

For both of our case study videos, we wanted to capture our audience's attention by creating quick-paced and engaging videos. We also rooted these videos in nostalgic music and pop culture references that relate to the current age demographic of students at our institution. For our first video submission, we themed the video around how to find support and get involved following the pandemic's start. The video follows a new first-year student who has connected with their Resident Assistant to explore how they may want to get involved over the next four years at their university. The Resident Assistant (RA) helps to ensure that the student knows they are not alone during their transition from moving away from home. This connection helps to foster an initial sense of belonging with the resident to help them feel connected. Strayhorn (2012), defined sense of belonging as “students’ perceived social support on campus, a feeling of connectedness, or that one is important to others” (p. 16). It was important for us to portray this sense of care on behalf of the RA to illustrate the impact that student and professional staff have in helping students to feel a sense of belonging when both transitioning to and remaining at a collegiate institution. In demonstrating the resident's relationship with their RA and providing insight into numerous involvement opportunities, we also wanted to highlight the importance of finding involvement to complement the curricular approach. In the video, the RA mentions that more than classes is needed to stress the importance that the resident should continue to search to find the involvement opportunity that feels right to them. The RA walked the student through various involvement opportunities. Still, the student did not feel strongly about any available options, so the RA suggested they make their own involvement opportunity. The student ended up finding their place to get involved in their residence hall on community council, where they could have autonomy in creating programming that they were more interested in for themselves and their peers in their residential community.

In our second video submission, we created a TikTok that also used nostalgia to capture our audience's attention by highlighting various campus offices and their resources and

involvement. The video features the Division of Student Affairs to highlight offices for students to connect with and involvement opportunities highlighted in the initial video. Both of our videos are inspired by Astin's Theory of Involvement. According to the theory, "the greater the student's involvement in college, the greater will be the amount of student learning and personal development" (Astin, 1984, pp. 528-529). We wanted to highlight what goes into being an involved student, what a student can experience while being involved, and how this can impact their experience during college. Ultimately, we highlighted the importance of creating a sense of belonging by connecting students to resources and involvement that fit their needs. When students are involved and feel like they belong, it is more likely that they will be retained. We hope that our videos inspire current students to connect with others and find their passion on campus, where they can not just find a sense of belonging themselves but also create a sense of belonging for their peers.

References

- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of college student personnel*, 25(4), 297-308
- Strayhorn, T. L. (2012). *College students' sense of belonging*. New York, NY: Routledge