

Student Development in College: Theory, Research, and Practice, Third Edition

By Lori D. Patton, Kristen A. Renn, Florence M. Guido, and Stephen John Quaye

Transition Guide

Major Changes to the Third Edition

- The organization of the book and presentation of theories have changed.
 - Consistent with the direction of student development theory in recent years, the presentation of chapters is updated in the new edition. In the second edition, social identities comprised Part Four but now represent Part Two of the revised book. The standard method for teaching theory often focuses on a historical approach to demonstrate how theory has evolved. The method introduced in this book is designed to teach theory in a way that centers social justice and the social identities of learners and prompts them to consider their own holistic development while reflecting on this process, prior to learning about earlier theoretical approaches. We also took this approach because social identity theories are more recent than earlier models about which limited new information is available. Finally, the emphasis on social identities tends to be more inclusive in nature than earlier theoretical perspectives as far as capturing developmental processes across diverse identity markers.
 - The second edition had five sections, but the new edition includes four sections with more condensed and concise material. For example, the integrative theories in Part Three of the second edition included chapters on ecological approaches and transition theory. We removed these chapters, and instead, discuss these theories in Part One of the third edition, which expands on, diverse paradigms, developmental processes, and the environment. Additionally, we have moved the chapters on spirituality and self-authorship to Parts Two and Three, respectively. Instead of connecting spirituality to psychosocial theory, we tie it to social identity, and self-authorship to cognitive/epistemological perspectives.
- The frame of the chapters is revised. In the previous editions, a vignette at the start of each chapter was used to help readers contextualize the theory in relation to fictional characters. In this edition, we share a vignette in parts 1, 2, 3, and 4 (similar to the second edition). We also include a larger vignette as an Appendix, which readers can use as a learning tool in the classroom or for professional development.

- An addition to this edition is that each chapter concludes with a set of discussion questions. Readers may consider the questions prior to or after reading the chapter, and we designed the questions to spark discussion and critical thinking.
- Four new chapters were added, focusing on social class, disability identity, emerging theoretical perspectives, and student affairs educators as partners in theory.
- The third edition offers expanded discussions on social identity development, along with theories that are more inclusive of the ways in which religious/spiritual, sexual, and gender identities develop.
- Nancy Evans and Dea Forney, co-authors of the first and second editions. Wrote the Preface and Afterword for the third edition.

Chapter Summaries

Part One: Understanding, Using, and Translating Student Development Theory

This section provides and introduction to important concepts and contextualizes student development. The authors offer a scenario that begins in this section and is continued in subsequent sections.

Chapter 1: An Introduction to Student Development Theory

This chapter defines what student development is and its relevance to college students. It also provides historical background on theory and its connection to the student affairs profession. Finally, the chapter connects student development to student learning.

Chapter 2: Foundations for Understanding Student Development Theory

This expanded chapter introduces worldviews and paradigms to contextualize student development. It also provides content and process models and emphasizes the role of the environment in shaping development. In previous editions, some of the content and process models had their own chapter, but in this edition have been condensed (e.g., Schlossberg's Transition Theory).

Chapter 3: Using Student Development Theory

This expanded chapter offers strategies for using student development theory and applying it in various settings. Also, the content illustrates the role of theory in shaping student affairs practice. The chapter presents integrative theory-to-practice models and concludes with a brief case study to practice theoretical applications. In prior editions, the authors addressed theory-to-practice models at the end of the book. In this edition, readers should reference the models throughout the book as they review various theories.

Part Two: Social Identity Development

This section introduces readers to social identity development and concepts that shape how people experience and live their lives.

Chapter 4: Social Identity: Concepts and Overview

This updated chapter provides an explanation of various concepts that shape social identity, particularly privilege and oppression. The chapter provides a historical context to address the social construction of identities and how they have been shaped over time. It also introduces the Model of Multiple Dimensions of Identity.

Chapter 5: Racial Identity Development

This updated chapter highlights racial identity and is inclusive of theories on multiracial identity. Multiracial identity was a separate chapter in the second edition. The chapter begins with an overview of Critical Race Theory and covers theories and research particularly relevant for Black, Latinx, Asian American, Native American and Multiracial populations.

Chapter 6: Ethnic Identity Development

This expanded chapter focuses on the ethnic identity process and describes acculturation processes. The chapter highlights earlier theory on ethnic identity and later theoretical perspectives and research related to Latinx, Asian American, Indigenous, African American and Afro-Caribbean, and European American identity groups.

Chapter 7: Sexual Identity Development

This updated chapter describes how people develop a sexual identity. Rather than relying on earlier theories, which have been critiqued for their rigidity, this chapter presents sexual identity development in a more unified and integrative fashion.

Chapter 8: Gender and Gender Identity Development

This updated chapter defines key concepts related to gender and gender identity, particularly how the concepts converge and diverge. The content covers cisgender and transgender identities and presents a social cognitive theoretical model that captures the various ways in which gender identity is developed and shaped.

Chapter 9: Development of Faith and Spirituality

This expanded chapter includes information on spirituality and earlier theories of faith development. It also includes a new discussion of religious and atheist identities as well as groundbreaking research on spiritual, religious, and faith development among college students.

Chapter 10: Disability Identities and Identity Development (New Chapter)

This new chapter covers approaches and models used to understand the experiences of people with disabilities. It also offers more recent and relevant approaches to disability identity, which include stage models and ecological approaches.

Chapter 11: Social Class and Identity (New Chapter)

This new chapter distinguishes between social class and socioeconomic status, addresses myths about social class, and describes social class identities. The content features theories that while not “developmental” in nature, can be helpful in understanding the developmental complexities of class and classed identities.

Chapter 12: Emerging Theoretical Perspectives on Student Experiences and Identities (New Chapter)

This new chapter highlights digital, national, feminist, veteran and athletic identities. The theories and concepts are offered to explain why particular emphases are placed on these areas within recent research and scholarship.

Part 3: Psychosocial, Cognitive-Structural, and Integrative Development

This section focuses on theories that explain psychological, cognitive, and moral development among college students.

Chapter 13: Psychosocial Identity Development

This updated chapter provides an overview of psychosocial theories and the developmental tasks associated with development in college. The chapter also focuses on the most recent research on psychosocial theories. In previous editions, Chickering and Reisser’s vectors were covered in a separate chapter but are condensed and included in this chapter.

Chapter 14: Epistemological and Intellectual Development

This updated chapter centers on earlier cognitive-structural theories. It features theories on intellectual and ethical development, women’s ways of knowing, and reflective judgment as well as research and application of the theories. The second edition included a single chapter for Perry but is condensed and included in this chapter. Baxter Magolda’s work on epistemological reflection is no longer in this chapter and is now covered in Chapter 16.

Chapter 15: Moral Development

This updated chapter highlights theories of moral development and gender-related differences in how people engage in moral reasoning. The chapter also provides the historical evolution of these theories as well as research and application of them.

Chapter 16: Development of Self-Authorship

This chapter features earlier and more recent theories of self-authorship and highlights the role of epistemological development and meaning making for college students. It has been expanded to capture the burgeoning research on self-authorship.

Part 4: Reflecting on Theory to Practice

This section concludes the book and brings closure to the scenario, which is carried throughout each section introduction. The chapters in this section promote reflection and consideration for the future of student development theory.

Chapter 17: Student Affairs Educators as Partners in Using Student Development Theory (New Chapter)

This new chapter introduces strategies for engaging in difficult dialogues about theories, teaching theory, and the importance of being reflective educators and consumers of theory. It also encourages educators to act as advocates and partners in learning processes.

Chapter 18: Implications and Future Directions for Practice, Research, and Theory Development

This updated chapter focuses on the current state of student development. It includes a glance at how far theory has come and where theory is headed in the future along with recommendations for expanding theory.

Appendix (New):

The Appendix includes a case study designed to engage readers in the application of theory. Readers may choose to use the case study at any point in the book, but may find it beneficial to read it prior to Chapter 5, which delves into specific theories.