

**USING SOCIAL MEDIA TO INCREASE STUDENT ENGAGEMENT WITH  
CAREER SERVICES**

by

Heather Tansley

An education leadership portfolio submitted to the Faculty of the University of Delaware  
in partial fulfillment of the requirement for the degree of Doctor of Education in  
Educational Leadership

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## **ABSTRACT**

The goal of this project is to increase student engagement with the career center. The research indicates social media platforms hold a great deal of potential for building relationships with students and boosting interactions with the career center. This project develops a strategy for using social media to increase student engagement with the career center informed by best practices gleaned from the research literature and applied through the lens of analysis of locally collected data from interviews. Traditionally, university faculty and staff, specifically career center professionals are not trained in social media best practices, which would assist with amplifying the career center messaging and meeting students “where they are” thereby increasing overall engagement in career activities. This study reviewed existing research about university career staff, student engagement, and social media trends through an extensive literature review and analysis of data from the Pew Research Center. Data about University of Delaware student communication, activity participation, and review of career services previously collected from Unversum and the National Survey of Student Engagement were synthesized and added to the study. A digital platform assessment was conducted to look at the functionality, strengths, weaknesses, cost, and analytics associated with the current most popular social media platforms. A student survey was conducted that assessed University of Delaware student motivation. Colleagues from comparator institutions were interviewed regarding best practices for student engagement and social media. This resulted in the creation of a series of documents that covered best practices when it comes to social media marketing for career services offices. A set of specific brand guidelines was created for the University of Delaware Career Center to set the stage for a strategic



plan for implementing these social media best practices and creating a strong brand representation for moving the University of Delaware Career Center forward in engaging students through social media. Feedback from focus groups was collected on the best practice compilation and strategic plan for implementation. Once the guidelines and strategic documents were updated to reflect the stakeholder commentary, a six-section training module for career professionals was created and piloted in the UD Career Center office. The research for this project highlighted the importance of cross campus partnerships, peer influencers, early messaging to students, advanced planning of content, and a digital paradigm shift to the way career services are offered.

## **Chapter 1**

### **INTRODUCTION**

#### **Context & Approach**

My education leadership portfolio focuses on using social media to increase student engagement with the University of Delaware Career Center. My role as the leader of communication and marketing efforts for the UD Career Center has driven me to continually consider more effective and efficient ways to reach and motivate students at the university to invest in their future and take advantage of the services that we offer. Also, as part of my role I have seen the impact of social media on building relationships and altering the predominate pathways of communication. I have studied and observed the gap of higher education professionals knowing and understanding best practices for social media and connecting to students. All of this together provided impetus to review the literature on higher education, social media, and student engagement with the career office and ultimately, determined the focus of my portfolio.

I have scoured the literature, analyzed existing datasets, conducted student surveys, interviewed colleagues at comparator institutions, and held focus groups in order to create a training module for career professionals to learn about social media and thereby increase student engagement numbers at the University of Delaware Career Center.

#### **Portfolio Organization**

The remainder of this portfolio consists of five chapters, references, and appendices containing the portfolio artifacts. The second chapter provides context,

explains the problem statement and highlights several of the underlying issues when it comes to engaging students through social media, most significantly the lack of training for career center staff. Chapter 3 focuses on the research and results collected to begin to address the issue of student engagement with the career center. In order to address the need to build relationships with the students and encourage them to participate in career activities I reviewed the existing literature on social media and university students along with studies on career staff comfort with and usage of those same social media channels. I also aggregated University of Delaware specific datasets to provide context for our student population. To further investigate increasing student engagement through social media, I interviewed colleagues from comparator institutions about best practices and successful initiatives resulting in strong student participation. Additionally, I surveyed University of Delaware students around factors that influence their motivation when it comes to college and career activities. Chapter 4 discusses the improvement strategies and output resulting from the collected research. Reflections on the outcomes of my project and leadership development can be found in chapters 5 and 6. The appendices contain the artifacts developed for this portfolio, including the best practice guidelines for digital marketing, University of Delaware Career Center Branding Guide, strategic plan for implementation of social media best practices, and the training module for career professionals.

## **Chapter 2**

### **PROBLEM STATEMENT**

The problem addressed by this education leadership portfolio is a lack of student engagement with career centers, particularly the University of Delaware Career Center. The UD Career Center provides excellent service to students, however more than half of the student population has not participated in any type of career activity. This project looks to social media as a possible solution for increasing interactions with the Career Center.

### **Higher Education, Student Engagement & Social Media**

Higher education professionals are consistently looking to maximize student engagement and reach students with life lessons and learning both inside and outside of the classroom. The challenges to engagement across institutions include the constantly changing needs, perspective, and demographics of the student population, along with the opportunities and alterations in communication and services that are now introduced by technology in this digital age (Robsham, 2016).

Advances in technology, specifically social networking sites, are changing the landscape of communication across the globe, particularly for university students. Interactions with their peers, families, instructors, and even the institution of education itself are impacted by this wave of technology. Thus, there is a need for educators to alter their methods of communicating and interacting with students in order to gain their attention, engage and instruct students from a culturally relevant context. Higher education professionals can no longer rely solely on print materials and must view

connecting with and educating students through a “new lens” (Vuorinen et al., 2011, p. 44). If social media is utilized correctly in higher education, it provides opportunities for a variety of positive student outcomes related to increasing participation on campus, in society, and taking greater ownership of their own education. Ultimately, social media presents an opportunity for educational institutions to engage a larger student population than ever before in history (Acosta, 2014, p. 16; Stroller, 2013, p. 9).

While many colleges and universities have tapped into using social media to connect with students, there are still many divisions and departments within the university setting, such as student affairs, even more specifically career services, that are still working to fully embrace social media marketing and leverage the power of such widespread technology. As we learn from Cabellon & Junco (2015), career professionals “...must use digital and social technologies to engage students in new ways, market the value of the university’s academic and cocurricular activities, and teach students how to leverage these tools to find and sustain work in the 21st century” (pp. 51-53). Social media presents the chance for career centers to meet, connect, and move students to action regarding their career goals. Well executed social media marketing will ideally lead to a feeling among students of community and authentic relationship with the career center, and ultimately, result in greater and more comprehensive student engagement (Osborn & LoFrisco, 2012, p. 270; Stroller, 2013, p. 9). While many career centers currently use some forms of social media to attempt to achieve these goals, there are still questions around the best methods and strategies for integrating social media into the career services framework. It is imperative that career centers pursue research in this area and identify best practices because social networking will continue to shape career

services and a lack of understanding and late adaptation could have negative consequences and alienate students. As Rayman (1999) observed, understanding and a comprehensive strategy regarding social networking could move career services to the forefront of the student experience (p. 178).

Despite all the potential that social media presents, there are still several challenges facing career services, particularly in the area of engaging a larger number of students through the use of social networking sites. One of these challenges is that many career services professionals feel unprepared to use social networking to reach students and/or potential employers. Osborn et al. (2014) identified that career professionals often feel overwhelmed by the variety of social media platforms and lack the knowledge of how to integrate those platforms into the showcasing of resources offered by a career center (p. 264). However, in order for social media marketing of the career center to be effective, the professional staff must not only accept social networking as a force, but also be trained to use digital technology skillfully. They must be responsible to develop novel approaches to leveraging social media to benefit the career center (Osborn & LoFrisco, 2012, p. 270; Cabellon & Junco, 2015, p. 51; Kettunen et al., 2015, p. 279).

In addition to a shift in practitioner perspective and development of strategies to maximize the impact of social media, there must also be trainings to prepare career professionals to market the center's services via social media. Since social media presents a newer and constantly varying technology, it is important to provide ongoing instruction for professionals and permit time and flexibility to try and investigate these platforms within the realm of work (Cabellon & Junco, 2015, p. 57; Vuorinen et al., 2011, p. 45; Kettunen et al., 2015, p. 279).

To impact and interact with students effectively through social media channels, career services professionals must investigate preferences among college students, as well as develop associated learning theories connected to social media. Due to the variety of social media platforms and pervasive usage among college students, career services centers at the university level have much to gain and much to prepare for with the massive popularity of social media (Ghosh et al., 2013, p. 116).

In the realm of academia, there are increasing pressures on university student affairs and career services departments to provide data and analytics to justify the investment of student tuition and university resources. Therefore, career centers must attempt to assess the impact of social media and weigh the costs versus the benefits. Social media provides an area of difficulty in this respect, because while the potential is great, connecting the time investment to a tangible return is a difficult task. The difficulty lies in the public nature of social networking sites, along with the variety of factors that move a student from awareness to action. Since many centers do not know how to definitively determine the success of digital marketing, they do not give social media the time and attention that provides the potential for producing the best results (Cabellon & Junco, 2015, p. 51).

### **Organizational Context: Social Media at the University of Delaware**

The University of Delaware has an award-winning social media presence through the Office of Communications and Marketing (OCM). The usage of social media among University of Delaware students is strong particularly on Facebook, Twitter, and Instagram. UD as a whole has 77,456 likes on Facebook and 47,386 followers on Twitter

and 27,272 followers on Instagram. The Digital Team has also put together a comprehensive set of social media guidelines (Social Media Guide #UDEL, 2018). However, outside of the main office there are relatively few individuals properly trained to leverage social networking sites and OCM has been working hard to monitor the growing social presence among university departments, so the university brand is properly represented and students are being properly engaged.

At the University of Delaware Career Center, I am the sole professional staff member in charge of the social media content for our department. I do receive some assistance from the Multimedia Coordinator and a team of student interns, as we have a large social media base, with 1,975 likes on Facebook, 5,519 followers on Twitter, 585 followers on Instagram. However, other members of the Career Services staff are not fully equipped to advise students on how to best use social media in their job search. Alternatively, those that do have a good grasp on educating students on using social media do not necessarily know how to contribute to social media themselves or contribute to the office content in an impactful way that will assist the Career Center in interacting with more students on a regular basis.

### **University of Delaware Career Services Center & Student Engagement**

My ELP focused on using social media to increase student engagement with the University of Delaware Career Center (UDCC) through social media. For the purposes of my project I am using Axelson and Flick's definition of student engagement as "...how involved or interested students appear to be in their learning and how connected they are to their classes, their institutions, and each other" (2011, p. 38). Ways of determining



whether UD students engage with the UD Career Center include counting the number of times they attend a career fair or career event, participate in drop-in hours, an on-campus interview, or make a career counseling appointment.

The University of Delaware Career Center strives to engage every student at the university. Per the 2016 Gallup-Purdue Index Report, 67% of students that visited the career center at their university at least once received a job offer prior to graduation, as opposed to only 59% of students that did not (New, 2016). The Gallup-Purdue Index Report 2016 shows a clear correlation between usage of the career center and employment after graduation. This report also discusses that engagement with the career center leads to higher salaries after graduation (Gallup-Purdue Index, 2016). At the UD CC, we desire for students to be empowered to achieve their professional aspirations (CC Website, 2018). We believe their best chance for success is to take advantage of the services that we have to offer. However, despite the tremendous work that career services has been doing, only a fraction of the student population will ever enter the Career Center building, attend a career event, or interact with a career services professional in a meaningful way. According to the 2016-2017 annual report of the UD CC, of the 22,304 students enrolled at the university during the 2016-2017 academic year, only 10,689 unique students had a substantive interaction with the Career Center (i.e., event, fair attendance, appointment, drop-in, or on-campus interview). This means that 11,615 students were disconnected from UD CC. The problem then becomes how do we reach these underserved students, and if we can reach them, how do we convince them to realize the advantage of interacting with career services, and then follow through to do so (CC Annual Report, 2017).

At the University of Delaware, the Career Center has a strong social media base and the data shows that our students are very open to using digital platforms to interact with the department. While only 47.9% of students have participated in a career activity, 69% have engaged with Handshake, our digital content management system (CC Annual Report, 2017). This indicates that more students are willing to use virtual platforms for career purposes and that there are still many areas where marketing research and identification of best practices for career centers would provide an additional layer of success in reaching students and motivating those students to take advantage of the services offered by the career center. As Cabellon and Junco (2015) explain, “The digital age is more than the adoption and integration of technology and communication tools. It requires those seeking to engage college students to develop the mind-set, fluency, and skills necessary to add value and relevance to the contemporary college experience” (p. 51).

For the larger university as a whole, the arrival of President Assanis has resulted in a shift of vision for the university. My project aligns with several components of the President’s priorities. First, President Assanis emphasizes “Enhancing the success of our students” and “building an environment of inclusive excellence.” The Career Center has a role in making both of these initiatives a success because engaging more students will ultimately result in greater student success and “inclusive excellence.” Another tenet of President Assanis’s strategy is “fostering a spirit of innovation and entrepreneurship,” which is enhanced through the use of social networking to reach students and help them further their careers through innovative thinking (Assanis, 2017).

## **Organizational Role**

In my role as the Associate Director for Communications and Operations at the University of Delaware Career Center, I am responsible for the marketing and communications of the career center, our events, and our resources. Every year the strategic goals for my area of the department include seeing increases in student engagement across the gambit of assets and services offered by the career center. The work of my team is consistently evaluated based on student participation and our initiatives are frequently assessed based on student reach and activity. I am accountable for our digital content and determining success measures for our social media platforms.

## **Improvement Goal**

In order to connect more students with the University of Delaware Career Center, and thereby introduce them to more opportunities for professional success, my project has worked to develop, build capacity for, and implement a strategy for increasing student engagement with the University of Delaware Career Center (UD CC) through the use of social media marketing. This strategy includes a set of best practice guidelines to allow the Career Center to maximize outreach and engagement via social media based on overall university standards, as well as benchmarks from comparator schools. The set of best practice guidelines for the UD CC set the stage for the development of an implementation plan to put the strategy into action. The resulting strategic plan included a vision statement along with goals and initiatives to implement the best practice guidelines which were presented to three focus groups of professionals and student workers at the UD Career Center for discussion and feedback. The feedback resulted in an updated

strategic plan for implementation of digital strategy. The final piece of this project is a professional development module used to train UD Career Center professionals on social media usage and best practices. Ideally this training could be adapted for professionals at other universities in the future.

## **Chapter 3**

### **PROCEDURES & RESULTS**

#### **Existing Research**

In order to establish the foundation for the research to be collected in this project, I synthesized existing data and literature on social media and university staff and students. In addition,, I aggregated the current statistics for enrollment and engagement with the Career Center at the University of Delaware.

#### **Literature Review.**

As presented in Appendix A, my literature review considered 30 different sources of information to attempt to compile best practices for social media usage in higher education. I used the literature to look at the need for and benefits of career services in higher education, along with the lack of social media training for higher education professionals. As the need to meet students where they are increases and the digital paradigm shift of career services takes over the campus, the literature points to social media as being a practical link to engage our student audience. The literature review also looked at best practice strategies and potential barriers to engaging students through social media.

#### **University of Delaware Enrollment & Engagement Data.**

During the 2016-2017 academic year the University of Delaware enrolled 22,304 full-time students. Of these, 52.1% had not participated in a career activity. Additionally, Appendix B demonstrates the variation of student engagement based on class year and

college. The class year with the lowest percentage of engaged students is the sophomore class, whereas the senior class has the highest percentage of career participation. Small differences in engagement can be seen among the colleges, however six out of the eight colleges have greater than 59% of enrolled students that have never participated in a career activity. While overall approximately 11,600 UD students have not participated in career activities, many of those same students are using digital platforms such as Handshake and social media sites. The Career Center social media channels have a strong following with 5,519 Twitter followers, 1,975 Facebook likes, 585 Instagram followers, and 16,906 blog views (Appendix B).

### **Infographic on Student Career Center Satisfaction & Communication Channels.**

The already established data sources related to engagement and communication for University of Delaware students further confirmed the findings from the literature and reflected the later findings in the student surveys and comparator institution interviews. The Gallup-Strada College Student Survey and the Pew Research Center provided data that pointed to the significant role that social media plays in the communication of young adults, particularly college students. As can be seen by the charts in Appendix C, these surveys identified the most popular social media platforms among college aged students (Auter 2018; Smith & Alexander 2018). While the University of Delaware specific data from the Universum Survey and the National Survey on Student Engagement looked at the habits of our student population along with their attitudes towards career services (National Survey on Student Engagement 2017; Universum 2017) (Appendix C).

## **Digital Technology Assessment.**

Appendix F displays the digital technology assessment, which concentrated on the nine most popular social media platforms for 18-24-year-olds per the Pew Research Center and distinguished each platform's functionality, strengths and opportunities, weaknesses and growth areas, primary audiences, cost and analytics. The platforms included in the assessment were Facebook, Twitter, Instagram, Snapchat, YouTube, LinkedIn, Pinterest, WhatsApp, and WordPress. Facebook enables people to connect, share, discover, and communicate with each other on mobile devices and personal computers. As of December 31, 2017, it had approximately 1.40 billion daily active users. Facebook has a large population of users, real time interactive features, such as live streaming, and no character limit on posts. Facebook is widely used for its ability to create events and groups. However, the news feed algorithm focuses heavily on paid ads and the college age audience is diminishing in recent years. Most of the functionality of Facebook is free, but you can purchase ad space. The engagement analytics are measured in friends, likes, followers, reach, shares, and comments (Appendix F).

Twitter operates as a platform for short posts that facilitate fast paced conversation in real time. Due to the short character limit on posts, followers tolerate more frequent posting on Twitter than on other similar platforms. While Twitter is free to the basic user, it also provides promoted products and services, such as promoted tweets, promoted accounts, and promoted trends. The public API's and widgets allow for content to be embedded on websites and into applications. The platform is most popular among 18-29-year-olds, however engagement through followers, likes, retweets, and replies has been declining in recent years. Snapchat is a platform that allows users to send images or

short videos to friends. The images and videos can be curated within the app and a variety of filters and lenses can be used to enhance the posts. The images also disappear after being watched. Snapchat is extremely popular among college students; however, it is not necessarily the best fit for career or professionally based information. The platform itself is free with paid filter options and measures engagement through friends, views, comments, and filter usage.

Instagram is a web-based mobile application that enables users to share pictures and videos. Within the platform itself, users can apply filters and edit images before sharing. The largest audience for this platform is 18-29-year-olds and measures engagement through followers, likes, and comments. Instagram is free to users with paid ad options for increased reach. LinkedIn is the most career focused of all the platforms. It operates as an online resume and professional networking platform. The largest audience on LinkedIn is 30-49-year-olds, however due to its increasing importance in the recruiting realm, it is becoming imperative for college students to have a presence on the platform as well. The company offers premium subscription services that provides additional access and avenues for building a farther-reaching network through connections, followers, and post likes, shares, and comments (Appendix F).

YouTube is a video creating and hosting platform. Video content is extremely popular among students aged 18-29; however, video creation is extremely time intensive and can require costly equipment. Success is measured in channel subscribers, video likes, and comments. Pinterest is a primarily graphic platform used to find and save recipes, style and décor inspiration, and do-it-yourself activities. Pinterest is not as popular among our target population, as it caters mostly to women in the 18-49 range.



Pinterest is free with paid ad options and metrics look at followers, pins, likes, and comments. WhatsApp is a mobile messaging application allows users to exchange unlimited text and multimedia messages, such as audio, video, and photo messages without having to pay for short messaging service fees. WhatsApp presents an opportunity for personalized and tailored messaging; however, it is primarily a communication app and not for posting content to a feed. It is most popular among ages 30-49, which is also slightly outside of the traditional college student age range. Additionally, analytics for the app must be collected using additional software not included in the application itself. WordPress is an open-source content management system used for hosting blogs. Like other platforms, WordPress is free with some premium options for templates and ads. Blogging on WordPress allows for longer storytelling type posts; however, the quality and consistency of posts can be quite time consuming. WordPress engagement is measured through subscribers, views, and comments (Appendix F).

## **Data Collection**

After evaluating the available literature and data sets, I expanded my research to examine two distinct areas of leverage for increasing student engagement with the career center. The first piece was to survey University of Delaware students in order to identify motivational factors, which could be incorporated into social media messaging to encourage student participant in career activities. The second prong of research used interviews of colleagues at career offices from comparator institutions to distinguish best

practices for student engagement and social media messaging and determine the extent of social media training being provided to career professionals.

### **Student Survey.**

I surveyed University of Delaware student to examine factors that influenced their motivation to participate in activities related to the university and the career center. I discovered several research studies that used the Academic Motivation Scale as an instrument in identifying key elements and the locus of decision making for students when it comes to attending college or engaging in campus activities (Cokley, 2000; Fairchild et al., 2005; Vallerand et al., 1992; Vallerand et al., 1993; Utvaer & Haugan, 2016). In order to maintain the integrity of the instrument I created a two-part survey. The first 28 questions were those from the Academic Motivation Scale and the last 11 questions were questions that I developed specifically related to career center activities. The survey was sent via email to all undergraduate students registered for the summer 2018 session at the University of Delaware along with a random sample of undergraduate students enrolled in the spring 2018 semester obtained from the University of Delaware Office of Institutional Research and Effectiveness. The sample totaled 1,000 students in all and produced 85 responses, however only 51 students completed the survey.

### ***Academic Motivation Scale.***

The Academic Motivation Scale shows student motivation over seven scales, as can be seen in Appendix D. The seven scales are as follows:

1. Intrinsic motivation – to know

2. Intrinsic motivation – toward accomplishment
3. Intrinsic motivation – to experience stimulations
4. Extrinsic motivation – identified
5. Extrinsic motivation – introjected
6. Extrinsic motivation – external regulation
7. Amotivation

The Academic Motivation Scale asked for responses to questions on a seven-point Likert scale with 1 representing “does not correspond at all” and 7 representing “corresponds exactly.” The numerical responses for each question were averaged to obtain an overall score. The study by Utvaer and Haugan (2016) provided the key for connecting each of the survey questions to correct motivation scale. Excel pivot tables were then used to determine an overall average score for each scale and then an average score by class year and college for comparison. The tables in Appendix D show the breakdown of the scores for each scale and for each class year. The overall highest average for all respondents, with an average of 5.87, was for the extrinsic motivation – identified scale followed closely by the intrinsic motivation – to know scale with a 5.80. The extrinsic motivation – identified scale points to the idea that students engage in activities that they perceive as useful or providing them with something beneficial. Whereas the intrinsic motivation – to know portrays a more internalized motivator that students will experience enjoyment from the simple act of gaining new knowledge or learning. The sophomore and senior responses both showed the highest average for the intrinsic knowing scale with scores of 5.60 and 6.06 respectively. The juniors, masters, and other populations scored higher on the extrinsic identified scale. The extrinsic

identified scale resulted in an average of 5.91 for juniors, 6.50 for masters, and 6.63 for the other population. The amotivation scale measuring lack of motivation was very low for all respondents with an average of 1.61, but could possibly be attributed to students that complete surveys are also those more inclined to participate in campus activities in general.

While this is a small sample of the student population, which could skew the data, it provides a starting point for collecting information on student motivation. I attempted to look at the data from the perspective of class year and of college, however some of the colleges were represented by only one response and did not seem to be representative of that population, whereas the class year responses were more evenly distributed (Appendix D).

### ***Career Specific Survey.***

Overall the highest average was students believing that attending a career event would increase their chance of getting a better job or internship followed by staff, faculty, or professor recommendation. The survey responses did show a difference in motivation based on class year. The juniors, seniors, and master's classes that are closer to graduation and needing full time employment, ranked the belief that they would get a better job or internship as the primary factor in career event participation, whereas sophomores claimed to rely more heavily on interpersonal recommendations such as those from a staff or faculty member. The master's and other categories also gave strong credence to awareness and motivation based off of email communication from the university (Appendix D).

### **Comparator Institution Interviews.**

For the purposes of identifying best practices for student engagement and social media content at the Career Center, a benchmarking study was completed. I developed a set of questions derived from the study by Panizo, Hollander, Pappas, Pierrakos, and Anderson (2014) at James Madison University looking at faculty perceptions of engagement for engineering students.

The developed set of interview questions focused on four areas: student engagement definitions and successes, staff attitudes regarding engagement strategies, staff training on social media, and social media best practices. The first was defining student engagement, best practices for student engagement, and identifying elements that increased student engagement with career services at their institutions. The questions about student engagement covered how they characterize a student who is engaged and define success when it comes to student engagement. Additionally, they were asked about strategies for increasing and maintaining student engagement and examples of some particularly successful initiatives. They were also questioned about which staff holds the responsibility for student engagement and departmental priorities that contribute to increasing student interactions. The participants were also questioned regarding staff perceptions and attitudes in assisting with marketing and communication efforts to student. Finally, the interviewees were asked about staff training for social media, factors that influence digital content, and the primary messages being conveyed to students through social media channels (Appendix E).

The institutions invited to participate in these research interviews were selected because they were the comparator institutions used for comparison to the University of

Delaware for the 2017 National Survey of Student Engagement (National Survey on Student Engagement 2017). An email was sent to staff members who created or contributed to communications and marketing of the career office at each of these institutions requesting participation in this study. Eleven phone interviews were conducted and recorded for accuracy purposes. Each phone interview was recorded, transcribed, and coded for themes. I used an open coding analysis for identifying the themes from these interviews. Each interview was reviewed, and the primary topics were outlined on a line-by-line basis. Then the themes from all of the interviews were aggregated and grouped together to determine the percentage of prevalence of each theme.

Appendix E displays the themes represented in the interviews and the percentage of the interview participants who mentioned each particular theme.

The participating institutions were:

- Boston University (Boston, MA)
- Clemson University (Clemson, SC)
- Florida International University (Miami, FL)
- Florida State University (Tallahassee, FL)
- Georgia State University (Atlanta, GA)
- Ohio State University, The (Columbus, OH)
- University of Illinois at Chicago (Chicago, IL)
- University of South Florida (Tampa, FL)
- University of Tennessee, Knoxville, The (Knoxville, TN)
- University of Texas at Arlington, The (Arlington, TX)

- University of Wisconsin – Milwaukee (Milwaukee, WI)

### ***Student Engagement.***

The major themes for engaging students resulting from the conversations with fellow professionals showed the shift in perspective happening across higher education institutions. One of the most discussed shifts at 72.7% frequency of response from interviewees, was the use of data to measure and drive engagement. A variety of institutions are now looking at analytics from various technology platforms along with student feedback to assess the effectiveness of career efforts along with identifying areas for increasing engagement with the career center. There is also a digital paradigm shift occurring in how career centers are approaching services. Traditionally, career center marketing efforts have been focused on encouraging students to physically come to the career office or event, however new technology and digital communication have introduced the possibility of career resources and professionals connecting with students by bringing the resources to the student.

In addition to aggregating and analyzing data about what students want and are currently using, the career professionals found the most success in student participation on initiatives which partnered with other departments across campus. The more cross-departmental promotion and support from institutional leaders made a significant impact on the campaign and/or event outcomes. The idea of leveraging partnerships to maximize student engagement continued with several mentions of attempting to create and/or tap into a network of peer-to-peer influencers, where students encourage other students to participate in career center sponsored activities.

A further look into successful engaging students centered on the messaging to students. Half of the interviewees emphasized the importance of reaching students early in their academic career. Using already occurring events, such as new student orientation or first year seminar courses to build awareness, connections, and relationships with the career center. Additionally, tailoring content to specific student populations, such as class year or career industry of interest, assists in increasing student interaction.

Lastly, several participants discussed the ever-changing demographics and needs of the student population and therefore, marketing and communication efforts must be consistently reevaluated for maximum effectiveness. As the interviews in Appendix E show, a strategy that engages students today may not work four years from now and requires the flexibility and adaptation of career professionals and their efforts to reach students (Appendix E).

### ***Staff Attitudes.***

The staff interviews in Appendix E looked at who carries the responsibility for student engagement and staff attitudes regarding participation in efforts that could potentially increase student engagement. The majority of participants (70%) stated that they believed engagement was everyone's responsibility. Several of the interviewees expressed that they have had the most success with student engagement results when everyone in the office views engagement as part of their role. However, the reality of that does not always match the ideal. Several participants mentioned that despite feeling that it should be everyone's responsibility many career services professionals rely heavily on the marketing and communications staff to create engagement opportunities and increases



or see it as just another demand on their time when they would rather be doing other tasks such as career counseling. Additionally, few other perspectives were mentioned, such as staff viewing themselves as “mini-marketers,” “educators,” and “a piece of the larger university” (Appendix E).

### ***Social Media Training.***

Throughout the interviews it became apparent that no formal social media training is available and offered to career services staff. Out of ten interviews, only one school offered any kind of social media training to their staff. The one school that offered training for their staff was led by their marketing and communications professional creating guides for the staff and the director bringing in colleagues from other departments to share their expertise on social media practices.

Three participants mentioned their university’s main office of communication offers training for the marketing and communication professionals in the career office and two others talked about individual meetings with higher ranking marketing staff to assist with informing social media strategy for the career center (Appendix E).

### ***Social Media Best Practices.***

More than half of the research participants discussed the importance of content planning when it comes to social media. Creating content calendars and paying attention to posting times improved engagement with posts across platforms.

Another trend appeared to be using advanced functionality of platforms, such as live streaming or paid ads to increase engagement and awareness of career activities and events. Additionally, participants discussed the success of creative content, particularly

content that featured the students themselves. One of the less mentioned practices with potential to play an important role in building a strong social media presence is partnering with other departments to share posts, links, and resources. Leveraging these relationships can potentially reach a different subset of the target audience and provide additional, relevant content. Another important element of a good social media brand highlighted by a few of the participants was being responsive in a timely manner to messages and comments in on platforms.

Per the comparator institution interviews, out of eleven participating institutions, three mentioned staff amplification as an important element of increasing student reach through social media and eight schools discussed believing that everyone is responsible for contributing to and maintaining student engagement, however only one of these schools offered any kind of staff training for social media (Appendix E).

## **Chapter 4**

### **IMPROVEMENT STRATEGIES & OUTPUT**

In order to apply this research to improvement strategies for the University of Delaware Career Center, I took the information gleaned from this project and created a set of social media best practice standards for engaging students around career services, a branding guide for the career center, a strategic plan for implantation of the digital best practices, and a training module to instruct career center professionals on social media usage.

#### **Best Practice Guidelines**

The output from the comparator institution interviews, student survey results, and literature review were synthesized into a set of best practice guidelines for engaging students through social media. I reviewed the best practice guidelines contained in Appendix G and organized them into groups based on the functionality of the guideline. For example, I put together guidelines that focused on the content of the social media posts, while another set of the guidelines showcased ideas for increasing the audience of those posts. As I grouped the best practice guidelines, four overarching themes came to the forefront: building a contextual foundation for the content, content creation, distribution, and assessment of messaging (Table 1).

Table 1 <i>Source &amp; Categorization of Best Practice Guidelines for Social Media</i>		
<u>Best Practice Guideline</u>	<u>Source</u>	<u>Category</u>
Create content calendars	Comparator institution interviews	Content foundation
Use advanced platform features	Comparator institution interviews	Content foundation
Understanding platform functionality & audience	Literature review (Roblyer et al., 2010)	Content foundation
Create customized & tailored messaging	Comparator institution interviews, Student surveys	Content creation
Feature students, employers & alumni	Comparator institution interviews, Student survey	Content creation
Incentivizing through contests	Comparator institution interviews	Content creation
Make creative, interactive & visually appealing	Comparator institution interviews	Content creation
Amplification through cross-campus partnerships	Comparator institution interviews	Content distribution
Amplification through peer-to-peer influencers	Comparator institution interviews, Student survey	Content distribution

Amplification through Career Center staff	Comparator institution interviews, Student survey, Literature review (Shen, 2014)	Content distribution
Messaging students early in academic career	Comparator institution interviews	Content distribution
Using data analytics to evaluate posts	Comparator institution interviews, Literature review (Cabellon & Junco, 2015)	Content assessment
Ask for student feedback	Comparator institution interviews, Literature review (McLoughlin, 2007)	Content assessment

### **Building Content Foundation.**

Building of social media messages covers several concepts, such as content planning. While much of social media may seem spontaneous, the interviewees discussed the importance of creating content calendars and curating content to get optimal engagement with a post. Other strategies for improving engagement with social media include taking advantage of advanced platform features, such as live streaming or paid ads. With the frequently changing algorithms of the feeds within platforms, taking advantage of these advanced features works to increase the reach of the content. Also understanding the popular platforms, the functionality, and main audiences of those platforms allow for more targeted messaging ultimately resulting in increased

engagement. Another strong best practice theme from the comparator interviews that translated into the guidelines was having student create and evaluate the social media posts for the Career Center. Having students serve in this role ensures content will be relevant and resonate with the target audience because they are members of that audience (Appendix G).

### **Content Creation.**

The second area of the best practice guidelines centered around the content of the messaging. Posts with the most engagement are customized and relevant to the target audience and focus on benefits of activities rather than simply the logistics or functionality of career activities and resources. Additionally, popular content should feature students, employers, and alumni, so students can imagine participating in events or envision future career paths for themselves. Since students are using social media to communicate and build relationships, it is also important that posts are facilitating a bond between the career office and students. Developing a social media strategy that promotes conversation and elicits responses from the audience rather than becoming a one-sided announcement board will work to strengthen the relationship and provide connection with the student audience. The idea of using contests to promote engagement came from 27.3% of participants interviewed discussing success with using contests in social media campaigns and incentivizing engagement (Appendix E). Content also needs to be creative, visually appealing, consistently branded for the university and the career center and balanced in variety topics (Appendix G).

### **Content Distribution.**

The comparator institution interviews pinpointed a few best practices for distributing social media content and expanding the reach of messaging. More than half of the respondents discussed amplification of social media messaging focused on leveraging peer-to-peer influence and cross-campus partnerships, particularly with faculty and advisors, therefore the concept of using relationships to distribute content was built into the guidelines (Appendix E). In addition to the career center platforms and other department owned channels sharing messaging, having the staff members at the Career Center promote the content is another avenue for increasing reach to a wider audience. Connecting with students early in their academic career was mentioned by 45.5% of interview participants and is a strong best practice for engaging our student audience. For example, advertising social media channels at New Student Orientation or during a First Year Seminar course makes students more likely to engage with the Career Center during their academic career (Appendix E; Appendix G).

### **Content Assessment.**

As can also be seen in the guidelines of Appendix G, the assessing of messaging requires looking at past successful and unsuccessful posts, along with directly asking students to provide feedback on proposed content. The guidelines suggest that true evaluation of social media use the available platform metrics to determine success of content and timing, such as the number of likes, shares, and comments.

## **University of Delaware Career Center Branding Guide**

Additionally, I created a branding guide for the UD Career Center that mirrors that of the university and the division, but applies specifically to the needs of the career office (Appendix H). I followed the general structure of the University of Delaware and the Division of Student Life branding guides. To provide context for the Career Center Branding, I developed a statement on brand positioning based on the departmental situation within the University of Delaware and the Division of Student Life. Following the brand positioning statement, I established the brand pillars. The University of Delaware brand pillars are a legacy of innovators, build for connectivity and empowering world changers. The main pillars of the university brand fit so seamlessly with the work of the UD Career Center that I adopted the same pillars for the Career Center brand:

- Legacy of innovators – displays the quality of education and the vast amount of talent available when an organization hires a Blue Hen.
- Build for connectivity – The mission of the Career Center clearly states that the success of UD students and the center itself is molded around building connections.
- Empowering world changers – As stated in our vision, the Career Center is focused on providing students with the resources to identify and achieve their goals no matter how large or small.

The Career Center brand voice and tone comes straight from the values of the UD Career Center. These values are as follows:

- Student-Centered: Set priorities and make decisions that reflect the best interests of UD students.



- Diversity & Inclusion: Champion the diversity and inclusion of all individuals, and support their unique contributions to the community and workplace.
- Dynamic: Create and deliver innovative services.
- Professionalism: Model integrity, demonstrate competence and promote awareness.
- Outstanding Service: Go above and beyond to serve our community and student population.
- Teamwork & Communication: Help one another to reach our collective and individual goals.
- Connections & Collaborations: Partner with internal and external stakeholders to create opportunities for students.
- Priorities & Balance: Focus our time and resources on CC, Student Life and UD priorities.

For the final section of the branding guidelines I included links to the brand guides for both the University and the Division. Also, tenets of the office brand such as professional yet fun, appealing to identified student motivational factors, consistency of images and logos, and incorporating the UD CC mission, vision, and values into the work (Appendix H).

### **Strategic Plan for Implementation of Social Media Best Practices**

The set of best practices and brand guidelines were turned into a strategic plan for the UD Career Center that includes a vision and specific goals and objectives. The initial

vision statement was, “To inspire University of Delaware students to engage with the University of Delaware Career Services Center through a diverse digital strategy focused on early and tailored messaging, advanced planning and use of analytics to determine optimal content, and leveraging campus partnerships and peer-to-peer influencers to amplify the awareness of the services of the Career Center resulting in student self-empowerment, strong interpersonal connections, and fulfilling careers.” The values were the already established UD Career Center values as listed in the branding guide.

The original strategic plan contained the following nine goals:

1. To implement the social media best practice guidelines.
2. To Increase student audience across the UD Career Services Center social media platforms.
3. To increase student interaction with the center through social media.
4. To increase awareness of offered career preparation resources through social media.
5. To increase cross campus partnerships to amplify Career Center messaging.
6. To train Career Center staff on social media best practices in support of office initiatives.
7. To create a program to develop student career champions in order to produce a peer-to-peer influencer network.
8. To identify key analytics for shaping digital strategy and future social media content.

9. To continue the Career Center outreach and early messaging to students during their first academic year.

In order to achieve those goals, the following strategic initiatives were laid out:

- Create personas to help shape and tailor social media content.
- Create comprehensive content calendars that map out social posts in advance.
- Review past social media metrics to determine successful timing, platforms, and types of content for future posts.
- Create guidelines and training for staff to assist with amplification of center message.
- Develop a framework and recommendation for the strengthening of on campus partnerships to help champion the Career Center message.
- Run a “What’s in it for you...” social campaign focusing on the return on investment and benefits of participation in career activities, such as career and internship fairs.
- Conduct monthly student advisory meetings for feedback on campaigns and marketing initiatives.
- Distribute and educate staff on adapted branding guide for consistency of voice, tone, etc. regarding the Career Center and to ensure alignment with UD and Division of Student Life brand.
- Early messaging to students through New Student Orientation and First Year Seminar Classes.

The final piece of the strategic plan for implementation, as can be seen in Appendix I, identified key performance indicators for the plan. These key performance indicators included:

1. The overall audience numbers across social media platforms
2. The number of engagements with and reach of social media posts.
3. The number of student attendees at career events.
4. The number of student participants in career activities (appointments, drop-ins, etc.).
5. The number of student users on virtual resource platforms.
6. The amount of time spent by student users on each of the career resource platforms.

After creating the materials to shape and implement the strategic plan for social media for the Career Center, I conducted a series of focus groups to identify the strengths and relevance of the plan along with areas of improvement to tailor it to the needs of the University of Delaware audiences. All of the staff of the main University of Delaware Career Center along with the Alfred Lerner College of Business and Economics Career Services Center staff and all of the student employees for both offices were invited to participate. Ultimately, three focus groups were conducted with a total of 19 participants representing both offices and the student employees. An additional survey was provided to participants to provide additional feedback on the strategic plan, which 14 of the 19 participants completed. The strategic plan was then adjusted to reflect the feedback from the participants and better serve the University student population (Appendix I).

Appendix I contains a summary of the focus group feedback on the strategic plan. The feedback displayed support and buy-in for the plan, and some productive suggestions for additions and improvement. The positive comments discussed the fact that the strategy is addressing a real need for the career center and the participants appreciated the research basis for the plan. The group also appreciated that the plan promoted further conversation about what initiatives are needed to make the Career Center social media (and even the Career Center itself) successful. It was suggested that the plan be updated to include dates for the timeline to accomplish the goals and projected roll out of initiatives. Other additions were to create initiatives to address the constantly changing world of social media and continuing to provide career content for larger university social media channels. It was also proposed to adjust key performance indicators numbers 3 through 6 because they are influenced by a lot of factors and do not directly indicate success or lack of success of social media strategies. As part of the goal to train staff on social media best practices the possibility of bringing in outside influencers to share their expertise was another proposal. Lastly, while the majority of the group liked the originally developed vision statement the consensus was that it was a bit too long for the purposes of a vision.

As a result of the suggested improvements for the strategic plan for implementation of digital marketing best practices, the vision statement was reduced in length to become, “To inspire students to engage with the University of Delaware Career Center through a diverse digital strategy focused on tailored messaging, advanced content planning, and leveraging partnerships, thus resulting in student self-empowerment, strong interpersonal connections, and fulfilling careers.” A 2-year timeline spanning July 2019 –

June 2021 was established for completing initiatives and achieving the proposed strategic goals. The goals themselves were not changed from the original plan. For the strategic initiatives in the plan, one initiative was removed and two were added. I removed the initiative of developing a framework and recommendation for the strengthening of on campus partnership to help champion the Career Center message, because this is something that is already a part of the overall Career Center 2018-2021 Strategic Plan for the department and the scope of it is much larger than just the digital marketing realm. The following two initiatives were added:

1. Invite area experts to train and update staff on latest social media trends and best practices.
2. Create and contribute content to the main UD social media channels and other campus collaborators that have a larger or different audience from the Career Center channels (Appendix I).

Identifying the key performance indicators was the most difficult part of the strategic plan, due to the immense number of factors that contribute to success measures, such as event attendees or number of career counseling appointments. The focus group feedback encouraged me to narrow down the key performance indicators to values that would truly reflect digital marketing outcomes. Therefore, I removed the number of student participants in career activities, the number of student users on virtual resource platforms, and the amount of time spent by student users on resource platforms, and replaced them with using the survey data from the questions on the student career fair and meetup evaluations that directly relate to digital marketing. I also decided to split the number of engagements and reach of social media posts into two separate key

performance indicators, as they are two different measures and not necessarily linked. For example, you could have a really large reach with minimal engagement if the post is more of an announcement than interactive content (Appendix I). The final setup of the strategic plan linking the goals, initiatives, and key performance indicators is represented in Table 2.

<p>Table 2</p> <p><i>Strategic Plan Goals, Initiatives, and Key Performance Indicators, 2019-2021</i></p>		
<u>Strategic Goals</u>	<u>Strategic Initiatives</u>	<u>Key Performance Indicators</u>
Increase student audience across the UD Career Center social media platforms.	<p>Create personas to help shape and tailor social media content.</p> <p>Create comprehensive content calendars that map out social posts in advance.</p>	# in audiences across social media platforms.
Increase student interaction with the center through social media.	Run a “What’s in it for you...” social campaign focusing on the ROI and benefits of participation in career activities, such as career and internship fairs.	Student career fair and meetup survey results for the question about how students learned about the event.

Increase awareness of offered career preparation resources through social media.	Create and contribute content to the main UD social media channels and other campus collaborators that have a larger or different audience from the Career Center channels.	# of engagements of social media posts.
Increase cross campus partnerships to amplify Career Center messaging.	Create and contribute content to the main UD social media channels and other campus collaborators that have a larger or different audience from the Career Center channels.	Reach of social media posts.
Train Career Center staff on social media best practices in support of office initiatives.	Create guidelines and training for staff to assist with amplification of center message.  Invite area experts to train and update staff on latest social media trends and best practices.	Reach of social media posts.



	Distribute and educate staff on adapted branding guide for consistency of voice, tone, etc. regarding the Career Center and to ensure alignment with UD and Division of Student Life brand.	
Create a program to develop student career champions in order to produce a peer-to-peer influencer network.	Conduct monthly student advisory meetings for feedback on campaigns and marketing initiatives.	Student career fair and meetup survey results for the question about how students learned about the event.
Identify key analytics for shaping digital strategy and future social media content.	Review past social media metrics to determine successful timing, platforms, and types of content for future posts.	# in audiences across social media platforms.  Reach of social media posts.  # of engagements of social media posts (i.e. shares and comments).

Continue the Career Center outreach and early messaging to students during their first academic year.	Early messaging to students through New Student Orientation and First Year Seminar Classes.	Student career fair and meetup survey results for the question about how students learned about the event.
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### **Social Media Training Module for Career Center Professionals**

Based on the summative conclusions of my review of existing research and collection of best practice and UD specific data, I created a series of materials to help promote the University of Delaware Career Center and to begin training career professionals how to use social media both personally and in conjunction with the department to boost the overall message of the center. The literature review established the foundation for the importance and lack of education for university faculty and staff, particularly those in the career center, around using social media (Junco, 2014; National Association of Colleges & Employers, 2013). The comparator institution interviews confirmed this finding, and furthermore exposed the need for a training on this topic to be developed (Appendix E). This training is one of the strategic initiatives mentioned in the Strategic Plan for Implementation of Social Media Best Practices (Appendix I), incorporates the best practice guidelines developed for this project (Appendix G), and links to the branding guide for the UD Career Center (Appendix H).

The training in Appendix J contained six sections that covered four main content areas. The first section was an introduction to the course and the concept of branding.

Along with defining branding and identifying companies that have done a fantastic job at making their brand name synonymous with that of the product they sell, the section also covered the brand for the University of Delaware, the Division of Student Life, and the Career Center itself. This section also covered how to build your own personal brand and establish your social media presence in line with that personal brand (Appendix J).

The second phase of the training focused on digital strategy when it comes to social media based on the Best Practice Guidelines for Engagement through Digital Marketing developed for this project in Appendix G, however there was so much information to include that this section was eventually split into three subsections. The first subsection addressed the basics of social media. It presented the most popular social media platforms, their primary functions, and main audiences. For example, as illustrated in Appendix F with the Digital Technology Assessment, Instagram is extremely popular among students aged 18-24 and is a platform for pictures and graphics, whereas Twitter is growing rapidly among older adults and is designed for short, fast-paced microblogging. Each of the top platforms offers a variety of features, which were highlighted in this section so that the professionals reviewing the course could make informed decisions about which platforms they would be interested in using for their personal brand and which platforms might be the most appropriate and useful for establishing relationships and hosting conversations with students.

The next subsection under the digital strategy part taught about creating content and posts for various social media platforms. Understanding hashtags and the art of posting were themes in this lesson. Guidelines for types of content and the most appropriate platform to use were laid out. For example, if you went to a nice restaurant

and took a picture of the beautiful meal that you ordered, it would be most appropriate and be most likely to receive the most engagement on Instagram which is an image-based platform over an application like Twitter that is for microblogging. Additionally, there were recommendations for easy-to-use tools to create graphics and video (Appendix J).

The third subsection looked at message amplification and how the Career Center staff could work to reach more students regarding the resources and events offered by the Career Center. The key to message amplification was highly dependent upon relationships. In addition to traditional methods of sharing social media posts, this subsection encouraged staff to look at their cross-campus relationships and leverage those relationships to increase the reach of messaging. This subsection of the training also proposed the idea of creating a peer-to-peer network of students telling their friends about the Career Center and sharing social media content, essentially tapping into campus influencers to assist with spreading Career Center news.

The next piece of the training looked at data analytics for social media platforms. This section drew from the Digital Technology Assessment in Appendix F and discussed the difference between reach and engagement on social media platforms and the significance of those data points for content posts. It is also focused on pinpointing the engagement metrics used by each of the most popular social media platforms, such as followers for Twitter and likes for Facebook. This piece of the training provided screenshots and directions for finding the metrics available within each platform and recommendations for how to use the analytics to assist with determining optimal content for and timing of future posts.

The last section provided tips and tricks for fitting social media into daily life. Due to my focus groups and colleague interviews, I knew that time is and would be a huge factor when it comes to staff engagement with social media and quality of posts. This section provided practical solutions for using social media without it taking away from other priorities. Suggestions included reserving a small amount of time on their calendars on a weekly basis to devote to social media or posting with content that has already been created by the marketing professionals in the office.

All of the professional staff at the UD Career Center and Lerner Career Services Center were asked to review the social media course. Six of my colleagues evaluated part or all of the training module and provided feedback via a Qualtrics survey. The table in Appendix J displays the net promoter score from each of the colleagues, what sections they completed, what they found to be the most valuable parts of the training, and suggestions for future improvements. Five out of the six participants rated as promoters of the training, with the only non-promoter rating being neutral. Overall the participants enjoyed the format of the course and variety of content within the trainings. Some additional visuals and slide notes for clarification of some of the more technical areas of the training were requested to increase the ease of learning from the course and provide context for staff members that are less familiar with social media. The commentary also reaffirmed my desire that this training would ultimately be hosted in a course management software, such as Canvas so the lessons would be easily organized and there would be a place to submit assignments for critique (Appendix J).

## Chapter 5

### REFLECTION ON SUCCESS OF CHANGES

#### Success of Overall Approach

I believe my overall approach for my education leadership portfolio project was successful. My improvement goal was to connect more students with the University of Delaware Career Center, and thereby introduce them to more opportunities for professional success. My project has worked to develop, build capacity for, and implement a strategy for increasing student engagement with the University of Delaware Career Center through the use of social media marketing. While this is an extremely large undertaking, I was able to create and implement several pieces of the strategic plan.

The social media training for the staff that resulted as an initiative from the strategic plan, has already sparked ideas and promoted excitement among my colleagues about using social media. One participant wrote, “It made me think about social media in a new way” (Appendix J). Viewing social media through a new lens and increasing understanding about how to use the platforms professionally and personally speaks to the original purpose of my project and gives me confidence that the work I have accomplished is truly valuable.

I gained a great deal of insight into student motivation and social media best practices that easily translates into my everyday work at the UD Career Center. I have been overwhelmed by the support of my colleagues and student staff. Conducting the focus groups produced quite a bit of valuable conversation around the direction of marketing in our office and one participant responded about the strategic plan, “Strong plan, attainable goals, everyone would win should all the objectives come together”

(Appendix I). The idea that “everyone would win” is the best possible outcome for this research.

The positive feedback on the strategic plan and the training module display the success of my project. However, several longer-term data points would also provide insight into the success of my ELP. I have several years’ worth of information on the number of followers and likes we have on the main Career Center social media platforms, Facebook, Twitter, and Instagram. Comparing the rate of audience growth over the next two years during the implementation of the best practices and strategic plan compared to previous rates of growth will also be an indicator of success. Student participation in career activities such as events, career appointments, and drop-ins will be metrics for success, however there are many mitigating factors that determine student participation so these data points will not be the sole measure of success but rather looked at in the larger context of Career Center engagement. Overall, I would consider this project a success if both student engagement numbers and social media numbers were to increase over the next two academic years.

## **Challenges**

I encountered several challenges throughout different stages of this project. One of the first areas of difficulty was obtaining responses for my UD student survey. I had to go through the UD Office of Institutional Research and Effectiveness (IRE) in order to get the email addresses for my student sample. IRE has a strict protocol for providing student samples to researchers. Due to the timing of receiving the student sample I had to distribute the survey through email during summer session, rather than a primary

semester, such as fall or spring, as I had originally planned. Thus, I had a much smaller number of respondents than I had initially hoped to have. I discussed incentivizing the survey with my advisor, however ultimately I wanted to keep the survey anonymous and therefore decided not to offer an incentive. If I use this survey again in the future I would try to distribute it during the fall or spring semester when students are more active and checking their email more regularly.

In developing my plan for my ELP and identifying my artifacts, I established that I would hold a focus group of Career Center staff to provide feedback on the strategic plan developed for this project. Additionally, I invited the student workers for our office to participate as well. While the feedback from my colleagues was extremely valuable, I would have also liked to run a few additional focus groups of UD students to ensure that the plan resonated with the target audience.

One of the challenges that I faced during this project was underestimating the magnitude of implementing a strategic plan across the UD Career Center. The strategic goals will take several years to accomplish and require the cooperation and collaboration of numerous individuals from Career Center staff to academic departments to students serving as peer influencers. The recruitment and training of all of these constituents will require further program development.

For the training module I developed, I structured and envisioned it being hosted on a learning management system, such as Canvas or ConnectingU. I wanted the staff to be able to upload and submit the assignments and have a central location for all of the lessons. However, I was unable to use either of those platforms because my module was not an official university course.



Another challenge was that I had to ask my colleagues to try and evaluate my training module during our second busiest time of the academic year. Therefore, fewer of my colleagues were able to complete the training module and provide feedback than I had originally hoped.

### **Next Steps & Recommendations**

For the University of Delaware Career Center and my current role, I am excited to see how the training of my colleagues to assist with amplification of messaging will continue to increase our reach and interaction with students. I believe a great deal of the success from the implementation of the social media best practices and professional training modules is yet to come. It will take time for colleagues to develop a strong social media presence and continue to strengthen their cross-campus relationships. However, I believe that even simply introducing these concepts to my fellow career professionals meets a need and is a step in the right direction for meeting students in a common space.

While the basics of the best practice guidelines for this project can be expanded to a variety of platforms, it is important to pay attention to the shifts in functionality and popularity of each platform. In addition to changes in technology, the needs of the university student population vary over time. My recommendation is to continue research in the area of social media technology and continue to interface with the University of Delaware student population asking them about their interests, needs and desires to ensure continued and quality engagement with the Career Center.

Moving forward the Best Practice Guidelines will be adopted by the UD Career Center and the strategic plan for implementation of these best practices will be

incorporated into the overarching marketing and communication strategy for the 2019-2020 academic year. Moving forward with these guidelines and the strategic plan will allow the Career Center to reach more students and empower them to achieve their professional aspirations, thus the mission and vision of the UD Career Center would be fulfilled.

An area of opportunity and challenge would be the distribution and expansion of my project throughout the UD Division of Student Life. Many of the best practice principles for social media are applicable to any academic unit, not just the realm of career services. The training module with little alteration would be beneficial for staff throughout the division. Additionally, unification of divisional messaging and staff amplification of those messages presents the possibility of extensively increasing the student reach. However, to obtain buy-in and implement a division-wide training would require several levels of leadership approval, a more developed strategic plan for implementation that goes beyond the Career Center, and provides a structure for accountability and assessment of the plan.

Similarly, during my interviews with my colleagues at comparator institutions, they expressed interest in the outcomes of this project and the potential for a social media training tool to use with their staff. I would be very excited if my work could translate into assisting career professionals at other institutions, however some of the data points would have to be tailored to the specific institution and I would have to develop a system for ensuring the integrity of my work.

## **Chapter 6**

### **REFLECTIONS ON LEADERSHIP DEVELOPMENT**

The biggest takeaway from this project and influence on my leadership development is the emphasis on relationships. In my personal leadership I have always placed a high priority on building relationships with those around me. As I have conducted this project it has become very apparent that relationships are key in the quest to increase engagement with the Career Center and specifically when it comes to social media. The student survey ranked recommendation of a professor, faculty, and staff as the second most important motivating factor in decision making about career activity participation (Appendix D). The comparator institution interviews and the literature pointed to the impact of using career center staff and peers to amplify messaging to students (Appendix E; Shen, 2014). Repeatedly the idea of requiring a relational foundation for true success presented itself and resulted in my biggest takeaway.

It was surprisingly comforting to find my colleagues at other comparable institutions were facing the same challenges I face as a leader and in attempting to engage students with career services. I found it extremely energizing and idea provoking to talk to my peers and discover I could relate to their challenges and celebrate their accomplishments. I hope to remember that comradery as I continue to develop as a leader and to continue building on some of these connections.

#### **Development of Skills as a Scholar**

My participation in the Doctor of Education program at the University of Delaware has molded me in a variety of ways. As an individual without a formal

education background currently working in higher education, I am grateful for the program lessons regarding course and curriculum design. Particularly, learning about the principles of backward design has shaped the way I build my marketing campaigns and the annual communication strategy for the Career Center.

This program strengthened my skills in using data to inform department strategy and evaluation of programs. Continued growth in those areas allowed me to have a clearer vision and establish targeted goals and objectives for the recently developed three-year strategic plan for the Career Center.

Two of the main themes that came from this research were the focus on relationships and the infusion of data analytics into social media strategy. Regardless of advances in technology, humans still desire relationship. The relational aspect of engaging students can never be over emphasized. Additionally, this is also the key to sharing and amplifying important communication. Regardless of the initiative, a much greater impact can be made on a target audience, in this case university students, as a collective body sharing a unified message.

Both the literature and institutional interviews emphasized the increasing importance of data analytics in building and assessing social media strategy. Building data analysis into the Best Practice Guidelines and Training Module for Career Professionals will allow for stronger strategies and success measures. This data will also paint an extensive picture of what initiatives are working and identifying areas of improvement and guide the types of content on our platforms.

These two themes are not solely important for this project, they are also good general tenets of leadership. Build strong relationships and look at the data to build a

strong vision, team, and get things accomplished. Speaking with my colleagues reinforced my belief that empathy and connectedness are essential to good, impactful leadership.

This program has caused me to view my life philosophies, values, and passions through a new lens. Based on my previous education and experience, I viewed most of my experiences through the perspective of a counselor and a marketing professional, however I now also see myself as an educator.

### **Development of Skills as a Problem Solver**

This program has opened up avenues of leadership for me by allowing me to take a more active role in our office data and assessment initiatives, where I now have been promoted to manage the Communications, Operations and Analysis Team. I used the scholarly literature from my courses to assist with establishing the importance of expansion of the marketing, communications and assessment area of the career office, which resulted in the addition of three new positions to my team.

I learned a great deal about educational technology and improved my coding skills. The improvement in my knowledge and skill level regarding digital technology allowed me to lead the building and launch of our new Career Center website. Additionally, the knowledge of coding is helpful in building and editing our weekly student email newsletters.

As part of my role at the Career Center we realize the importance of staying connected to the students, but we did not have any formal way of assessing their opinions and specifically their reception of our marketing messages. During my participation in

this program and the development of my ELP, I was able to reach out to leaders across the Division of Student Life and the Student Government Association to gather two focus groups of students during the 2018 Spring Semester. Student focus groups are set to occur again in Spring 2019 and moving forward into the 2019-2020 academic year happen on a semesterly basis to obtain ongoing student input into our marketing and communications strategies.

### **Development of Skills as a Partner**

As I reflect on my journey throughout this process I have learned so many new things and formed some new relationships of my own. During this project, I found like-minded individuals facing similar struggles and implementing similar best practices when it comes to communications, marketing, and engagement. I expanded my network of colleagues throughout the university and build connections within my own division.

I examined my leadership style and skills and collected feedback on those skills from individuals I directly manage. Through these interactions and my coursework, I have gained confidence in my leadership abilities and adjusted my style to better meet the needs of those I supervise.

The program and my education leadership portfolio project have enhanced my knowledge and understanding of career services, student engagement and social media. I have a better understanding of the University, UD students, my department, and my job. I look forward to continuing to build on the foundation for leadership that I have been given from this experience and continued implementation of the strategic plan for digital marketing developed for this portfolio.

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## **Appendices**

### **Appendix A**

#### **LITERATURE REVIEW**

The purpose of this literature review is to review the existing research on student engagement, career services, and social media as a vehicle for increasing student engagement with career services. The literature review also points to the skills gap and lack of training for university staff when it comes to using social media to build relationships with students.

##### **Student Engagement Definition**

My ELP proposal focuses on using social media to increase student engagement with the University of Delaware Career Services Center. For the purposes of this study I plan to use Axelson and Flick's definition of student engagement as "...how involved or interested students appear to be in their learning and how connected they are to their classes, their institutions, and each other" (2011, p. 38).

##### **Benefits & Usage of Career Services**

Per the 2016 Gallup-Purdue Index Report, 67% of students that visited the career center at their university at least once received a job offer prior to graduation, as opposed to only 59% of students that did not (New, 2016). The Gallup-Purdue Index Report 2016 shows a clear correlation between usage of the career center and employment after graduation. This report also discusses that engagement with the career center leads to higher salaries after graduation (Gallup-Purdue Index, 2016).

Studies are confirming this trend of lack of awareness and usage of career services on college campuses. A research study from the University of Wisconsin-

Milwaukee states that college students have the most perceived stress than in any other life stage due to the demands of learning to be independent, performing well in school, and choosing a career for after graduation. This study also showed that despite the high levels of stress only approximately half the students surveyed knew about the career services offered on campus and less than seven percent were actually using individual career services appointments to develop their skill set (Fouad et al., 2006). This reinforces the need to increase general knowledge about career services offered and make way for the emerging technology of social media to be utilized.

### **Career Services & Social Media**

Social networking sites are changing the landscape of communication across the globe, particularly for university students. Interactions with their peers, families, instructors, and even the institution of education itself are impacted by this wave of technology. Per the Pew research findings 65-75% of enrolled undergraduate students are using social media (Junco, 2014). Therefore, the opportunity to impact larger volumes of students than ever before is at the fingertips of career services professionals, but it is vital that a well-developed social media strategy be put into action in order to take advantage of this opportunity. “Since student affairs professionals are interested in meeting students where they are and because of the popularity of social media among students, it is imperative that educators understand and hopefully even leverage these tools to improve their work with students” (Junco, 2014). Due to the high rate of usage among university students, “...social networking sites are likely to stay. How these sites affect the job search and the candidate screening process is only beginning to be explored and reported,

but if trends continue, use is bound to increase and the effects are likely to be profound” (Shea & Wesley, 2006).

The widespread use of social media shows there is a need for educators to alter their methods of communicating and interacting with students in order to gain their attention, engage students, and instruct students from a culturally relevant context. Higher education professionals can no longer rely solely on print materials and must view connecting with and educating students through a “new lens” (Vuorinen et al., 2011, p. 44). If social media is utilized correctly in higher education, it provides opportunities for a variety of positive student outcomes related to increasing participation on campus, in society, and taking greater ownership of their own education. Ultimately, social media presents an opportunity for educational institutions to engage a larger student population than ever before in history (Acosta, 2014, p. 16; Stroller, 2013, p. 9).

Besides increasing awareness, the prevalence of social networking is requiring an actual shift in the services and functions of the career services centers. Andy Chan, vice president for personal and career development at Wake Forest University, is transforming the current view of career services at universities by saying that “career services must die” (Grasgreen, 2013). Chan is proposing a more collaborative approach to career services at universities. He is also emphasizing the need for departments to “innovate or die” due to the introduction of social media and technology in the implementation of teaching career skills (Grasgreen, 2013).

The importance of career services adapting to this technology presence and producing relevant and innovative learning environments and instructional material can also be seen by McLoughlin and Lee’s research which shows that “In such a digital

world, with high connectivity and ubiquitous, demand-driven learning, there is a need to expand our vision of pedagogy so that learners are active participants or co-producers rather than passive consumers of content, and so that learning is a participatory, social process supporting personal life goals and needs” (McLoughlin, 2007).

The National Association of Colleges and Employers (NACE) is also recognizing this shift in career services due to social media. NACE conducted a survey regarding social media usage among career services departments as well as attitudes of career services professionals. The outcomes "...indicate a growing acceptance of the role that social media technologies can play in college recruiting and in career center operations. This is further corroborated by an impressive growth in the use of these technologies over the past three years. However, there is still considerable room for growth in how these technologies are applied. The survey shows that social media are being used by career center professionals in a relatively limited fashion. This limited application may be the result of privacy concerns connected with the use of social media in a sensitive interpersonal situation, such as career counseling. It may also stem from a lack of knowledge of the available tools and how these tools work and can be applied. All this points to even further growth in the use of social media among an accepting universe of career center professionals provided that concerns about privacy in the use of social media can be overcome and knowledge gaps in the use of these technologies can be closed” (National Association of Colleges & Employers, 2013).

In support of Chan’s proposal of new strategies for the success of a career services department, McLoughlin and Lee’s research, and the outcomes of the NACE survey, it appears that a digital shift in the provision of services fits the progressive

paradigm model. As Rayman (1999) contends, “The concept of the virtual career center (comprehensive career services available on demand from any computer terminal anywhere in the world 24 hours a day), clearly supports and, indeed, caters to the unique flexibility and access needs of the lifelong learning paradigm.” The idea of providing a virtual career experience allows for easier access of services by students and alumni and creates a foundation for relationships that may turn from virtual interaction into reality.

Besides the integration of digital platforms, the public nature of this technology requires a shift in the method of service delivery and also in the content of those services. Jobvite annually surveys organizations regarding their recruiting strategies, particularly focusing on social recruiting. The 2014 results showed a heavy reliance on social media platforms in recruiting talent with 94% using LinkedIn, 66% using Facebook, and 52 % using Twitter. More than 90% of employers are investigating candidates on social media and more than half admit to having changed their opinion about a candidate due to social media (Jobvite, 2014). "According to the 2009 Student Survey by the National Association of Colleges and Employers, 35,000 students use online resources in the job search...but the researchers surmised that social networking sites were not being used effectively for job searches..." (Osborn, 2012). A separate study by Benson et al. stated that “While professionals acknowledge that social networking is essential for business and development, new graduates coming into the corporate world are not equipped with the uptodate [sic] skill set” (Benson, 2013). Benson’s research also showed that “...social media skills are viewed as increasingly important, particularly in marketing related work, with employers expecting graduates to be well-versed in the use of online social media. At the same time some employers use social media to check behaviour

patterns of potential graduates, and one could argue that students need to be made more aware of this” (Benson, 2013). Thus, the necessity of career services departments to instruct and inform students on how to bridge the gap regarding social networking skills and how to best take advantage of social networking and the digital job search provides another area of expansion for services.

### **The Intersection of Social Networking, Career Services, & College Students**

While many colleges and universities have tapped into using social media to connect with students, there are still many divisions and departments within the university setting, such as student affairs, even more specifically career services, that are still working to fully embrace social media marketing and leverage the power of such widespread technology. Career professionals “...must use digital and social technologies to engage students in new ways, market the value of the university’s academic and cocurricular activities, and teach students how to leverage these tools to find and sustain work in the 21st century” (Cabellon & Junco, 2015, pp. 51-53). Social media presents the chance for career centers to meet, connect, and move students to action regarding their career goals. Well executed social media marketing will ideally lead to a feeling among students of community and authentic relationship with the career center, and ultimately, result in greater and more comprehensive student engagement (Osborn & LoFrisco, 2012, p. 270; Stroller, 2013, p. 9). While many career centers currently use some forms of social media to attempt to achieve these goals, there are still questions around the best methods and strategies for integrating social media into the career services framework. It is imperative that career centers pursue research in this area and identify best practices because social networking will continue to shape career services



and a lack of understanding and late adaptation could have negative consequences and alienate students. As Rayman (1999) observed, understanding and a comprehensive strategy regarding social networking could move career services to the forefront of the student experience (p. 178).

As explained by Cabellon and Junco (2015), “The digital age is more than the adoption and integration of technology and communication tools. It requires those seeking to engage college students to develop the mind-set, fluency, and skills necessary to add value and relevance to the contemporary college experience” (p. 51).

### **Potential Barriers for Using Social Media to Increase Student Engagement with Career Services**

Despite all the potential that social media presents, there are still several challenges facing career services, particularly in the area of engaging a larger number of students through the use of social networking sites. One of these challenges is that many career services professionals feel unprepared to use social networking to reach students. Osborn et al. (2014) identified that career professionals often feel overwhelmed by the variety of social media platforms and lack the knowledge of how to integrate those platforms into the showcasing of resources offered by a career center (p. 264). However, in order for social media marketing of the career center to be effective, the professional staff must not only accept social networking as a force, but also be trained to use digital technology skillfully. They must be responsible to develop novel approaches to leveraging social media to benefit the career center (Osborn & LoFrisco, 2012, p. 270; Cabellon & Junco, 2015, p. 51; Kettunen et al., 2015, p. 279).

In addition to a shift in practitioner perspective and development of strategies to maximize the impact of social media, there must also be trainings to prepare career professionals to market the center's services via social media. Since social media presents a newer and constantly varying technology, it is important to provide ongoing instruction for professionals and permit time and flexibility to try and investigate these platforms within the realm of work (Cabellon & Junco; 2015, p. 57; Vuorinen et al., 2011, p. 45; Kettunen et al., 2015, p. 279).

To impact and interact with students effectively through social media channels, career services professionals must investigate preferences among college students, as well as develop associated learning theories connected to social media. Due to the variety of social media platforms and pervasive usage among college students, career services centers at the university level have much to gain and much to prepare for with the massive popularity of social media (Ghosh et al., 2013, p. 116).

In the realm of academia, there are increasing pressures on university student affairs and career services departments to provide data and analytics to justify the investment of student tuition and university resources. Therefore, career centers must attempt to assess the impact of social media and weigh the costs versus the benefits. Social media provides an area of difficulty in this respect, because while the potential is great, connecting the time investment to a tangible return is a difficult task. The difficulty lies in the public nature of social networking sites, along with the variety of factors that move a student from awareness to action. Since many centers do not know how to definitively determine the success of digital marketing, they do not give social

media the time and attention that provides the potential for producing the best results (Cabellon & Junco, 2015, p. 51).

Another set of barriers that stand in the way of engaging students through social media comes from professional staff members being slow to adapt new technology. While an individual can begin the implementation process in a career services department, for social media marketing to be truly successful it requires buy in and understanding from the entire staff (Shen, 2014).

While the university and many of its faculty see the need for incorporating social media into curriculum, there are many concerns regarding the public nature of social networking sites, as well as a continuing struggle of how this technology fits into existing curriculum. Moran and colleagues surveyed a stratified sample of faculty from higher education institutions across the United States regarding attitudes and usage of social media platforms in the classroom, concluding “A near majority of faculty report that social networks take more time than they are worth...Both lack of training and the amount of time that using social media takes are also seen as barriers...” (Moran, 2011).

Roblyer et al. (2010) and Ross et al. (2009) discuss some of the factors that impact using social networking to engage university students. Roblyer et al. (2010) specifically addresses the possible disconnect between faculty and student perspective, thus allowing for the improvement by considering both the users and the audience of the social networking sites in a higher education setting. Ross et al. (2009) considers a variety of personality types using social media and the understanding of why an individual creates a post can also assist with creating a policy that could head off potential social media catastrophes.

Hsu and his fellow researchers discussed the areas of social media barriers from the student perspective. They found that students view social media as an extracurricular element and do not always welcome educational and professional interaction on these platforms (Hsu, 2014). Also, from the student perspective, current research by Dabbagh and Kitsantas (2012) discussed the reality that despite student familiarity with social media platforms they must receive instruction on how to use these platforms as educational tools and resources. Dabbagh and Kitsantas also state “...that learners need support, guidance, and pedagogical interventions to make the best possible use of social media to support their learning goals” (Dabbagh & Kitsantas, 2012).

### **Social Media Strategy for Engaging University Students**

Mike Petroff is one of the most established and respected leaders in higher education social media and coordinator of social media content for Harvard University. His advice for the issues policies should address as well as the process of implementation of these policies makes him a valuable resource. Harvard University, another leader in the field of social media, emphasizes the role of transparency in social networking sites content. Transparency is of the utmost importance because it builds rapport with your audience, particularly students and in the case of career services, with employers as well (Petroff, 2010).

While more research is needed to determine the effectiveness of digital marketing strategies among college students and the popular platforms are rapidly changing, certain guidelines for building strategies across platforms are emerging. Erik Qualman, a leader in the digital marketing realm, has developed the 4 C's of digital marketing. The 4 C's coined by Qualman are culture, connect, curate, and create (Langler, 2014). The focus of

these ideas can be applied to the university world and career services, as tailoring content to the relevant areas of interest for college students, building rapport through social networks, and then pulling together information in an attention capturing way will lead to social media success.

Based upon the research, certain best practice guidelines have emerged for students' professional social media brand and using social media in the job search. *Social Media Today* suggests providing students with social media checklists for working on their profiles across platforms. Providing students with this information allows them to identify potential areas that may reflect negatively upon their personal brand as well as equip them to use the proper keywords and utilize bio lines that are likely to catch the attention of potential employers. The article also emphasizes the importance of privacy and equating students on the reality of the public nature of social networking sites as well as how to best use the privacy settings available on different platforms (Syme, 2014).

If faculty take advantage of this chance to build course activities that include social media, then this unit could lead to an even deeper level of collaboration among faculty and students. “There is strong evidence that social media can...help learners aggregate and share the results of learning achievements, participate in collective knowledge generation, and manage their own meaning making” (Dabbagh & Kitsantas, 2012).

Roblyer (2010) discusses the need for educators to embrace new technology and that research has shown that use of social media in classrooms has improved climate as well as test scores when implemented well. He also postulates “...that by providing

additional avenues and purposes for communications among students and faculty, social communications can become a contributor to successful learning...instructors can increase the overall quality of engagement in a given instructional setting and, thus create a more effective learning environment. Social Networking Sites also provide easily-measured evidence of both student and instructor interaction” (Roblyer, 2010).

Educating higher education staff to utilize social media is “...creating new ways of teaching and learning...characterizing themes such as openness, personalization, collaboration, social networking, social presence, user-generated content, the peoples’ Web, and collective wisdom, and demarcating areas of higher education where a potentially significant transformation of practice is underway” (Dabbagh & Kitsantas, 2012). Developing these attributes among students will not only help them during their college career, but also as they enter the world of work.

Instructing career services professionals on responsible digital citizenship and conveying those principles to students will allow for both parties to stay current with the needs of this working generation. Because the need for students to possess knowledge of formal social media skills is becoming increasingly important to potential employers, incorporating social media best practices into university curriculum will serve to better student outcomes upon graduation. It will also better prepare students to be flexible enough to enter careers not directly connected to their majors and continue to navigate the changing world of technology. “To do this they will need to be self-directed, adaptable and collaborative thinkers able to build and manage knowledge, link knowledge to existing concepts, and apply that knowledge to different contexts” (Brown, 2012).

Social media presents a great opportunity for career services professionals to reach more students with less resources, better market programs and services, as well as meet students on their terms. Social media has also changed the job search process and created a need for an additional skill set upon entering the workforce. Responsibility for educating students to access these opportunities and develop the skills for being socially savvy rests upon career services departments as well. While researchers are starting to investigate and establish best practices there is still much to be done in the rapidly changing world of social media and college students. This social networking revolution produces exciting possibilities for the future of career services, universities, and the workforce.

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## **Appendix B**

### **UNIVERSITY OF DELAWARE ENROLLMENT & CAREER CENTER ENGAGEMENT INFOGRAPHIC**

In order to establish the foundation for this ELP, I gathered the University of Delaware enrollment data to show the percentage of students participating in face-to-face interactions with the UD Career Center and display the growth opportunity for services. The infographic begins with the overall engagement numbers and is followed by a breakdown by class year and college. The second piece of the infographic displays student usage of the Career Center digital content management system, Handshake and the Career Center social media audience in order to show the potential impact of using digital resources to increase student engagement with the Career Center.

# University of Delaware Enrollment & Career Services Center Student Engagement Data 2016-2017 Academic Year

**Heather Tansley, LPCMH**

The University of Delaware Career Services Center is diligently working to reach every enrolled student, however, there is currently a large gap between the total student population and the portion of students engaging in career related activities. The disparity in engagement for the total student population and the room for improvement by college and class year can be seen in this infographic.

## UNIVERSITY OF DELAWARE TOTAL ENROLLMENT



Undergraduate  
Students: 18,510



Graduate  
Students: 3,794



**Total Students:**  
**22,304**

## Overall UD Student Engagement\* with the Career Services Center



**52.1%**

UD students  
that have never  
participated in a  
career activity

**47.9%**

UD students  
that have  
participated in a  
career activity

\*Engagement, for the purposes of this study, is defined as attending a career event or fair, having a career appointment, or participating in drop-in hours or on-campus interviews during the 2016-2017 academic year

## Career Services Engagement by College

Alfred Lerner College of Business  
& Economics



Engaged (65.30%) Not Engaged (34.70%)

College of Agriculture & Natural  
Resources



Engaged (40.40%) Not Engaged (59.60%)

College of Education & Human  
Development



Engaged (40.10%) Not Engaged (59.90%)

College of Earth, Ocean, &  
Environment



Engaged (31.50%) Not Engaged (68.50%)

College of Arts & Sciences



Engaged (37.40%) Not Engaged (62.60%)

College of Engineering



Engaged (57.60%) Not Engaged (42.40%)

College of Health Sciences



Engaged (36.20%) Not Engaged (63.80%)

University Studies



Engaged (35.60%) Not Engaged (64.40%)

## Career Services Engagement by Class Year

Freshmen Engagement



■ Engaged (61.50%) ■ Not Engaged (38.50%)

Sophomore Engagement



■ Engaged (47.20%) ■ Not Engaged (52.80%)

Junior Engagement



■ Engaged (47.70%) ■ Not Engaged (52.30%)

Senior Engagement



■ Engaged (58.10%) ■ Not Engaged (41.90%)

Masters Engagement



■ Engaged (33.80%) ■ Not Engaged (66.20%)

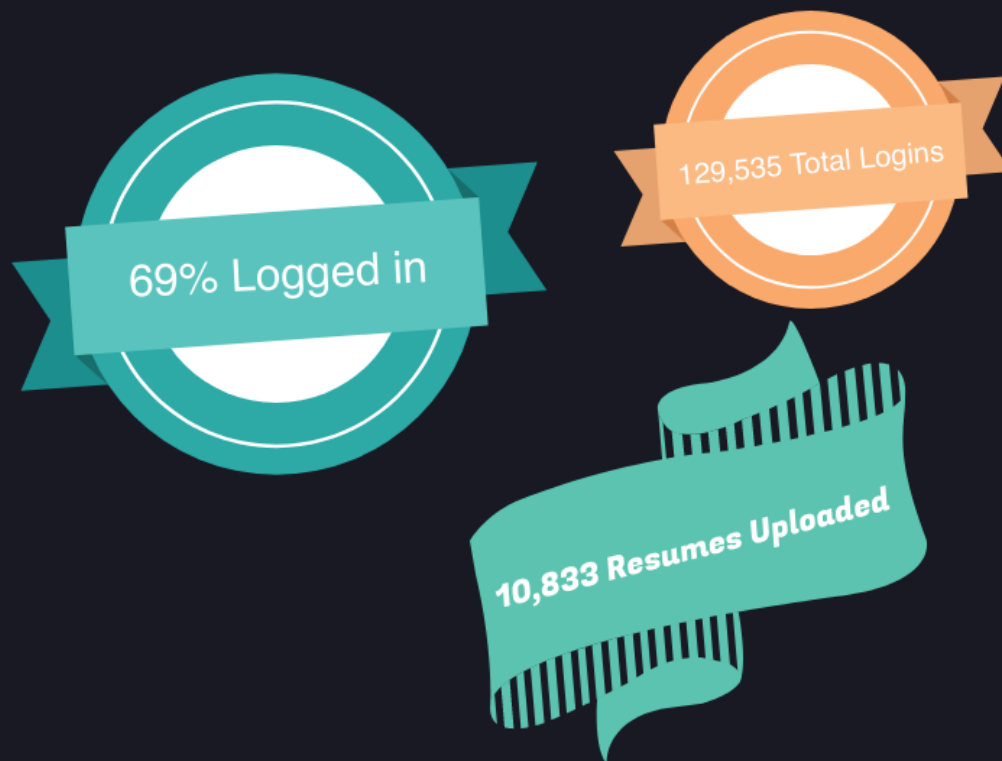
Doctorate Engagement



■ Engaged (19.70%) ■ Not Engaged (80.30%)

While there are approximately 11,600 UD students that have not participated in a career activity, many of those same students are using digital platforms, such as Handshake, and social networking sites.

### University of Delaware Student Handshake Usage





## **Career Services Center Social Media Numbers**

Twitter:  
5,519 Followers

Facebook:  
1,975 Likes

Instagram:  
585 Followers

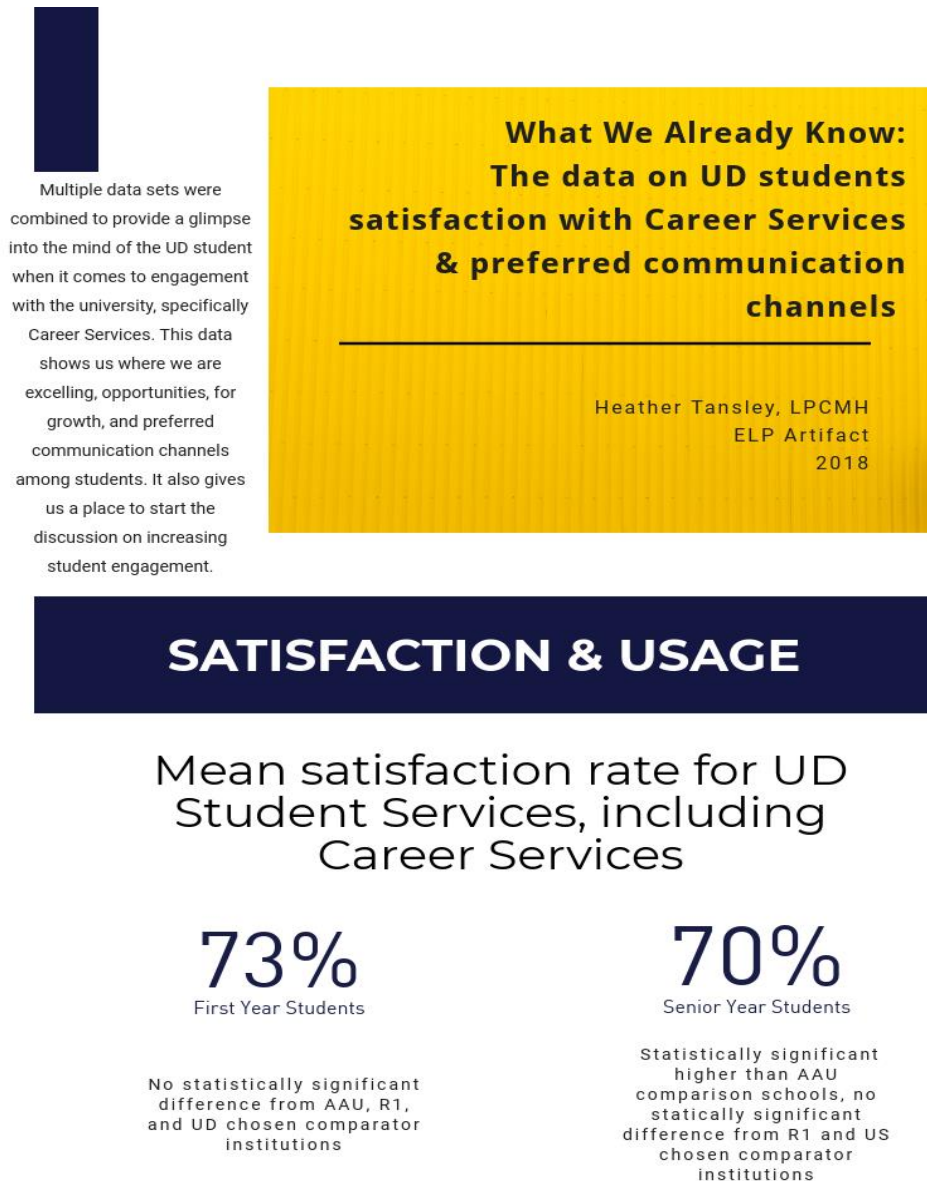
Blog Views:  
16,906

LinkedIn Group  
Members:  
8,325

## Appendix C

### INFOGRAPHIC ON STUDENT CAREER CENTER SATISFACTION & COMMUNICATION CHANNELS

Multiple data sets were combined to provide a glimpse into the mind of UD students when it comes to engagement with the university, specifically the Career Center.



(National Survey of Student Engagement, 2017)

This data shows where the Career Center is excelling, opportunities for growth, and preferred communication channels among students.

## UD Students Overall Satisfaction with the Career Services Center



Overall satisfaction with  
CSC 7.6 out of 10  
(0.2 lower than all  
student responses)

76% overall satisfaction  
rate

## UD Students Usage of the Career Services Center

13% of students not  
using any career  
services (2% more  
than entire student  
population that was  
surveyed)



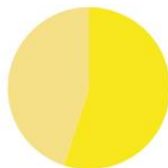
■ Not Using Career Services (13%) ■ Using Some Form of Care.. (87%)

(Universum Talent Research, 2017)

# OPPORTUNITIES

## Students Seeking Employment for After Graduation

% of UD Students with a Job After Graduation



■ No Post-grad Job (55%) ■ Post-grad Job (45%)

## Students Seeking Internships or Field Placements



(National Survey of Student Engagement, 2017)

## Students Seeking Resume Assistance & Advice About Potential Career Options

Use and Helpfulness of Career Services		
	Used Service	Service Helpful*
	% Yes	% Very helpful
Creating or updating a resume	60	48
Obtaining advice about potential career options or jobs	57	29
Obtaining help locating an on-campus or off-campus job	38	33
Taking a skills/talents assessment or test	25	38
Obtaining help applying for a job for when you graduate	18	39
Obtaining help identifying potential graduate school programs	13	38
Obtaining help applying to graduate school	12	41

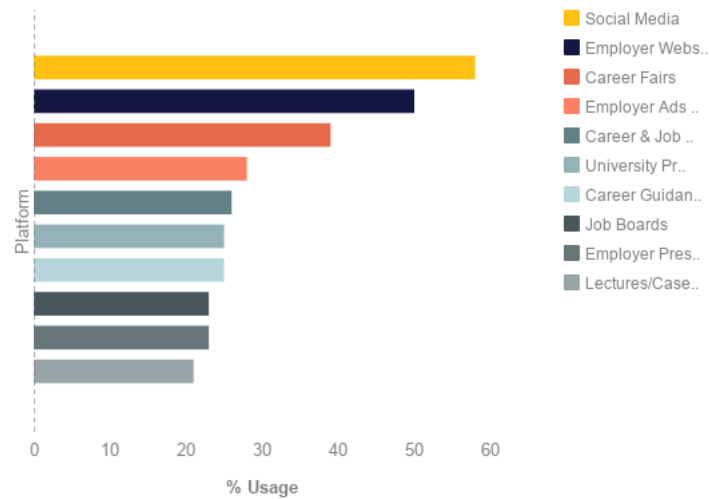
\*Percentages in this column are among students who have used their school's career services at least once

GALLUP-STRADA 2017 COLLEGE STUDENT SURVEY

(Auter, 2018)

# REACHING & COMMUNICATING WITH STUDENTS

UD Students: Most Used Communication Channels

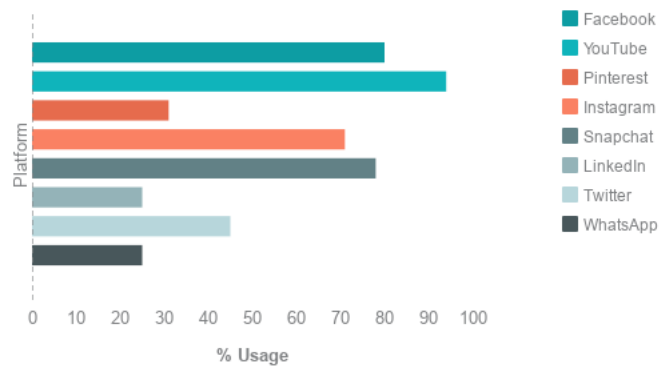


Top communication channel among UD students is social media.

(Universum Talent Research, 2017)

## Social Media Platform Popularity

Popular Social Media Platform Usage for 18-24 Year Olds



### Social media usage

18-24y/o

Facebook 80%

YouTube 94%

Pinterest 31%

Instagram 71%

Snapchat 78%

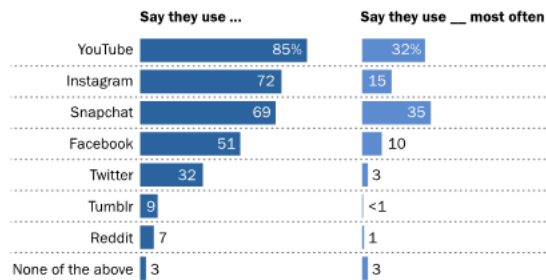
LinkedIn 25%

Twitter 45%

WhatsApp 25%

### YouTube, Instagram and Snapchat are the most popular online platforms among teens

% of U.S. teens who ...



Note: Figures in first column add to more than 100% because multiple responses were allowed. Question about most-used site was asked only of respondents who use multiple sites; results have been recalculated to include those who use only one site. Respondents who did not give an answer are not shown.

Source: Survey conducted March 7-April 10, 2018.

"Teens, Social Media & Technology 2018"

PEW RESEARCH CENTER

(Smith, 2018)

## THE DATA SETS

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## **Appendix D**

### **MOTIVATIONAL FACTORS SURVEY**

University of Delaware students were surveyed regarding factors that motivate them to attend college and participate in activities. The first 28 questions consisted of the Academic Motivation Scale and questions 29-40 were created specifically to assess career activity related motivators.

#### **Academic Motivation Scale Questions**

Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to college

- Q1. Because with only a high-school degree I would not find a high-paying job later on.
- Q2. Because I experience pleasure and satisfaction while learning new things.
- Q3. Because I think that a college education will help me better prepare for the career I have chosen.
- Q4. For the intense feelings I experience when I am communicating my own ideas to others.
- Q5. Honestly, I don't know; I really feel that I am wasting my time in school.
- Q6. For the pleasure I experience while surpassing myself in my studies.
- Q7. To prove to myself that I am capable of completing my college degree.
- Q8. In order to obtain a more prestigious job later on.
- Q9. For the pleasure I experience when I discover new things never seen before.
- Q10. Because eventually it will enable me to enter the job market in a field that I like.
- Q11. For the pleasure that I experience when I read interesting authors.
- Q12. I once had good reasons for going to college; however, now I wonder whether I should continue.



- Q13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.
- Q14. Because of the fact that when I succeed in college I feel important.
- Q15. Because I want to have "the good life" later on.
- Q16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.
- Q17. Because this will help me make a better choice regarding my career orientation.
- Q18. For the pleasure that I experience when I feel completely absorbed by what certain authors have written.
- Q19. I can't see why I go to college and frankly, I couldn't care less.
- Q20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.
- Q21. To show myself that I am an intelligent person.
- Q22. In order to have a better salary later on.
- Q23. Because my studies allow me to continue to learn about many things that interest me.
- Q24. Because I believe that a few additional years of education will improve my competence as a worker.
- Q25. For the "high" feeling that I experience while reading about various interesting subjects.
- Q26. I don't know; I can't understand what I am doing in school.
- Q27. Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.
- Q28. Because I want to show myself that I can succeed in my studies.

Table 3		
<i>Academic Motivation Scale Key</i>		
<u>Scale Abbreviation</u>	<u>Scale Name</u>	<u>Scale Questions</u>
IMK	Intrinsic motivation – to know	Q2, Q9, Q16, Q23
IMA	Intrinsic motivation – toward accomplishment	Q6, Q13, Q20, Q27
IMS	Intrinsic motivation – to experience stimulation	Q4, Q11, Q18, Q25
EMID	Extrinsic motivation – identified	Q3, Q10, Q17, Q24
EMIN	Extrinsic motivation – introjected	Q7, Q14, Q21, Q28
EME	Extrinsic motivation – external regulation	Q1, Q8, Q15, Q22
AMO	Amotivation	Q5, Q12, Q19, Q26

Table 4							
<i>Academic Motivation Scale Responses by Class Year</i>							
<u>Class Year</u>	<u>IMK</u>	<u>IMA</u>	<u>IMS</u>	<u>EMID</u>	<u>EMIN</u>	<u>EME</u>	<u>AMO</u>
Sophomores	5.60	5.12	4.24	5.52	5.04	5.26	2.07
Juniors	5.82	5.21	4.05	5.91	5.61	5.77	1.41
Seniors	6.06	4.93	4.02	6.05	5.35	5.90	1.43
Masters	5.00	4.50	3.00	6.50	5.00	5.50	1.00
Other	5.63	4.88	4.25	6.63	5.25	6.38	1.00
Total	5.80	5.06	4.09	5.87	5.31	5.66	1.61
n=51							

Table 5							
<i>Academic Motivation Scale Responses by College</i>							
<u>College</u>	<u>IMK</u>	<u>IMA</u>	<u>IMS</u>	<u>EMID</u>	<u>EMIN</u>	<u>EME</u>	<u>AMO</u>
Agriculture & Natural Resources	5.25	4.00	1.75	6.25	5.38	6.75	1.88
Arts & Sciences	5.98	5.34	4.48	5.73	5.61	5.40	1.83
Business	5.89	5.17	3.94	6.14	5.50	6.17	1.50
Earth, Ocean & Environment	6.75	6.25	3.75	6.25	6.50	6.00	1.50
Education & Human Development	5.00	5.00	5.00	6.50	5.00	7.00	1.00
Engineering	6.30	5.15	4.45	6.10	4.90	5.35	1.35
Health Sciences	5.11	4.12	3.43	5.56	4.25	5.40	1.39
Unknown	5.25	6.00	4.25	6.00	6.25	6.75	1.00
Total	5.80	5.06	4.09	5.87	5.31	5.66	1.61

Table 6	
<i>Career Center Focused Survey Questions</i>	
<u>Number</u>	<u>Question</u>
Q29.	A parent or family member suggested it.
Q30.	A professor, faculty, or staff member recommended it.
Q31.	A friend recommended it.
Q32.	I attended a different Career Services event or activity.
Q33.	I had a previous positive interaction with Career Services.
Q34.	Because of something I saw on the University of Delaware social media.
Q35.	Because of something I saw on UDCareers social media.
Q36.	An email from the University of Delaware.
Q37.	An email I received from Career Services.
Q38.	A print advertisement.
Q39.	They were giving away prizes.
Q40.	I believed it would increase my chances of getting a better job/internship.

Table 7												
<i>Career Center Question Responses by Class Year</i>												
<u>Class Year</u>	<u>Q29</u>	<u>Q30</u>	<u>Q31</u>	<u>Q32</u>	<u>Q33</u>	<u>Q34</u>	<u>Q35</u>	<u>Q36</u>	<u>Q37</u>	<u>Q38</u>	<u>Q39</u>	<u>Q40</u>
Soph.	3.81	4.75	4.13	3.69	4.38	3.73	3.73	4.60	4.60	4.07	3.73	6.20
Junior	3.50	4.07	3.86	3.21	3.71	2.93	2.93	3.79	3.93	2.71	3.07	5.14
Senior	3.63	3.75	3.94	3.13	3.31	2.88	2.38	3.63	3.19	2.38	2.88	4.88
Masters	3.00	5.00	4.00	4.00	5.00	4.00	3.00	6.00	4.00	4.00	2.00	6.00
Other	2.50	4.00	3.00	3.00	4.00	3.50	4.50	7.00	5.50	2.50	1.50	7.00
Total	3.59	4.20	3.94	3.35	3.84	3.21	3.06	4.17	3.96	3.04	3.13	5.48

Table 8												
<i>Career Center Question Responses by College</i>												
<u>College</u>	<u>Q29</u>	<u>Q30</u>	<u>Q31</u>	<u>Q32</u>	<u>Q33</u>	<u>Q34</u>	<u>Q35</u>	<u>Q36</u>	<u>Q37</u>	<u>Q38</u>	<u>Q39</u>	<u>Q40</u>
Agriculture & Natural Resources	5.00	4.50	2.50	2.00	1.50	2.00	1.50	2.50	1.50	1.00	1.50	4.50
Arts & Sciences	3.55	4.32	4.09	3.18	3.64	3.38	3.19	4.38	4.05	3.67	3.76	5.52
Business	3.33	4.22	4.00	3.78	4.78	3.67	3.78	4.56	4.56	3.33	3.22	5.89
Earth, Ocean & Environment	2.00	3.00	4.00	1.00	1.00	3.00	1.00	3.00	4.00	1.00	2.00	4.00
Education & Human Development	4.00	4.00	1.00	1.00	4.00	5.00	7.00	7.00	4.00	1.00	1.00	7.00
Engineering	3.80	3.40	3.20	4.00	3.20	2.60	2.40	3.60	4.20	1.80	2.60	4.80
Health Sciences	3.38	4.38	4.50	4.13	4.50	3.00	2.75	3.63	3.38	3.00	2.63	5.50
Unknown	6.00	5.00	5.00	1.00	5.00	1.00	1.00	5.00	5.00	2.00	2.00	6.00
Total	3.59	4.20	3.94	3.35	3.84	3.21	3.06	4.17	3.96	3.04	3.13	5.48

## **Appendix E**

### **COMPARATOR INSTITUTION INTERVIEWS**

In an effort to collect benchmarking and best practice guidelines for student engagement with career services and social media, colleagues from comparator institutions were interviewed regarding their current practices and successes when it comes to these topics.

#### **Interview Questions:**

1. Please state your name, institution, and a brief description of your role.
2. What characterizes a student who is engaged?
3. How do you define success when it comes to student engagement?
4. What strategies are you using for increasing or maintaining student engagement?
5. What factors do you consider in developing social media content to encourage student participation in career activities?
6. What are some examples of some particularly successful engagement initiatives?
7. Who do you think has the responsibility to increase or maintain student engagement?
8. What strategies could be implemented by the staff for increasing or maintaining student engagement?
9. What kinds of training, if any, does your university and/or career center provide for your staff regarding social media?
10. What departmental priorities promote student engagement?

11. How do Career Services staff members perceive their role and the department's role in promoting and maintaining student engagement in comparison to the role students have?

12. What types of messaging to students do you provide about the roles that students play in being engaged with career services?

### General Student Engagement

Table 9	
<i>Student Engagement Strategy</i>	
<u>Theme</u>	<u>Percentage Prevalence</u>
Data driven measure of engagement	72.7%
Cross campus partnerships	63.6%
Peer-to-peer promotion	54.5%
Tailored messaging	54.5%
Student data and feedback	54.5%
Early messaging	45.5%
Meet students where they are	27.3%
Include employers & alumni	27.3%
Creative/fun to enhance basic programming	27.3%
Career staff to amplify messaging	27.3%
Reassessing student needs	27.3%
Support from institutional leaders	18.2%
Relational marketing focus	18.2%
Focus on group opportunities	9.1%
Diversity in marketing materials	9.1%

Focus messaging on large scale benefits for students	9.1%
Simplify messaging	9.1%

Table 10	
<i>Career Staff Attitudes</i>	
<u>Themes</u>	<u>Percentage Prevalence</u>
Everyone is responsible for student engagement	72.7%
Engagement rests with marketing professional	18.2%
Mini-marketers	9.1%
Educators	9.1%
Piece of larger university	9.1%
Participation in marketing activities as just another demand on their time	9.1%



## Social Media

Table 11	
<i>Staff Training</i>	
<u>Themes</u>	<u>Percentage Prevalence</u>
No formal training offered	90.9%
Main office of communications and marketing holds trainings	36.4%
Individually motivated training	18.2%
Individual meetings with higher ranking university marketing professional	18.2%
Partner with other campus offices for sharing best practices	18.2%
Facebook group	9.1%
Career marketing professional created staff social media guides	9.1%

Table 12	
<i>Social Media Strategy &amp; Best Practices</i>	
<u>Themes</u>	<u>Percentage Prevalence</u>
Content planning	63.6%
Creative content	45.5%
Advance functionality	36.4%
Student featured content	36.4%
Contests	27.3%
Student intern produced content	27.3%
Know platform	18.2%
Visually heavy content	18.2%

Consistency	18.2%
Piggybacking on other university content	18.2%
Be responsive	18.2%
Branding messages	9.1%
Cross promotion on channels	9.1%
Expand content based on data	9.1%
Balanced content	9.1%

### **Participating Institutions & Coding**

The institutions invited to participate in these interviews were selected because they were the comparator institutions used for comparison to the University of Delaware for the 2017 National Survey of Student Engagement (National Survey on Student Engagement 2017).

An email was sent to staff members who created or contributed to communications and marketing of the career office at each of these institutions requesting participation in this study. Eleven phone interviews were conducted and recorded for accuracy purposes. Each phone interview was recorded, transcribed, and coded for themes.

The participating institutions were:

- Boston University (Boston, MA)
- Clemson University (Clemson, SC)
- Florida International University (Miami, FL)
- Florida State University (Tallahassee, FL)
- Georgia State University (Atlanta, GA)
- Ohio State University, The (Columbus, OH)

- University of Illinois at Chicago (Chicago, IL)
- University of South Florida (Tampa, FL)
- University of Tennessee, Knoxville, The (Knoxville, TN)
- University of Texas at Arlington, The (Arlington, TX)
- University of Wisconsin – Milwaukee (Milwaukee, WI)

I used an open coding analysis for identifying the themes from these interviews.

Each interview was reviewed, and the primary themes were outlined on a line-by-line basis. Then the themes from all of the interviews were aggregated and grouped together to determine the percentage of prevalence of each theme.

## **Appendix F**

### **DIGITAL TECHNOLOGY ASSESSMENT**

The nine most popular social media platforms were assessed for functionality, strengths and opportunities, weaknesses and challenges, largest audience, cost and available analytics in order to create a stronger foundation for the best practice guidelines and provide focus for the social media trainings developed as part of this portfolio.

Table 13 <i>Digital Technology Assessment</i>						
<u>Platform</u>	<u>Overview &amp; Functionality</u>	<u>Strengths &amp; Opportunities</u>	<u>Weaknesses &amp; Challenges</u>	<u>Audiences</u>	<u>Cost</u>	<u>Analytics</u>
Facebook	Facebook website and mobile application that enables people to connect, share, discover, and communicate with each other on mobile devices and personal computers; Messenger, a messaging application to communicate with other people, groups, and businesses across various platforms and devices; As of December 31, 2017, it had approximately 1.40 billion daily active users. Facebook, Inc. was founded in 2004 and is headquartered in Menlo Park, California. (Bloomberg)	Large population of users, real time interactive features (live streaming), no length limit, ability to create events and groups	News feed algorithm focuses on paid ads, diminishing college age audience	Most popular with 18-19 followed by 30-49	Free Paid ad option	Friends, likes, followers, reach, shares, comments
Twitter	Twitter, Inc. operates as a platform for public self-expression and conversation in real time. The company offers various products and services, including Twitter that allows users to consume, create, distribute, and discover content...It also provides promoted products and services, such as promoted tweets, promoted accounts, and promoted trends, which enable its advertisers to promote their brands,	Short & sweet, audience tolerant of more posts per day than other platforms, Social Media Ambassador program at UD	Declining overall audience	Most popular with 18-29	Free Paid ad option	Followers, likes, retweets, replies

Snapchat	<p>Snap Inc. operates as a camera company in the United States and internationally. The company offers Snapchat, a camera application that helps people to communicate through short videos and images. It also provides Camera, a tool to personalize and add context to Snaps; Friends Page that allows to creating and watching stories, chatting with groups, making voice and video calls, and communicating through a range of contextual stickers and Bitmojis; and Discover that helps to surface the most interesting stories from publishers, creators, and the community, based on a user's subscriptions and interests. In addition, the company offers Snap Map, which enables individuals to pinch on the camera screen for bringing a live map of their location, as well as showing nearby friends, popular stories, and a heatmap of recent Snaps posted to their story; Memories that allows users to choose to save the Snaps they create in a searchable personal collection, and users to create Snaps and stories from their saved Snaps and camera roll; and Spectacles, a hardware product that connects with Snapchat and capture video from a human perspective. Snap Inc. was founded in 2010 and is headquartered in Venice, California.(Bloomberg)</p>	Strong usage with college population	Extremely informal platform, not necessarily the best platform for career services and professional branding	Most popular 18-29	Free	Paid filters option	Friends, views, comments, filter usage
Instagram	<p>Instagram, Inc. develops Instagram, a Web-based mobile application that enables users to share pictures and videos with their friends and others. It allows users to take a picture or video; filter it to transform the image into a memory to keep around; and post and share it on Flickr, Facebook, and Twitter. The company also enables users to view, comment, and like posts shared by their friends. It is compatible with Apple iOS, Android, and Windows Phone devices. The company was incorporated in 2010 and is based in San Francisco, California. As of August 2012, Instagram, Inc. operates as a subsidiary of Facebook, Inc. (Bloomberg)</p>	Strong usage with college population	Frequent changes in algorithm for news feed	Most popular with 18-29	Free	Paid ad option	Followers, likes, comments

LinkedIn	<p>LinkedIn Corporation, together with its subsidiaries, operates an online professional network worldwide. The company, through its proprietary platform, allows members to create, manage, and share their professional identity online; build and engage with their professional networks; access shared knowledge and insights; and find business opportunities. It also offers LinkedIn mobile applications across a range of platforms and languages, including iOS for iPhone and iPad, Android, BlackBerry, Nokia Asha, and Windows Mobile; and a public website that allows developers to integrate its content and services into their applications. Additionally, the company provides premium subscription services that are designed for general professionals to manage their professional identity, grow their networks, and connect with talent... The company was founded in 2002 and is headquartered in Mountain View, California with Europe, Middle East, and Africa headquarters in Dublin, Ireland. LinkedIn Corporation is a subsidiary of Microsoft Corporation. (Bloomberg)</p>	Professional focus	Conveying importance to students of using platform	Most popular with 30-49	Free	Premium option & paid ad option	Connections, followers, likes, shares, comments
YouTube	<p>YouTube, LLC allows various people to discover, watch, and share originally-created videos. It provides a forum for people to connect, inform, and inspire others worldwide, and acts as a distribution platform for original content creators and advertisers. The company's categories include YouTube original channels, automotive, beauty, comedy, dance, entertainment, family oriented, film and animation, finance, food, gaming, Hispanic, health, home and garden, how-to, music, news, pets and animals, science and technology, sports, travel, urban, and women's interests. YouTube, LLC was founded in 2005 and is based in San Bruno, California. As of November 13, 2006, YouTube, LLC operates as a subsidiary of Google Inc. (Bloomberg)</p>	Video is wildly popular	Video content is extremely time consuming to create and do well	Most popular 18-29 followed by 30-49	Free	Premium option & paid ad option	Subscribers, views

Pinterest	Pinterest, Inc. provides a visual discovery tool that helps users to discover ideas for various projects and interests on the Internet. Its platform allows posting content, including photos, comments, links, news and updates, and other materials. The company's platform also helps people around the world to find and save recipes, parenting hacks, style inspiration, and other ideas to try; and businesses to get discovered by people looking for ideas to try, buy, and do. In addition, it offers tools, such as brand guidelines, buyable pins, Pinterest analytics, promoted pins, rich pins, browser button, and widget builder for developers. Its platform can be accessed on Web, Android, and iOS devices. The company was incorporated in 2008 and is based in San Francisco, California with additional offices in New York, Chicago, Atlanta, Los Angeles, London, Paris, Berlin, Tokyo, and Sao Paulo.(Bloomberg)	Can be used to drive traffic to website	Not as popular among target population - concern over copyright issues	Tied 18-29 and 30-49	Free	Paid ad option	Followers, pins, likes, comments
WhatsApp	A cross-platform mobile messaging application allows users to exchange unlimited text and multimedia messages, such as audio, video, and photo messages without having to pay for short messaging service fees. It supports iPhone, blackberry, android, windows, Nokia, and symbian platforms. The company was founded in 2009 and is based in Santa Clara, California. As of October 6, 2014, WhatsApp Inc. operates as a subsidiary of Facebook, Inc. WhatsApp serves customers worldwide. (Bloomberg)	Personalized and tailored messaging	Primarily a communication app, not posting content with feed	Most popular 30-49	Free	Paid business version	Analytics have to be pulled using additional software and not from the platforms itself
WordPress	WordPress provides Web software to create Websites or blogs. The company was founded in 2003 and is based in Redwood City, California. WordPress operates as a subsidiary of Automattic, Inc. WordPress.org is a free and open-source content management system (CMS) where one can host their own site for free via the software script, WordPress. (Bloomberg)	Allows for longer posts and more of a storytelling opportunity	Blogging requires continual creation of longer, relevant content	Varies by site and is identified through the use of Google Analytics	Free	Premium option	Subscribers, views, comments



## Appendix G

### BEST PRACTICE GUIDELINES FOR ENGAGEMENT THROUGH DIGITAL MARKETING

The output from the comparator institution interviews, student survey results, and literature review were synthesized into a set of best practice guidelines for engaging students through social media.

#### Analysis & Creation of Best Practice Guidelines

After synthesizing my research and aggregating the most prevalent best practice themes, I reviewed the guidelines and organized them into groups based on the functionality of the guideline. For example, I put together guidelines that focused on the content of the social media posts, while another set of the guidelines showcased ideas for increasing the audience of those posts. As I grouped the best practice guidelines, four overarching themes came to the forefront: building a contextual foundation for the content, content creation, distribution, and assessment of messaging (Table 1).

Table 1 <i>Source &amp; Categorization of Best Practice Guidelines for Social Media</i>		
<u>Best Practice Guideline</u>	<u>Source</u>	<u>Category</u>
Create content calendars	Comparator institution interviews	Content foundation
Use advanced platform features	Comparator institution interviews	Content foundation

Understanding platform functionality & audience	Literature review (Roblyer et al., 2010)	Content foundation
Create customized & tailored messaging	Comparator institution interviews, Student surveys	Content creation
Feature students, employers & alumni	Comparator institution interviews, Student survey	Content creation
Incentivizing through contests	Comparator institution interviews	Content creation
Make creative, interactive & visually appealing	Comparator institution interviews	Content creation
Amplification through cross-campus partnerships	Comparator institution interviews	Content distribution
Amplification through peer-to-peer influencers	Comparator institution interviews, Student survey	Content distribution
Amplification through Career Center staff	Comparator institution interviews, Student survey, Literature review (Shen, 2014)	Content distribution
Messaging students early in academic career	Comparator institution interviews	Content distribution
Using data analytics to evaluate posts	Comparator institution interviews, Literature review (Cabellon & Junco, 2015)	Content assessment

Ask for student feedback	Comparator institution interviews, Literature review  (McLoughlin, 2007)	Content assessment
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## Best Practice Guidelines

### Building of messaging.

- Content planning
  - Use content calendars to plan out social media posts. This allows for review of posts prior to publishing for relevant feedback, mistake catching, and polishing.
  - This is especially necessary if there is a team of people building the content.
- Use past metrics to determine timing, platforms, and content of new messaging
  - Look at what posts have had the most engagement in the past and what factors contributed to the success of that post.
  - Consider timing - while most analytics will tell you that the general 9-5 working population is on their social platforms before work - college students keep a different schedule. Certain class years/majors/colleges have traditional course days and times - using that to guide posts could also be useful - “Most junior engineering majors have a 15-minute break at noon on Thursdays, that is when we should post about the EST Fair.”
- Look at popular advanced features of platform (i.e. live streaming)
  - Live streaming is the newest wave of technology
  - Paid ads - due to changing algorithms for news feeds it can be hard to get your posts to the desired audiences, but a small fee can help boost your post
- Know platform audiences and intended uses
  - Platform intended use is extremely important...(i.e., Instagram is for pictures, so you would not post a status without a picture).
  - Based on current trend research students are on Snapchat and Instagram, employers (and grandparents) are on Twitter, and parents are on Facebook - messaging can be created to cater to each platform for the majority audience.
- Have student interns create it
  - Peer-to-peer influence is so important and who better to know if the content is going to resonate with your audience than members of that audience.
- Feedback loop (see above)

**Content of messaging.**

- Customized and relevant
- Focus on benefits/ROI of activity
- Feature students - “see themselves”
- Feature employers/alumni
- Relational focus
- Contests
- Be creative
- Use popular trends - right now visuals are big - graphics, gifs, videos, etc.
- Consistently branded
- Balance messaging

**Distribution of messaging.**

- Peer-to-peer influence
- Cross campus partnership - emphasis on faculty and advisors
- CC staff to amplify messaging
- Early messaging to students - get them at NSO or FYS

**Assessing of messaging.**

- Looking at past success/fails
- Asking students for feedback
- Looking at message metrics - likes, shares, follows, etc.

## **Appendix H**

### **BRANDING GUIDE FOR THE UNIVERSITY OF DELAWARE CAREER CENTER**

The branding guide for the UD Career Center mirrors that of the university and the division but applies specifically to the needs of the career office. I followed the general structure of the University of Delaware and the Division of Student Life branding guides. The branding guide provides a foundation for consistency of messaging to the Career Center audience and thus allows for stronger impact and further reach of that message.

#### **Brand Positioning**

The University of Delaware Career Center is a proud part of the Division of Student Life at the University of Delaware. As part of this larger entity the brand of the Career Center will promote the primary brand of the University, followed by the division and then the center itself. The Career Center will abide by the guidelines set forth in the UD Brand Style Guide.

#### **Brand Pillars**

In alignment with the three brand pillars of the university, we see these pillars as the foundation for the Career Center brand.

- Legacy of Innovators

Displays the quality of education and the vast amount of talent available when an organization hires a Blue Hen.

- Build for Connectivity

The mission of the Career Center clearly states that the success of UD students and the center itself is molded around building connections.

- Empowering World Changers

As stated in our vision, the Career Center is focused on providing students with the resources to identify and achieve their goals no matter how large or small.

### **Brand Voice and Tone**

In addition to displaying and supporting the university and divisional brand, the Career Center has some additional tone words that relate specifically to the mission, vision, and values of the center. The tone words chosen by the university also reflect the power and talent of students as connected to the Career Center. While we uphold the tone words of the main University, we have incorporated those of our values into the conversation when discussing the Career Center.

#### University of Delaware Tone Words:

- Intrepid - Bold spirit that inspires innovative action.
- Driven - Focused determination to move forward.
- Creative - New ideas and fresh perspectives.
- Agile - Proven ability to seize opportunity and move quickly.
- Genuine - Authenticity that traverses time and industry.
- Loyal - Steadfast allegiance connected through pride, spirit and compassion.

### Career Center Values & Tone Words:

- Student-Centered – Set priorities and make decisions that reflect the best interests of UD students.
- Diversity & Inclusion – Champion the diversity and inclusion of all individuals and support their unique contributions to the community and workplace.
- Dynamic - Create and deliver innovative services.
- Professionalism - Model integrity, demonstrate competence and promote awareness.
- Outstanding Service - Go above and beyond to serve our community and student population.
- Teamwork & Communication - Help one another to reach our collective and individual goals.
- Connections & Collaborations – Partner with internal and external stakeholders to create opportunities for students
- Priorities & Balance – Focus our time and resources on CC, Student Life and UD priorities.

### Brand Guidelines

- Alignment with University & Division Brand:
  - The UD Career Center will abide by the standards set forth in the [University Brand Style Guide](#) including logo and color parameters.
  - The UD Career Center will also abide by the [Division of Student Life Style Guide](#).
- Parameters and goals:

- Professional yet fun.
  - Appealing to student motivational factors.
- Consistency to make brand recognizable.
- Incorporating our mission, vision and values into our work.



## Appendix I

### STRATEGIC PLAN FOR IMPLEMENTATION OF DIGITAL MARKETING BEST PRACTICES

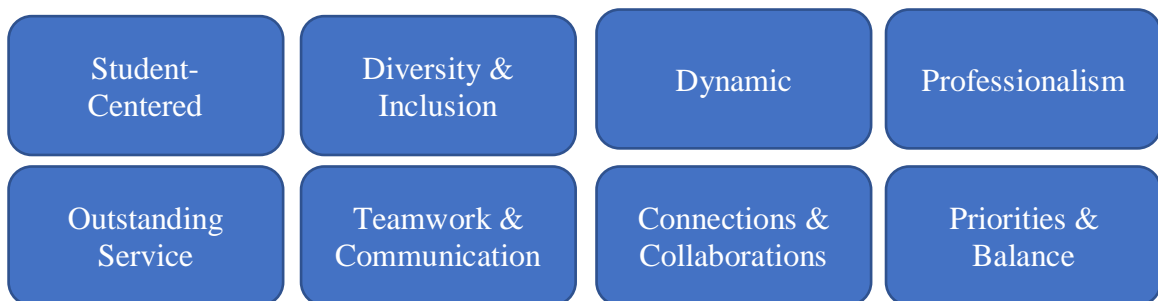
My improvement goal was to work to develop, build capacity for, and implement a strategy for increasing student engagement with the University of Delaware Career Center through the use of social media marketing. The strategic plan included a vision statement along with goals and initiatives to implement the best practice guidelines which were presented to three focus groups of professionals and student workers at the UD Career Center for discussion and feedback. The feedback resulted in an updated strategic plan for implementation of digital strategy.

#### Original

##### Vision

To inspire University of Delaware students to engage with the University of Delaware Career Services Center through a diverse digital strategy focused on early and tailored messaging, advanced planning and use of analytics to determine optimal content, and leveraging campus partnerships and peer-to-peer influencers to amplify the awareness of the services of the Career Center resulting in student self-empowerment, strong interpersonal connections, and fulfilling careers.

##### Values



- Student-Centered – Set priorities and make decisions that reflect the best interests of UD students.
- Diversity & Inclusion – Champion the diversity and inclusion of all individuals and support their unique contributions to the community and workplace.
- Dynamic - Create and deliver innovative services.

- Professionalism - Model integrity, demonstrate competence and promote awareness.
- Outstanding Service - Go above and beyond to serve our community and student population.
- Teamwork & Communication - Help one another to reach our collective and individual goals.
- Connections & Collaborations – Partner with internal and external stakeholders to create opportunities for students
- Priorities & Balance – Focus our time and resources on CC, Student Life and UD priorities.

#### Strategic goals

- To implement the social media best practice guidelines.
- To Increase student audience across the UD Career Services Center social media platforms.
- To increase student interaction with the center through social media.
- To increase awareness of offered career preparation resources through social media.
- To increase cross campus partnerships to amplify CC messaging.
- To train CC on social media best practices in support of office initiatives.
- To create a program to develop student career champions in order to produce a peer-to-peer influencer network.
- To identify key analytics for shaping digital strategy and future social media content.
- To continue the CC outreach and early messaging to students during their first academic year.

#### Strategic initiatives

- Create personas to help shape and tailor social media content.
- Create comprehensive content calendars that map out social posts in advance.
- Review past social media metrics to determine successful timing, platforms, and types of content for future posts.
- Create guidelines and training for staff to assist with amplification of center message.
- Develop a framework and recommendation for the strengthening of on campus partnerships to help champion the CC message.
- Run a “What’s in it for you...” social campaign focusing on the ROI and benefits of participation in career activities, such as career and internship fairs.
- Conduct monthly student advisory meetings for feedback on campaigns and marketing initiatives.
- Distribute and educate staff on adapted branding guide for consistency of voice, tone, etc. regarding the CC and to ensure alignment with UD and Division of Student Life brand.
- Early messaging to students through New Student Orientation and First Year Seminar Classes.

#### Key performance indicators

- # in audiences across social media platforms.
- # of engagements with and reach of social media posts.
- # of student attendees at career events.
- # of student participants in career activities (appointments, drop-ins, etc.).
- # of student users on virtual resource platforms.
- Amount of time spent by student users on resource platforms

#### **Focus Group Summary & Improvement Suggestions**

I conducted three focus groups consisting of UD Career Center staff members to gather feedback on the strategic plan. I approached the focus groups with an open framework and summarized their primary suggestions for improvement below.

- Strategy is addressing a real need and based on data
- Promoted further conversation about what initiatives are needed to make the Career Center social media (and even the Career Center itself) successful
- Include dates - like how many years this is covering and targeted roll out
- Include element to address the constantly changing world of social media
- Include an element of “easing in” - including career content onto other larger channels
- Adjust KPI’s 3-6 because they are influenced by a lot of factors and do not directly indicate success or lack of success of social media strategies
- Add something about bringing in outside influencers to assist with social media training
- Shorten vision statement

Table 14

*Focus Group Participants Supplemental Survey Results*

<u>Participant #</u>	<u>What are your overall impressions of the strategy?</u>	<u>What social media tools have you used?</u>	<u>What benefits do you perceive of using these social media tools?</u>	<u>What concerns do you perceive of using these social media tools?</u>	<u>STUDENT PARTICIPANTS ONLY: Does the strategy accurately speak to your motivation for participation in activities? Why or why not?</u>	<u>STUDENT PARTICIPANTS ONLY: Does this strategy accurately reflect the elements you like to see on the Career Center social media platforms? Why or why not?</u>	<u>Any additional feedback?</u>
1 *	I thought the strategy was very well planned and clearly laid out. It definitely communicates the importance of becoming more acquainted with social media and digital marketing strategies in order to promote the Career Center brand to students.	I have used Snapchat, Twitter, Instagram, and Facebook.	These platforms are very heavily used in today's society for pretty much everything, so it is a great way to reach a large audience. Also, they allow for a more creative and visual approach to communication and marketing, which many people seem to prefer.	The "What's in it for you..." campaign idea sticks out to me the most because that is my main motivation for participating in activities. How will it benefit me as a student or as a professional? Also, targeting specific personas would make content more relatable and I'd be more inclined to follow that content.			
2	It appears to me that the strategy is very current and relevant to how are students engage with various Social Media communication tools.	Facebook	Keeping up with friends and family.	In general: Information overload and saturation can result in the disregard for a lot of what's posted. Competing for actual views is			Really impressive level of research! Plan is extremely thought out, detailed, expansive and in-depth! Fluidity and the ability to implement real-time

2	It appears to me that the strategy is very current and relevant to how are students engage with various Social Media communication tools.	Facebook	Keeping up with friends and family.	In general: Information overload and saturation can result in the disregard for a lot of what's posted. Competing for actual views is growing increasingly challenging so must be highly strategic and effective with messaging and "hooks" that will convince receivers to view/read/react.			Really impressive level of research! Plan is extremely thought out, detailed, expansive and in-depth! Fluidity and the ability to implement real-time modifications are essential to its effective execution long term. The UD Career Center could greatly benefit from these strategic approaches for the foreseeable future. Good luck, Heather!
3	I thought the over-all strategy was solid. I liked that it was based on research and data points. I do think there are too many goals and initiatives given the limited amount of people focused on social media in the office.	I primarily use LinkedIn, Twitter and Facebook.	I have 4500 connections on LinkedIn, close to 200 followers on Twitter and 200 on Facebook so I am able to get important external messages to a wide audience. It also allows me to follow the lives and personal/professional changes with many people in a matter of minutes.	It's a lot to keep up with on a daily basis. Too much negativity which can affect emotions. Can take the focus off the person present in connections you have.			

4*	I think that overall, this strategy is great. Social Media is very heavily used by college students and it is the best way to reach this generation of students. I think that now the obstacle will be how to successfully utilize social media sites to engage students.	I have used Facebook, twitter and instagram to try and connect with other students most.	The extensive reach that it has. Social media has the power to contact many people very easily and quickly.	A concern that I have is that while social media is great and has so much power, it is becoming such a mainstream thing that learning to properly and successfully utilize it is important.	Yes. I believe that when social media engagement is widely spread throughout the university, sites are cross-promoted, and students are more involved, it will incentivize people to be more connected to CSC.	Yes. I believe that some of the major gaps we need to bridge are cross-promotion with other UD pages and initiatives for students to be more involved in interacting with CSC regularly rather than just waiting until we have a big event like the Career Fairs to become involved.	
5	The strategy seems multi-faceted and based on data.	Facebook, LinkedIn, Instagram, Twitter	I can see from my own use that marketing using these tools is key for any marketing strategy.	Only that it will be important to focus on which tools students respond to the most.		Nice job!	
6	- Strong plan, attainable goals, everyone would win should all the objectives come together. - Will need to define the prizes/items to win for the ambassadors.	All of them! LinkedIn, Facebook, IG, Snapchat...	- LinkedIn assists with professional connections. Research of employers/companies that would be a good fit for students within my communities. - Facebook helps with connections with friends and family - Instagram - quick snaps and insight into lives. Easy to scroll	- I am always conscious of what I post. I may not speak my mind on a topics that I feel passionate about in order to not "rock the boat" and to have something that could potentially		Get it! You are so close! :)	

7	It looks great! I think marketing is so important and something I know nothing about, and it's exciting to see all of the great ideas coming out of our office.	LinkedIn, Facebook, Instagram, Twitter.	through. - Snapchat - when I want to be silly! LinkedIn is by far my favorite and I think it has great uses in career development. I think Twitter and Facebook can be good for career development as well. I do not see the utility of career development using Instagram and I do not use it for those purposes.	haunt me in the future. I think there's a lot of bad information out there so I sometimes worry where students are getting their information from. If they are trusting information from these sources then we definitely need to be there to give them correct information.			I'm excited to see where this research takes you and our office!
8	The strategy is an amazing way to engage with our students, social media is constantly changing and having someone dedicated to "space" will ensure success.	Social networking & Messaging: Facebook LinkedIn Google+ (Hangouts) WhatsApp Blogging: Twitter Tumblr Reddit Facebook Photo Sharing: SnapChat	Using the above keeps me in the loop with my family and friends but I also use them keep up on what my kids are in to as well as their friends. My daughter sharing things with me via these apps/sites is creating a bond that lets me into her life without being in her face constantly.	Oversharing - personal and non-personal, I manage a few social media accounts and its hard to find the "sweet spot" between getting information out and flooding every avenue...at that point its white noise and so easily			

9*			Instagram, Pinterest Flickr VSCO  Video Sharing: YouTube TikTok Vimeo	<p>'-Staying up to date -Keep in touch with friends -Get ideas (clothes, gift ideas, anything and everything) -Gaining and keeping a network -Organizing memories in a chronological fashion</p>	<p>passed over/ignored.</p>	<p>Yes, because I understand the time and effort given to implement these ideas, but for other students I think it will be a learn as you go type of thing, if you see something is not working then make adjustments from there.</p>	<p>Yes, especially the idea we came up yesterday of a small short video of "How I did it" where students or recent alumni share how they got a given internship or job from CSC.</p>	<p>I was also thinking, going off of what I said about getting involved with social (and academic) greek life organizations, a great professional way to go about this is to reach out to the president of each one, and give them the opportunity for a representative of CSC to come in during chapter (chapter happens every sunday where future events are discussed, planning for events, updates are presented, etc.) and discuss</p>
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in ten minutes what CSC can offer them, here would be a good time to include following the platforms in order to stay up to date on events. From there, maybe even CSC can host a workshop for given sororities or fraternities to learn about how to network, present yourself professionally, speak about their accomplishment s, etc. I only suggest being so involved with greek life because I think that is the group that does not get involved as much with career services as they should, and a LOT of students are involved in greek life. With that being said, it is a lot easier to go to an event						
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							when it's with your sorority, team, or whatever group you belong to. Chapter would be a good place to start just to get CSC name out there in their minds.
10	My overall impressions of the strategy are that they are well thought out, rooted in substantial research, and realistic enough to be implemented.	Facebook, LinkedIn, Instagram, Twitter	Getting your message out to a larger audience, meeting college students/other populations you are targeting where they are.	Turning your population 'off' if they do not want to interact with you on those platforms, not being able to target your messaging as well as other marketing efforts, not having the space to fully explain efforts.			
11	I found it to be very clear and easy to follow. I thought each section built on the previous section nicely and it seemed very implementable.	Facebook, Twitter, Instagram, Snapchat, Pinterest, LinkedIn,	Keeping informed - twitter for news, fb/insta for personal updates. Engaging with others. Learning.	Putting personal information out, too much time on platforms.			
12	I think you have a well thought out, data/research based approach to the social media strategy. You have a firm	Facebook, LinkedIn, Twitter	Social media tools are an excellent, efficient way of communication. It is the form of communication that	Keeping up with the latest social media tool will be a challenge as you			

13*	understanding of the implementation challenges. Reoccurring feedback from the students will keep the strategy in line.	the student (target audience) uses most frequently and naturally makes sense to push branding/marketing through. You can reach a large amount of people with little effort and that group of connected people can influence others.	educate/train staff to use these tools to in the digital marketing strategy.	I definitely think this strategy accurately speaks to my own motivation for participation in activities. The point that relates to me the most is having messaging tailored to class years. When I see emails from the Career Center tailored towards senior year students and my process along the job search (such as interviewing skills, networking events, or resume improvement), I am more likely	I definitely believe this strategy reflects the elements I would like to see on the Career Center platforms, especially with the peer-to-peer influencers and cross-campus partnerships. For example, I follow a lot of the official university accounts on my social media. From the student perspective, if I saw a partnership between the Career Center and the official University of Delaware	I would love to help with these strategies as much as I can and offer even more feedback from the target audience perspective, as needed.
	Overall, from the perspective of someone within the target audience, this strategy is effective for getting the demographic excited to stop into the Career Center and to have our message resonate with them. Given the intensive background research and my experience, the outcome themes, especially the cross-campus partnerships, tailored messages to class years, and peer-to-peer influencers, have the potential for success and can be incorporated starting within this week. For example, I found the peer-to-peer influencer outcome theme to be potentially	In my work as a Social Media and Marketing intern at the Career Center on campus and personally, I have used Facebook, Instagram, Twitter, WordPress, and LinkedIn as social media tools for professional use, news-gathering, and for sharing jokes with friends.	I feel that each platform has its own unique benefits as a tool to express the brand mission of the Career Center and increase awareness of our resources. For example, I utilize Twitter and Facebook within my internship to convey graphic designs, complex information, and share details about events. On the other hand, I tend to use Instagram to share images and scenes from events we host, instructions on how to utilize our resources in a video format, and I stray from graphics, as they do not fit the algorithm and are shown less on the screens of those in our target demographic.	One of my biggest concerns with utilizing these social media tools is when we present our message, but it is not seen by the target audience due to the algorithms on the platform if we post a graphic, for example, (or unfortunately, if the target audience hides the information from their newsfeeds), further confusing them and distancing themselves	I definitely think this strategy accurately speaks to my own motivation for participation in activities. The point that relates to me the most is having messaging tailored to class years. When I see emails from the Career Center tailored towards senior year students and my process along the job search (such as interviewing skills, networking events, or resume improvement), I am more likely	I would love to help with these strategies as much as I can and offer even more feedback from the target audience perspective, as needed.

14	successful, as we can start an influencer dynamic within the Social Media Ambassador program and within the Career Center office with our interns.		Through WordPress, we share the stories of interns in a longer-form to motivate other students to look for professional and personal development opportunities. Overall, I think that social media has more benefits than costs, as it is an effective way to humanize our brand and relate to our audience.	from our resources. However, with the specific strategies outlined going forward, the message will relate to students and resonate with them more, where they will not miss our information.	to stop into the Career Center and have those needs met.	account or one of the athletic departments, it humanizes the Career Center further and reaches more eyes, in a way that is on-brand but not potentially "smothering" students with career-related information. Additionally, if the Career Center partnered with the academic departments for posts, that may increase the knowledge of the events and relate to those career communities directly.	Not at this time.
	It reads like a solid strategy that is connected with overall university-wide goals (esp. the pillars). This is important because at large institutions messaging can be very different across departments and offices and a lack of	Facebook, LinkedIn, Instagram, Pinterest, Twitter	Personal Benefits - staying connected with friends and family; following companies/organizations, influencers that keep me informed; connecting with ideas and products in a more tailored way.  Professional Benefits -	Lack of privacy and the increase in hacking private information from social media sites; over emphasis (ie # of followings vs.			

	<p>continuity can create mixed signals or unnecessary intro- university conflict. Not only is is connected to the university mission, but the goals and initiatives are tied to current career center goals and values. The KPI's appear to be measurable and connected to the idea that social media can be used to increase engagement (although more connection to social media and attendance at events and appointments/etc. will need to be made a bit more explicit).</p>		<p>staying connected with current and past co-workers and organizations; staying on top of industry trends; building a network of student/alumni contacts that could help current/future students, as well as knowing what happened to the students I have helped/assisted over the years.</p>	<p>actual quality of relationship-building); the perception that if you are NOT on social media something is "wrong" with you; increasing need for everyone to be their own or their companies social media guru (always being "on" and sharing information).</p>			
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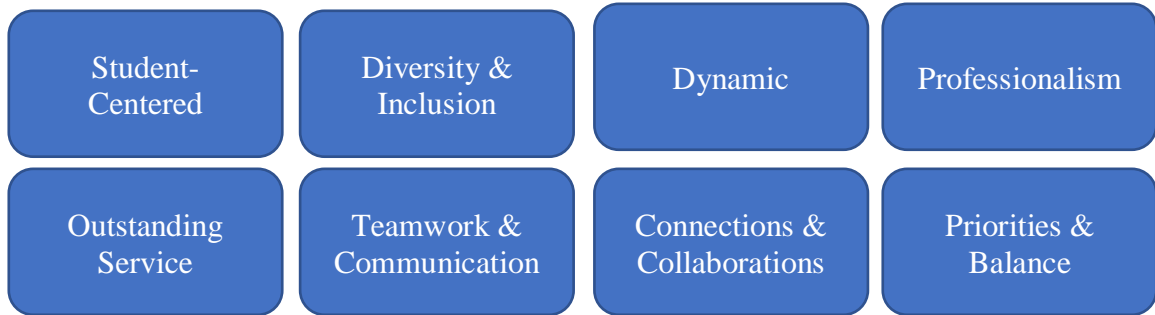
\*Denotes student participant

## Post Focus Group Strategic Plan

### Vision

To inspire students to engage with the University of Delaware Career Center through a diverse digital strategy focused on tailored messaging, advanced content planning, and leveraging partnerships, thus resulting in student self-empowerment, strong interpersonal connections, and fulfilling careers.

### Values



- Student-Centered – Set priorities and make decisions that reflect the best interests of UD students.
- Diversity & Inclusion – Champion the diversity and inclusion of all individuals and support their unique contributions to the community and workplace.
- Dynamic - Create and deliver innovative services.
- Professionalism - Model integrity, demonstrate competence and promote awareness.
- Outstanding Service - Go above and beyond to serve our community and student population.
- Teamwork & Communication - Help one another to reach our collective and individual goals.
- Connections & Collaborations – Partner with internal and external stakeholders to create opportunities for students
- Priorities & Balance – Focus our time and resources on CC, Student Life and UD priorities.

Table 2 <i>Strategic Plan Goals, Initiatives, and Key Performance Indicators, 2019-2021</i>		
<u>Strategic Goals</u>	<u>Strategic Initiatives</u>	<u>Key Performance Indicators</u>
Increase student audience across the UD Career Center social media platforms.	Create personas to help shape and tailor social media content.  Create comprehensive content calendars that map out social posts in advance.	# in audiences across social media platforms.
Increase student interaction with the center through social media.	Run a “What’s in it for you...” social campaign focusing on the ROI and benefits of participation in career activities, such as career and internship fairs.	Student career fair and meetup survey results for the question about how students learned about the event.
Increase awareness of offered career preparation resources through social media.	Create and contribute content to the main UD social media channels and other campus collaborators that have a larger or	# of engagements of social media posts.

	different audience from the Career Center channels.	
Increase cross campus partnerships to amplify Career Center messaging.	Create and contribute content to the main UD social media channels and other campus collaborators that have a larger or different audience from the Career Center channels.	Reach of social media posts.
Train Career Center staff on social media best practices in support of office initiatives.	<p>Create guidelines and training for staff to assist with amplification of center message.</p> <p>Invite area experts to train and update staff on latest social media trends and best practices.</p> <p>Distribute and educate staff on adapted branding guide for consistency of voice, tone, etc. regarding the</p>	Reach of social media posts.



	Career Center and to ensure alignment with UD and Division of Student Life brand.	
Create a program to develop student career champions in order to produce a peer-to-peer influencer network.	Conduct monthly student advisory meetings for feedback on campaigns and marketing initiatives.	Student career fair and meetup survey results for the question about how students learned about the event.
Identify key analytics for shaping digital strategy and future social media content.	Review past social media metrics to determine successful timing, platforms, and types of content for future posts.	# in audiences across social media platforms.  Reach of social media posts.  # of engagements of social media posts (i.e. shares and comments).
Continue the Career Center outreach and early messaging to students during their first academic year.	Early messaging to students through New Student Orientation and First Year Seminar Classes.	Student career fair and meetup survey results for the question about how students learned about the event.

## **Appendix J**

### **TRAINING MODULES FOR CAREER PROFESSIONALS**

The final piece of this project is a professional development module used to train UD Career Center professionals on social media usage and best practices. Ideally this training could be adapted for professionals at other universities in the future.

Follow the links below to see the training modules developed for this Education Leadership Portfolio Project.

[Introduction & Branding](#)

[Digital Strategy: Social Media Basics](#)

[Digital Strategy: Content & Posting](#)

[Digital Strategy: Message Amplification](#)

[Data Analytics](#)

[Your Busy Life](#)

[Bonus: Email Subject Line Training](#)

[Course Evaluation](#)

Table 15 <i>Colleague Feedback on Social Media Training</i>							
<u>Participant #</u>	<u>How likely are you to recommend this course to a colleague?</u>	<u>What was your reasoning behind your 1-10 score?</u>	<u>Which of the lessons did you complete?</u>	<u>If you did not complete all of the lessons, why not?</u>	<u>What did you find most valuable about the course?</u>	<u>Any suggestions for improvement of the course and/or any additional information that you would like to see included in this course?</u>	<u>Any additional feedback?</u>
1	Promoter	9 Interesting content with great supporting graphics and visuals. Relevant to our work and communication with students and the general public. We can be as involved as we would like in our professional brand.	Lesson 1: Branding, Lesson 2.1: Social Media Basics, Lesson 2.2: Content & Posting, Lesson 2.3: Message Amplification , Lesson 3: Data Analytics, Lesson 4: Your Busy Life, Lesson 5: Subject Line		The examples of how, when, where and with which platform can make the biggest difference in your reach to your targeted audience.		
2	Promoter	10 I really liked the layout and content of the course. It made me feel like I was capable of doing better with	Lesson 1: Branding, Lesson 2.1: Social Media Basics,		I really like the introduction to branding and the activities that help one determine their overall brand.	I found it very engaging and interesting.	Great job! I would definitely take and recommend this

		my social media content.	Lesson 2.2: Content & Posting, Lesson 2.3: Message Amplification, Lesson 3: Data Analytics, Lesson 4: Your Busy Life, Lesson 5: Subject Line				course to others. It made me think about social media in a new way
3	Passive	8	I think that several of the slides in the course presentations would be better explained through showing online examples (i.e., actually showing Twitter, LinkedIn account online) versus this static presentation. With this change and an instructor describing/showing additional examples of the strategies, I would be even more likely to	Lesson 1: Branding, Lesson 2.1: Social Media Basics, Lesson 2.2: Content & Posting, Lesson 2.3: Message Amplification, Lesson 3: Data Analytics, Lesson 4: Your Busy Life, Lesson 5: Subject Line	I learned something new in each course section, so all were valuable and I'm glad I went through all sections! I found some of the Branding information very useful, and I think the Social Media Basics slides on each platform would be even more helpful if shown online (and a few examples of each shown online in a bit more detail). The Data Analytics section was also valuable (and would be more so if shown described with online examples). I thought that the "Activities" for each section were relevant and worthwhile to complete.	I was hoping to see a few recommendations or strategies for managing personal data/accounts and Career Center data/accounts, particularly on platforms like Facebook and Instagram. In other words, how to juggle branding for personal, family, hobbies, career all on the same account - or recommendations on when to use multiple accounts for different purposes.  Many of the slides had too much content.	The "Learning Objectives" for each course section were very clear.

						recommend this course to a colleague.	Some slides had overlapping content, so it was difficult to read. Example: Content & Posting, slides 19,20,21.	For me, the first few videos in the first two course sections were way to quick for me to grasp on the first watch - but they didn't peak my interest enough to want to watch them again. Not sure of the point of the Big Speak video.	Several slides were missing a title for the slide - or a the reason or purpose for the slide. Example - I don't understand why the UD, Student Life, and CC visions, mission statements, etc. (~8 slides) were included. Were these examples of Branding or just information? I assume that an instructor would be putting more words around many of the slides - I kept looking for the "presenter notes" because I wasn't sure of the point of a few slides.
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							<p>There were several slides that included very detailed images with a lot of data that I couldn't read without really zooming in (and I opened this on my desktop). Example: SM Basics, slides 8 &amp; 9, and Branding, slide 16 (and I don't really like that image).</p> <p>The descriptions of each social media platform in SM Basics seemed too basic. Again, I was looking for "presenter notes" around some of the slides. I assume several of the slides would be presented as real time online examples with additional commentary and multiple examples viewed - which would complement these static slides.</p>	<p>Additional thoughts/suggestions:</p> <p>Kudos for the time taken to develop all modules in a way that welcomes the novice or</p>	<p>Your hard work on this is super obvious, Heather...</p>
4	Promoter	10	Exceptionally well-planned and developed; relevant and applicable; thoughtful content flow and examples; engaging activities	<p>Lesson 2.1: Social Media Basics,</p> <p>Lesson 2.2: Content &amp; Posting,</p>		<p>Unfortunately, due to limited time availability (sorry Heather), review of course sections included a pretty focused attempt to review/understand/appreciate #2 (basics), #3 (sharing),</p>			

		- - high quality on all levels.	Lesson 5: Subject Line	and #7 (email subject lines), but I did at least open and skim each of the 7 separate trainings.  General impressions:  Love the consistent format for each module, and that the overall tone of each introduction is upbeat, positive and encouraging  The variety of visual aids (quotes, images, videos, posters, graphs, etc.) are not only engaging and entertaining, but extremely informative (i.e. definitely learned from these inclusions, and/or they positively reinforced the topic at hand)  End-of-session exercises/activities were thoughtfully developed and allow participant/s to apply the information learned to their respective office/operation/situation  Ample links provided for further research, information, ideas for those who crave more after the completion of these modules	non-user of social media; the early introduction sharing the digital paradigm shift and the BigSpeak video clip really hit home (in a way that may make the novice/non-user become motivated to learn and/or begin or increase their engagement)  That said, for the novice/non-user, there's quite a lot of content and information to digest; the addition of some examples of what you're offering as tips or advice would be super for those who don't have a lot of experience (e.g. planned/filtered/arranged posts vs. ones that didn't take this approach, good vs. bad angles, a few more examples of bad hashtags, etc.)  Loved the quiz at the end of Module 7 (email subject lines); maybe some of the other exercises/activities for practice could include a	awesome job!!!
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5	Promoter	9	I would have liked to have seen a section with recommendations on how to get students to follow your office's page/site/posts/etc. Some of the training focused on how you could build your personal brand (rather than your organizations/depts ) but for those who don't use social media for work this section might be irrelevant to them. And, if they are not part of or connected to the social media work done in their department, they may not feel like this training is for	Lesson 2.1: Social Media Basics	Not enough time	It really explained the various uses (and history) behind all the different platforms. The activities given at the end of parts 2.2, 2.3, and 3 were nice touches (especially the fact that there were options and I didn't feel like I had to do all 3 for each).	Care has been taken to make this learning productive and useful, but also fun!	rubric or sample to use as a guide? (again, but those with limited-to-no experience with any of these platforms or concepts will welcome as much guidance as possible)	Not at this time.
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			them. Overall the training is interesting and shares relevant and timely information.						
6	Promoter	10	<p>The slides were simply put and easy to understand. The content was informative and it made me think about branding in a different way, especially in branding myself as a career center staff member. I also liked the activities included in each section. They were a great way to make the content even more understandable. I will use this information when making my next newsletter.</p>	<p>Lesson 1: Branding, Lesson 2.1: Social Media Basics, Lesson 2.2: Content &amp; Posting, Lesson 2.3: Message Amplification, Lesson 3: Data Analytics, Lesson 4: Your Busy Life, Lesson 5: Subject Line</p>			<p>I particularly liked the layout of the courses. I found it valuable to learn about the different areas, from branding to different types of social media, to the analytics (which I did not know much about). It was all organized well, informative, and there was a perfect amount of content for it to be informative without being too much information.</p>		<p>Turning these into an interactive site, like canvas, as you mentioned, would make this even better and would be a great way to get people involved campus-wide.</p>

## **Appendix K**

### **EDUCATIONAL LEADERSHIP PORTFOLIO PROPOSAL**

#### **Using Social Media to Increase Student Engagement with Career Services**

Heather Tansley, LPCMH

##### **Problem Statement**

###### **Higher Education, Student Engagement & Social Media**

Higher education professionals are consistently looking to maximize student engagement and reach students with life lessons and learning both inside and outside of the classroom. The challenges to engagement across institutions include the constantly changing needs, perspective, and demographics of the student population, along with the opportunities and alterations in communication and services that are now introduced by technology in this digital age (Robsham, 2016).

Advances in technology, specifically social networking sites, are changing the landscape of communication across the globe, particularly for university students. Interactions with their peers, families, instructors, and even the institution of education itself are impacted by this wave of technology. Thus, there is a need for educators to alter their methods of communicating and interacting with students in order to gain their attention, engage students, and instruct students from a culturally relevant context. Higher education professionals can no longer rely solely on print materials and must view connecting with and educating students through a “new lens” (Vuorinen et al., 2011, p. 44). If social media is utilized correctly in higher education, it provides opportunities for a variety of positive student outcomes related to increasing participation on campus, in society, and taking greater ownership of their own education. Ultimately, social media

presents an opportunity for educational institutions to engage a larger student population than ever before in history (Acosta, 2014, p. 16; Stroller, 2013, p. 9).

While many colleges and universities have tapped into using social media to connect with students, there are still many divisions and departments within the university setting, such as student affairs, even more specifically career services, that are still working to fully embrace social media marketing and leverage the power of such widespread technology. Career professionals “...must use digital and social technologies to engage students in new ways, market the value of the university’s academic and cocurricular activities, and teach students how to leverage these tools to find and sustain work in the 21st century” (Cabellon & Junco, 2015, pp. 51-53). Social media presents the chance for career centers to meet, connect, and move students to action regarding their career goals. Well executed social media marketing will ideally lead to a feeling among students of community and authentic relationship with the career center, and ultimately, result in greater and more comprehensive student engagement (Osborn & LoFrisco, 2012, p. 270; Stroller, 2013, p. 9). While many career centers currently use some forms of social media to attempt to achieve these goals, there are still questions around the best methods and strategies for integrating social media into the career services framework. It is imperative that career centers pursue research in this area and identify best practices because social networking will continue to shape career services and a lack of understanding and late adaptation could have negative consequences and alienate students. As Rayman (1999) observed, understanding and a comprehensive strategy regarding social networking could move career services to the forefront of the student experience (p. 178).

Despite all the potential that social media presents, there are still several challenges facing career services, particularly in the area of engaging a larger number of students through the use of social networking sites. One of these challenges is that many career services professionals feel unprepared to use social networking to reach students and/or potential employers. Osborn et al. (2014) identified that career professionals often feel overwhelmed by the variety of social media platforms and lack the knowledge of how to integrate those platforms into the showcasing of resources offered by a career center (p. 264). However, in order for social media marketing of the career center to be effective, the professional staff must not only accept social networking as a force, but also be trained to use digital technology skillfully. They must be responsible to develop novel approaches to leveraging social media to benefit the career center (Osborn & LoFrisco, 2012, p. 270; Cabellon & Junco, 2015, p. 51; Kettunen et al., 2015, p. 279).

In addition to a shift in practitioner perspective and development of strategies to maximize the impact of social media, there must also be trainings to prepare career professionals to market the center's services via social media. Since social media presents a newer and constantly varying technology, it is important to provide ongoing instruction for professionals and permit time and flexibility to try and investigate these platforms within the realm of work (Cabellon & Junco; 2015, p. 57; Vuorinen et al., 2011, p. 45; Kettunen et al., 2015, p. 279).

To impact and interact with students effectively through social media channels, career services professionals must investigate preferences among college students, as well as develop associated learning theories connected to social media. Due to the variety of social media platforms and pervasive usage among college students, career services

centers at the university level have much to gain and much to prepare for with the massive popularity of social media (Ghosh et al., 2013, p. 116).

In the realm of academia, there are increasing pressures on university student affairs and career services departments to provide data and analytics to justify the investment of student tuition and university resources. Therefore, career centers must attempt to assess the impact of social media and weigh the costs versus the benefits. Social media provides an area of difficulty in this respect, because while the potential is great, connecting the time investment to a tangible return is a difficult task. The difficulty lies in the public nature of social networking sites, along with the variety of factors that move a student from awareness to action. Since many centers do not know how to definitively determine the success of digital marketing, they do not give social media the time and attention that provides the potential for producing the best results (Cabellon & Junco, 2015, p. 51).

## **Organizational Context**

### **University of Delaware & Social Media**

The University of Delaware has an award-winning social media presence through the Office of Communications and Marketing (OCM). The usage of social media among University of Delaware students is strong particularly on Facebook, Twitter, and Instagram. UD as a whole has 77,456 likes on Facebook and 47,386 followers on Twitter and 27,272 followers on Instagram. The Digital Team has also put together a comprehensive set of social media guidelines (Social Media Guide #UDEL, 2018). However, outside of the main office there are relatively few individuals properly trained to leverage social networking sites and OCM has been working hard to monitor the

growing social presence among university departments, so that the university brand is properly represented and that students are being properly engaged.

At the University of Delaware Career Services Center, I am the sole professional staff member in charge of the social media content for our department. I do receive some assistance from the Multimedia Coordinator and a team of student interns, as we have a large social media base, with 1,975 likes on Facebook, 5,519 followers on Twitter, 585 followers on Instagram. However, other members of the Career Services staff are not fully equipped to advise students on how to best use social media in their job search. Alternatively, those that do have a good grasp on educating students on using social media do not necessarily know how to contribute to social media themselves or contribute to the office content in an impactful way that will assist the career center in interacting with more students on a regular basis.

### **University of Delaware Career Services Center & Student Engagement**

My ELP proposal focuses on using social media to increase student engagement with the University of Delaware Career Services Center through social media. For the purposes of my project I plan to use Axelson and Flick's definition of student engagement as "...how involved or interested students appear to be in their learning and how connected they are to their classes, their institutions, and each other" (2011, p. 38). Ways of determining whether UD students engage with the UD Career Services Center include counting the number of times they attend a career fair or career event, participate in drop-in hours, on-campus interview, or make a career counseling appointment.

The University of Delaware Career Services Center strives to engage every student at the university. Per the 2016 Gallup-Purdue Index Report, 67% of students that visited the career center at their university at least once received a job offer prior to graduation, as opposed to only 59% of students that did not (New, 2016). The Gallup-Purdue Index Report 2016 shows a clear correlation between usage of the career center and employment after graduation. This report also discusses that engagement with the career center leads to higher salaries after graduation (Gallup-Purdue Index, 2016). At the UD CSC, we desire for students to be empowered to achieve their professional aspirations (CSC Website, 2018). We believe that their best chance for success is to take advantage of the services that we have to offer. However, despite the tremendous work that career services has been doing, only a fraction of the student population will ever enter the Career Services' Building, attend a career event, or interact with a career services professional in a meaningful way. According to the 2016-2017 annual report of the UD CSC, of the 22,304 students enrolled at the university during the 2016-2017 academic year, only 10,689 unique students had a substantive interaction with the Career Services Center (i.e., event, fair attendance, appointment, drop-in, or on-campus interview). This means that 11,615 students were disconnected from UD CSC. The problem then becomes how do we reach these underserved students, and if we can reach them, how do we convince them to realize the advantage of interacting with career services, and then follow through to do so (CSC Annual Report, 2017).

At the University of Delaware, the Career Services Center has a strong social media base and the data shows that our students are very open to using digital platforms to interact with the department. While only 47.9% of students have participated in a

career activity, 69% have engaged with Handshake, our digital content management system (CSC Annual Report, 2017). This indicates that more students are willing to use virtual platforms for career purposes and that there are still many areas where marketing research and identification of best practices for career centers would provide an additional layer of success in reaching students and motivating those students to take advantage of the services offered by the career center. As Cabellon and Junco (2015) explain, “The digital age is more than the adoption and integration of technology and communication tools. It requires those seeking to engage college students to develop the mind-set, fluency, and skills necessary to add value and relevance to the contemporary college experience” (p. 51).

For the larger university as a whole, the arrival of President Assanis has resulted in a shift of vision for the university. My project aligns with several components of the President’s priorities. First, President Assanis emphasizes “Enhancing the success of our students” and “building an environment of inclusive excellence.” The Career Services Center has a role in making both of these initiatives a success because engaging more students will ultimately result in greater student success and “inclusive excellence.” Another tenants of President Assanis’s strategy is “fostering a spirit of innovation and entrepreneurship,” which is enhanced through the use of social networking to reach students and help them further their careers through innovative thinking (Assanis, 2017).

### **Organizational Role**

In my role as the Assistant Director for Communications and Operations at the University of Delaware Career Services Center, I am responsible for the marketing and communications of the career center, our events, and our resources. Every year the



strategic goals for my area of the department include seeing increases in student engagement across the gambit of assets and services offered by the career center. The work of my team is consistently evaluated based on student participation and our initiatives are frequently assessed based on student reach and activity.

I also oversee our social media platforms and all of our digital content. I am constantly looking for ways to improve our connection with students and increase student interactions with our office. I am accountable for our digital content and determining success measures for our social media platforms.

### **Improvement Goal**

My proposal is to develop, build capacity for, and implement a strategy for increasing student engagement with the University of Delaware Career Services Center (UD CSC) through the use of social media marketing. This strategy will include a set of best practice guidelines to allow the career center to maximize outreach and engagement via social media based on overall university standards, as well as benchmarks from comparator schools. As part of these guidelines, I will consider potential success measures and reframing of the key performance indicators when it comes to social media marketing. Creating a set of best practice guidelines for the UD CSC will set the stage for the development of an implementation plan to put the strategy into action. In order to move the plan forward I will work with key stakeholders around campus and within the department to develop a shared vision statement and a uniform branding guide. Then I

will create a professional development module that will be used to train UD Career Services professionals and possibly be adapted for professionals at other universities.

### **Description of Planned Artifacts**

My improvement goal is to develop, build capacity for, and implement a strategy for increasing student engagement with the University of Delaware Career Services Center (UD CSC) through the use of social media marketing. There are several key artifacts that will move this goal forward. Starting with a comprehensive literature review, I plan to study the scholarly literature about marketing resources to university students and compile a comprehensive collection of principles for use in digital marketing for promoting career services and moving students to take action. In order to specifically show the need for and possible impact of social media on student engagement at the University of Delaware, one of my artifacts will display the current annual engagement numbers for the UD Career Services Center with respect to the entire university population, thereby showing the gap between current student engagement and ideal.

As part of framing my project and identifying potential solutions for increasing student engagement, I will compile a table of digital platforms that could be used by the University of Delaware Career Services Center. The assessment of these tools will include factors such as popularity among current and upcoming college students, cost, purpose, functionality, and ease of use. Hopefully this artifact will provide direction for strategies to address the ever-changing needs of students.

In order to tailor my project to the specific needs of the university and areas for improvement in social media marketing to increase student engagement, I plan to look at the results of the recently administered National Survey of Student Engagement (NSSE), along with conducting my own student survey regarding motivational factors for pursuing interactions with the Career Services Center. The NSSE looks at both student opinions and interactions on the academic level and with educational activities outside of the classroom. The survey report then compares the responses from the University of Delaware students to those from other institutions. The comparison results allow for us to determine whether the university is performing above, the same, or below similar colleges and universities. The NSSE shows areas for potential improvement in student engagement and pieces of the survey directly report on student participation and perception of the Career Services Center and our resources.

The motivational factor survey that I have developed allows students to provide feedback on a more personalized level. This survey asks students about elements that impact their decisions to attend an event and/or participate in a career related activity. I believe that understanding what elements propel our students into action plays a large role in developing a comprehensive and effective digital marketing strategy.

Collecting information on the strategies and successes of similar colleges and universities is also important in preparing best practice guidelines. Benchmarking the research and our current policies against the social media marketing practices of UD's aspirational peers and universities that have been successful in using social media to market career services should prove to be an effective way of establishing best practices. The list of comparator universities has been provided by the Division of Student Life

Determining Student Engagement Study Group. I will collect information from these universities through their websites, social media platforms and interviews with communication professionals at these schools. Not only do I plan to use the information compiled from other universities, but the University of Delaware itself has an award-winning digital marketing team. One of the strategies for moving towards improving marketing and assessing the return on investment will be to look at the strategies already provided by the Office of Communications and Marketing and scale and adapt them for the Career Services Center.

The best practice guidelines will identify possible performance indicators along with reframing the idea of success measures from social media. Due to the pervasive nature of social media, proving a direct return on investment can be challenging. In order to show a link between social media campaigns and an increase in student engagement, the UD CSC can collect measurable data from social media sites (e.g., clicks, views, likes, and reach) to determine at the very least that an increase in awareness of CSC resources can be helpful in determining the success of social media marketing in increasing student engagement.

To further student engagement with the UD Career Services Center, I plan to take the results of the student survey and the best practice guidelines and develop a strategy for implementation at the University of Delaware. As part of that plan I would like to create a vision statement and adapt the university branding guide to specifically address the needs of the Career Services Center. The implementation plan could then be presented to my fellow career services and marketing professionals for assistance in implementing.

Both to ensure a smooth rolling out of the plan, as well as to make it adaptable to other universe career centers, this project will culminate in the creation of an e-learning module for fellow professionals to learn the guidelines and processes for implementing them in order to ultimately produce greater student engagement through the use of social networking sites.

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## Appendix L

### ARTIFACT TABLE

Table 16 <i>Using Social Media to Increase Student Engagement with Career Services Artifacts</i>							
#	Artifact	Type	Audience	Description	Action Steps	Timeline	Status
1	Literature Review	Literature Review	Career Services Center Stakeholders	Frame proposal, Identify both marketing and social media best practices for working with university students.; Define recommendations for best practices for University of Delaware Career Services Center (UD CSC) to engage students via social media	Collect scholarly articles - Provide article citations - Write short synopsis of each article and application to ELP	Winter 2018	Completed
2	UD Career Services Center Engagement vs Enrollment Data for 2016-2017	Chart/Table	Career Services Center Stakeholders	This artifact will show the specific opportunity for the increase in student engagement with career services at the University of Delaware.	Collect 2016-2017 UD enrollment data - Collect 2016-2017 UD Career Services annual data reports - Compare Career Services' interaction numbers with overall enrollment	Winter 2018	Completed
3	National Survey of Student Engagement Data: University of Delaware 2017	Chart/Table	ELP Committee, Career Services Center Stakeholders	University of Delaware students recently completed the National Survey of Student Engagement. This artifact will show metrics on student engagement at UD and how UD students compare to other similar institutions. The survey data will show areas for improvement in engagement that could potentially be addressed by the use of social media.	Review survey results - Determine relevant metrics - Translate data in context of UD - Connect data findings to ELP	Spring 2018 - 5/4	Completed



4	Motivational Factors Survey	Survey	University of Delaware Students	Collect data on student preferences and motivations when it comes to participating in career activities; Data collected and analyzed showing what factors influence student behavior.  A look at what similar universities are doing to promote career services, along with reviewing colleges or universities with wildly successful social media presences  Benchmarking best practices from other institutions will generate possible ideas for improvement of using social media to market UD CSC services. "Seeking key supporters at one's institution and identifying good technology practices at peer institutions are the first steps in discovering the potential of social and digital technology" (Cabellon & Junco, 2015, p. 59).	Develop survey - Get survey approved by committee - Get survey approved by IRB - Distribute Survey - Collect and analyze survey results	Spring 2018 - 6/1	Completed
5	Comparison of competitor schools' Career Services Center social media best practice and engagement initiatives	Table	ELP Committee, Career Services Center Professionals	Identify comparator schools* - Obtain IRB approval for interview questions - contact colleagues at comparator institutions to participate in interviews - conduct interviews - analyze interview data - conduct additional literature based research to complement professional interviews - Compile and interpret all relevant data		Spring 2018 - 6/29	Completed
6	Digital Technology Assessment	Table	Career Services Center Stakeholders	This artifact will provide an overview of current and recommended digital platforms with potential for increasing student engagement with the Career Services Center. Assessment of each platform will include	Develop comprehensive list of popular social networking platforms - Research usage by college age populations - Collect cost information - Compile analytics and engagement measures by platform	Spring 2018 - 7/6	In Progress

				relevant factors for department usage, such as platform popularity, cost and analytic offerings.				
University of Delaware Career Services Center Engagement Best Practice Guidelines	Document	ELP Committee, Career Services Center Professionals	A compilation of all of my research and data collection translated into areas of application for the University of Delaware Career Services Center.	Collect best practices research from scholarly articles and comparator schools - Collect survey information from UD students - Combine information to develop standards of best practice for the UD CSC	Summer 2018 - 7/18	Completed		
Strategic Plan for Implementation of Engagement Best Practices	Document	Career Services Center Professionals & Stakeholders	Strategy for the best ways to pull together best practices and new ideas for marketing career services via social media. Create policies and plan for implementation at UD CSC.	Finish best practice guidelines - design vision and adapted branding guide to fit the needs of the UD CSC - Set goals and timelines for implementation of best practices	Summer 2018 - 8/1	Completed		
8.1 Vision Statement	Document	Career Services Center Professionals & Stakeholders	Begin the process for creating an improved digital marketing strategy. Cast the vision for a strategies and policies around UD CSC and using social media to market services	See #8	Summer 2018 - 8/1	Completed		
Adapted University of Delaware Branding Guide	Document	Career Services Center Professional & Stakeholders	Create a best practices guide for UD CSC; Part of identifying the best practices for UD CSC is recognizing its role as part of the larger university and drawing from the expertise and practices from the main university	See #8	Summer 2018 - 8/1	Completed		

					Office of Communications & Marketing.				
	Feedback on Strategic Plan	Focus Group					Summer 2018 - 8/24		Completed

## Appendix M

### IRB/HUMAN SUBJECTS APPROVAL



RESEARCH OFFICE

210 Hullihen Hall  
University of Delaware  
Newark, Delaware 19716-1551  
Ph: 302/831-2136  
Fax: 302/831-2828

DATE: May 10, 2018

TO: Heather Tansley, MA  
FROM: University of Delaware IRB

STUDY TITLE: [1234690-1] Using Social Media to Increase Student Engagement with Career Services - Student Motivational Factors Survey

SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS  
DECISION DATE: May 10, 2018

REVIEW CATEGORY: Exemption category # (2)

Thank you for your submission of New Project materials for this research study. The University of Delaware IRB has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations.

We will put a copy of this correspondence on file in our office. Please remember to notify us if you make any substantial changes to the project.

If you have any questions, please contact Nicole Farnese-McFarlane at (302) 831-1119 or [nicolefm@udel.edu](mailto:nicolefm@udel.edu). Please include your study title and reference number in all correspondence with this office.



RESEARCH OFFICE

210 Halliwell Hall  
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DATE: June 15, 2018

TO: Heather Tansley, MA  
FROM: University of Delaware IRB

STUDY TITLE: [1253669-1] Using Social Media to Increase Student Engagement with Career Services

SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS  
DECISION DATE: June 15, 2018

REVIEW CATEGORY: Exemption category # (2)

Thank you for your submission of New Project materials for this research study. The University of Delaware IRB has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations.

We will put a copy of this correspondence on file in our office. Please remember to notify us if you make any substantial changes to the project.

If you have any questions, please contact Nicole Farnese-McFarlane at (302) 831-1119 or [nicolefm@udel.edu](mailto:nicolefm@udel.edu). Please include your study title and reference number in all correspondence with this office.



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210 Halliburton Hall  
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DATE: November 13, 2018

TO: Heather Tansley  
FROM: University of Delaware IRB

STUDY TITLE: [1342627-1] Using Social Media to Increase Student Engagement with Career Services - Focus Group

SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS  
DECISION DATE: November 13, 2018

REVIEW CATEGORY: Exemption category # 2

Thank you for your submission of New Project materials for this research study. The University of Delaware IRB has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations.

We will put a copy of this correspondence on file in our office. Please remember to notify us if you make any substantial changes to the project.

If you have any questions, please contact Renee Stewart at (302) 831-2137 or [stewartr@udel.edu](mailto:stewartr@udel.edu). Please include your study title and reference number in all correspondence with this office.



RESEARCH OFFICE

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DATE: January 24, 2019

TO: Heather Tansley  
FROM: University of Delaware IRB (HUMANS)

STUDY TITLE: [1342627-3] Using Social Media to Increase Student Engagement with Career Services - Focus Group

SUBMISSION TYPE: Amendment/Modification

ACTION: DETERMINATION OF EXEMPT STATUS  
DECISION DATE: January 24, 2019

REVIEW CATEGORY: Exemption category # (2)

Thank you for your submission of Amendment/Modification materials for this research study. The University of Delaware IRB has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations.

We will put a copy of this correspondence on file in our office. Please remember to notify us if you make any substantial changes to the project.

If you have any questions, please contact Renee Stewart at (302) 831-2137 or [stewartr@udel.edu](mailto:stewartr@udel.edu). Please include your study title and reference number in all correspondence with this office.