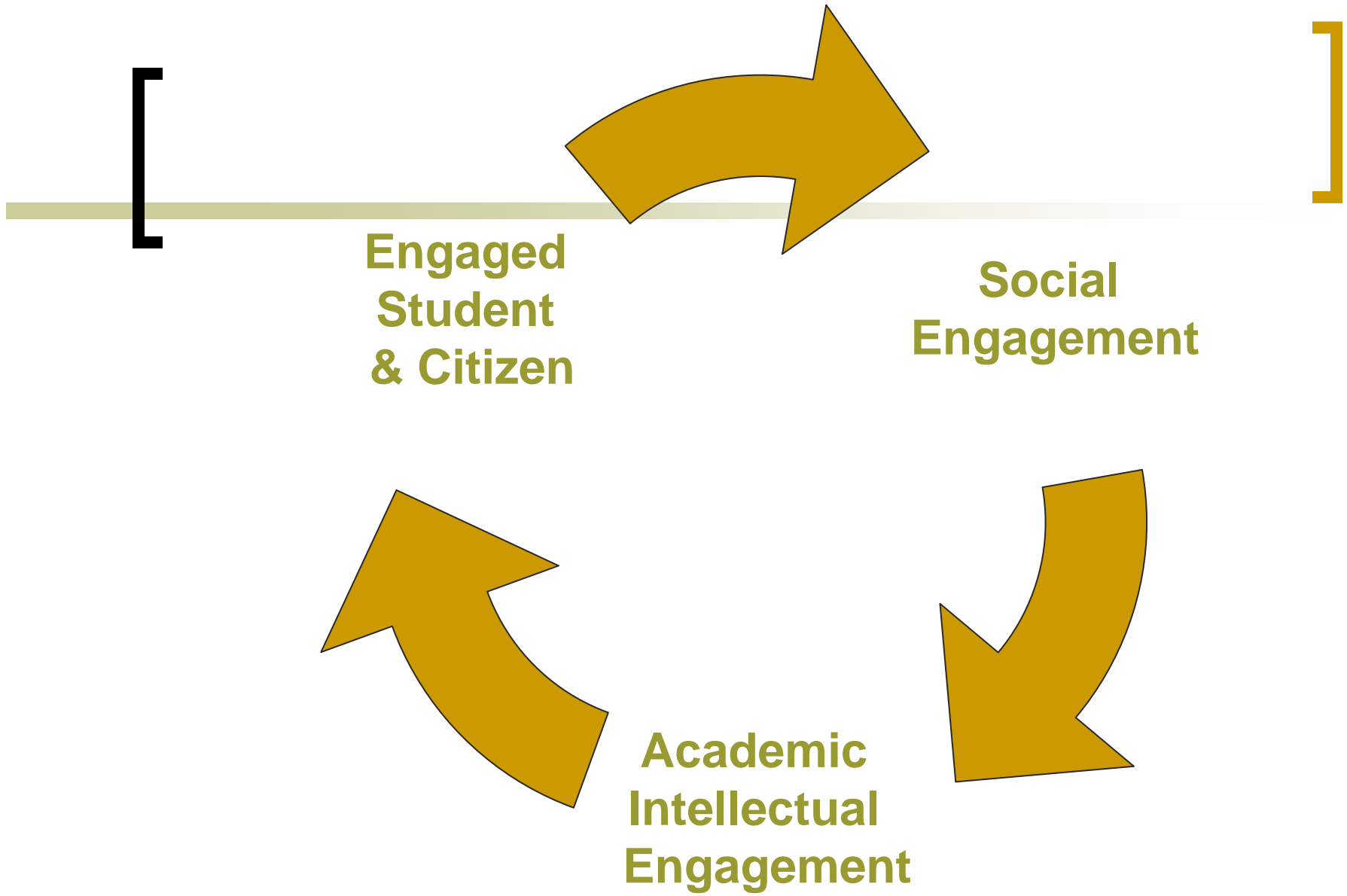




# **Tinto's** Theoretical Model of Suicide and the Study of Departure from Higher Education

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# Re-Structuring Higher Education for Successful Social and Intellectual Integration

- **Involvement** influences student learning, development, integration
- Engagement, both inside and outside the classroom, is especially important to student development - **curricular, co-curricular**

Astin, 1984, 1993; Endo & Harpel, 1982; Astin, 1993; Friedlander, 1980; Mallette & Cabrera, 1991; Nora, 1987; Ory & Braskamp, 1988 Parker & Schmidt, 1982; Pascarella & Terenzini, 1980, 1991; Terenzini & Pascarella, 1977, Tinto 1997

# Interaction of Institutional and Student Behavior

- greater student involvement or integration in campus life → ■ greater the likelihood student will persist
- greater student involvement in college life → ■ greater their acquisition of knowledge & skills development

Astin, 1984, 1993; Endo & Harpel, 1982; Astin, 1993; Friedlander, 1980; Mallette & Cabrera, 1991; Nora, 1987; Ory & Braskamp, 1988 Parker & Schmidt, 1982; Pascarella & Terenzini, 1980, 1991; Terenzini & Pascarella, 1977, Tinto 1997

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- Both are a form of voluntary withdrawal from local communities – **disengagement**
- Unsuccessful social and intellectual integration or membership within community or society - **egotistical suicide**
- **Institutional (macro)** not individual/clinical (micro) **approach to prevention**

# Higher Education's Promise as a Vehicle for Social & Intellectual Engagement

- Educational system (IHE's) support restore health and stability of society
- "Social isolates" can find intellectual integration - Intellectual Integration as Engaged Learning
- "Social deviants" can find affiliation Social Integration as Student Engagement

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