



IMPROVING SENSE OF BELONGING

Dr. Chantal Carrancho
May 2023 DIA

OVERVIEW

PURPOSE

QUALITATIVE DATA COLLECTION

HEDS SURVEY/FINDINGS

GROUPWORK

PURPOSE

1) Student Centered Transformation: Guided Pathways

-Equity minded college transformation to improve equity in access for all students.

2) Senate Bill 5227

-Incorporate student listening/feedback sessions to center student perspective

- 1) HEDS survey
- 2) Listening Session (3/7/23)
- 3) Feedback Survey Launched
- 4) Social Media Campaign
- 5) Kody's Weekly Campaign
- 6) Class Visits/Involvement Fair

**Quantitative
&
Qualitative
Data
Collection**

Qualitative Data Challenge

Limited Sample Size – Lack of a student participation

Sampling Bias – not a good representative overview of all the different lived experiences

HEDS Student Data points

- 73 student responses
- 8% (6) of respondents have experienced discrimination or harassment on campus, or at an off-campus program/event.
- 50% (3) of the 8% have experienced within the last year and reported incidents to campus officials
- Forms of Discrimination/Harassment
- 2 students reported received a poor grade because of hostile classroom environment
- 1 student reported receiving a low performance evaluation
- 1 student reported receiving/hearing derogatory remarks
- 1 student reported they were denied service or access to resources
- 2 students reported they were deliberately ignored, isolated, left out or excluded

Theme	Conceptual Categories
Sense of Belonging	Joining Cascadia's Community (CORE, Jumpstart, IP) Creating Meaningful/Trustworthy Relationships with Faculty/Staff

Presentation of Findings

“I felt welcomed at Cascadia, but there was too much information coming my way and felt overwhelmed.”

“I think it would be beneficial for Admin to create a bond with students through workshops, walking around campus, and engaging more with the students.”

“[Cascadia College] is not geared to adults returning to higher education. Instead it is designed for 18-21 year old.”

Sense of Belonging

“A lot of things that I need to know in my day-to-day experiences with Cascadia were covered during CORE, which I am thankful for.”

“Coming from a high school environment. I think it would have been cool to know the change in environment...”

Joining Cascadia's Community Activities

Relationship Building

“I wish someone would have told me about the benefits of COLL 101.”

“Professors are excellent and many of them have PHDs.”



WORKGROUP DISCUSSION

Instructions

- 1) Breakout into groups based on lollipop flavor
- 2) Identify Note Taker
- 3) Identify Presenter

Discussion Questions: 30 minutes

1) Where are our opportunity gaps to improve student sense of belonging?

2) What can we do to address those gaps by further developing sense of belonging?

Examples:

- Orientations: CORE/ISP/CCF
- Welcome Emails
- Welcome Activities (Jumpstart, (first week of quarter/first class session, Involvement Fairs, and other)
- College 101
- Other?

Share Outs: 15 minutes

Next Steps

Summer: dig deeper into the data and create summaries to share with appropriate groups.

Fall: share summaries with groups and integrate actions. Ex: GP Onboarding Committee and Website Redesign CORE Team

Thank you...

Kim Jones

Student Life Team and EAB Student Leaders

Kristina Kellerman and Hannah Flesch (College 101 visits)

Nina Jouval

All student participants!