



The Dynamic Student Development Metatheodel

DSDM

**Supporting Holistic Student Growth,
Learning, and Development**



Assessing Impact

University Learning Outcomes
Assessment (UniLOA)

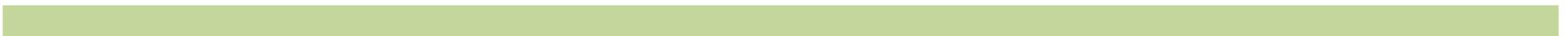
Current N = > 500,000 college
students





Why College – The UniLOA?

What qualities, skills, and attributes should college students possess when they receive their diploma?





It's More than Academic Content

Broad Areas of UniLOA:

- Critical Thinking
- Self-Awareness
- Communication
- Diversity
- Citizenship
- Membership & Leadership
- Relationships





The Who and Why?

As quickly as you can, name the person you regard as your favorite teacher of all time.





Basic Terms

Meta theodel - Multiple Theories and Models

SSIP's – Supports, Services, Interventions, and Programs

GLD – Student Growth, Learning, and Development

Student Success – Holistic GLD in all arenas of a student's life. Goes beyond simple measures of GPA, persistence, and graduation

SO – The Significant Other serving as mentor





In the End

**“It’s
the
Relationship”**



- Few, if any, current student development theories or models exist which institutions can draw from to inform the holistic development of their students that positively affect both persistence through graduation and full-potential performance.
- Numerous studies have identified predictors of college success, persistence, and ultimate graduation such as those of Wolfe & Johnson (1995), Pritchard & Wilson (2003), Perkhounkova, Noble, & McLaughlin (2006), Ishitani (2006) and Strauss & Volkwein (2002), among many others.
- A more integrated approach informed by multiple traditional learning, human development, and student development theories needs to be established to serve as a theoretical framework for the effective delivery of SSIPs.



Why the DSDM?

Fully supporting students during their collegiate careers will increase the probability of:

- Improved institutional retention, persistence, and graduation rates
- Decreased time to degree attainment
- Refining critical skills sets
- Enhanced classroom performance



Theories and Models Informing the DSDM

The DSDM is deeply grounded in multiple theories which attend to student, human, and personality development theories.

Astin: Theory of Student Involvement

Tinto: Theory of Student Departure

Pascarella: General Model for Assessing Change

Bandura: Social Learning

Baxter-Magolda: Theory of Self-Authorship

Schlossberg: Theory of Marginality and Mattering

Glasser: Belonging

Kegan: Human Developmental Theory

Rogers: Interpersonal Theory

Maslow: Hierarchy of Need

Chickering: Vectors of Student Development



Chickering's Vectors	Intersects with Chickering's Vectors (1993) beginning with the fourth vectors, developing mature interpersonal relationships.
Astin's Model and Theory of Involvement	involvement with the institutional community will trigger affinity which will positively affect retention, ultimate graduation, and performance.
Tinto's Theory of Student Departure	Process affective considerations with the SO is strength of the DSDM in addressing a domain historically unattended. The student's interpretation of their membership and the relevance they deem from their engagement must be processed to foster GLD.

Pascarella's General Model for Assessing Change	He illuminates the need for connecting with agents of socialization, namely the people of the institution
Bandura's Social Learning Theory	The SO serves this crucial purpose in modeling, whereby the student later accesses associated symbols in their permanent memory to respond even when the SO is not present.
Baxter-Magolda's Theory of Self-Authorship	Embedded within the DSDM as students move toward self-authorship through stages one to three with the support of the SO as an interpersonal relationship in which the student has the capacity to develop authenticity to establish an internal foundation.

Schlossberg's Theory of Marginality and Mattering	The significant other (SO) assumes marginality is experienced by the student within the model's three stages as stage one addresses attention and importance, stage two addresses ego-extension and dependence, and stage three addresses appreciation.
Glasser Sense of Belonging	Informs the role of the SO. While institutions of higher education have been highly responsive to meeting the basic safety needs of students and meeting cognitive development needs in many ways, they seem to have fallen short of meeting the needs of belongingness/love and esteem needs.

Maslow Hierarchy of Needs	GLD of college students. Maslow (1943) characterized satisfaction of needs as overlapping as one need must not be met in completion for another need to be met. Freedom of expression and action and to defend one's justice and fairness are the channel through which basic needs can be met.
Pascarella General Model	Like Astin's (1999) and Tinto's (1993) models, Pascarella (1985) contends that what the student brings to the institution in terms of qualities, skills, and attributes along with the degree and quality of student effort will interact with the institutional environment, leading to positive change and growth. He illuminates the need for connecting with agents of socialization, namely the people of the institution (Pascarella, 1985).

The End Goal

Dependency

Independence

Interdependency

The single best way to achieve institutional goals is to focus on helping students meet theirs



What the DSDM Does

Focuses on students' affective domain; the dominate domain for decision-making

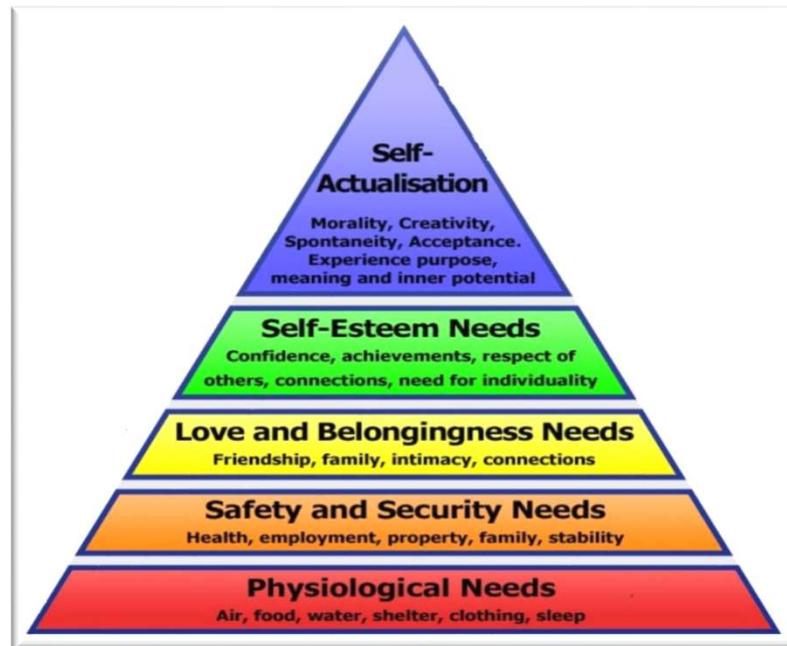
Meets students “where they are” and moves them from dependency through independence, and finally, to interdependence

Increases students' self-agency, affinity for the institution, and focused intentionality



According to Maslow

Higher level of need can't be properly attended to and fully met until lower-level needs have been sufficiently satisfied





Empirical Base of the DSDM's Effectiveness

Fraternity and Sorority
Membership

Intercollegiate Athletics

Cohort-based Professional
Programs

All tend to focus on managing
relationships in a positive way





Paradigmatic Differences

Traditional	DSDM
Group Focus	Individual Student Focus
“One Size Fits All”	Idiosyncratic Approaches
Attention to Aspirational Goals	Attention to Functional Goals
Academic Content-Specific	Holistic
Exaggerated Power Differential	Minimal Power Differential
Staying in Place	Moving to “Where the Student Is”
Assumes High Degrees of Student Independence	Assumes High Degrees of Student Dependency
Highly Static	Highly Dynamic
Passive Faculty and Staff	Active Faculty and Staff
Passive Students	Active Students



Hallmarks of the DSDM Process

The Relationship-Based SO – Student Dyad

Individualized SSIP's to meet demonstrated need

Intentional and Facilitated Movement from
Students' Dependency to Independence then to
Interdependency





Critical Importance of the SO

- Creates and Manages the Relationship
- Provides a “Safe Place” for GLD to occur
- Prompts Introspection
- Supports Internalized Meaning-Making
- Focuses on the Here and Now but Attends to Developing Goal-Orientation

Facilitating Holistic Learning

Primary Mechanism: The Significant Other

Faculty, staff, local alumni, upper-class students

Training in interpersonal communication skills