

# 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

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

# Nice Student Development Theory Higher Education

**Jason C. Garvey, Jessica C.  
Harris, Darris R. Means, Rosemary J.  
Perez, Christa J. Porter**



## **Nice Student Development Theory Higher Education:**

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practice that fosters social justice and inclusion The case studies for each chapter represent a range of institutional types and diverse student populations offering an opportunity to explore the intersections of various developmental processes and to foster social justice and inclusion in higher education contexts Guiding questions at the end of each case study offer opportunities for further discussion and critical reflection An essential text for every student development course Case Studies for Student Development Theory enhances student learning and development in higher education while also addressing how students social identities intersect with college campus environments t Theory enhances student learning and development in higher education while also addressing how students social identities intersect with college campus environments

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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

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the current literature and practice List of further readings for readers to explore topics in more depth     Theory of College Student Development Naijian Zhang,Phyllis McCluskey-Titus,Tony W. Cawthon,2022-07-25 The purpose of Theory of College Student Development is to provide readers with new theoretical knowledge or a reminder of the foundational and evolving theories that professionals can utilize for understanding and making sense of students behavior Its primary focus is on the integration of knowledge skills and application of such theories in such a way as to emphasize utility and application A unique component is its emphasis on professional competence professional identity and theoretical application Unlike previously published case study books designed to reach student development theory this text utilizes a single case that allows readers to see how a range of theories are applicable to this one case Theories presented for application include both foundational and evolving theoretical perspectives The twelve chapters have been written by both faculty and practitioners Each coeditor and chapter author brings unique perspectives and lens of viewing theory and application representing their experiences talents and expertise It features authors who represent the best of the best and these authors challenged us to be more innovative as we reimagine the evolution of student development theory The editors had two specific audiences in mind faculty and higher education practitioners With over two hundred graduate preparation programs in the United States most offering a student development theory course this book will help graduate faculty both new and seasoned with a mechanism for teaching theory in a fun relevant and innovative way     *College Student Development and Academic Life*

Philip G. Altbach,Karen Arnold,Ilda Carreiro King,2014-06-23 The purpose of this series is to bring together the main currents in today s higher education and examine such crucial issues as the changing nature of education in the U S the considerable adjustment demanded of institutions administrators the faculty the role of Catholic education the remarkable growth of higher education in Latin America contemporary educational concerns in Europe and more Among the many specific questions examined in individual articles are Is it true that women are subtly changing the academic profession How is power concentrated in academic organizations How successful are Latin America s private universities What is the correlation between higher education and employment in Spain Is minority graduate education in the U S producing the desired results     **Theory and Method in Higher Education Research** Jeroen Huisman,Malcolm Tight,2023-12-07 This volume of Theory and Method in Higher Education Research explores theories such as student development theory critical race theory applied to international students critical language theory and linguistic approaches to higher education research

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