Session Objectives

At the end of this session, you will be able to:
1. Demonstrate understanding of 4 student development theories
2. Apply a student development theory using an international student scenario
3. Indicate how you will apply a student development theory in your own professional practice

Session Overview

1. Lecturetes: Discussion of theories w/ context
2. Group Activity: Apply Theory in a real-life scenario
3. Suggestions: Strategy informed by these theories
4. Q&A: Time for questions!

I use theory because it helps me...
Framing my advising/counseling practice

I use theory because it helps me...
View situations from multiple perspectives

I use theory because it helps me...
Build effective programs

Presenters:
Amanda Poppe and Eric Kroetsch
I use theory because it helps me …
Elevate my professional practice

Theories Discussed in This Session
1. Learning Partnerships Model (Baxter Magolda, 2001)
2. 4 S Transition Model (Schlossberg, et al., 1995)
3. Model of Institutional Departure (Tinto, 1993)
4. Theory of Involvement (Astin, 1984)

Scenario to Contextualize Theory Discussion
Leon is a first semester undergraduate at a rural state university. It is the third week of the semester, and Leon has scheduled a 30 minute appointment with you. After you ask how Leon is doing, he indicates that he is working hard, studies often, and has gotten good grades on his homework. Leon says that he attends all classes, and can recite portions of the professors’ lectures, but he is not used to giving his opinion during class discussions. He shares that he had recently received a low grade on an open-ended political science quiz because he simply provided the opinion of the professor. Leon discloses that this is his first time living away from home. He also feels like he doesn’t have much in common with his neighbors in the residence hall and his classmates. Leon indicates that he misses his friends and family, and he doesn’t know what to do to fit in.

Learning Partnerships Model (Baxter Magolda, 2001)
Self-authorship: The internal capacity to define one’s beliefs, identity, and social relations
1. Validate learners as knowers
   • Value his opinion & experience
   • Demonstrate he has made good choices in the past and will continue to in the future (hard work)
   • Reflect in journal to gain confidence in self knowledge
2. Situate learning in learners’ experiences
   • Acknowledge unique perspective created by past experiences, lifestyle, culture, etc.
3. Define learning as mutually constructing meaning
   • Share perspective and knowledge, listen to others’ perspectives, and formulate new opinion/perspective

4 S Transition Model (Schlossberg, et al., 1995)
• **Self**: In what ways have my activities contributed to my current status?
• **Situation**: What external factors have caused these current circumstances?
• **Support**: What types of support systems are currently in my life? How may I develop these support systems further?
• **Strategies**: What techniques do I need to utilize to resolve this situation?
Applying the 4 S Transition Model In Leon’s Circumstances

- **Self**: What things did you do—or not do—that led to the low grade?
- **Situation**: Are there any other factors that cause the low grade? What are they?
- **Support**: Where can you get the help that you need to better understand why you received the low grade?
- **Strategies**: What will you do to get the help that you need, so you don’t receive another low grade?

Model of Institutional Departure (Tinto, 1993)

**Leading Causes of Departure:**
- Adjustment
- Difficulty
- Incongruence
- Isolation

To persist, students need integration into:
- Academic & Social Systems (formal and informal)

Model of Institutional Departure (Tinto, 1993)

Why may we lose Leon?
- Adjustment- family, roommates
- Difficulty- grades in different system (participation)
- Incongruence- values differ with classmates
- Isolation- social disengagement

To persist, Leon needs integration into:
- Academic systems:
  - Formal (classwork/grades)
  - Informal (relationship with professor or classmates)
- Social systems:
  - Formal (neighbors, classmates)
  - Informal (no clubs or organizations)

Theory of Involvement (Astin, 1984)

Central proposition: “The greater the student’s involvement in college, the greater will be the amount of student learning and personal development” (p. 307).

Student Involvement: “The amount of physical and psychological energy that the student devotes to the academic experience” (p. 297).

Possible Barriers to International Student Engagement (Harper & Quaye, 2009)

Applying Theory of Involvement In Leon’s Circumstances

1. Try to more fully assess and understand Leon’s level of engagement.
2. Help Leon understand the importance of academic and social engagement.
3. Seek Leon’s input regarding how to get other international students more academically and socially engaged.

Applying Theory in Small Groups

JiHye arrives at your institution (medium private, liberal arts) very eager to work toward her bachelor’s in Biotechnology. During the international student orientation, you notice that JiHye listens intently and asks many questions. About two weeks later you see JiHye in the hallway, and you ask how things are. She is very short with her answers and no longer has the bubbly style of communication you observed at orientation. You ask if she wants to talk further over a tea. At this meeting you learn that JiHye is not happy with her academic program. Her biology, chemistry, and calculus courses are too easy, and she expected the program to be more “hands-on.” The professor for her biology course is an adjunct and holds “office hours” only during one of JiHye’s other classes. You also discover that JiHye was recruited by an agent who said that biotechnology is an exciting, growing field, and biotechnology majors can get good jobs in the U.S. It seems that the agent did not discuss with JiHye the curriculum at your school’s biotechnology program.
Using Student Development Theory in an International Student Services Context

Presenters: Amanda Poppe and Eric Kroetsch

Using the Learning Partnerships Model Discussion Questions:

1. What questions or model would be relevant to help you help JiHye understand her situation through the theoretical lens?
2. Using the lens of your particular theory what strategies or policy could be changed or implemented to help JiHye or students in a similar situation (think of advising, programming, or recruitment/admissions/enrollment to help)?
3. What are additional questions do you have regarding using this theory to inform your professional practice in this scenario?

Using the Learning Partnerships Model: Group A

1. Using the Learning Partnerships Model: Validate, Situate, Define
2. Strategies:
   - Validate experience and opinions
   - Ask her to journal to hear her own opinion
   - Listen and help her to "make meaning" of her situation
   - Expose her to multiple future paths
     - Speak with faculty
     - Research exposure (graduate & faculty)
     - Connect her to alumni in the field or graduate students in biotechnology (perhaps at other institutions)
     - Speak with Career services about jobs in biotechnology

Using the Learning Partnerships Model: Group B

1. Using the Learning Partnerships Model: Validate, Situate, Define
2. Strategies:
   - Validate experience and opinions
   - Ask her to journal to hear her own opinion
   - Listen and help her to "make meaning" of her situation
   - Expose her to multiple future paths
     - Speak with faculty
     - Research exposure (graduate & faculty)
     - Connect her to alumni in the field or graduate students in biotechnology (perhaps at other institutions)
     - Speak with Career services about jobs in biotechnology

Using the 4 S Transition Model Discussion Questions:

1. What are the main points you might emphasize in a discussion with JiHye?
2. What program(s) might you implement to assist students such as JiHye?
3. What recruitment/enrollment practices might be implemented, so future international students do not experience challenges similar to JiHye?
4. What are additional questions do you have regarding using this theory to inform your professional practice in this scenario?

Using the 4 S Transition Model Group B:

1. Discussion: Use the 4 S questions to help JiHye reflect
   - What can you do to satisfactorily move through this challenge? (self)
   - Which external factors are keeping you from reaching your goal? (situation)
   - What support do you have to move through this challenge? (support)
   - What techniques can you use to move through this challenge? (strategies)
2. Refer to a program for students selecting or changing a major.
3. Before students arrive on campus:
   - Host a Web chat focusing on adjustment to campus environment, instructors, and experiences (paying for tuition themselves, choosing and registering for courses, being prepared for class)

Using the “Institutional Departure” Perspective Discussion Questions:

1. Will she leave? (Adjustment, Difficulty, Incongruence, Isolation)
2. How can we get her to stay (strategies)?
   - Connect JiHye to faculty and alumni in the field for:
     - Research opportunities
     - Internships
   - Mentorship: Provide her information on the research clubs and organizations available or the living/learning communities around dedicated to research.
   - Introduce her to upperclassmen in the program
   - Engagement in study groups/tutoring if it's too easy
   - “Student first” mentality
   - Honest marketing
   - Transparency
   - Up-to-date materials.

Using a Student Departure Perspective Group C:

1. Will she leave? (Adjustment, Difficulty, Incongruence, Isolation)
2. How can we get her to stay (strategies)?
   - Connect JiHye to faculty and alumni in the field for:
     - Research opportunities
     - Internships
   - Mentorship: Provide her information on the research clubs and organizations available or the living/learning communities around dedicated to research.
   - Introduce her to upperclassmen in the program
   - Engagement in study groups/tutoring if it's too easy
   - “Student first” mentality
   - Honest marketing
   - Transparency
   - Up-to-date materials.
Removing Barriers to Student Involvement Discussion Questions:

1. What are the main points you might emphasize in a discussion with JiHye?
2. What program(s) might you implement to assist students such as JiHye?
3. What recruitment/enrollment practices might be implemented, so future international students do not experience challenges similar to JiHye?
4. What are additional questions do you have regarding using this theory to inform your professional practice in this scenario?

Removing Barriers to Student Involvement Group D:

1. Frame your discussion with JiHye using following discussion points
   - Check in to see what JiHye is doing in addition to her coursework and ask how she is doing in making new friends.
   - Ask what she can do to meet with her professor, since she has another class during his office hours.
2. Consider some programming changes
   - Initiate a buddy program where new students learn from upperclassmen about their first year experience.
3. Recruiting/Enrollment
   - Before students arrive on campus, connect them with alumni in their home country to encourage networking and help students better understand what to expect when they arrive on campus.

Applying Theory to Practice at Home

Upon returning to your home institution, what is one way that you can apply a student development theory in your professional practice?

Some Strategies...

<table>
<thead>
<tr>
<th>Learning Partnership's Model</th>
<th>Transition Theory (4S)</th>
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</thead>
<tbody>
<tr>
<td>Validate decisions</td>
<td>Focus on assets and not limitations</td>
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<tr>
<td>Self-reflection and journaling</td>
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<tr>
<td>Research opportunities</td>
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<tr>
<td>Transition tip: yield</td>
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</tbody>
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Institutional Departure

| Connect to faculty and research |
| Research participation in clubs and organizations |
| Enroll students in study groups |
| Integrate academic and campus life |
| Mentorship opportunities |
| Global ambassadors |
| Internships/Volunteering |
| Small group discussion materials |
| Social media/online materials |
| Student success |

| Student First Mentoring Program |
| Workshops on study skills for students |
| Student input in orientation sessions and programs |
| Student input in curriculum design |
| Student input in academic advising |
| Student input in campus life programs |

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Do you have any questions about the information that we have discussed in this session?

Summary of Session

- How and why we use theory
- Introduced 4 student development theories
- Demonstrated incorporation of theory into professional practice
- Reflected on how you might implement these theories at home
Using Student Development Theory in an International Student Services Context
Scenarios for Discussion

Scenario A
Leon is a first semester undergraduate at a rural state university. It is the third week of the semester, and Leon has scheduled a 30 minute appointment with you. After you ask how Leon is doing, he indicates that he is working hard, studies often, and has gotten good grades on his homework. Leon says that he attends all classes, and can recite portions of the professors’ lectures, but he is not used to giving his opinion during class discussions. He shares that he had recently received a low grade on an open-ended political science quiz because he simply provided the opinion of the professor. Leon also discloses that this is his first time living away from home. He also feels like he doesn’t have much in common with his neighbors in the residence hall and his classmates. Leon indicates that he misses his friends and family, and he doesn’t know what to do to fit in.

Scenario B
JiHye arrives at your institution (medium private, liberal arts) very eager to work toward her bachelor’s in Biotechnology. During the international student orientation, you notice that JiHye listens intently and asks many questions. About two weeks later you see JiHye in the hallway, and you ask how things are. She is very short with her answers and no longer has the bubbly style of communication you observed at orientation. You ask if she wants to talk further over a tea. At this meeting you learn that JiHye is not happy with her academic program. Her biology, chemistry, and calculus courses are too easy, and she expected the program to be more “hands-on.” The professor for her biology course is an adjunct and holds “office hours” only during one of JiHye’s other classes. You also discover that JiHye was recruited by an agent who said that biotechnology is an exciting, growing field, and biotechnology majors can get good jobs in the U.S. It seems that the agent did not discuss with JiHye the curriculum at your school’s biotechnology program.

Discussion Questions:
Using your assigned theoretical perspective…

1. What are the main points you might emphasize in a discussion with JiHye?

2. What program(s) might you implement to assist students such as JiHye?

3. What recruitment/enrollment practices might be implemented, so future international students do not experience challenges similar to JiHye?

4. What are additional questions do you have regarding using this theory to inform your professional practice in this scenario?
### Table 1: Quick Reference for Four Student Development Theories

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<td>Workshop on self-confidence and knowing oneself</td>
<td>Encourage students to make decisions based on their personal interest and not on the career prospect with the most money</td>
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<td>Help students understand that managing both, cultural expectations and their needs (cognitive dissonance), is natural in intercultural circumstances</td>
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<td>When there is disagreement between students and parents, encourage students to find an acceptable path forward for themselves and parents</td>
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### Table 2: Strategies for Implementing Four Student Development Theories

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<td>Model of Institutional Departure</td>
<td>• Help students connect with professors&lt;br&gt;• Encourage research opportunities with faculty&lt;br&gt;• Encourage study-groups&lt;br&gt;• Share their experiences and perspectives with student clubs and organizations&lt;br&gt;• Create opportunities to intern/volunteer with peers</td>
<td>• Connect first year students with upperclassmen in the major in which they are interested&lt;br&gt;• Use a student ambassador program&lt;br&gt;• Encourage student involvement in residential life or living-learning communities&lt;br&gt;• Create opportunities to job shadow in the community or with alumni&lt;br&gt;• Include orientation session on adjusting to student/professor relationships in the U.S. higher education system (how to address a professor, office hours, email communications, etc.)</td>
<td>To avoid undergraduate and graduate students incongruence:&lt;br&gt;• Provide truthful and not misleading marketing materials&lt;br&gt;• University representatives and agents must engage in transparent and honest recruitment&lt;br&gt;• If you work with agents, meet regularly with them to ensure transparency.&lt;br&gt;• Espouse a “students first” mentality rather a marketing/business mentality (What is the point of recruiting them if they leave after the first year?)&lt;br&gt;• Set realistic expectations and let students know the services that are available upon arriving on campus: career services, ISSS, counseling, ADA, accessibility, research, etc.</td>
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<td>• Discuss with students how to effectively use their assets—and not focus on limitations—to cope with challenges while moving through anticipated and unanticipated transitions&lt;br&gt;• Introduce the need for self-examination using Schlossberg’s “Four S” questions&lt;br&gt;• Provide students with a worksheet containing questions for self-reflection and discussion under each of the “Four Ss” categories</td>
<td>• Plan a group session for students to discuss how to effectively use their assets—and not focus on limitations—to cope with challenges while moving through anticipated and unanticipated transitions&lt;br&gt;• Introduce the need for self-examination using Schlossberg’s “Four S” questions&lt;br&gt;• Provide students with a worksheet containing questions for self-reflection and discussion under each of the “Four Ss” categories.&lt;br&gt;• Follow-up with 1-on-1 advising</td>
<td>Help students prepare for transitional differences throughout regular yielding communications such as emails, newsletters, or other interactions with student or professional staff. If possible, share with students realities/differences in:&lt;br&gt;• Campus life &amp; location&lt;br&gt;• Residence halls &amp; student activities&lt;br&gt;• Instructors &amp; teaching styles&lt;br&gt;• Importance of paying for, registering for, &amp; attending classes&lt;br&gt;• Amount of homework, reading, exams, group work, discussion, &amp; in-class participation</td>
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<td>• During advising meetings informally assess students’ academic and social involvement on campus, being aware of barriers imposed by students themselves or the institution&lt;br&gt;• See engagement as dual responsibility between students &amp; faculty/staff&lt;br&gt;• Remove the attitude of sink-or-swim, learn on your own, or “I didn’t need it”&lt;br&gt;• Understand who least engaged students are—and their low engagement level&lt;br&gt;• Explain the importance of being an engaged student&lt;br&gt;• Seek student input to enhance services and programs&lt;br&gt;• Include student input in hiring decisions which affect the student experience</td>
<td>• Actively seek racially diverse or first generation college student mentors, who are not international students, for buddy/mentor programs.</td>
<td>• Involve students with peer ambassador programs (via email/phone/Facebook) during applications/admissions process&lt;br&gt;• Connect students via email or Skype with faculty and staff in their prospective departments before orientation&lt;br&gt;• Forge connections between students and alumni, recruiters or other accepted students through university events in their host countries.&lt;br&gt;• Include links to webpage or Facebook, etc. that include videos of student life/housing</td>
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References

All


**Schlossberg’s Transition Theory**


**Astin’s Theory of Involvement**


**Tinto’s Theory of Attrition**


**Baxter Magolda’s Self-Authorship Theory**


