

DePaul University, Office of Multicultural Success
Post College Success Core Theoretical Framework

The Post-College Success team utilized a combination of College Student Development Theory and Career Theory to guide our work.

Post College Success Stage: Discernment

Theory of Self-Authorship

Baxter Magolda defines self-authorship as “the internal capacity to define one’s beliefs, identity, and social relations” (Evans et al., 2009, p.184). Understanding Baxter-Magolda’s Theory of Self-Authorship in relation to a social identity allows us to explore the ways in which a student’s social identity impact not only their sense of who they are, but how they impact their career aspirations. Within Post-College Success at DePaul University, we invite students to ask, reflect on and answer the following questions: Who am I, Who can I become?, and How do I get there.

Post College Success Stage: Action

Systems Theory Framework

The Systems Theory Framework guides our work with first-generation students and in particular allows us to develop action-oriented career-specific tasks. More specifically, as Arthur and McMahon (2005) suggest, using a Systems Theory Framework as a foundation for multicultural career counseling we can encourage “the examination of cultural influences in career development by locating clients within and between their systems of influence and recognizing the recursiveness between those systems” (p. 215).

Post College Success Stage: Transition

Schlossberg's Transition Theory

Schlossberg's Transition theory focuses on the ways in which students are impacted by and can adjust to transitions that may occur through the college going process. Transition Theory involves encouraging individuals to “examine what constitutes a transition, different forms of transitions, the transition process, and factors that influence transition” (Evans, et.al., 2009, p. 214). By helping students understand transitions and creating opportunities to help students navigate those transitions we can work to ensure a students' long-term success.

Citations

Arthur, N. and McMahon, M. (2005), Multicultural Career Counseling: Theoretical Applications of the Systems Theory Framework. *The Career Development Quarterly*, 53: 208–222.

Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2009). Student development in college: Theory, research, and practice.

Jossey-Bass.Lent, R. W., Brown, S. D., & Hackett, G. (2002). Social cognitive career theory. *Career choice and development*, 4, 255-311.