of their own well-being

- Challenges and stress are normal and necessary parts of learning how to succeed in a demanding college environment and how to navigate increasing independence
- Data suggest that more students are arriving at college today with higher levels of stress and anxiety than previous generations
- Typically learned through experiencing everyday life!



## Well-being

Help students cultivate a commitment to

- Building AUTONOMY over one's life by assuming responsibility for their choices and behavior
- Creating BALANCE emotionally, physically, socially, and across all dimensions of well-being
- Developing RESILIENCE to successfully navigate intrapersonal and interpersonal challenges and conflict



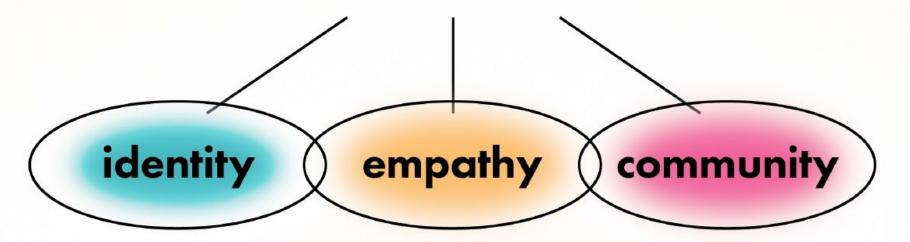
### Well-being

- Developing these life skills will not only enable students to successfully navigate the challenges at Chapman
- Give them confidence that they are ready for the new challenges that will come after college



### We Are Chapman

When we have a deeper understanding of our own identity, and empathy for the identities of others, we create a stronger and more inclusive community.





#### What do we want students to learn?

- This journey is about finding out who they are and how they relate to those around them
- Peer connections are vital
  - Decades of research demonstrate the importance of students' relationships with peers and professors for their academic, personal, and professional growth
- Chapman can create an environment that facilitates peer interaction, but students must learn how to develop relationships



### **Back to your transition!**

# Parents and family can support students' learning and growth

- Productive ways
- Less productive ways



- **Being informed**: Ask questions about University resources, policies, and processes so you can provide accurate guidance for your student.
- Alerting us to concerns you have about your student so that we can explore appropriate interventions if needed.
- Updating us in the event of medical or family emergency so we can coordinate accordingly with your student's professors.



Help them understand there will (must!) be significant bumps along the way! During their first year the student's experience will feel:

- Enjoyable
- Uncomfortable
- Unmanageable



- When your student seems overwhelmed/angry/down...
- Listen without judgement
- Affirm how they are feeling
- Help them Process their feelings in context



- Unfortunately, not all parent and family intervention is equally productive
- While it is perfectly natural to want to jump in and support your student when they seem to be struggling, there are some really good reasons to reconsider doing so
- First and foremost, students learn important skills by addressing and resolving their challenges themselves
- Solving your student's problem for them is only a short-term victory
  - They will only need you again when the next challenge emerges and it will emerge!



So, when your student has a problem and you feel the urge to jump in, I encourage you to consider doing this instead:

- Encourage your student to contact us for answers and guidance; in most cases, when a parent contacts us we will reach out to the student anyway
- If your student is feeling overwhelmed, encourage them to contact us for support
  - Once we process the situation with them, it is usually more manageable than they think



# We all share the same goal: Student learning, growth, and success



...let's work together to achieve it

