Belonging—with peers, in the classroom, or on campus—is a critical dimension of success at college. It can affect a student’s degree of academic adjustment, achievement, aspirations, or even whether a student stays in school. This book explores how belonging differs based on students’ social identities, such as race, gender, sexual orientation, or the conditions they encounter on campus. The second edition of *College Students’ Sense of Belonging* explores student sub-populations and campus environments, offering readers updated information about sense of belonging, how it develops for students, and a conceptual model for helping students belong and thrive. Underpinned by theory and research and offering practical guidelines for improving educational environments and policies, this book is an important resource for higher education and student affairs professionals, scholars, and graduate students interested in students’ success.

New to this second edition:

- A refined theory of college students’ sense of belonging and review of current literature in light of new and emerging findings;
- Expanded best practices related to fostering sense of belonging in classrooms, clubs, residence halls, and other contexts;
- Updated research and insights for new student populations such as youth formerly in foster care, formerly incarcerated adults, and homeless students;
- Coverage on a broad range of topics since the first edition of this book, including cultural navigation, academic spotting, and the “shared faith” element of belonging.

Terrell L. Strayhorn is Professor of Urban Education and Vice President for Academic and Student Affairs at LeMoyne-Owen College, USA. An internationally recognized student success expert on equity and diversity issues, he also owns a private educational consulting firm, Do Good Work LLC.
COLLEGE STUDENTS’ SENSE OF BELONGING

A KEY TO EDUCATIONAL SUCCESS FOR ALL STUDENTS

Second edition

Terrell L. Strayhorn
This book is dedicated to my parents, Wilber and Linda Strayhorn; my two children, Aliyah Brielle and Tionne Lamont Strayhorn; my maternal grandmother, Creola Evelyn Warner, who devoted over 50 years of unwavering professional service as a public school teacher. She taught me to “love many, trust few”—one of her life mottos—and to dare to believe in the impossible. I dedicate this second edition of the book to my beloved godsister, Kimberly Yvette “Fat” Williams, who won a three-year battle with cancer in July 2017, just as I was finishing up edits for the publisher. She was a major supporter, “a biggest fan” as she would say, and always took pride in me and my work. “Kim, though I can’t hold you anymore, I will always hold you in my heart. You belong there.” All of these people—those mentioned and those implied—have helped me to believe that I matter, that I am important, and that I am cared about, all of which are key components of sense of belonging. Because of them, I am and this book is complete.
Contents

Foreword by Quartez Harris ix
Foreword by Walter R. Allen x
Preface xii
Acknowledgments xvii

1 Introduction 1

2 Insights from Literature and Research 10

3 From Plausible Explanation to Evidence-based Theory 26

4 Sentido de Pertenencia [Sense of Belonging] and Latino College Students 45

5 Sense of Belonging and Ethnic Gay Male College Students 59

6 “A Bridge to Belonging”: Insights from First-Year College Students 73

7 Sense of Belonging and STEM Students of Color in College 87

8 Sense of Belonging and Black Male Collegians: “Brothers 2 Bruthas” 107

9 Sense of Belonging and Graduate Students 124
10 Clubs, Organizations, and Sense of Belonging 140
11 Epilogue 157
Appendix A—Chapter 6 173
Appendix B—Chapter 6 175
References 177
Index 189
I am a paper thin book
without pages of camaraderie.
While on this brittle shelf
of worldwide publishers
I am encumbered by thick dust of loneliness,
missing the touch of another.
The swarm of students bypassing me,
with enough storage in their backpacks
never browse the tarnished pages of my emptiness
They assume I am not alone
but they are blinded by the shadows of their assumptions
These sills are nothing more than hardcover books
that never dared to breathe me into their stories.
I am just waiting for somebody
to read each chapter of my loneliness,
while I linger in this crowded room of a library.

Quartez Harris is a graduate of The Ohio State University and award-winning spoken-word artist. A native of Cleveland, Ohio, Mr. Harris continues his creative expressions through multiple forms of media.
Foreword by Walter R. Allen

“I am somebody! I am somebody! I must be respected! I must be protected! I am God’s Child! I am somebody!” This is how Reverend Jesse Jackson opened Saturday morning meetings of Operation PUSH. These words gave meaning and power to disenfranchised Black people in Chicago and across the United States. These words also held profound meaning for me, a Black graduate student swimming upstream in the sea of whiteness at the University of Chicago. Family, tribe, community—the Black nation—had affirmed, embraced and sustained me on my journey through unwelcoming, oftentimes hostile, white spaces. Without these places and spaces where I truly belonged; where I felt safe, valued and “normal,” I surely would have been lost.

This important book by one of the world’s leading experts on the subject, Professor Terrell Strayhorn, speaks to that predicament and the lived experiences of college students from a multitude of different backgrounds who share the common challenge of finding ways to “fit in,” to matter, and to belong. Their quest predicts whether they will achieve social, emotional, personal, and academic success. Whether they will persist, dropout, or transfer institutions. And college student educators—faculty, practitioners, and administrators—play a critical role in creating environments where all students can thrive and belong. They have the power to help students who feel lost find their way.

In this book, Terrell Strayhorn masterfully spans and connects wide literature and empirical data sources to help us understand the basic desire of humans to belong, especially in learning contexts. He skillfully weaves Maslow’s concept of basic human needs with a version of Beverly Daniel Tatum’s thoughtful question, “Why do all the [diverse or vulnerable]
children sit together in the cafeteria” and provides clear answers, innovative ideas, and effective practices that link research to practice, policy, and theory. The result is a compelling, creative, rigorous examination of how belonging relates to healthy development and academic success for all college students.

The power and relevance of this book is revealed as Dr. Strayhorn probes the existential linkages between student experiences of belonging and successful student outcomes. He helps expand our understanding of how best to achieve the elusive goals of diversity and inclusion; how best to join increased access AND success in higher education. Strikingly this book offers a promising formula for achieving broader student success. Whether the student is from the majority or minority, s/he will maximize their “best self” with the scaffolding and support belonging provides. We all share the essential, human need to belong, especially in places and times when we are prone to feel like an outsider or invisible, and Strayhorn makes these theoretical linkages crystal clear in this 2nd edition.

“I see you,” is one way young folks affirm and embrace each other in popular vernacular. This statement embodies age old yearnings. It joins “Me” with “We” and “Us” with “Them” to build, maintain, and promote community. Only from community can we expect to grow the fruits of success. When we truly “see” and value diversity—each other, magic happens, moving higher education closer to her ideals of inclusive excellence, student-centeredness, and democracy. Achieving this is difficult, but this book not only calls us to a higher place, it offers the promises and practices we need to help save future generations from feeling lost to finding hope and belonging in college.

Walter R. Allen
Allan Murray Cartter Professor of Higher Education
Distinguished Professor of Education, Sociology
and African American Studies
University of California–Los Angeles
The idea for this book evolved out of my own personal experiences as a student turned professor. Thinking back to my undergraduate years, there were certainly times when I felt like I did not belong in college. Several years later these feelings would return while I was pursuing my doctoral degree as a graduate student at Virginia Tech. And just when I thought that I had experienced everything, they arose again (and in different contexts) as a professor at two major research universities. Indeed, sense of belonging matters.

It is my hope that this book will contribute to the body of knowledge in at least one of several ways. First, it might represent a worthy contribution to the national discourse about degree completion, career and college readiness, student success, and the impact of college on students. Sense of belonging affects all of these and, in my opinion, has been missing from the proverbial conversation nationally. Second, it might be viewed as a powerfully useful tool or guide for undergraduate and graduate students, educational researchers, and faculty members who have an interest in these issues. Finally, if nothing else, I hope it begins to address some of the unanswered questions that lurk and linger regarding college students’ sense of belonging.

Keep in mind, gentle reader, that many of the explanations presented are provided to render the complex, simple; realizing that a degree of accuracy is lost in the process. While more detailed than the first edition, this version of the book is not entirely exhaustive but provides a starting place for those who want to know (and read) more about college students’ sense of belonging.

Future reviewers of this text may wonder why I decided to use my own work as useful illustrations of how this topic could be investigated in college student research. To be sure, countless other examples abound in the
extant literature (most are cited in the book) and my work is by no means
the grand exemplar by which all other studies should be judged. However,
the decision to feature my own work was both important and necessary to
the goals of this text, as it allowed me to “unpack and unveil” my thinking
as I moved through the research process, to share with readers on paper
what might otherwise go unsaid and unwritten, implied yet rarely admitted,
and to make the inexplicit, explicit. With these goals in mind, I release this
volume to you. Let’s talk about how it is organized and then turn attention
to the intended audiences.

ORGANIZATION OF THE BOOK

In keeping with the overarching objectives, this volume was organized
around four major questions that serve as the primary foci. First, what is
sense of belonging? Second, what are the central tenets and key concepts
of sense of belonging? Third, how has sense of belonging been examined
in prior work, some of which is my own? And fourth, how does sense of
belonging apply to various student populations? All of these are addressed
over the course of the volume.

The book consists of 11 chapters, divided into two parts. Part I includes
three chapters. Chapter 1 serves as the introduction to the book and pro-
vides a detailed discussion of sense of belonging and a general description
of its content. Chapter 2 focuses on reviewing the relevant literature on or
about sense of belonging, framing it in ways that are consistent with the
overall objectives and the tenor of my main arguments. Chapter 3 briefly
describes and outlines the broad contours of a sense of belonging model that
will prove useful to several chapters in the second part of the book.

Part II includes seven chapters. Chapter 4 highlights the role that sense
of belonging plays in the success of Latino collegians. Gay students are
the focus of Chapter 5 in a national study of gay male collegians of color.
Chapter 6 draws upon data from first-year students participating in a sum-
mer bridge program to demonstrate the influence of educational interven-
tions on college students’ sense of belonging, while Chapter 7 examines
the belonging experiences of students in science, technology, engineering,
and math (STEM) fields. Chapter 8 devotes attention to the belonging
experiences of Black male collegians, while Chapter 9 focuses on graduate
students. In Chapter 10, I review much of what is known about involve-
ment and engagement, and argue for a theoretical link between these two
constructs and sense of belonging. Using students’ participation in campus
clubs and organizations as a lens, I offer insights that distinguish these con-
cepts theoretically, while also demonstrating how they might be related in
service to educational success. Chapter 11 is the epilogue, which recalls the
purpose of the book and key points raised in the volume. A robust set of references is placed at the end of the book—perhaps rightfully so—pointing readers to the sources of information upon which several of my arguments stand. Organizing the book in this manner was a deliberate decision on my part; I thought it necessary to cover a wide range of contexts and populations for the book to be applicable to broader audiences.

WHAT'S NEW IN THIS EDITION?

The basic message communicated in the first edition has proven as useful and powerful today as when I first shared it in 2012. It is undeniably clear that sense of belonging is a basic human need, vital for optimal human functioning and critical for students’ learning and development. Everybody wants to belong and one’s need to belong is heightened in contexts and settings where individuals are prone to feel alienated, invisible, (pre)judged, stereotyped, or lonely. In fact, I am more convinced today about the importance of belonging and its ability to predict college students’ success than I was years ago when I wrote the first edition. This second edition provides far more detailed information about sense of belonging, how it develops for students, and insights about the extent to which it matters in college.

The research base of belonging has evolved as the world of theory, policy, and practice has changed too. For instance, education as a field has witnessed the advent of sense of belonging interventions such as attributional retraining and expansive campus-wide civility campaigns that celebrate the dignity, humanity, and worth of all beings. Nowadays, sense of belonging is incorporated in campus strategic plans, enrolment management strategies, and faculty development workshops. This second edition includes much of what we have learned through research and best practices since the publication of the last edition.

I have also found that many people in higher education and private sector organizations have used the previous edition of this book in classroom settings, faculty development workshops, staff trainings, and independent research. Though this book is intended mostly for educators, leaders, managers, planners, and stakeholders of education policy organizations, I have also discovered that a surprising number of college students themselves use the book to assess the importance of finding a sense of belonging, as well as to identify effective strategies for achieving belonging and success. The second edition of this book includes a number of significant enhancements including:

- A significantly expanded and refined theory of college students’ sense of belonging (Chapter 3) that can serve as a framework for guiding future research discoveries;
Countless best practices related to fostering sense of belonging in students in college classrooms, clubs, residence halls, and other contexts;

New results from more recent studies on the college student samples addressed in this volume, as well as insights for new student populations such as youth formerly in foster care, formerly incarcerated adults, and homeless students;

New “call out” boxes or vignettes that address a broad range of new topics that have evolved from my research since the first edition of this book, including cultural navigation, academic spotting, and the “shared faith” element of belonging, to name a few.

FOR WHOM WAS THE BOOK WRITTEN?

*College Students’ Sense of Belonging* was written with several audiences in mind. First, college student educators and student personnel administrators, who work with students directly, will likely benefit from the research-based recommendations presented throughout the book. For instance, student activities directors and staff members may consider my recommendations about advising students to “see” involvement as a way of establishing a sense of belonging on campus, not just a résumé filler (see Chapter 10). Similarly, summer bridge program staff may find the information in Chapter 6 particularly helpful as they work to revise existing or formulate new curricula and activities for students.

Campus administrators and college student educators will likely find the practical recommendations for nurturing students’ sense of belonging provocative, useful, and possible to enact on their own campus. For example, STEM outreach coordinators, STEM advisors, and faculty may consult information in Chapter 7 to adopt or refine practices such as student orientation programs, living-learning communities, or summer research opportunities as a way of promoting belonging among students. Even graduate advisors and deans may find themselves revisiting Chapter 9 for ways to build belonging among graduate students.

That the book focuses on students’ experiences inside and outside the classroom should appeal to higher-education professionals in both academic affairs (e.g., provosts, deans, faculty) and student affairs (e.g., student activities, housing). Consider that several chapters turn attention to what happens in the classroom or related spaces (e.g., Chapters 7–9), while other chapters place an accent on the out-of-classroom, extracurricular, or social spheres of college life (e.g., Chapters 4 and 10). Again, this was an intentional design, reflecting my belief that sense of belonging, too, has academic (cognitive) and social (behavioral) dimensions.
The main substantive chapters present new findings from research studies that employ quantitative, qualitative, and mixed-methods approaches; thus, educational researchers and scholars from related fields (e.g., psychology, sociology) may be attracted to the book’s empirical base, the various ways in which data were used to achieve the book’s purposes while “telling the story” of students from various backgrounds whose voices are virtually silent or “silenced” (hushed by power) in the extant literature. It may also be useful to researchers to find so much information about sense of belonging under a single cover. This can potentially reduce the amount of time spent in the library (or online) hunting for references to the relevant literature.

Lastly, students may stand much to gain from this book. Graduate students in Student Affairs and Higher Education programs may find the book useful for enhancing their understanding of sense of belonging, its relation to student success, and the role they can play in nurturing sense of belonging in various educational settings. It is not a far stretch to think that college students themselves may benefit from the book’s content as well. I have tried to articulate my thesis about sense of belonging via words (and numerical data) provided by students themselves. Having their belonging experiences reflected back at them through the words, vignettes, and responses of students who share their interests and backgrounds may lead student readers to nod their head in passionate agreement, to gasp in amazement that others share experiences closely mirroring their own, or to read the book cover-to-cover in a single sitting. If nothing else, I hope this book calls attention to sense of belonging as a critical ingredient in the recipe for student success. I hope it demonstrates to students that college student educators care about them and want to work to create campus conditions that promote their belonging in college. Conversely, I hope the book demonstrates to college student educators that not only are all students capable of learning or able to achieve, but also yearning to belong. Information in this book may even inspire some students to connect with the campus in ways that they might not have imagined otherwise.

Note. This second edition of College Students’ Sense of Belonging: A Key to Educational Success for All Students includes new images, photos, and diagrams to illustrate the function and structure of sense of belonging in postsecondary contexts; these new photos and images are also instructive in showing belonging’s applicability to various scenarios. Unless otherwise noted, all illustrations, photos, and graphics were created by the Author or made available for use in the public domain at: www.publicdomainpictures.net or www.public-domain-photos.com. Both sites authorize “use of images for any purpose, including commercial.”
Any undertaking of this magnitude leaves the author indebted to a number of individuals. First, I want to thank my wonderful advisees and research assistants over the years for their help with the various projects that form the basis for this book. Special thanks to Amanda Blakewood (PhD, Tennessee), James DeVita (PhD, Tennessee), Derrick Tillman Kelly (PhD, The Ohio State University [OSU]), James DeVita (PhD, OSU), Fei Bie (MS, OSU), Todd Suddeth (PhD, OSU), Michael Steven Williams (PhD, OSU), Royel Johnson (PhD, OSU), Leroy Long (PhD, OSU), and Marjorie Dorime-Williams (PhD, Illinois), all of whom have served as members of my research team through one of the three academic research centers that I have directed. Other members of my research teams over the years have contributed in meaningful ways to these works too: D.J. Baker, Chrissy Hannon, Karl Jennings, Fred Calvin McCall, Shanna Pendergrast, Demetrius Richmond, Chutney Walton, William Roberts-Foster, Eric Stokes, Porche Wynn, Aaron Hatchett, and Feven Girmay (UCLA). Without the competent support of my graduate students, this book—first or second edition—would not have been possible.

I benefited greatly from the generous financial support of the American College Personnel Association’s (ACPA) Commission for Academic Affairs Administrators, the Tennessee Higher Education Commission in partnership with the US Department of Education, and from professional development grants available through the Provost’s Office at The University of Tennessee, Knoxville and The Ohio State University. External grants from the National Science Foundation Division of Research on Learning has supported my research on science, technology, engineering, and math (STEM), some of which is featured in this book.
I’ve said it before and I must say it again, my family gave me the encouragement and motivation to start this project, especially my son and daughter. While my family provided the fuel to start this project, it took the constant support and encouragement of my close friends to sustain me over time, long after I thought I had written the “last line.” Special recognition to Jamaal Brown, Elias Fishburne, Leon Howell, the late Darren Harris, Joshua Johnson, Evelyn Leathers, Joseph Terrell Lockett, Belinda Bennett McFeeters, Jeremy Morris, Tonya Saddler, and Herbert Smith. This second edition was particularly helped along by candid conversations with and indirect support from TJ Andrews, Xavier Killebrew, and Royel Johnson.

I wish to thank several “higher ed colleagues” who have encouraged me over the years that I’ve worked on this book project too. Without their contributions to our collective knowledge, my understanding of higher education, student development, and college students’ sense of belonging, while still incomplete, would be far too limited to write an entire book about it. Thus, I recognize the encouragement and support of Don Creamer (my doctoral advisor), Marybeth Gasman, Joan Hirt, Sylvia Hurtado, Steve Janosik, Susan Komives, George Kuh, Norma Mertz, Amaury Nora, Laura Perna, Kris Renn, Vincent Tinto, Frank Worrell, Dante Dixson, and DeLeon Gray. Special recognition to my former faculty colleagues at The Ohio State University for their support, direct and indirect, during the first edition. So much of this second edition was done with support from new OSU faculty colleagues (Matt Mayhew, Marc Johnston, Anne Marie-Nunez) and leaders across the country including Jamie Washington, DL Stewart, Menah Pratt-Clarke, Vern Granger, to name a few.

Finally, I thank Dr. DeLeon Gray and the many other graduate students, scholars, and practitioners with whom I spoke and those with whom I worked as I carried out this second edition. Our conversations, questions, and confusion served as a basis for my additional thoughts about college students’ sense of belonging. Special thanks to Heather Jarrow, Kate Lalor, and the editorial staff at Routledge; your enormous patience was appreciated as I worked to produce the edition that I wanted to write, not the one that I had time to write in light of so many life transitions. Working with you on this second edition has been literally amazing and I hope we’ll do this again soon. To all of you and those who are implied, but not listed, I offer a multitude of “thanks.”

Here’s to belonging.
If both the physiological and the safety needs are fairly well gratified, then there will emerge love and affection and belongingness needs, and the whole cycle already described will repeat itself with this new centre. Now the person will feel keenly.

(Abraham Maslow)

This is a book about sense of belonging. Say this: “I belong here.” Now, turn to someone near you and say it again: “I belong here.” If you’re alone, grab your cell phone and text someone: “I belong here.” What’s their reaction? What’s yours? If you receive affirming nods in agreement or feel a sense of warmth, then pause and connect with the moment. That’s your mind (cognitive), body (behavioral), and soul (affective) converging on the sentiment that you are important, that you matter to others around you, and you belong. If your declaration is met with blank stares, disagreement, dismissive laughter, or the all-too-familiar text reply (??! ☹️) then take a moment to sense your feelings. Channel them toward your mind. What are you thinking? What do you want to do now? What meaning do you make of the entire exchange? Connect with those emotions before moving on. All of this is the essence of sense of belonging, a phenomenon that we will talk about over the course of this entire volume.

BACKGROUND

On September 8, 2009, former President Barack Obama delivered a widely televised, though hotly contested, “Back-to-School Address” at Wakefield
INTRODUCTION

High School in Arlington, Virginia. Thousands of students across the country, from kindergarten to 12th grade and beyond, tuned in as the then President offered encouragement and inspiration to America’s future about their potential. During his 15-minute address, the country’s first Black President recalled his experience as a child raised by a single mother who struggled at times to make ends meet. “There were times when I was lonely and felt like I didn’t fit in.” He went on to explain how important it is for students to feel safe and have a sense of belonging in educational settings. His comments implied that safety and belonging were correlated with success in school. And his comments certainly align with the evidence base presented in this book, namely the link between social isolation, loneliness, perceived fit, and belonging.

If we know anything at all, we know that belongingness is a basic human motivation and all people share a strong need to belong (Maslow, 1962). As Maslow explained in the quote that opens this chapter, “If both the physiological and the safety needs are fairly well gratified, then there will emerge ... belongingness needs.” Many definitions of belongingness abound. Sense of belonging generally refers to a feeling of connectedness, that one is important or matters to others (Rosenberg & McCullough, 1981). The absence of a sense of belonging typically is described as a “sense of alienation,” rejection, social isolation, loneliness, or “marginality,” which has been linked to negative proximal and long-term outcomes such as dissatisfaction, low self-esteem, depression, substance abuse, and suicide (Hagerty, Williams, & Oe, 2002). Lack of a sense of belonging can undermine academic performance (Walton & Cohen, 2007) and even one’s plans to stay in college (Berger, 1997). Students who do not feel like they belong rarely stay in college. In fact, students “who do not have a sense of belonging complain that their college experience is like ‘stopping by the mall’ to get what they need on the way to somewhere else” (Jacoby & Garland, 2004–2005, p. 65).

We’ve also learned from dozens of studies that posit sense of belonging as a function of perceived support from one’s peers, teachers, and family members (Hoffman, Richmond, Morrow, & Salomone, 2002–2003; Johnson et al., 2007; Strayhorn, 2008a). For instance, scholars have documented that students’ sense of belonging is greater if and when they socialize with peers whose backgrounds may differ from their own (Maestas, Vaquera, & Zehr, 2007; Strayhorn, 2008c). For college students, peers play an important and powerful role in facilitating sense of belonging, as it is the peer group that provides the feedback and support necessary for the achievement of this need (White & Cones, 1999). And since we know that peer interactions can produce or inhibit sense of belonging, it is critical for college student educators to encourage positive interactions among students through conditions that really matter in college, ranging from advising networks to cocurricular involvement, from learning communities to peer mentoring,
to name a few (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005). I will say this many times in different ways: positive interpersonal, peer interactions increase students’ sense of belonging and sense of belonging leads to student success so those charged with increasing college student success should think just as much about campus climate and policies governing social interactions as they do about predictive analytics, intrusive advising, curricular alignment, and early alert systems. It all really matters.

Although a good deal is known about sense of belonging as a basic human motivation, factors that influence students’ sense of belonging, and the influence of sense of belonging on important outcomes such as achievement, adjustment, and plans to stay in college, comparatively little is known about differences that exist in terms of college students’ sense of belonging, as well as social identities and campus environments that create a sense of belonging for such students. And, more recently, researchers and policymakers have called for a change in the focus of educational research from “research for research’s sake” to purposeful examinations that lead to empirically based recommendations for institutional transformation by improving educational practices, policies, and programs, given that in the past “the results of scholarly research on teaching and learning [were] rarely translated into practice” (US Department of Education, 2006). With this in mind, the second edition of College Students’ Sense of Belonging was designed to achieve these larger objectives as well.

PURPOSE OF THE BOOK

The book has several main purposes. First, the Introduction and leading chapters will offer a substantive review of the extant literature on sense of belonging and critique that literature in light of new and emerging scientific discoveries. Second, the book’s review of literature will lead to a synthesis of several theoretical threads and conceptual components that represents the book’s overarching organizing framework. The resultant model will be outlined generally, defined explicitly, and illustrated graphically, mostly in Chapter 3.

Third, the book presents new and recent research findings from quantitative, qualitative, and mixed-methods studies conducted by the author and many other scholars across various fields/disciplines throughout the country. As was mentioned in the Preface, the second edition includes studies published since the previous edition too. And, finally, College Students’ Sense of Belonging offers college student educators what’s really needed by translating research into practice—practical recommendations for improving educational environments, practices, policies, and programs in ways that facilitate students’ sense of belonging on campus. Before proceeding with a