Laying the Foundation
Exercising Student Development Theory

- Who are our Students?
- Theories
- 7 Principles of Good Practices in Higher Education for Student Affairs
- Case Study Exercise
- Introduction to Student Development
- What can you do?
Who Are Our Students?
The most diverse student population to hit the college campus!

Knowing our student population...generational background can enable those working with students to be able to plan and address the following:

- Academic Programs & Strategies
- Co-Curricular Programs
- Communication & Technology Techniques
- Parental and Community Involvement
Who Are Our Students?
The most diverse student population to hit the college campus!

Generations on Campus:

• Silents (1925-1942)
• Boomers (1943-1960)
• Thirteeners (1961-1981)
  • Also known as Generation X
• Millennials (1982-2002)

You will maximize your effectiveness and outreach by being aware of the diverse needs/interests captivating our student population.

Military Veterans

ADULT LEARNER
Who Are Our Students?
The most diverse student population to hit the college campus!

Millennial Characteristics:

- Special
- Sheltered
- Conventional
- Confident
- Teamwork
- Achievement
- Pressured
7 Principles of Good Practice
In Higher Education for Student Affairs (ACPA, 1996)

1. **ENGAGE** students in active learning
2. Help students develop coherent values & **ETHICAL** standards
3. Set & communicate high **EXPECTATIONS** for student learning
4. Use **SYSTEMATIC** inquiry to improve student & institutional performance
5. Use **RESOURCES** effectively to achieve institutional mission & goals
6. Forge educational **PARTNERSHIPS** that advance student learning
7. Build **SUPPORTIVE** & inclusive communities
Student Development 101
At the root of it all...

• “Forging the personal connections within our campus community by engaging students in a variety of learning activities.”

• Involvement = Investment

• Retention
  • Positive influence of academic and social integration on student retention.
    - Vincent Tinto

  • The BUZZ of Student Engagement
    - George Kuh & Associates
Theories
Student Development Theory

- **Astin’s Theory of Involvement**
- Chickering’s Seven Vectors
- **Sanford’s Theory of Challenge & Support (1962)**
- Schlossberg’s Transition Theory (1984)
- **Perry’s Theory of Intellectual & Ethical Development (1986)**
Student Involvement:  
The amount of physical and psychological energy devoted to the academic experience.

Involvement requires an investment and effort made by a student to be engaged in various activities like that of going to a 9:09 or 7:17 program, Intramural Sports, Career Fair, Rock the Roo, etc.

Astin’s Theory of Involvement
Astin’s Theory of Involvement

Being administrators in Higher Education…
BEING INTENTIONAL (with student learning and personal development) directly correlates to the QUANTITY and QUALITY of Student Involvement you will achieve with your programs!

LEARNING OUTCOMES
Sanford’s Theory (1962) of Challenge & Support

1. READINESS
~Maturity & Conditions of the Environment
~TIMING!!

2. CHALLENGE
~Make sure they are ready
~Be able to provide support along the way to get to another stable place

3. SUPPORT
~Support must go hand in hand when Challenging... directly impacts the level of once tolerance to grow
Sanford’s Theory (1962)
of Challenge & Support

1. READINESS

2. CHALLENGE

3. SUPPORT

INTEGRATION = Stable/Fixed/Comfortable

DIFFERENTIATION = Loosening process where we start to view something differently

Developmental Matching VS. Contemporaneous Matching
Perry’s Theory (1984)
of Intellectual & Ethical Development

**DUALISM:**
- Good/Bad & Right/Wrong
- No Grey Areas
- Absolutely Certain
- Authoritative Figures viewed as EXPERTS!
- One answer for everything...thought of multiple answers do not exist.
- “You are the advisor, you tell me”

**Transition period...**
Initiated when cognitive dissonance occurs, authority figures do not always have the answer
Perry’s Theory (1984) of Intellectual & Ethical Development

**MULTIPLISTIC:**
- All opinions are equally valid when answer is unknown
- Look for other sources of knowledge
- Student learns independent thinking and view peers as valid source of info.

*Transition period… Initiated when recognizing need to support source*

- Early Stage **DUALISM**
- Middle Stage **MULTIPLISTIC**
- Late Middle **RELATIVISTIC**
- Final Stage **COMMITMENT to RELATIVISTISM**
Perry’s Theory (1984) of Intellectual & Ethical Development

**RELATIVISTIC:**
- All opinions are NO longer equally valid
- Acknowledge that some opinions are of little value/have no worth
- Support different opinions with EVIDENCE
- Answer is heard...as long as it can be researched
- Become “Experts”

| Early Stage  | DUALISM |
| Middle Stage | MULTIPLISTIC |
| Late Middle  | RELATIVISTIC |
| Final Stage  | COMMITMENT to RELATIVISTISM |
Perry’s Theory (1984) of Intellectual & Ethical Development

**COMMITMENT to RELATIVISM:**
- Nothing is always right for every situation
- Can make choices from what we know or by seeking new knowledge which fits new circumstance

- Early Stage **DUALISM**
- Middle Stage **MULTIPLISTIC**
- Late Middle **RELATIVISTIC**
- Final Stage **COMMITMENT to RELATIVISM**
What Can You Do?
Ready…and Action!

- Setting Expectations
- Establish Mentorship Program
- Define Student Positions
- Outline Network Objectives/Est. Constitution
- Administer Assessments
- Workshops/Retreats
- Learning Outcomes
Questions?

References: