Integrating Student Development Theory into Education Abroad Advising

Amanda Lentz

SIT Graduate Institute

Follow this and additional works at: https://digitalcollections.sit.edu/capstones

Recommended Citation

https://digitalcollections.sit.edu/capstones/3120

This Thesis (Open Access) is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in Capstone Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.
INTEGRATING STUDENT DEVELOPMENT THEORY INTO EDUCATION ABROAD ADVISING

Amanda Lynn Lentz

PIM 76

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

Capstone Seminar August 2018

Advisor: Sora Friedman, PhD
Consent to Use of Capstone

I hereby grant permission for World Learning to publish my Capstone on its websites and in any of its digital/electronic collections, and to reproduce and transmit my CAPSTONE ELECTRONICALLY. I understand that World Learning’s websites and digital collections are publicly available via the Internet. I agree that World Learning is NOT responsible for any unauthorized use of my Capstone by any third party who might access it on the Internet or otherwise.

Student name: Amanda Lynn Lentz

Date: July 7, 2018
# TABLE OF CONTENTS

Abstract .................................................................................................................................................. 1
Introduction .......................................................................................................................................... 2
Literature Review ................................................................................................................................ 4
Theoretical Framework ...................................................................................................................... 11
  Riessler’s and Chickering’s “Seven Vectors” ..................................................................................... 12
  Baxter Magolda’s Self-Authorship ................................................................................................. 19
  Sanford’s Theory of Challenge and Support .................................................................................... 22
Advising Strategies to Foster Development .......................................................................................... 24
Research Methodology ...................................................................................................................... 25
Data Presentation and Analysis ............................................................................................................ 26
  Participants ...................................................................................................................................... 27
  Institutional Context ......................................................................................................................... 28
  Group Advising ............................................................................................................................... 30
  Student Development ....................................................................................................................... 31
Conclusions .......................................................................................................................................... 33
Bibliography ......................................................................................................................................... 35
Appendix A ........................................................................................................................................... 39
Appendix B ........................................................................................................................................... 45
Appendix C ........................................................................................................................................... 48
INTEGRATING STUDENT DEVELOPMENT INTO ADVISING

ABSTRACT

In higher education there is an emphasis on promoting the development of students. As research has found, this is equally important to employers. Theorists like Linda Riessler and Arthur Chickering have designated tasks that students must complete to develop into competent human beings. This has been recognized and valued by higher educational institutions and employers. There is an emphasis on the importance for students to have a global perspective and to be fully developed adults upon completion of their degree. As a means to meet this objective, students and administrators are looking to study abroad.

This research aims to support education abroad offices with resources to assist students to develop. These resources provide a theoretical foundation to identify competencies and strategic approaches to advising. Prior research has shown that students develop in some sense while abroad. However, students are more likely to have higher rates of development when advisors foster development in pre-departure advising.

Prior to conducting this research, it was hypothesized that education abroad advisors are challenged to centralize the student’s experience. Through collecting data in interviews and surveys, this limited sample suggests that this is the case. To support advisors, the analysis of the theory, literature, and data provides possible solutions for problems related to time, tasks, organization, and advising approaches.
Introduction

Education abroad advisors have to balance many roles and know a lot of country and region specific information related to education and travel. According to the 2017 Institute of International Education (IIE) *Open Doors 2017 Executive Summary*, only “10 percent of all U.S. undergraduate students (including community college students) will study abroad by the time they graduate.” In order to increase the number of students going abroad, education abroad offices strive to centralize themselves to make study abroad an efficient process. However, the burden falls upon the advisors to take on additional roles and liaise with many offices on campus such as financial aid, registrar, degree and college departments. Advisors are expected to be equipped with the knowledge to answer students’ questions related to financial aid, billing, classes and transfer credits, travel, visa and in-country details. For time management purposes, education abroad offices utilize group advising to accommodate the student to advisor ratio, eliminating the one-on-one advising which would cater to fostering development. As a result, developmental advising is neglected due to time constraints and understaffing.

Student development is an integral component to the higher educational experiences. Colleges and universities strive to foster development through advising, programming, and course offerings. Furthermore, the standards in the field of education abroad advising emphasize the importance of integrating student development into advising. Integrating student development into education abroad advising is important because advisors need to be able to evaluate where a student is and where they need to go in order to encourage development. In order for advisors to be successful at this, they must understand, not only the theory, but advising methodology.

My passion for researching student development in education abroad stems from my first experience working as an advisor in a large state university. The education abroad office
maintained an extensive advising staff that liaised with departments, faculty, and student services across campus. I felt extremely fortunate to work with a supportive team of international education professionals that showed me the utility of encouraging student development and resilience. During this time, I found that students were in need of additional support to cultivate development prior to their study abroad experience. It is important to prepare students to be able to gain resilience to take control of their decisions and responsibilities. However, I found many challenges in supporting student growth and preparing students for the transformation that I anticipated them to experience while abroad. Prior to this research and delving into the theories behind student development, I had general knowledge of the concept. In advising students individually, I was able to pinpoint developmental areas where students were lacking. I found it challenging to be able to cover program information, student questions, and focus on development. For that reason, I felt it was important to contribute this research to the field of international education.

This research aims to provide student development support in education abroad advising through answering the question: what advising methods can be utilized to integrate student development theory into education abroad advising? The purpose of this research is to help new and current education abroad advisors in the field understand and apply student development theory by creating an efficient way for advisors to obtain the information and apply it. To support student development, this research provides an analysis of three student development models: Linda Reisser’s and Arthur Chickering’s (1993) “Seven Vectors”, Marcia Baxter-Magolda’s (2001) “Self-Authorship”, Nevitt Sanford’s (1966) theory of “Challenge and Support”. This analysis provides a foundation needed to understand student development and phases advisors should understand to help student progress. Advising approaches (Crookston,
INTEGRATING STUDENT DEVELOPMENT INTO ADVISING

1994) will supplement these theories through advising methodologies that may either foster or impede development. These advising techniques examine how education abroad advisors can develop rapport with students to encourage development.

The research methodology is a combination of interviews and surveys to measure the advisors’ existing knowledge of student development theory and identify how it is or is not used in education abroad advising. Data on the staffing structure of education abroad offices will be collected to get a sense of advisors’ workload. Through the data collection and analysis, the research will determine the best methods, resources, and tools for the advancement of student development in education abroad advising.

Literature Review

In higher education, there is an emphasis on the importance of cultivating student development and promoting student success. This is reflected in the mission statements and objectives of universities and colleges. Universities and colleges are turning to the established offices such as education abroad to assist students in achieving intercultural competency set by institutions. Study abroad has been found to have an impact on students’ development in different amounts.

Education abroad has been a platform for students to progress their skills and education. In order for advisors to build the capacity to focus on student development in the pre-advising stage, there should be research to advocate for effectiveness of education abroad fostering development. Through advocacy, institutions are more likely to give support to offices that fulfill institutional goals. Prior research suggests that education abroad is necessary for students to develop intercultural competences. This literature review looks at the impact of education abroad advising and programming on students’ development.
Impact and Assessment of International Experiences on Student Development

The utility of integrating student development theory into education abroad advising can be examined through prior research on the impact of students’ development through international experiences. As advisors, it is important to understand what type of international experiences have a higher impact on development in order to provide students with the necessary support and guidance. In The High Impact of Education Abroad: College Students’ Engagement in International Experiences and the Development of Intercultural Competencies, Stebleton, Soria, and Cherney (2013) researched “whether different international activities in which students participate yield different outcomes for the development of students’ global and intercultural competencies” (p.2). Through their inquiry, they found that there were gaps in studies on the benefits of study abroad. Stableton at el. (2013) found that none of the research “explore[d] how different types of international experiences impact the development of global competencies in undergraduate students” (p.5). Braskamp, Braskamp, and Merrill (2009) concluded that study abroad is an effective method to help students develop holistically. They noted that student engagement supplements the experience to enhance “global learning and development” and desired to go further through measuring five types of international experiences: university study abroad programs, affiliated programs typically through another institution, travel for the purpose of exposure to other cultures, and service-learning or internship opportunities (p.111). Depending on the institution, students have the ability to engage in global learning and experiences in different structures.

Stableton at el. (2013) aimed to answer, “is participation in these five types of international travel activities associated with different outcomes in students’ development of global and intercultural competencies?” (p.2) The students’ development in intercultural and
global competences were measured through the outcome variables of self-reporting, ability to apply knowledge in another cultural context, development of lingual competence, and their ability and comfort to work with people from other cultures.

The reason behind the inquiry was due to an increase of higher educational institutions prioritizing “global citizenship as a specific learning outcome or student development competency for undergraduate students” (Stebleton et al., 2013, p.2). Institutions are recognizing that study abroad is an optimal method to achieve this outcome and competency. They have prioritized global citizenship in mission statements and through expanding the study abroad programming offered. In order for students to have access to intercultural experiences, study abroad is going beyond semester-long immersion programs. Students have the option to go on short- and long-term programs and non-credit bearing programs such as volunteer, internships, and employment opportunities. “In addition to university-organized international opportunities, students often have access to informal and recreational travel experiences through connections with student groups, religious organizations, friends, and family” (Stebleton et al., 2013, p.2). As scholars of international education conduct research, they have come to question how these different experiences have an impact on students’ development.

The results of the research found that students were “slightly more likely to travel abroad for a cross-cultural experience or informal education as compared to more formal study abroad programs organized through the university” (Stebleton et al., 2013, p.7). This is expected as the number of students participating on short-term and faculty-led programming has been increasing in recent years. The data collected from students was self-reported pertaining to their development of competences which indicated that significant strides were made in most categories. Through participating in university study abroad program, service learning, and
recreational travel, students developed a greater understanding of complex global issues and their comfort and ability to work with people from other cultures.

Study abroad students experienced significant growth in their ability to apply disciplinary knowledge in a global context. However, students who participated in recreational travel did not see development in this area. This ability is developed easier when a student is taking courses for their major in a global context. It is less likely that they will apply it independently without a structure in place to facilitate that learning. The same can be said about a student’s linguistic ability and development of cultural competence. When a student participates on a short-term program or travels without language instruction, it is unlikely for them to develop in this regard.

It is important to note that study abroad is beneficial to students regardless of their readiness, goals, and background. Depending on the students’ preparedness, the type and length of the program, they will encounter different levels of development during their experience abroad. Even if advisors do not focus on student development prior to the student’s departure, the student will likely experience some development.

Across the board, international education researchers are finding that higher educational institutions value student development and their development of a global perspective. It is becoming apparent that employers are looking for students who are inclined and adapt to work with people of different backgrounds and cultures. “72 per cent [of corporations] reported that they desired to have colleges place more emphasis on students dealing with global issues and developments and their implications for the future” (Braskamp at el., 2009, p.101). It is a crucial objective for students to develop and obtain global competencies during their study abroad experiences.
Braskamp, Braskamp, and Merrill (2009) conducted research, similarly to Stableton at el. (2013), where they assessed students’ progress of global learning and development during their experiences abroad. However, Braskamp at el. limited the study to students, from five different institutions in 10 different program centers, during a semester abroad. The study analyzes students’ self-reported survey responses to questions pertaining to cognitive, intrapersonal, and interpersonal development from the beginning of their program to the end. The cognitive domain refers to one’s ability to think critically and the growth of one’s knowing and knowledge within multiple perspectives. In intrapersonal development, the student integrates the values and self-identity that they formed themselves. Interpersonal development aims to promote the ability to interact, connect, and accept people with different or similar beliefs, values, and backgrounds. Baskamp’s at el. (2009) surveys aimed to test the students’ development of a global perspective through participation in their program to determine if the students experienced change.

The research found that students showed significant advancements on the knowledge scale in comparison of their pretest and posttest responses, whereas, they showed the minimal growth on the knowing scale. Meaning students were less likely to gain a “[d]egree of complexity of one’s view of the importance of cultural context in judging what is important to know and value” (Braskamp at el., 2009, p.105). From their study abroad experience, they developed a greater understanding and awareness of other cultures and the impact they have on a global scale. “Students indicated that they were learning how to analyze and understand cultural differences, but did not show significant progress in knowing how to take these cultural differences into account in their thinking about truth and knowledge” (Braskamp at el., 2009, p.105). If research shows that students are struggling to process how to manage differences in a
new cultural context, advisors can incorporate an activity or discussion in pre-departure to prepare students to face and reflect upon these foreseeable challenges.

Institutions value the student experiences abroad that complement the objectives and mission. Education abroad has proven to make substantial progress in global learning and development. Therefore, institutions should invest in assisting education abroad offices to grow and develop to offer superior services and programming for students. As indicated by Braskamp at el. (2009) and Stableton at el. (2013), education abroad is a tool utilized by higher educational institutions to develop competencies. Therefore, advisors in these offices should have access to the same resources in the context of study abroad. Unfortunately, resources for education abroad advisors in this respect are lacking and need to be developed. The following literature analyzes limited literature on education abroad advising for student development.

**Advising for Student Development**

Scholars and higher educational administration have argued that student development is a vital component to the college experience. Higher educational institutions expect that student development is supported by faculty and staff across departments. Due to understaffing and a demanding workload, it is not uncommon to recognize that faculty and staff are struggling to implement student development within their work with students. Due to the varying backgrounds of advisors and faculty, it is not expected that they enter student services with experience and knowledge of student development. The reason why this experience and knowledge is not required is because incorporating and identifying development is a trainable skill in higher education. Organizations like the Forum on Education Abroad and the National Association of Foreign Student Advisers (NAFSA), publish material on student development and provide support for education abroad advisors.
The Forum on Education Abroad (2015) has published resources for advisors to incorporate the standards of good practice for education abroad advising. In the second standard on “Student Learning and Development”, it is important for student development to be a priority for the institution through incorporating it into the mission, goals, and operations (p.4). Northwestern University (n.d.) provides additional insight in advising for study abroad from the Forum on Education Abroad Advising Standards Subcommittee. “Advising for study abroad should be intrinsically linked to the institution’s mission, values and learning goals as well as the student’s academic and personal goals” (p.1). The importance of student development is further emphasized as objectives for advising for study abroad. Advisors should incorporate and have an emphasis student development and learning goals. These objectives can be accomplished by approaching advising from a developmental stance and, most importantly, understanding theories of student development.

The NAFSA’s Guide to Education Abroad Advising noted the importance of incorporating student development theory into education abroad advising. In the chapter on “Advising”, Thebodo (2014) discusses how advising is more effective when advisors use a combination of advising techniques and development theory. It is important to focus on student development in advising because it “is seen as a positive process of growth and progression, resulting in the individual becoming increasingly able to accomplish complex developmental tasks, achieve self-direction, and become interdependent” (Thebodo, 2014, p.22). However, the NAFSA’s Guide to Education Abroad Advising (2014) the section on student development theory does not go to the depths required for advisors to have a significant understanding of this important topic and how to apply it in advising. In order to gather more insight into student
development, this paper delves into the theories and the advising approaches that foster development.

**Theoretical Framework**

The theoretical foundation supporting this research consists of three student development models: Linda Reisser’s and Arthur Chickering’s (1993) “Seven Vectors”, Marcia Baxter Magolda’s (2001) “Self-Authorship”, Nevitt Sanford’s (1966) theory of “Challenge and Support”. These are commonly referred to models within higher education because they directly relate to the developmental processes of the college student. The “Seven Vectors” is grounded in psychosocial theory, the development of identity and values, because it focuses on the student’s progress in accomplishing tasks through life-stages, usually correlated chronologically with age. Similarly, “Self-Authorship” is based on psychosocial development because student “development is influenced by the environmental context in which it occurs” (Evans et al., 2009, p.72). Self-authorship follows student progress through stages in their lives, comparable to the “Seven Vectors”. Self-authorship incorporates elements of cognitive-structural theory which “focus on how people think, reason, and make meaning of their experience” (Evans et al., 2009, p.43). Finally, the model of “Challenge and Support” is grounded in the theory of person-environment because it demonstrates how students interact and are impacted by their environment. The theoretical analysis demonstrates how each of the theories are incorporated into the student development models.

It is important to note that advisors should view student development in situational contexts, meaning that not all students of the same age, sex, race, social identity, develop at the same rate or see the same challenges. Scholars have developed different, but similar models of self-authorship and they have continued to make developments. Baxter Magolda recognized a
gender gap in previous scholarly research on self-authorship. This is similar to Reisser’s and Chickering’s research on identity development. In 1969, Chickering conducted studies on upper class, white males, studying at Ivy League colleges. Forwarding to today, scholars have recently recognized the importance of studying diverse student populations in order to best understand students in different contexts and since have updated the theories.

**Riessler’s and Chickering’s “Seven Vectors”**

The “Seven Vectors” is a psychosocial theory developed by Linda Riessler and Arthur Chickering (1993). The theory indicates a set of tasks or competencies that students need to accomplish to develop into a mature, fully grown person. This analysis will delve into the seven tasks as defined by Riessler and Chickering. Education abroad professionals view the “Seven Vectors” as a useful tool for advisors to pinpoint where the students are and where they are going in development. It “can be especially useful for education abroad as we examine how our programming and interventions can influence student development in all phases of study abroad, and how advisers can be more intentional in the environments we create in order to foster development” (Thebodo, 2014, p. 23).

The “Seven Vectors” are best described as tasks; this is because students have to actively work towards developing an ability. It is not necessary for students to do these tasks in a specific order. Instead, the development of a student depends on variables such as age, socio-economic background, and technology. Thus, students can accomplish these tasks at different times in their lives. Riessler and Chickering (1993) broke down the students’ development into seven tasks students go through: developing competence, managing emotion, moving through autonomy toward independence, developing mature interpersonal relationships, establishing identity,
developing purpose, and developing integrity. This analysis delves into each task and explains how it can be applied to education abroad advising.

**Developing competence.**

In the first vector, students develop competence. According to Riessler and Chickering (1993), there are three competences students must develop: intellectual, physical and manual, and interpersonal. When a student achieves intellectual competence, they are able to understand, analyze, and synthesize information. A student achieves manual competence when they gain the ability to complete physical tasks. Interpersonal competence is achieved when a student has established working relationships with others.

All three competences are important for students to develop when going abroad. A student must have achieved intellectual competence in order to be able to maintain their studies while abroad. There are many challenges students face while abroad, and it is important to have intellectual competence to manage challenges and balance them with course work. Education abroad advisors can prepare students for this in advising sessions by explaining the challenges and having students work through scenarios to solve them. Incorporating discussion, in group advising sessions and pre-departure, is an effective way to develop interpersonal and intellectual competences. Students work through understanding, analyzing, and synthesizing information while working with others.

Advisors have the opportunity to help students further develop the interpersonal competence in pre-departure. Through incorporating activities and discussions within a group setting, students are exposed and compelled to interact with their peers who are about to have similar experiences. Including this in pre-departure will prepare them for their experience abroad
as students will need to develop the ability to interact with peers and local people of the host country.

Before going abroad, a student has to go through the task of choosing and applying for a program. Thus, they are achieving manual competence through being able to complete necessary tasks to prepare for their time abroad. Depending on the amount of contact between the advisor and the student, the advisor can identify the students whose manual competence needs to be developed. The students who need to develop manual competence lack the ability to complete tasks independently and rely on advisors to walk them through the process and/or the student falls behind in accomplishing the tasks they need to go abroad.

**Managing emotions.**

In the second vector, students work to manage their emotions. In order for a student to develop the ability to manage their emotions, students must have an awareness and create a balance between self-awareness and self-control of their emotions. “Anxiety, anger, depression, desire, guilt, and shame have the power to derail the educational process when they become excessive or overwhelming” (Riessler & Chickering, 1993, p.1). Thus, being able to manage emotions is important for students when forming relationships and making decisions. Students who are high self-monitors, those with (higher levels of self-awareness), tend to have an easier time managing their emotions. In other words, students who are more aware of their audience and environment tend to be less likely to make impulsive decisions. They are self-aware which allows them to appropriately filter their behaviors/words. Having this self-awareness tends to deter emotionally inclined decisions.

In group advising, it is difficult to gauge a student’s ability to manage emotions, as one’s emotional capacity/state are not typically shared in a group setting. Instead advisors can explain
culture shock as an introduction into managing emotions while abroad. Education abroad advisors can help students develop awareness of their emotions by asking exploratory questions about why they are feeling a certain way or why they are acting upon an emotion. Exploratory questions should not result in a yes/no answer and the advisor should avoid leading questions. Students’ answers should be organic and the questions can guide a student through development. A common scenario educational abroad advisors face with students making emotionally-based decisions is when students study abroad because their friends are going on the same program. At this age, students are dependent on their friendships and have a fear of missing out on social experiences.

**Moving through autonomy toward interdependence.**

The third vector demonstrates that a student moves through autonomy toward interdependence. Riessler and Chickering (1993) emphasize the importance for students to have ownership over their actions and themselves. Students must learn “to function with relative self-sufficiency, to take responsibility for pursuing self-chosen goals, and to be less bound by others’ options” (p.2). There are two categories of independence students should have: emotional and instrumental. A student who demonstrates instrumental independence is able to independently solve problems. When a student demonstrates emotional independence, they are able to risk relationships to uphold and value their own interests or beliefs over another’s. Students are able to manage their independence with the need for acceptance in relationship. Recognizing and respecting one’s own independence will foster the acceptance of other’s uniqueness and independence.

This vector is extremely important in education abroad. Due to the obstacles students face in study abroad, there are many opportunities for education abroad advisors to foster students’
instrumental independence. A student must be able to independently solve problems as they arise when abroad. In group advising or pre-departure orientation, the advisor can prepare students by going over possible real-life scenarios in which students are presented with a problem and come up with a solution independently.

**Developing mature interpersonal relationships.**

The fourth vector builds off the previous vector to further develop mature interpersonal relationships. Student development theory is a process in which students evolve a little at a time. This is clearly seen in this vector, development of mature interpersonal relationships, where Riessler and Chickering (1993) delves deeper into the previous vectors through managing, interpreting, and fostering relationships. This vector goes further to emphasize the importance of establishing meaningful relationships. “The task associated with this vector include development of intercultural and interpersonal tolerance and appreciation of difference, as well as the capacity for healthy and lasting intimate relationships with partners and close friends” (Evans at el., 1998, p.39).

This vector is important for students when studying abroad because it coincides with developing the ability to accept and celebrate differences. Through the exposure to other cultures, beliefs, values, and backgrounds, students are able to gain tolerance of unique differences. Establishing relationships is an important part of a student’s study abroad experience. In order for students to be successful, advisors can give students tools to foster their development. In advising and pre-departure, advisors should emphasize the importance of forming relationships with locals. Peer mentors can speak about their experiences and friendships formed from their experience abroad to promote cross-cultural relationships.
Establishing identity.

In the fifth vector, students establish their identity. Riessler and Chickering (1993, p.3) interpret identity development as “the process of discovering with what kinds of experience, at what levels of intensity and frequency, we resonate in satisfying, in safe, or in self-destructive fashion.” Education abroad advisors can look to the establishment of identity and identity development simultaneously to guide students through the process of discovering who they are. Identity development consists of social identity, privilege and oppression, racial identity, gender identity, LGBTQ identity, national identity, and spiritual identity, to name a few. Most students already have established identity(ies) and the college experience has had impact on their identities.

It is important for advisors to emphasize how “exposure to different worldviews alters students’ identity development – perhaps this is a part of what returnees mean when they profess the life-changing effects of study abroad” (Thebodo, 2014, p. 23). Advisors can prepare students for identity development in advising and pre-departure orientation through various identity activities. A common activity used by advisors is the iceberg activity. Students write down their identities on the iceberg that are shown above water and hidden under water. After, the advisor leads a discussion where students reflect upon themselves and how their identities will be viewed in other cultural contexts.

Developing purpose.

Students begin to develop purpose in the sixth vector. Riessler and Chickering (1993, p.4) illustrate that “[d]eveloping purpose entails an increasing ability to be intentional, to asses[s] interests and options, to clarify goals, to make plans, and to persist despite obstacles.” Students should prioritize and make action plans for their career aspirations, interpersonal relationships,
and their interests. Through developing purpose students will establish goals when planning for their futures.

In most cases, by the time a student is applying to study abroad, they have been developing purpose. They do so through continuing to college to work towards earning their degree with the purpose of acquiring employment opportunities and earning a certain level of income. Students should be developing purpose for their study abroad experience. Advisors can gauge what the student’s purpose is for studying abroad through a pre-advising questionnaire. From there, advisors can evaluate if they need to guide students through the process to develop purpose or to reflect further on what they think their purpose is. Through utilizing exploratory questions, a student can be guided to develop their purpose of going abroad. Advisors can have students take additional steps to have students explore their purposes for going to a specific region, country, location, and program. It should be noted that this exploratory process should happen before a student applies to a specific program. It is important that students develop their purpose for their study abroad program to avoid regretting their decision to study abroad. This could be related to the programs and/or location.

**Developing integrity.**

In the final vector, students develop integrity. Riessler and Chickering (1993) imply that developing integrity involves the previous vectors, establishment of identity and developing purpose. The students’ “core values and beliefs provide the foundation for interpreting experience, and guiding behavior, and maintaining self-respect” (p.5). Students’ values are challenged in a college environment and certainly in a new cultural context. Developing integrity is important for students to be able to hold to their values that are consistent with their beliefs.
In pre-departure orientation, advisors should present an activity that give students an opportunity to explore and establish their identities, beliefs, and values. Students should be directed to look at the culture that they are going into and indicate whether their identities, beliefs, and values would be challenged. Students should then discuss how and what they would do to cope with these challenges.

Linda Riessler and Arthur Chickering illustrate important elements of student development which provide advisors with a context to identify where a student is and where the student needs to go. One of the many roles of education abroad advisors is to prepare and guide the student through the process of study abroad. The process should be looked at holistically to include not only programming and logistics, but student development. Identifying the theories helps to shape the approaches to advising.

**Baxter Magolda’s Self-Authorship**

Self-authorship is an important student development model because it illustrates the phases students go through to establish their belief system, identity, and relationships. This psychosocial developmental model is defined as “the internal capacity to define one’s beliefs, identity, and social relations” (Evans et al., 2009, p.184). Like the “Seven Vectors” there are phases students go through to develop, a common element of psychosocial development. These phases are following formulas, crossroads, becoming the author of one’s life, and internal foundation. Baxter Magolda determined three questions students answer to develop self-authorship, as they go through phases and events in their lives. The first question of “How do I know” relates to cognitive development. The second question of “Who Am I?” relates to interpersonal development. The third question of “How do I construct relationships with others?”
relates to interpersonal development. Unlike the “Seven Vectors”, these stages are more structured, meaning a student would not skip phases or experience phases in a different order.

**Phase 1: Following formulas.**

The first phase of “following formulas” is typical of college freshman. They have just begun to enter adulthood and are experiencing autonomy. Prior to college, students have been following the path set out by an authority figure, typically their parents. Much of their beliefs, identity, and elements of relationships have been influenced by an authority figure, often a parent.

Advisors can identify when students are still in the first phase when applying to study abroad through getting a sense of how involved the parents are in making decisions. Students will rely on their parents for financial assistance, making it difficult for the student to have independent priorities. They feel obligated to listen to their parent’s opinions because they are the ones writing the check. “Students who worked with advisors who encouraged reflection in goal setting and intentional planning and discussed with students their nonacademic life experiences were more likely to develop abilities and perspectives associated with self-authorship” (Evans et al., 2009, p.190). Advisors can empower students to make decisions for themselves and provide students with resources and tools to advocate for themselves, fostering self-authorship.

**Phase 2: Crossroads.**

In the second phase, the student comes to a crossroads where they find that plan they have been following does not seem to fit for them anymore. “At the crossroads, a pivotal developmental moment, students cognitively recognized expansion of views” (Evans at el., 2009, p.140), largely impacted by the college environment. Students are removed from parental
INTEGRATING STUDENT DEVELOPMENT INTO ADVISING

influence and introduced to a diverse population of students with different background, identities, and belief systems. Additionally, college academics utilize critical thinking and expands upon topics that secondary education may not provide.

Advisors should have a high awareness of this stage to provide support for students to guide them in finding their purpose, to transition into authoring their lives. Education abroad greatly contributes to the student finding themselves through exposure to contrasting views in different cultures and lifestyles. Advisors can prepare students for the challenges that may arise in the crossroads while being immersed in an unfamiliar culture. Preparation can include having students acknowledge that the crossroads phase is normal and expected during their time abroad. Therefore, when students are challenging their beliefs, they have an awareness that this is typical of a student in their situation and are more likely to directly work through the challenges.

Phase 3: Becoming the author of one’s life.

In the third phase, the student develops the ability to choose their beliefs, identity, and relationships. Within this stage it is important to note that students may face conflict through opposing views that may influence or challenge what they are trying to establish. During this time, students may experience challenges in grounding their beliefs as they feel a hesitation to commit. It is also possible that students are “aware that belief systems are contextual, and change, and are never as clear as one would wish” (Evans at el., 2009, p.367-8). At this stage, the student does not fully develop, however they are enabled to choose for themselves.

The advisor’s role in the process is fundamental when students are exploring their study abroad options. The advisor can ask strategic questions to target what students are trying to establish for themselves. In this way, advisors are fostering their development through providing resources, information, or programs that would help students explore their identity, build
relationships, and establish a belief system. Through processing this before a student goes abroad, there is confidence that a student will return having developed an internal foundation.

**Phase 4: Internal Foundation.**

In the final phase of self-authorship, the student has reached a point where they are “grounded in their self-determined belief system, in their sense of who they are, and the mutuality of their relationships” (Evans et al., 2009, p.368). Often this stage is reached towards the end of the college experience. However, education abroad can guide students to developing this stage early. Education abroad advisors can incorporate elements of development theory into returnee orientations, workshops, or conferences. If students have not reached this phase upon returning, advisors can foster the development of this phase through reflection of experiences and how these experiences impacted oneself before and after departure.

**Sanford’s Theory of Challenge and Support**

The third development model that this research analysis is Navitt Sanford’s Theory of Challenge and Support. Sanford (1966) theorized that students develop when challenges are balanced by supports within their environment. This model takes a holistic approach to student development through examining the student’s readiness, ability to handle challenges, and requirements for support. It suggests that “[i]f the environment presents too much challenge, students can regress to earlier, less adaptive modes of behavior; solidify current modes of behavior; escape the challenge; or ignore the challenge if escape is impossible. If there is too little challenge in the environment, students may feel safe and satisfied, but they do not develop” (Evans et al., 2010, p.30). In education abroad advising, it is important to know how to balance the challenges that education abroad invokes with the support that is provided to students.
The challenges students face in study abroad are, but not limited to, financial hardship, separation anxiety from family and friends, and fear of study abroad not fitting into their academic plan. Additionally, students can become overwhelmed by the number of program options, creating frustration in the research process. Education abroad offices have worked to accommodate students concerns through developing strategic partnerships with institutions and programs abroad. These partnerships lower the cost of study abroad and often times are comparable to a semester on campus. In some institutions, they limit the number of options available to students through strategically selecting programs that best align with the institutions academic standards and course offerings. Furthermore, programming developed by faculty and sponsored by the institution give students a sense of comfort. Research has shown that student achieve more competencies through programming organized through their college/university.

“[W]hen students choose to study abroad through their home university on a program designed by [the] university……they may feel a connection to their home campus and have a sense of comfort in knowing details of the program, academic expectations, and the peer group with whom they will be studying” (Stebleton et al., 2013, p.16). It is important to note that students need a level of comfort in order to successfully complete tasks, develop, and thrive in a new environment. Finally, degree departments and education abroad offices worked together to develop an academic model for study abroad, meaning that programs are marketed to students based on that students major. This eliminates the student’s fear of study abroad not fitting into their academic plan. In these ways, education abroad offices are evolving to provide students with the support to alleviate students’ concerns.
Advising Strategies to Foster Development

Advisors should approach student development holistically in order to fully integrate it into education abroad advising. Aside from having knowledge of the developmental theories, advisors should develop advising strategies to foster development. In order to do this, they should be fully equipped with the resources, tools, and knowledge to guide students in making decisions, completing tasks, and forming goals related to their education which are foundational to student development. As the advising field changes, advisors can consider how they can use advising approaches and concepts that are beneficial to foster student development.

In *A developmental view of academic advising as teaching*, Crookston (1994) provides insight on two approaches to advising. These approaches are prescriptive advising and developmental advising. In prescriptive advising, the relationship between the student and the advisor is based on authority. The advisor gives the student advice with the expectation that the student acts in accordance to the given advice. However, if the given advice is ill-advised, the student does not assume fault. The responsibility goes back onto the advisor. In developmental advising, the advisor acts as a facilitator to guide students in “rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills” (Crookston, 1995, p.5). Among the two approaches, developmental advising is highly recommended because the relationship between the advisor and the student is less authoritative and there is shared responsibility. The student is empowered to make decisions and act upon them with goals in mind and doing so will help the student achieve some of the competences in the Seven Vectors.

Crookston (1994) contrasted the approaches of advising to conceptualize how each approach could either hinder or help a student’s development. In terms of a student’s ability and motivation, prospective advising focuses on the student’s limitations which could result in the
student feeling incapable of performing tasks to develop. Ultimately, the student may be inattentive and need additional support. Whereas a student is more motivated to perform tasks when an advisor uses developmental advising to empower the student and focus on their potential. In this way, the student is more motivated to perform and thrives in their environment.

At the post-secondary education level, there is a need to develop students’ level of maturity. Students need assistance developing the level of maturity appropriate for their age; especially before embarking to a new environment and acquiring a higher level of independence. Advisors can utilize developmental advising to address this need. Developmental advising empowers the student to develop the ability to have awareness of their actions and to be responsible for them. When a student is closely monitored in prescriptive advising, it deters students’ progress by making them feel incapable and irresponsible through closely monitoring students.

It is important to note that prescriptive advising limits a student's development through emphasizing on their inabilities and limitations. Developmental advising fosters a positive relationship between the advisor and advisee. There is a sense of shared commitment to the tasks at hand while providing a balance of support and challenge for students. This advising approach empowers students perform and develop.

**Research Methodology**

Data was collected from advisors in international education through two research methods: survey and interview. Participants for the interviews were selected based on their background, experience, and institution. This method was employed to achieve diversity of participants. For example, Participant A has a Master’s degree in international education and only a year of experience in the field of education abroad advising at a private college whereas
Participant B has two years of experience at a public university and a Bachelor’s degree in Chinese Language and Culture. This method aimed to compare and contrast the experiences and insights of the participants.

The survey was administered through a secured Google Form which was distributed via email, LinkedIn, and international education social media groups. A total of 18 responses were collected and two 30-minute interviews were conducted over the course of a week. The survey employed a mixture of closed- and open-ended questions to give the participant to provide prompt and detailed responses.

The data was collected to examine whether other advising professionals in education abroad advising were experiencing difficulties in integrating student development into their pre-departure meetings with students. The research methodology attempted to determine if there were differences between the experience and background of advisors and their respective institutions.

Prior to conducting research, I had observed difficulties in incorporating elements of student development into advising. I researched with the assumption that other advisors were experiencing the same difficulties. However, throughout the research process I kept an open mind and searched for institutional best practices in advising for student development. The data presentation and analysis evaluate the responses from participants about their experience and background of their institution. Finally, the research concludes with the limitations experienced and suggestions for future research.

**Data Presentation and Analysis**

The data presentation and analysis for this research is organized in the thematic order that questions were asked in the survey and interviews (see Appendix A and B). The first set of
questions pertains to the participant and their background. The second set of questions are related to the institution and education abroad office in which the participant works within. Finally, the last set of questions delved into the advisor’s knowledge and understanding of student development theory.

Participants

The participants were education abroad advisors working in private and public universities and colleges in the United States. Participants were recruited through personal networks with professionals in the field of education abroad advising and through the following methods: international education Facebook groups, and LinkedIn. Participants who responded to the survey had the option to indicate if they would be interested in an interview to further respond and discuss student development in education abroad advising.

The survey questions (see Appendix A) inquired about the advisors’ background, institution, and education abroad office. These questions aimed to compare the experiences of advisors across different institution types. The first three questions explored the participants’ background and duration of their work experience in education abroad advising. Forty-four point four percent of the participants indicated that they have worked in education abroad advising for less than two years. Eleven point one percent of the respondents have worked in education abroad advising for three to five years. Thirty-three point three percent of the advisors indicated that they have been working in education abroad advising for six to eight years. Another 11.1 percent of participants indicated that they have worked in education abroad advising for nine years or more. The majority (72.2 percent) of participants hold a master’s degree, followed by 22.2 percent who hold a bachelor’s degree and 5.6 percent who hold a PhD. Of those responses, over 50 percent of participants received their degree in international education. The overall
sample population for this study was diverse, holding degrees in various fields and levels of education. However, the majority of those who entered education abroad, had a background in international education and have worked in the field for more than three years.

**Institutional Context**

The following set of questions focused on the institution, office structure, and student base. The purpose of this section is to identify if there are similarities and/or differences in education abroad offices between schools in reference to the size and type. Additionally, the data attempts to gauge an advisor’s workload, the number of students that go abroad in comparison to the number of advising staff available, to affirm or negate the argument that advisors are overworked.

When asked about the type of institution, 55.6 percent of the participants indicated that they work in a public university, 22.2 percent work at private university, 16.7 percent work at a private college, and 5.6 percent work at a public college. In reference to the size of the institution, 38.9 percent recorded that the total size of the student body is greater than 25,000. 33.3 percent recorded having less than 5,000 students and 27.8 percent of participants work in an institution with 5,000 to 15,000 students.

The survey found that on average, most education abroad offices staff fewer than three advisors. The majority of education abroad advisors (66.7 percent) advise under 130 students each semester, showing that within this sample, the advisor-to-student ratio is high. However, when asked about the total number of students a year who go abroad for either a semester or a year-long program, the numbers were quite low. The majority of participants (66.7 percent) indicated that 0 to 500 students participate in long-term programs. Following the majority, 16.7 percent indicated 1,000 to 1,5000 and 11.1 percent indicated between 500 to 1,0000 students.
participate in this length of program. These numbers confirm the current trend in study abroad; most students are participating on short-term programs such as faculty-led, summer, maymester, and winter.

The lowest response, one participant indicated that 1,500 to 2,000 students study abroad on a long-term program. This person advises between 100 to 130 students each semester and works in an office with a staff of four to seven advisors. The same participant specified that they work in a public university with a total student body greater than 25,000 students. In this research, this size of student body was found to be among the top two responses from participants. However, the number of students going abroad for long-term programming is shown to be low in comparison to size.

Following questions about size of institution and advising staff, the survey inquired about the number of students advised each semester. There were a range of responses with the highest number of participants (33.3 percent) indicating that they advise over 130 students each semester. These participants work in private and public universities with a wide range of student populations. Twenty-two point two percent of participants responded with the lowest number of advisees, 0 to 30 students. The remaining eight participants responded in the range of 30 to 130.

Within individual advising appointments, 41.2 percent of participants spend 20 to 25 minutes with each student. Twenty-nine point four percent indicated spending more than 25 minutes, 23.5 percent spend 15 to 20 minutes, and 5.9 percent spend 10 to 15 minutes advising students. The amount of time an advisor spends advising students did not correlate with the number of years they have been advising nor with the number of students they advise each semester.
In an effort to understand the structure of advising appointments, advisors were asked to rank what areas they spend the most time on in advising appointments. These topics included student development (advising students through issues, challenges, identity), program details (in-country logistics, programming), program research, financing study abroad (scholarships, financial aid, money management), academics (courses that will transfer and apply to students’ degree), and visa (how to apply and regulations). Among these topics, advisors indicated spending the most time on researching programs with students. The second lowest topic of attention was student development. This analysis is vital to examine in every study abroad office. If program research consumes advising appointments, it would make education abroad offices more efficient to organize study abroad informational sessions where students can ask questions and investigate where they want to go and why. Additionally, this is an opportunity to encourage and incorporate elements of student development.

**Group Advising**

The survey inquired about group advising to gauge how advisors manage processing appointments with students prior to going abroad. As indicated in previous sections of the survey, the majority of the education abroad offices have an advising staff of three or less which increases the student-to-advisor ratio. However, not all education abroad offices require a meeting with an advisor prior to applying for a program. In retrospect, the survey should have inquired about the advising requirements for students to delve further into advisors’ workload.

It was necessary to explore how many advisors use group advising and to understand why it is used. Fifty-five point six percent of participants indicated that they utilize group advising. Participants were then asked to notate why they utilize it. The majority of the responses indicated that it saved time. Other responses shed light on how education abroad offices are not as central
INTEGRATING STUDENT DEVELOPMENT INTO ADVISING

on large campuses. In instances where there is a multi-campus system, a participant noted that “group advising makes it easier to be able to [conduct] advising meetings at all major instructional locations”. Cases such as these demonstrate the utility of group advising. However, one participant noted that in group advising “students are able to correct each other on small[er] questions they have.” Further research is necessary to explore the effectiveness of group advising as it may not provide the individual attention to foster development. Through this method, students are able to connect with their peers, begin to problem-solve, and work collectively. This should be investigated further when conducting research on student development in group advising.

Student Development

The last section of the survey examined student development in education abroad offices. According to the data collected, the vast majority (94.4 percent) of participants said that student development is valued in their education abroad offices. The same percentage of participants showed familiarity with student development. Seventy-seven percent of participants indicated that they first learned about student development theory within their Master’s education. The remaining 22.4 percent of participants learned about student development theory through their bachelor’s education, professional development (i.e. conferences, webinars, trainings), and through working in advising. According to the results, there is a high awareness of student development in education abroad offices.

The survey delved deeper through inquiring about the methods used to foster student development in education abroad advising. Advisors could select multiple methods from the following options: “pre-advising survey”, “exploratory questions”, “application essays that allow students to reflect and think critically about study abroad”, and a space for open response. The
majority of advisors incorporate student development into advising through study abroad learning plans, exploratory questions, and application essays. Study abroad learning plans provide students with the opportunity to decide in what areas, academically and personally, they wish to grow in. Exploratory questions, utilized in advising appointments, guide the student to dig deeper and think more critically about their decisions, desires, and needs. This is an important tool to use when students are making emotionally based decisions that may be irrational. These decisions are often addressed in initial advising appointments, prior to the student applying to a program.

Applications essays are a great way for students to write about how their future experience will impact their academic and career goals, as well as, have them explain their rationale for the program. To prepare students for these essays, education abroad offices could benefit from utilizing pre-advising surveys. These surveys encourage students to establish or develop a rationale for their program choice, which will aid them in crafting their application essay. In the case that a student has not decided on a program, the questions should inquire about their goals and requirements for their study abroad experience. This survey did not explore the content of the pre-advising questionnaire as the research examined methods advisors used to foster development. It should be noted that pre-advising questionnaires are a useful tool to save time in advising appointments. The student is able to have more time to think about these questions and develop answers, whereas, they have limited time in a 30-minute or less advising appointment. Pre-advising surveys are useful tools to encourage students to think critically and develop.
Conclusions

The research concluded that student development is valued in education abroad offices and to advisors, however, due to time constraints it is difficult to integrate elements of student development into advising. Advisors have the training and knowledge of student development in order to integrate it into advising. However, many advisors indicated that time constraints limited their ability to focus on development. In order to alleviate this, advisors can utilize group advising, informational sessions, and pre-advising surveys which asks questions to encourage students to think critically. Informational sessions can be used to replace the advising individual advising appointments that focus on exploring locations, programs, and goals. This would make the individual advising appointment more efficient because the student knows about their program. Thus, the advisor can focus on developmental advising over the logistics of the program. In the pre-advising survey, students should indicate their goals for their experience and/or program. Prior to the appointment, the advisor can spend five minutes to review the questionnaire and highlight questions that they should focus on. A large number of advisors utilize group advising to process student appointments, however, more research is needed to explore how student development is incorporated into group settings. Due to limitations, this study was unable to delve deeper into the group advising method. It would have been interesting to gauge the amount of the work advisors did on student development in group advising over individual advising.

This study experienced limitations relating to the timing of data collection. For example, the survey was distributed during the first week of July when many advisors were on vacation. In the future, when conducting research, it would be best to strategically time when interviews are requested and when surveys are distributed. Additionally, the data collecting period was limited to a week in order to analyze the data and develop the research paper on a tight timeline. As a
result, the sample of participants was small and it would have been more beneficial to have a larger sample.

This research can serve as a foundation to further research student development in education abroad advising. Future research is needed to examine techniques and tools that can be used in both individual and group advising to assist students in developing. It is important that these tools focus on efficiency and aid advisors, as they have limited contact time with student. As previously indicated in the literature review, there is not a substantial amount of resources for education abroad advisors to utilize. It is important to provide these resources to serve as a guide for new and experienced advisors. Literature has shed light on the importance of student development, but it does not provide the needed tools and techniques to foster development. Further research can contribute to the lack of literature in student development in education abroad advising.
BIBLIOGRAPHY


INTEGRATING STUDENT DEVELOPMENT INTO ADVISING


INTEGRATING STUDENT DEVELOPMENT INTO ADVISING


Appendix A

Survey Questions

Introduction to survey: As a participant in this survey on student development in education abroad advising, your identity as a participant and your institution's identity will not be asked nor be published. Your responses to the questions will be analyzed and published as part of graduate research to answer: What advising methods can be utilized to incorporate student development theory into education abroad advising and orientation?

Your voluntary participation in this survey is greatly appreciated and will contribute to the growth of research in our field of international education.

Information on participants

1. How long have you been advising in education abroad?
   
   a. 0-2 years
   b. 3-5 years
   c. 6-8 years
   d. 9+ years

2. What is your highest level of education?
   
   a. Bachelors
   b. Masters
   c. PhD

3. Indicate your field of study: (Open answer)

Institution Specific Questions:

4. What type of higher educational institution do you work at?
   
   a. Private college
   b. Public college
c. Private university  
d. Public university  
e. Vocational school  
f. Other (open response)  

5. What is the total size of the student body at your institution?  
   a. 0-5,000  
   b. 5,000-10,000  
   c. 10,000-15,000  
   d. 15,000-20,000  
   e. 20,000-25,000  
   f. 25,000+  

6. How many students within your institution go abroad for a semester or year-long program each year?  
   a. 0-500  
   b. 500-1,000  
   c. 1,000-1,500  
   d. 1,500-2,000  
   e. 2,000+  

7. How many advisors work in your institution’s education abroad office?  
   a. 1-3  
   b. 4-7  
   c. 8-10  
   d. 10+  

40
INTEGRATING STUDENT DEVELOPMENT INTO ADVISING

8. How many students do you advise each semester?
   a. 0-30
   b. 30-60
   c. 60-90
   d. 100-130
   e. 130+

9. Aside from advising students, please explain other roles you have in the education abroad office. (i.e. liaison between offices, projects, marketing, recruitment, partnerships) (Open response)

   **Advising**

10. On average, how much time do you spend advising a student in individual appointments?
    a. 0-10 minutes
    b. 10-15 minutes
    c. 15-20 minutes
    d. 20-25 minutes
    e. 25+ minutes

11. Do you utilize group advising sessions in the pre-application process?
    a. Yes
       i. On average, how many students are advised in each group session?
       ii. What content is covered in group advising? (Select all that apply)
           1. Program information
           2. Program options
           3. Career advising
4. Academic advising for study abroad
5. Student development
6. Health and safety
7. Country/region specific information
   iii. Why do you use group advising? (Open response)

b. No

12. Rank (1 through 6) time spent on the following topics when advising students (1-least, 6-most):
   ______ Student development (advising students through issues, challenges, identity)
   ______ Program details (in country logistics, programming, etc.)
   ______ Program research with student (finding the right program for students)
   ______ How to finance study abroad (scholarships, financial aid, cost management)
   ______ Academics (courses that will transfer and apply to students’ degree)
   ______ Visa (how to apply and regulations)

13. What advising techniques do you find to be the most useful for students to develop the ability to complete tasks and prepare for their time abroad?
   a. Checklists for students
   b. Comprehension-checking questions (i.e. when is the application due?)
   c. Emails recapping the advising appointment
   d. Other (open response)

**Student development**

14. Student development is defined as the ways a student grows, progresses, or increases their developmental capabilities as a result of enrollment in an institution of higher
education. Through the student’s journey in college, they develop competencies such as the ability to complete tasks, form and manage relationship, manage emotions, etc. On a scale of 1 to 6 how important is student development in your institution’s education abroad office? (1- not important, 6- very important)

Comments:

15. On a scale of 1 to 6, how familiar are you with student development? (1- not important, 6- very important)

Comments:

16. Where did you learn about student development theory?
   a. Bachelor’s education
   b. Master’s education
   c. Professional development (i.e. conferences, webinars, trainings, etc.)
   d. Through working in advising
   e. Other (explain)

17. What methods do you use to foster student development in education abroad advising?
   (Select all that apply)
   a. Pre-advising survey
   b. Exploratory questions
   c. Study abroad learning plans (setting goals)
   d. Application essays that allow students to reflect and think critically about study abroad
   e. Other (explain)
18. Would you be interested in being interviewed to further discuss student development and advising?
   a. Yes
      i. Contact information: (response)
   b. No

19. Are you interested in receiving an electronic copy of the final research paper via email?
   a. Yes (open response: email address)
   b. No
Appendix B
Interview Guide

Participant Information:

1. Could you elaborate on your background (i.e. education, work experience (previous positions held), professional development)?
2. How long have you been advising in education abroad?
3. What led you to a career in advising?

Institution Information:

1. What type of institution do you work at (private/public - university/college/vocational)?
2. What is the total size the student body at your institution?
3. How many students at your institution go abroad each year in the following categories:
   a. Semester programs
   b. Year-long programs
   c. Summer/faculty led programs
4. Could you elaborate about the staffing structure of the education abroad office?
   a. Number of staff
   b. Positions
   c. Responsibilities

Advising:

1. Is advising mandatory for students who go abroad?
2. How many students do you advise each semester?
3. On average, how much time do you spend advising a student in individual appointments?
4. How do you structure your advising appointments? (I.e. time spent on: research (during appointment))
5. Do you use group advising (advising multiple students, at the same time, on the same program or a similar program)?

6. Are you familiar with the Standards of Good Practice for Education Abroad?

7. Does your institution/office follow the Standards of Good Practice for Education Abroad? (The Forum on Education Abroad will be referenced if the participant is unfamiliar)
   
   d. Positive response to question #7 will prompt additional question:
      
      i. In reference to the standard on “student learning and development” in what ways do you incorporate student development into advising?

   e. Negative response to question #7 will prompt additional question:
      
      i. In your advising practice, do you follow the Standards of Good Practice for Education Abroad and why?

**Student Development:**

1. Student development is defined as the ways a student grows, progresses, or increases their developmental capabilities as a result of enrollment in an institution of higher education. Through the student’s journey in college, they develop competencies such as the ability to complete tasks, form and manage relationship, manage emotions, etc. How important is student development in your institutions education abroad office?

2. How familiar are you with student development?

3. Where did you learn about student development theory? (higher education, training, professional development, work experience)

4. What methods do you use to foster student development in education abroad advising? (i.e. advising approaches, pre-advising survey, exploratory questioning to the students,
study abroad learning plans, application essays that allow students to reflect and think critically about study abroad)

5. Are there any challenges you are experiencing when it comes to incorporating student development into advising? (If yes, please elaborate and include any solutions you may have)
Appendix C

Student Development Handouts for Education Abroad Advisors

*Integrating Student Development Theory into Education Abroad Advising*

Student development theory is defined as “the ways that a student grows, progresses, or increases [their] developmental capabilities as a result of enrollment in an institution of higher education” (Rodgers, 1990).

**OBJECTIVES FOR EDUCATION ABROAD ADVISING**

Advisors support students through providing accurate information to prepare students for study abroad

Advisors maintain professional standards while uphold the institution’s mission and values, student development, and learning goals

Advisors serve as facilitators in the developmental process in order to help students to develop purposeful plans and goals for study abroad

*(Based off the Standards from The Forum on Education Abroad)*

**ADVISING APPROACHES**

*Prescriptive advising:* The relationship between the student and the advisor is based on authority. The advisor gives students advice with the expectation that the student acts in accordance. If the given advice is ill-advised, the student does not assume fault.

*Developmental advising (recommended):* The advisor helps the student to facilitate “rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills.”

*(Crookston, 1994, p.5)*

**ADVISING CONCEPTS**

*Integration:* connecting experiences abroad with academics

*Referral:* connecting students to campus resources

*Information:* giving students the information they need

*Individuation:* catering advising towards students’ circumstance

*Shared Responsibility:* student takes action for planning, problem-solving, decision making

*(Thebodo, 2014)*
INTEGRATING STUDENT DEVELOPMENT INTO ADVISING

REISSLER’S & CHICKERING’S SEVEN VECTORS OF IDENTITY DEVELOPMENT

One model education abroad professionals look to is Linda Reisser’s and Arthur Chickering’s (1993) Seven Vectors. Their psychosocial theory is a useful tool for advisors to pinpoint where the students are and where they are going in development. It “can be especially useful for education abroad as we examine how our programming and interventions can influence student development in all phases of study abroad, and how advisers can be more intentional in the environments we create in order to foster development” (Thebodo, 2014, p. 23). The development of a student depends on variables such as age, socio-economic background, technology, etc. Thus, students can accomplish these tasks at different times in their lives.

Developing competence: There are three competences a student must develop: intellectual, manual, and interpersonal. A student achieves intellectual competence when they are able to understand, analyze, and synthesize information. Manual competence is achieved when a student is able to complete tasks. Interpersonal competence is achieved when a student has established working relationships.

Managing emotions: A student has developed the ability to manage their emotions when they are able to do the following: have an awareness of their emotions and create a balance between self-awareness and self-control of their emotions.

Moving through autonomy toward interdependence: Students must learn “to function with relative self-sufficiency, to take responsibility for pursuing self-chosen goals, and to be less bound by others’ options” (Chickering, 1993, p.2). A student should develop emotional and instrumental independence. A student who demonstrates instrumental independence is able to independently solve problems. Emotional independence is achieved when a student is able to risk relationships to uphold and value their own interests or beliefs over another’s.

Developing mature interpersonal relationships: Establishing meaningful relationships, cross-culturally, through developing the ability to accept and celebrate differences.

Establishing identity: The student goes through the process of discovering themselves through experiences that resonate with them. Identity development consists of social identity, privilege and oppression, racial identity, gender identity, LGBTQ identity, national identity, spiritual identity, etc.

Developing purpose: A student develops purpose through ‘being intentional, assessing interests and options, clarifying goals, making plans, and demonstrates resilience’ (Chickering, 1993, p.4).

Developing integrity: Developing integrity involves the previous vectors, establishment of identity and developing purpose. Student’s “core values and beliefs provide the foundation for interpreting experience, and guiding behavior, and maintaining self-respect” (Chickering, 1993, p.5).
BAXTER MAGOLDA’S SELF-AUTHORSHIP

A student goes through four phases to develop self-authorship. The first phase of Baxter Magolda’s self-authorship model is following formulas. In this phase, there are external influences that affect the student’s beliefs, identity, and construction of relationships. In the second phase, the student arrives at a crossroads where they are questioning their beliefs, identity, and relationships. Students become the author of their life in the third phase through developing independent beliefs, establishing their identity and values, and determine how their needs are met. In the final phase, students develop and internal foundation where their beliefs, identity, and relationships become grounded. Self-authorship is reached when a student develops the “internal capacity to define one’s beliefs, identity, and social relations” (Evans et al., 2010, p.184).

SANFORD’S THEORY OF CHALLENGE AND SUPPORT

Sanford’s Theory of Challenge and Support suggests that “[i]f the environment presents too much challenge, students can regress to earlier, less adaptive modes of behavior; solidify current modes of behavior; escape the challenge; or ignore the challenge if escape is impossible. If there is too little challenge in the environment, students may feel safe and satisfied, but do not develop” (Evans at el., 2010, p.30). As education abroad advisors, it is important to provide students with balanced support and challenge to foster development.