

Student Involvement: A Developmental Theory for Higher Education

Alexander W. Astin

A student development theory based on student involvement is presented and described, and the implications for practice and research are discussed.

Even a casual reading of the extensive literature on student development in higher education can create confusion and perplexity. One finds not only that the problems being studied are highly diverse but also that investigators who claim to be studying the same problem frequently do not look at the same variables or employ the same methodologies. And even when they are investigating the same variables, different investigators may use completely different terms to describe and discuss these variables.

My own interest in articulating a theory of student development is partly practical—I would like to bring some order into the chaos of the literature—and partly self-protective. I and increasingly bewildered by the muddle of findings that have emerged from my own research in student development, research that I have been engaged in for more than 20 years.

The theory of student involvement that I describe in this article appeals to me for several reasons. First, it is simple: I have not needed to draw a maze consisting of dozens of boxes interconnected by two-headed arrows to explain the basic elements of the theory to others. Second, the theory can explain most of the empirical knowledge about environmental influences on student development that researchers have gained over the years. Third, it is capable of embracing principles from such widely divergent sources as psychoanalysis and classical learning theory. Finally, this theory of student involvement can be used both by researchers to guide their investigation of student development—and by college administrators and

faculty—to help them design more effective learning environments.

BASIC ELEMENTS OF THE THEORY

Let me first explain what I mean by *involvement*, a construct that should not be either mysterious or esoteric. Quite simply, student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience. Thus, a highly involved student is one who, for example, devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students. Conversely, a typical uninvolved student neglects studies, spends little time on campus, abstains from extracurricular activities, and has infrequent contact with faculty members or other students. These hypothetical examples are only intended to be illustrative; there are many other possible forms of involvement, which are discussed in detail below.

In certain respects the concept of involvement closely resembles the Freudian concept of *cathexis*, which I learned about in my former career as a clinical psychologist. Freud believed that people invest psychological energy in objects and persons outside of themselves. In other words, people can *cathect* on their friends, families, schoolwork, and jobs. The involvement concept also resembles closely what the learning theorists have traditionally referred to as *vigilance* or *time-on-task*. The concept of *effort*, although much narrower, has much in common with the concept of involvement.

To give a better sense of what I mean by the term *involvement*, I have listed below the results of several hours that I spent recently

Originally published July 1984. Alexander W. Astin, Graduate School of Education, University of California, Los Angeles.

Nice Student Development Theory Higher Education

**Lori D. Patton, Kristen A.
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Nice Student Development Theory Higher Education:

Rethinking College Student Development Theory Using Critical Frameworks Elisa S. Abes, Susan R. Jones, D-L Stewart, 2023-07-03 A major new contribution to college student development theory this book brings third wave theories to bear on this vitally important topic The first section includes a chapter that provides an overview of the evolution of student development theories as well as chapters describing the critical and poststructural theories most relevant to the next iteration of student development theory These theories include critical race theory queer theory feminist theories intersectionality decolonizing indigenous theories and crip theories These chapters also include a discussion of how each theory is relevant to the central questions of student development theory The second section provides critical interpretations of the primary constructs associated with student development theory These constructs and their related ideas include resilience dissonance socially constructed identities authenticity agency context development consistency coherence stability and knowledge sources of truth and belief systems Each chapter begins with brief personal narratives on a particular construct the chapter authors then re envision the narrative s highlighted construct using one or more critical theories The third section will focus on implications for practice Specifically these chapters will consider possibilities for how student development constructs re envisioned through critical perspectives can be utilized in practice The primary audience for the book is faculty members who teach in graduate programs in higher education and student affairs and their students The book will also be useful to practitioners seeking guidance in working effectively with students across the convergence of multiple aspects of identity and development

Student Development in College Lori D. Patton, Kristen A. Renn, Florence M. Guido, Stephen John Quaye, 2016-02-03 THE ESSENTIAL STUDENT DEVELOPMENT REFERENCE UPDATED WITH CUTTING EDGE THEORY AND PRACTICE Student Development in College is the go to resource for student affairs and is considered a key reference for those most committed to conscious and intentional student affairs practice This third edition includes new chapters on social class disability and emerging identity theories with expanded coverage of faith and gender identity A new framework provides guidance for facilitating dialogues about theory teaching theory and the importance of educators as consumers of theory Discussion questions conclude each chapter and vignettes are woven throughout to provide practical context for theory Learning activities in the appendix promote comprehension and application of theory Get updated on the latest in student development theory and application Consider both the psychosocial and cognitive aspects of identity Learn strategies for difficult dialogues and the importance of reflection Adopt an integrated holistic approach to complex student development issues Student Development in College is the ideal resource for today s multifaceted student affairs role With five new or expanded chapters and critical updates throughout the text this third edition expertly presents the complex multifaceted and continually evolving nature of the theories that inform scholars and professionals in their research and practice with college students These authors consummately aware of the needs of emerging and continuing

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Critical Perspectives on Student Development Theory Elisa S. Abes, 2016-07-05 The use of critical and post structural theories such as critical race theory intersectionality and queer theory to explore student development is relatively new Most current research looks beyond the individual to how systems of oppression such as racism ableism and heterosexism mediate student development and the nature of student development theory This volume offers some of the most contemporary thinking about student development by reviewing recent critical post structural scholarship offering new possibilities for using theoretical lenses and translating these theories into student affairs practice This is the 154th volume of this Jossey Bass higher education quarterly series An indispensable resource for vice presidents of student affairs deans of students student counselors and other student services professionals New Directions for Student Services offers guidelines and programs for aiding students in their total development emotional social physical and intellectual

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Student Development in College Nancy J. Evans, Deanna S. Forney, Florence Guido-DiBrito, 1998-05-08 This sweeping resource gathers together in one volume the diverse body of theory informing our understanding of students intellectual cognitive social moral and identity development during the college years It critically examines the recent body of theory that reflects the changes complexity and diversity of today s campuses with special emphasis on gender and cultural differences in student development Student Development Theory in Higher Education Terrell L. Strayhorn, 2015-12-07 Moving beyond the cognitive and psychosocial development theories traditionally used to describe college student development Strayhorn introduces theories that address the most important topics in Higher Education today This book promotes the understanding and application of social psychological theories to the higher education context covering theories of ecological systems sense of belonging prejudice and discrimination status attainment social capital family involvement and socialization Examples throughout from diverse student populations are designed to facilitate students application to situations in their own contexts This important textbook bridges research theory and practice to help practicing and aspiring higher education and student affairs professionals effectively work with college students in their own settings Each chapter features Case vignettes to help students apply their knowledge Call out boxes reference foundational student development theories for further connections Coverage of historical and theoretical underpinnings and insights from related literature and research Multi disciplinary literature base to promote students understanding and application of social psychological theory to practice Reflective exercises for application of theory to practice Guiding questions that encourage students to think beyond

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