Developmental Theories

Psychosocial Development: primarily emotional development/how students understand themselves in relation to the world (based on Erikson’s stages of development)
- Chickering and Reisser: seven vectors
- Belenky, Clinchy, Goldberger, and Tarule: Women’s Ways of Knowing
- Identity development models

Cognitive-Structural Development: how students think and process information (based on Piaget’s theories about how students make meaning of their world)
- Perry’s cognitive development model
- Kohlberg: moral development
- Gilligan: women’s moral development
- Baxter-Magolda: self-authorship

Typological Models: “focus on differences in the ways individuals perceive their world or respond to it” (p. 45)
- Myers Briggs Type Inventory (MBTI)
- Holland: career fields
- Gallup: Strength’s Finder

Person-environment interaction: “focus in detail on the environment and how it influences behavior through its interactions with characteristics of the individual” (p. 46)
- Physical models
- Human aggregate models
- Organizational environment models
- Constructed environments


College Impact Models

- Astin I-E-O: Input – Environment – Outcome and theory of involvement: “a conceptual and methodological guide to the study of college effects.” (p. 53)
- Tinto’s theory of student departure/attrition: “seeks to explain the college student withdrawal process” (p. 54)
- Pascarella’s general model for assessing change: “a general causal model that includes explicit consideration of both an institution’s structural characteristics and its environment, providing a conceptual foundation for multi-institutional studies of collegiate impact.” (p. 56)
- Weidman’s model of undergraduate socialization: “the socialization process encourages students to evaluate and balance...various normative influences in order to attain personal goals.”(p. 58)