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## Social Media Strategy for the Hank Greenspun School of Journalism and Media Studies

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SOCIAL MEDIA STRATEGY FOR THE HANK GREENSPUN SCHOOL  
OF JOURNALISM AND MEDIA STUDIES

by

Irene Williams

Bachelor of Arts in Art  
University of Nevada, Las Vegas  
December 2007

A thesis submitted in partial fulfillment  
of the requirements for the

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**Hank Greenspun School of Journalism and Media Studies  
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**University of Nevada, Las Vegas  
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## THE GRADUATE COLLEGE

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## ABSTRACT

### SOCIAL MEDIA STRATEGY FOR THE HANK GREENSPUN SCHOOL OF JOURNALISM AND MEDIA

By

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Director and Professor of Journalism and Media Studies  
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Within the past 10 years, communication online has evolved tremendously toward social media. This rapid change has been difficult for higher education institutions (HEI) to adapt to, leaving this important area underexplored. This strategic social media plan was developed to improve internal and external communication for the Hank Greenspun School of Journalism and Media Studies (JMS). By initiating social media platforms, relationships are cultivated with present and future students on Facebook and Twitter. This strategic social media plan develops and maintains Facebook and Twitter pages for JMS and interprets social media site visitation data. These data provide information on users, including interests, demographics, and ways to communicate and build secure relationships. This information can help JMS in many ways by communicating more effectively with students, sharing important news as well as for marketing and recruitment.

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## CHAPTER ONE

### INTRODUCTION

This strategic social media plan is designed to strengthen internal and external communication in the Hank Greenspun School of Journalism and Media Studies (JMS). By initiating social media platforms, it builds a relationship/community with current and future students on Facebook and Twitter. These platforms are valuable because the data they provide information about student interests, demographics, and ways to communicate and build relationships. This is a powerful tool because it helps JMS communicate more effectively with students, sharing important news as well as promoting and recruiting for the School.

With the high social media usage among college students and the need to share much information, this strategic social media plan is vital. Another reason is that as a student, information about JMS is not easily found. Therefore, creating a social media plan is the best route to inform easily key stakeholders. Additionally, academia (faculty and staff) has not mastered the art of social media. It does not mean that the academic world is not using it, but many have not yet used it effectively to grow relationships with students. Assurance of privacy is another reason for a well-planned social media strategy. A good strategic plan assures better communication.

#### **Purpose of the Strategic Social Media Plan**

First, the social media plan analyzes the current strategy and the process through which JMS created and implemented it. The researcher then makes recommendations

about how JMS can better create an effective social media approach that both communicates and interacts with current and prospective students about important events, opportunities, and news.

Why make a strategic social media plan? In order for JMS to communicate better with students, building a brand relationship with social media is the most convenient and least costly option. Through Facebook and Twitter, administrators can get feedback directly from students. Instead of traditional methods of collecting data, social media makes it easy because students willingly share valuable data. For example, one can see what topics and issues are important by seeing the attention specific topics receive on the social media pages. If a post gets “likes” or “shares,” one knows it is very popular to this group. However, in order to get these types of responses a relationship must be built with students through a well-planned higher education institution (HEI) social media site. Relationship marketing plays a big role because students must use the HEI social media pages. Creating and maintaining a relationship with students on social media can be complicated if not implemented correctly. Students must trust and feel part of the HEI social media site in order for a successful marketing relationship to take place. Creating a positive brand relationship is also important because students need to trust and be loyal to the HEI (Hemsley-Brown & Oplatka, 2006). A strong brand presence can increase awareness of the School and strengthen the marketing relationship (Gibbs, 2002).

The age bracket for social media users has expanded, with more than 50 percent of users now 12-55 years old (Zickuhr, 2010). These media are pivotal from a marketing/PR standpoint to increase recruitment, enrollment, and retention. It also creates a positive image and reputation for JMS. Other functions include is targeting of

prospective students, retaining current students, and building alumni relationships. Social media sites provide the HEI with an abundance of strategies. For example, by using the Facebook fan page, one can determine what age group or gender is most interested in specific topics. This information is useful in responding to particular needs of users. Facebook and Twitter also enhance communication dialogue by establishing real time interaction compared to a traditional static website.

Why should JMS focus on Facebook and Twitter? On Facebook today there are more than 1 billion active users, and Twitter has more than 200 million active users (“What is Twitter?,” 2013; “Statistics - Facebook Newsroom,” 2012). The numbers, the majority of Facebook and Twitter users are teenagers and young adults.

### **Definitions**

Before proceeding with the plan, definitions of key concepts are given to familiarize the reader with the terminology of social media.

#### *Social Media*

In order for something to be considered social media, it needs first to be published either on a publicly accessible website or on a social networking site accessible to a selected group of people. Second, it needs to show a certain amount of creative effort. Finally, it needs to have been created outside of professional routines and practices (Kaplan & Haenlein, 2010, p. 61). There are many types of social media available online today; however, this plan mainly focuses on Facebook and Twitter.

### *Facebook*

Facebook is the most popular social network site with more than 1 billion active users and more than 584 million daily active users (“Statistics - Facebook Newsroom,” 2012). The variety of interactions it offers in a click of a button is what makes Facebook appealing to users (“Statistics - Facebook Newsroom,” 2012). Facebook offers users a multiplicity of options such as photo uploads, status updates, sharing links, videos, and the ability to comment on everyone on a social network, including institutions like JMS. Facebook users can make group pages for a certain interest group and create promotional messages such as birthday party invitations. Facebook is user friendly and available on cell phones. Facebook mobile has 604 million monthly active users that are twice as active as non-mobile users (“Statistics - Facebook Newsroom,” 2012). The mobile option offers almost the same features as the desktop version, except it is simplified for optimal loading.

### *Twitter*

Twitter is an effective tool for multiple reasons. Its platform is short, simple, and concise. The messages are called “Tweets” that must be short and direct with fewer than 140 characters. This can be challenging, especially if there is important content that requires detail. These short messages are more like a text message on a cell phone than a standard Facebook status update. This is advantageous given Millennials prefer short messaging and are more active on Twitter, which is the target audience for HEI. If a Twitter user follows HEI Twitter pages, they can retweet (repost) messages on their personal Twitter account, which is a form of sharing information with their social network. Twitter users can also mention a page or have a conversation directly with an

HEI page by following Twitter protocol. Essentially, this sharing of information is an effective way to promote the School with little to no cost. Sharing creates a buzz in the students' personal network, which stimulates interest in school, particularly the ones about which their friend is writing. It effectively communicates short messages quickly.

*Millennials and Teens Online*

The main reason social media are important, especially for HEI, is the heavy use among Millennials and teens. According to Table 1, 93 percent of teens within the age of 12-17 are online, right behind the Millennials at 95 percent (Zickuhr, 2010). Eighty-three percent of Millennials and 73 percent of teens are on social media (Table 1). However, today they are not the only group on social media sites as older adults are joining the sites.

Table 1

*Activities that are most popular with teens' and/ or Millennials*

Activity	Teens Ages 12-17	Millennials Ages 18-33	Gen X Ages 34-45	Younger Boomers Ages 46-55	Older Boomers Ages 56-64	Silent Generation Ages 65-73	G.I. Generation Age 74+	All online adults Age 18+
<b>Go online</b>	<b>93%</b>	<b>95%</b>	<b>86%</b>	<b>81%</b>	<b>76%</b>	<b>58%</b>	<b>30%</b>	<b>79%</b>
<b>Teens and/or Millennials are more likely to engage in the following activities compared with older users:</b>								
Watch a video	57	80	66	62	55	44	20	<b>66</b>
Use social network sites	73	83	62	50	43	34	16	<b>61</b>
Send instant messages	67	66	52	35	30	29	4	<b>47</b>
Play online games	78	50 <sup>^</sup>	38 <sup>^</sup>	26 <sup>^</sup>	28 <sup>^</sup>	25 <sup>^</sup>	18 <sup>^</sup>	<b>35<sup>^</sup></b>
Read blogs	49 <sup>^</sup>	43	34	27	25	23	15	<b>32</b>
Visit a virtual world	8	4	4	4	3	3	1	<b>4</b>

**Note:** ^ indicates data from 2006.

**Source:** Pew Research Center's Internet & American Life Project surveys, 2008-2010. All teens data are from different surveys than adult data, and may have slight differences in question wording. Findings for individual activities are based on internet users. For survey dates of all activities cited, please see the Methodology section at the end of this report.

(Zickuhr, 2010).

## CHAPTER TWO

### BACKGROUND

#### **About the College**

The Hank Greenspun School of Journalism and Media Studies (JMS) is located within the Greenspun College of Urban Affairs at the University of Nevada, Las Vegas (UNLV). The College offers a variety of programs to undergraduate and graduate students including Communication Studies, Criminal Justice, School of Environmental and Public Affairs, the School of Journalism and Media Studies, Marriage and Family Therapy, and the School of Social Work.

Greenspun Hall, which houses JMS, is one of the newest facilities on campus, and it is equipped with state-of-the-art labs that make studies there more appealing compared to other colleges. With a new radio station, broadcasting studio, editing labs and an emerging technologies media lab, the School is competitive with other Journalism universities. JMS also has a variety of expert and qualified professors that educate students in the most interesting subjects. Journalism and Media Studies are broad subjects, so the courses available vary from traditional journalism classes to integrated marketing communication, broadcasting, and radio production courses. With emerging media, it is important to learn new platforms of communication like blogging, social media, and other tools.

#### **Background of Marketing Efforts**

Prior marketing efforts include a yearly newsletter that the College of Urban Affairs prints and distributes to current and potential donors as well as informational

booklets that highlight news about accomplishments of each of the programs. The newsletter is also available online. Another PR effort is the appearance of the College of Urban Affairs faculty on a TV show for PBS 110, where higher education topics are discussed and aired for a local audience.

JMS is particularly involved in UNLV-TV, where students are employed to produce a variety of shows on campus. UNLV-TV programs are broadcast on various online and cable stations (Valdez, 2012). During these programs, JMS is identified as the source, and students are given recognition. Another effort to inform students about JMS and the College of Urban Affairs programs is TV monitors that have been placed inside the Greenspun building, that displays to all of the students of College of Urban Affairs the different departments and interest the college has to offer. On the monitors, student video content shows are played in order to show and promote JMS students work. Another effort is the new TV monitors inside the Greenspun building; they display to all students of the College of Urban Affairs information about the different departments and what the College has to offer. JMS students work is also displayed on the monitors.

JMS and the College of Urban Affairs have not engaged in publicly recognized long-term strategy that advertises how students will be prepared for careers after completing their degrees. To date, the university itself has struggled to find ways that promote the successes of alumni to external audiences or current students.

### *UNLV Marketing*

Under current conditions, promoting a higher education institution (HEI) has proven challenging for administrators. The crash of the housing market, a poor economy, and budget cuts led to massive layoffs and program elimination nationally,

and perhaps nowhere as dramatically in Nevada (Lake, 2011). Money for promoting programs has become sparse. At UNLV in particular, instead of spending thousands of dollars on TV commercials, radio ads, and billboards, the administration shifted its focus to the main website (unlv.edu). The redesigned site is more user-friendly and compatible with smart phones and tablets (Wong, 2011). UNLV also disseminates news about the university on a new site called “News Center” (<http://news.unlv.edu>). High costs in developing print materials, purchasing technology, and holding events make the Internet, and specifically social media, efficient promotional vehicles.

While JMS has no formal marketing campaign, the larger university has been promoted more systematically. The Admissions Department at UNLV plays a heavy role in recruitment and advertising for a variety of departments. JMS has done small recruitment efforts such as inviting local broadcasting high school students to tour the facility.

#### *Social Media Pages within UNLV*

UNLV has created official Facebook, Twitter, and YouTube pages where information is posted such as events, news, videos, and other relevant materials. Communication/ marketing personnel manage these official UNLV social media pages. Recently, various colleges and departments have created a variety of other social media pages. They are mainly Facebook and Twitter pages managed by faculty and or students posting content about specific fields. The social media pages share content from the News Center website (<http://news.unlv.edu/>).

UNLV’s Student Union (SU) staff is an innovator in social media. This is where the majority of UNLV students gather to dine and socialize, often interacting on

social media. The SU plans a variety of events from career fairs to fundraisers. SU also promote various departments. In order to reach out to their audience the SU developed Facebook, Twitter, YouTube, Intstagram, Foursquare, and Yelp pages. Through these social media platforms, the SU creates and develops relationships with the students and faculty.

### *JMS and Online Communication*

Before this social media plan, JMS communicated with students through its website, which is networked to the larger UNLV website. Some professors also have personal UNLV websites where students can find important course information, including email addresses and phone numbers. UNLV also has Web Campus, a site that all students and professors have access to; they can post discussions, school assignments, exams and more. However, the common way that faculty communicates with students is through email. Faculty, staff, and current students email one another when important events occur or if they want to share information that is beneficial to others. Rarely, the School sends letters by mail or posts posters around campus.

The disadvantage of this traditional communication tactic is that not all students check their emails and might miss important events at the college. In addition, some emails are not forwarded to all students, which results in low participation or missing important news like available scholarships. Many students hear about events through word-of-mouth or by simply walking by and seeing the event in progress.

Prior to September 2011, JMS did not have an official Facebook or Twitter page. It did however, have varieties of other informal social media accounts from a Facebook

Group page to a Facebook user account page that was created from students and was not managed by JMS faculty.

### *Benefits for HEI on Social Media*

Social media is an important and useful tool for HEI. They help HEI share, inform, promote, and increase awareness for low cost, compared to traditional marketing tactics. Rather than sending postcards, flyers, letters and other print materials, social media spread the word a lot quicker and costs less. Therefore, networking is very effective in communicating with students, future students, alumni and others. Facebook and Twitter bridge the communication gap by encouraging students to opt-in to what the School is posting. The focus of Facebook and Twitter is to communicate information that is useful, informative, and beneficial to the JMS faculty as well as current and future students. Whether it is postings about scholarships, internships, events, classes, tuition, to jobs opportunities, the content needs to be newsworthy and appealing to the students in order to create positive-relationships. If social media are relevant to students' daily lives, then the School should be engaging them there.

CHAPTER THREE  
STRATEGIC SOCIAL MEDIA PLAN

**Justification of the Strategic Social Media Plan**

This type of research is valuable to any HEI or non-profit organization because of the capacity social media has to communicate in multiple ways. Because of its interactive nature, positive relationships with students and other stakeholders can be cultivated. Social media provide instant feedback and interaction with students on more levels than traditional media. This social media plan is the first for JMS, and that is significant in itself. Not only is it valuable for JMS, but other universities and non-profit organizations benefit from the ideas and recommendations presented here. The ultimate purpose of the strategic social media plan is to help JMS create an effective social media campaign and to communicate and interact with current and prospective students about events, opportunities and news that are important to JMS students.

*Further Justification in Related Studies*

Other studies provide additional justification for the JMS social media plan. Gibbs (2002) is critical of approaches taken by most HEI's in promoting institutions. He believes that the marketing model is too business centered and should see students as potential learners not as consumers (Gibbs, 2002). According to Edmiston-Strasser (2009), marketing for HEI is becoming more acceptable because of the aggressive tactics that for-profit institutions are creating. Edmiston-Strasser (2009) applied integrated marketing communication (IMC) concepts at various colleges to see if the IMC approach works for HEI. The authors found that IMC is practiced by U.S. public institutions, but is

not easily measured or analyzed. Education is different than selling a product or service. Another difference is because the traditional IMC framework is a linear process unlike HEI where the process goes through different levels from: stage 4 (strategic integration) to stage 2 (market research) to stage 3 (application of information technology of IMC) to finally stage 1 (coordination of marketing communication) (Edmiston-Strasser, 2009).

According to Usher and Reicherter (2009), risks can occur when HEI uses Facebook for marketing purposes. For example, College Prowler created over 200 “Class of 2013” Facebook groups for various colleges in order to connect with potential classmates and try to market the groups’ products (Usher & Reicherter, 2009). When the students and admission officers found out the group pages were made by marketers, it upset them because they were led to believe it was a safe place to connect with classmates rather than a marketing database (Usher & Reicherter, 2009). These marketing ploys are unethical because they deceive users to believe these groups were created for different intentions. Admission officers need to recognize that there is no magic solution in marketing HEI because users control social media content, and a community that can regulate and go against HEI can police it (Usher & Reicherter, 2009).

Using social media in HEI is a new practice and has not been used to its potential for several reasons. According to Hayes, Ruschman, and Walker (2009), there are four social media that can be used in combination.

1. **Distancing oneself** – when a school avoids anything placed on the web about the school and does not take responsibility for what is being said.
2. **Monitoring conversations** – when a school tracks what is being said on the web by using Google Alerts or Yahoo Alerts.

3. **Setting up one's own user group** – when a school sets up a group on social media to create a conversation and positive messages among other students.
4. **Creating a companion website** – when a school creates a page that is similar to a social media page to engage students by providing useful and entertaining information (Hayes et al., 2009; Vander Schee, 2007).

JMS uses a combination of concepts from Hayes et al. (2009) and Vander Schee (2007) that distancing oneself to monitoring conversations to finally setting up one's own user group and page.

According to Pempek, Yermolayeva, & Calvert (2009), college students spend approximately 28 minutes per day on Facebook (p. 231). The most popular time students log on to Facebook is in the evening with about 92 percent from 9:00 p.m. to 12:00 a.m. making it the peak hours, where 6:00 p.m. to 9:00 p.m. is the second highest with 80 percent usage (Pempek et al., 2009, p. 231). The majority of students use Facebook to communicate with friends and stay connected with their social network. According to Pempek et al. (2009), 65 percent of college freshmen and sophomores keep in touch with high school friends not in their university compared to 38 percent of juniors and seniors no longer connected to their high school friends (p. 233). Moreover, 96 percent of students belong to the university network, which means they are part of a large network expanding into friends of friends (Pempek et al., 2009, p. 233). For example, users can set privacy settings on Facebook to be “viewable” only to users within the same network. Other features include wall posting, tagging, and sharing pictures (Hayes et al., 2009).

Using social media as a marketing tool for HEI is promising for many reasons. A majority of business sectors have had a positive experience using them as a marketing

strategy. According to the “1-800 Flowers” case study, Facebook increased their business and sales tremendously by allowing customers to engage with their Facebook Fan Page (“1-800-Flowers.com Video Case Study,” 2011).

According to a Twitter case study, MTV used hashtag #VMA to increase awareness of their Video Music Award show, which resulted in more than 10 million tweets (“MTV,” 2012, p. 4). They also increased ratings by nine percent over the year before and increased mobile visits to their website by 50 percent from the previous year with 2.7 million views in one day (“MTV,” 2012, p. 4).

Another reason why HEI should use social media is that younger generations are the highest social media users. With over 73 percent of teens (ages 12-17) and 83 percent of Millennials being on social networking sites, it only makes sense to use these channels (Zickuhr, 2010, p. 9). The advantages of social media for HEI include improving communications channels, increasing student engagement, and establishing a strong brand loyalty to the school (Constantinides & Stagno, 2011). Kittle and Ciba (2001) believe it is important for HEI to establish an appealing presence on the web. The HEI site should be visually appealing, contain informative information about different programs, and establish a strong brand image of the school (Kittle & Ciba, 2001). It is difficult to find more useful vehicles than Facebook and Twitter. Constantinides and Stagno (2011) believe that using social media for HEI could potentially increase enrollment numbers by helping prospective students make decisions about universities and programs through online conversations. Another important factor is to focus more on building and maintaining relationships rather than settle for the limited marketing approaches of the past.

Instead of HEI focusing on the traditional marketing mix (i.e., product, place, price, promotion), more scholars are leaning toward using relationship-marketing tactics (Constantinides & Stagno, 2011; Helgensen, 2008; Hemsley-Brown & Oplatka, 2006; Klassan, 2002). Relationship marketing is defined as “an ongoing process of identifying and creating new value with individual customers and then sharing the benefits from this over a lifetime of association” (Gordon, 1998, p. 9). Using social media to establish and maintain relationships with students, alumni, and faculty is a more interactive approach than traditional marketing. According to Hemsley-Brown and Oplatka (2006) relationship marketing is considered a practical strategy for HEI, but can only be successful by focusing on economic rewards and highlighting the “social benefits including emotional satisfaction, spiritual values and the sharing of humanitarian ideals” (Hemsley-Brown & Oplatka, 2006, p. 14).

Gibbs (2002) reiterates the importance of the relationship between institutions and learners since the process enhances the reputation of the educational system as well as building the institution’s reputation. His study proposes a marketing model that emphasizes the humanistic process of change rather than a transactional market approach. According to Hemsley-Brown and Oplatka (2006), low-ranking universities are lacking sufficient interactive and relationship-building capabilities on their web sites. Having a link or button on the college’s social media pages will give students, recruits, and faculty the ability to interact more efficiently. Focusing on community and relationship building through Facebook and Twitter is the first step for JMS in building a more effective communication strategy.

Targeting young adults is challenging because of their resistance to advertising as well as the saturated media environment of competing messages. Marketers are finding it challenging to communicate with consumers amidst other ads, especially when targeting a specific audience. According to Pokrywczynski and Wolburg (2001), Millennials have been raised to be cautious about marketers and advertising because they assume the worst about companies manipulating them into buying something. However, Millennials are more brand conscious than their parents are, and they have more money to spend than teens to date (Morton, 2002). In order to effectively communicate with Millennials, they need to be entertained across all channels (“Engaging Generation Y,” 2010). Millennials also respond better to humorous and emotional advertising emphasizing real life experiences portrayed in a fun style (Morton, 2002). An effective way of communicating with this group is through honest conversation through social media (“Engaging Generation Y,” 2010).

#### *Justification for Using Social Media Beyond Facebook and Twitter*

Besides Facebook and Twitter, other social media sites are important to JMS, namely YouTube, and LinkedIn. YouTube allows users to share, “like” and comment on videos. YouTube has over 800 million unique users per month worldwide, with over four billion hours of videos watched each month (“YouTube Statistics,” 2012, p. 1). This is why JMS should consider creating and managing a YouTube account; its broadcasting features match the interests of broadcasting students.

To communicate with alumni, LinkedIn is ideal; it operates the world’s largest professional online network with 200 million members in over 200 countries as of

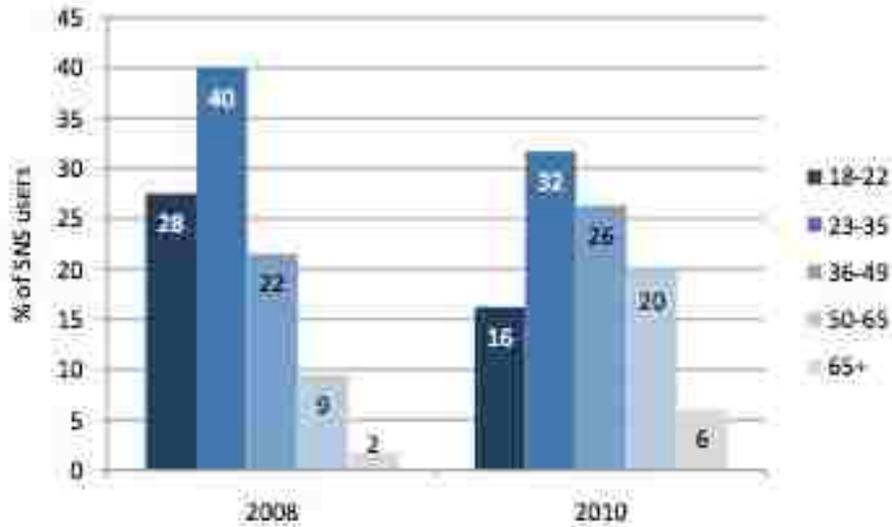
December 2012 (“LinkedIn Press Center,” 2012, p. 1). Given that over 20 million students and recent college graduates sign up for a LinkedIn account, it is a potentially useful vehicle for alumni relations (“LinkedIn Press Center,” 2012). It is a good tool for employers and professionals to network and track users work history. Interest groups based on industry, topic, city, or even school can network with alumni and students. JMS can utilize this site is by creating a group page for current students to communicate with alumni. It is also a good way to maintain alumni relationships by promoting upcoming events and job opportunities. Invitations for guest speakers and donation solicitations for particular programs are also possible.

Alumni and professionals are reachable through social media. According to a Pew study, 47 percent of adults say they use at least one social network site (Hampton, Goulet, Rainie & Purcell, 2011). As seen in Table 2, there has been an increase in memberships to social media sites from 2008 to 2010. According to Madden (2010), 86 percent of adults between the ages of 18 and 29 are the heaviest users of social media, particularly Facebook and LinkedIn.

Table 2

*Age Distribution of Social Networking Sites Users in 2008 and 2010*

*% of social networking site users in each age group. For instance, in 2008, 28% of social networking sites users were 18-22, but in 2010 that age group made up 16% of social networking site users.*



**Source:** Pew Research Center's Internet & American Life Social Network Site survey conducted on landline and cell phone between October 20-November 28, 2010. N for full sample is 2,255 and margin of error is +/- 2.3 percentage points. N for social network site and Twitter users is 975 and margin of error is +/- 3.5 percentage points.

(Hampton, Goulet, Rainie & Purcell, 2011).

### **Competitive Analysis**

Before creating the JMS social media plan, strategies of other colleges in the field of journalism and media studies were examined. Effective plans cannot be executed without assessing the strengths and weaknesses of competitors' approaches. By observing other college websites and taking note of what kind of Facebook pages was a good start to understand the best approach for UNLV's JMS.

For Facebook, there is a variety of ways to join the social media network.

Facebook gives users different types of accounts to create, from a Facebook group page, Facebook personal page, or an official Facebook fan page.

Some colleges such as the University of South Florida use a Facebook closed group, which means that the content can be private to the public and only admitted group members have access. While this assures privacy for selective classes and academic units, JMS desire a broader audience. The quality of Facebook pages is uneven. Some college pages lack professionalism and authenticity, leaving the public to wonder who is in charge of the page. Other university's Facebook fan pages like Indiana University School of Journalism and Kansas University Allen White School of Journalism and Mass Communications seemed to represent the brand of the school more effectively through an optimal synthesis of positioning, continuity of image, and interactivity.

A total of 106 Facebook sites were visited in order to assess which pages had more engagement. The Facebook pages posting less than once a month seem to have fewer fans and interactions compared to those posting more frequently, although a more systematic analysis would be required to confirm this.

Before deciding the most appropriate page for JMS, other UNLV department/college pages were perused. After much consideration, it was decided that an official Facebook fan page was the best route for JMS for the following reasons: First, Facebook fan pages have a built-in metric tool that reports the number of users, demographics, and interactions a post receives. Second, a Facebook fan page is open to everyone to "like" and communicates to the mass while building the school's brand. Third, more than one administrator can post on behalf of JMS. It creates targeted ads should the School need them. Finally, Fan pages have more options than other social media approaches have.

As for Twitter, creating an account for a business or institution is the same process as creating a personal account. Table 3 shows the differences between a Facebook fan page, Facebook group page and a personal Facebook page.

Table 3  
*Difference between Facebook Pages*

	Groups	Fan Page	Personal Page
Mass Messaging	Yes*	No	Yes*
Indexed by Google	Yes	Yes	No
Stream Publishing	Yes	Yes	Yes
Targeted Stream Posts	No	Yes	Yes*
Targeted Updates	No	Yes	No
Membership Restrictions	Yes*	No	Yes
Inbox Messaging	Yes	Yes	Yes
Engagement Metrics	No	Yes	No
Promotional Widgets	No	Yes	No
Personal URL	No	Yes	Yes
Create Event	Yes	Yes	Yes
Support for Applications	No	Yes	No
Administrator	Yes	Yes	No
* Messaging is restricted once a group grows past 5,000 members.			
* Excessive repetitive messaging can be targeted as spam.			

### **JMS Social Media Strategy**

#### *Creation of JMS Facebook Fan Page*

I created the JMS Facebook fan page on September 20, 2011, and the Twitter account on September 26, 2011. Facebook and Twitter hyperlink buttons were installed on the main JMS website. As discussed previously, Facebook fan page has a metric tool that tracks page interaction. This metric tool is called Facebook Insights.

Facebook Insights offers four options to sort data from previous posts. Each provides information on user reaction to certain posts. The options are reach, engaged users, talking about this, and virality. These four options are distinctive, but not by much.

The four categories and definitions in Facebook Insights are:

1. **Reach**- The number of unique people who have seen your post;
2. **Engaged Users**- The number of unique people who have clicked on your post;
3. **Talking About This**- The number of unique people who have created a story from your page post. Stories are created when someone likes, comments on, or shares your post; answers a question you posted; or responds to your event;
4. **Virality**- The percentage of people who have created a story from your Page post out of the total number of unique people who have seen it.

The most important category depends on the goal of the organization. For example, high reach is desirable, but without interaction, it is difficult to discern the number of users reached, or whether the post was simply overlooked. “Engaged Users” and “Talking about This” are useful categories because they measure users that actually engage with the post by clicking on it and sharing it with others. Essentially, the goal is to have users read posts and share information if it applies to them or others. This type of interaction leads to new users “liking” the page, creating a wider audience.

#### *Effectiveness of JMS Social Media*

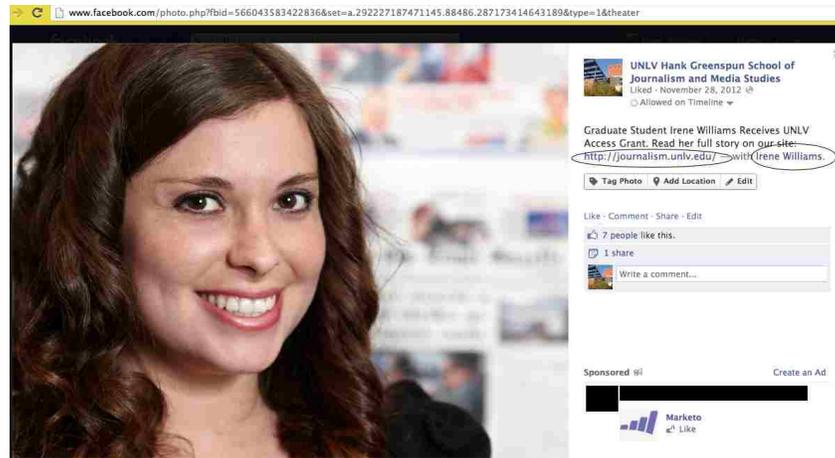
Communication between HEI and students has greatly increased because of the effectiveness of the JMS social media pages. Important dates, events, opportunities, and news have been communicated successfully because of these platforms. The simplicity and the easy availability to post content have made this possible. There are frequent interactions on both social media pages from students, companies, alumni and prospective students. The pages have received private messages from prospective students, and companies share job and internship opportunities with students. These

pages have met goals in all areas.

For this plan, the content posted on the JMS Facebook page during the fall semester of August 27- December 18, 2012, was analyzed. The posts on the JMS Facebook and Twitter pages are about students and faculty accomplishments, and events on and off campus that interest students. News about UNLV regarding classes, deadlines, and general stories were also posted. The majority of the content relates to scholarships, internships, and job opportunities in the Journalism and Media Studies field.

Below are the top 10 posts that had the highest “reach,” “engaged users,” “talking about this,” and “virality.” Four tables show how each post differed from each category. A broad post title was written in order to keep the privacy of the content users. The time and date of the posts were also noted in order to determine the best times to post. Finally, a category labeled “notes” was added in order to discuss the types of posts and amount of likes, shares and other commentary. Some of the stories are repeated as noted by an asterisk.

As seen in the tables below (Tables 4-7), the content receiving the most exposure, and interactivity are stories about students and faculty followed by event information. Stories that included a picture and tagged the person in featured received the most reach, engaged users, and had users talking about the story (Figure 1).



*Figure 1.* Facebook student story featuring a photo. This is a screenshot of JMS Facebook page that has a picture of the student, student tagged and the story of the student link.

The level of engagement can be attributed to the fact that the person in the picture was tagged and readily know to friends. Subsequently, friends were able to comment, share, and like the post. In addition, having a visual image made the stories more liked than those without (Figure 2).



*Figure 2.* Facebook post that included an image and information about event. This is a screenshot of JMS Facebook.

The earliest posts were at 8:00 a.m. and the latest at 10:00 p.m. Weekdays and weekends

were also included in the posting. The most interactive times varied from morning to late afternoon.

Table 4

*JMS Facebook Top 10 posts by Reach*

Posts Content	Reach	Engaged Users	Talking About This	Virality	Time	Date	Notes
*Faculty Story	363	65	53	14.60%	9:26 a.m.	11/30/12	Photo, tagged faculty and link to story; 33 likes, 3 shares, 14 comments
*Student Story	250	45	29	11.60%	9:28 a.m.	11/6/12	Photo, tagged student, and link to story; 25 likes, 10 comments
*Student Story	182	46	38	20.88%	10:41 a.m.	12/16/12	Photo, tagged student, and link to story; 35 likes, 6 comments
Student Story	142	12	6	4.23%	8:20 p.m.	11/26/12	Photo with link to story; 6 likes, 1 comment
School Story	139	8	3	2.16%	3:13 p.m.	8/22/12	Link of story with photo preview; 3 likes
Event Info	133	6	3	2.26%	9:42 a.m.	12/3/12	Info shared from other Facebook page; 3 likes
Event Announcement	128	11	4	3.13%	8:15 p.m.	11/26/12	4 likes
Photo Announcement	120	18	1	0.83%	8:07 p.m.	9/11/12	Photo of flooding shared from other Facebook page; 3 likes
Event Info	119	2	2	1.68%	9:45 a.m.	8/3/12	2 likes
*Event Info	119	15	8	6.72%	1:37 p.m.	8/30/12	Photo; 9 likes

Table 5

*JMS Facebook Top 10 posts by Engaged Users*

Posts Content	Reach	Engaged Users	Talking About This	Virality	Time	Date	Notes
*Faculty Story	363	65	53	14.60%	9:26 a.m.	11/30/12	Photo, tagged faculty and link to story; 33 likes, 3 shares, 14 comments
*Student Story	182	46	38	20.88%	10:41 a.m.	12/16/12	Photo, tagged student and link to story; 35 likes, 6 comments
*Student Story	250	45	29	11.60%	9:28 a.m.	11/6/12	Photo, tagged student, and link to story; 25 likes, 10 comments
*Student Story	91	26	21	23.08%	4:43 p.m.	10/14/12	Link of story with photo preview; 1 like
*Student Story	90	25	20	22.22%	5:32 p.m.	11/28/12	Photo, tagged student and link to story; 7 likes, 1 shared story
Photo Announcement	117	23	4	3.42%	8:09 p.m.	9/11/12	Photo of flooding shared from other Facebook page; 1 like
*Student Story	114	21	10	8.77%	10:02 a.m.	11/29/12	Link of story with photo preview; 6 likes, 2 shares, 1 comment
*Cartoon Image	104	19	12	11.54%	9:19 a.m.	12/10/12	Photo of cartoon; 8 likes
*Photo Announcement	120	18	1	0.83%	8:07 p.m.	9/11/12	Photo of flooding shared from other Facebook page; 3 likes
*Event Info	119	15	8	6.72%	1:37 p.m.	8/30/12	Photo; 9 likes

Table 6

*JMS Facebook Top 10 posts by Talking About This*

Posts Content	Reach	Engaged Users	Talking About This	Virality	Time	Date	Notes
*Faculty Story	363	65	53	14.60%	9:26 a.m.	11/30/12	Photo, tagged faculty and link to story; 33 likes, 3 shares, 14 comments
*Student Story	182	46	38	20.88%	10:41 a.m.	12/16/12	Photo, tagged student and link to story; 35 likes, 6 comments
*Student Story	250	45	29	11.60%	9:28 a.m.	11/6/12	Photo, tagged student, and link to story; 25 likes, 10 comments
*Student Story	91	26	21	23.08%	4:43 p.m.	10/14/12	Link of story with photo preview; 1 like
*Student Story	90	25	20	22.22%	5:32 p.m.	11/28/12	Photo, tagged student and link to story; 7 likes, 1 shared story
*Cartoon Image	104	19	12	11.54%	9:19 a.m.	12/10/12	Photo of cartoon; 8 likes
*Event Information	103	14	10	9.71%	5:55 p.m.	10/8/12	5 likes, 2 shares
*Student Story	114	21	10	8.77%	10:02 a.m.	11/29/12	Link of story with photo preview; 6 likes, 2 shares, 1 comment
*Event Info	119	15	8	6.72%	1:37 p.m.	8/30/12	Photo; 9 likes
Event Info	111	14	7	6.31%	9:42 a.m.	9/26/12	Event page with photo; 4 likes, 2 shares

Table 7

*JMS Facebook Top 10 posts by Virality*

Posts Content	Reach	Engaged Users	Talking About This	Virality	Time	Date	Notes
*Student Story	91	26	21	23.08%	4:43 p.m.	10/14/12	Link of story with photo preview; 1 like
*Student Story	90	25	20	22.22%	5:32 p.m.	11/28/12	Photo, tagged student and link to story; 7 likes, 1 shared story
*Student Story	182	46	38	20.88%	10:41 a.m.	12/16/12	Photo, tagged student and link to story; 35 likes, 6 comments
*Faculty Story	363	65	53	14.60%	9:26 a.m.	11/30/12	Photo, tagged faculty and link to story; 33 likes, 3 shares, 14 comments
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*Event Information	103	14	10	9.71%	5:55 p.m.	10/8/12	5 likes, 2 shares
*Student Story	114	21	10	8.77%	10:02 a.m.	11/29/12	Link of story with photo preview; 6 likes, 2 shares, 1 comment
Reminder to vote	62	10	5	8.06%	8:41 a.m.	11/6/12	Link with picture preview; 1 like
*Event Info	119	15	8	6.72%	1:37 p.m.	8/30/12	Photo; 9 likes

## **Demographics of JMS Facebook**

For JMS, discovering the Facebook fan page demographics was valuable information to know. This information helps understand the audience gender, age group, and location. This data prioritize a variety of goals and helps understand what content is valuable to the audience.

The UNLV Hank Greenspun School of Journalism and Media Studies Facebook fan page demographics for the fall 2012 semester has been broken down into two listings because the Facebook Insight only allows users to look up to 89 days of activity.

The UNLV fall semester began August 27, 2012 and ended December 15, 2012. For this plan, the demographic period from August 27-November 23, 2012, was observed and the second part was November 23-December 18, 2012. Three days were added to view the fall semester because graduation occurred December 18, 2012, because students were still on social media to see graduation posts.

From August 27-November 23, 2012, there was 241 likes. For November 23-December 18, 2012, there was 260 likes. In order to find out how many likes a page has in a period of time sum the total of likes per country (Figure 3).

During August 27-November 23, 2012, 61.6 percent of users liking the JMS page were women and 36.7 percent men (Figure 3). During the period of November 23-December 18, 2012, the fans were 62.2 percent women and 36.3 percent men, which was not a big difference from previous months (Figure 4). Not surprisingly, the main demographic group is within ages 18-34 for both men and women, which is the normal college age group for undergraduates and graduate students. Undergraduate students are

18-24, and graduate students and alumni are typically 25-34.

During August 27-November 23, 2012, the majority was women 18-24 with 26.9 percent and just shortly behind was women ages 25-34 with 24.5 percent (Figure 3).

From November 23 through December 18, 2012 not much had changed from previous measurements, with the highest demographic being women 18-24 (27.8 percent) and women ages 25-34 (24.7 percent) (Figure 4).

For men the peak during August 27-November 23, 2012, was among older students ages 25-34 with 14.7 percent vs. 9.8 percent ages 18-24 (Figure 3). Not a lot changed during November 23-December 18, 2012, with older students ages 25-34 at 14.3 percent vs. the 9.3 percent ages 18-24. Why there is such a big difference in likes among men is a mystery. Perhaps the graduate men students are more involved with social media pages than the younger undergraduate students are. Perhaps it is because when the page was first created the administrator (me) was a graduate student and invited fellow peers to join the page. Communicating to undergraduates has been a different approach and more hands off with most likes stemming from organic growth.

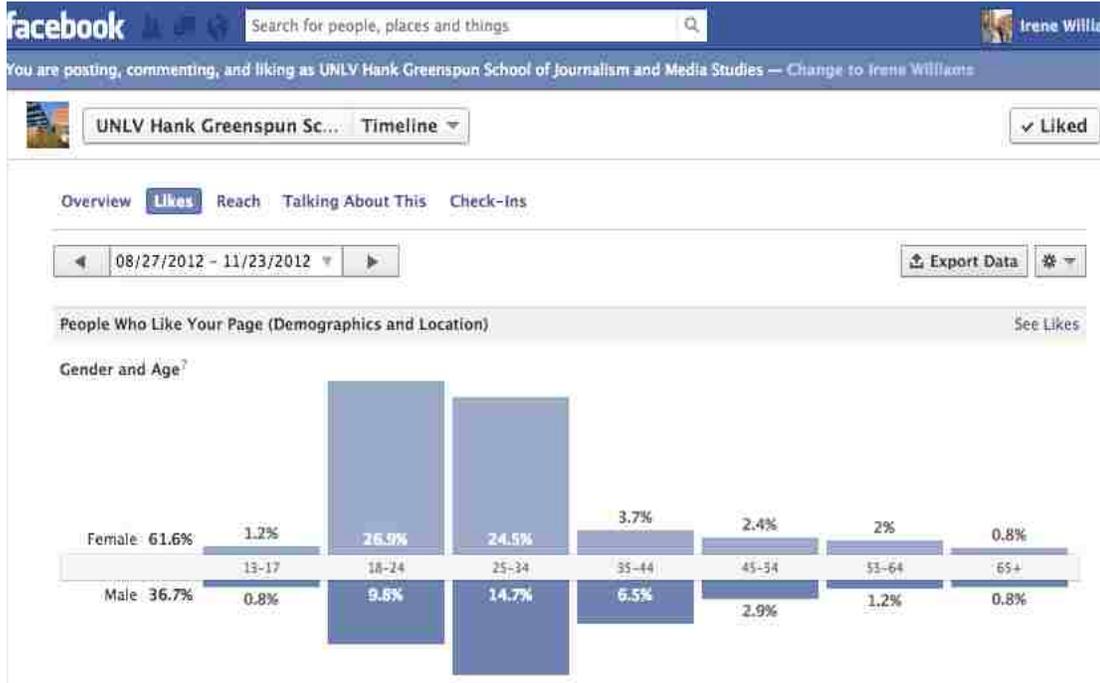


Figure 3. Facebook demographics, this screenshot is from Facebook page Insight of JMS Demographics from August 27-November 23, 2012 showing age groups.

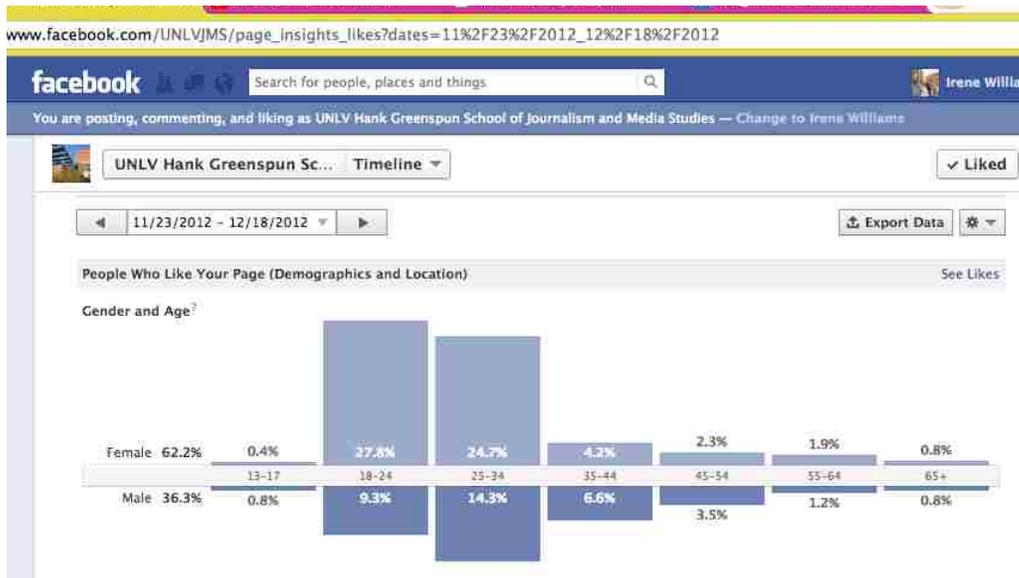


Figure 4. Facebook demographics, this screenshot is from Facebook page Insight of JMS Demographics from November 23-December 18, 2012 showing age groups.

The majority of fans are in the United States (224 users) and the rest are from 17 different countries August 27-November 23, 2012 (Figure 3). During November 23-December 18, 2012, 235 of the likes were from United States and 18 from other countries. Not surprisingly, most users live in Las Vegas and Henderson (a suburb of Las Vegas). The rest were from other major US cities (Figure 5 and 6). The most common language spoken was English. Surprisingly, the rest of the languages varied from Italian, Spanish to Portuguese (Figure 5 and 6).

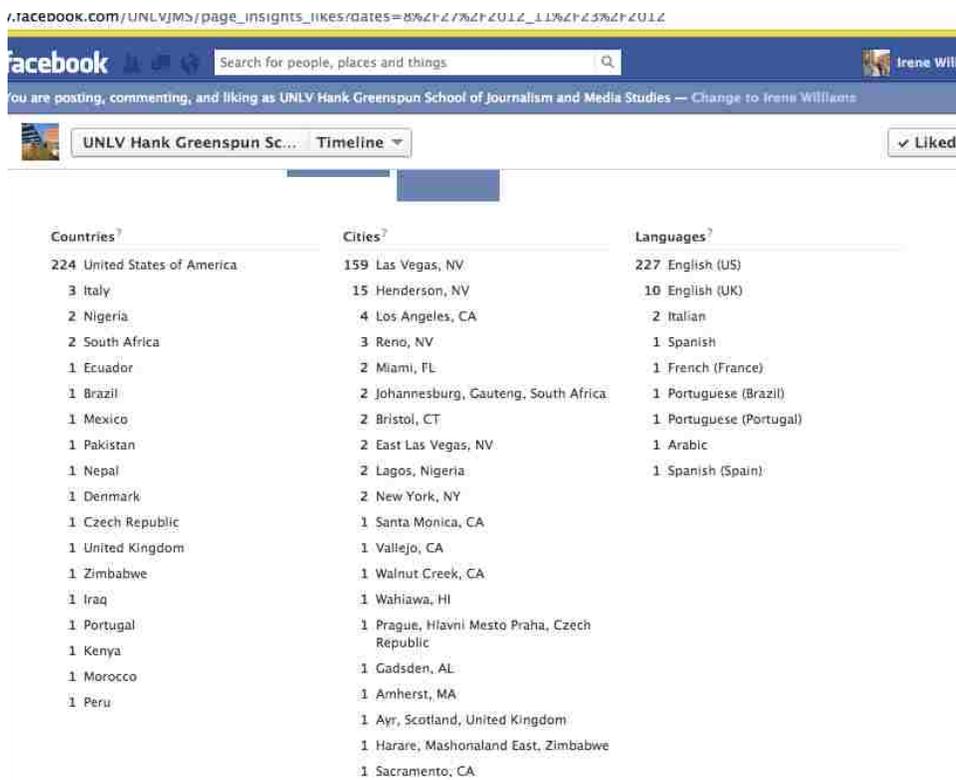


Figure 5. Facebook demographics, this screenshot is from Facebook page Insight of JMS Demographics from August 27-November 23, 2012 showing countries.



Figure 6. Facebook demographics, this screenshot is from Facebook page Insight of JMS Demographics from November 23 – December 18, 2012 showing countries.

A common question is where did most of the likes come from? Given this page has been live since September 2011, the likes in graph 6 show where the likes originated in the period of August 27- November 23, 2012. In that short time, 44 of the new likes came from the page itself and 12 from a mobile device like a cell phone (Figure 7 for details). For November 23-December 18, 2012, seven of the likes came from the actual page and three came from mobile sources (Figure 8). The likes from timeline are when fans like the page of a fan's timeline. For example, when a user posts or mentions the page, the interaction appears on the user's news feed and that is where a new fan is found. Third Party Apps are from apps that are made from other media sources.

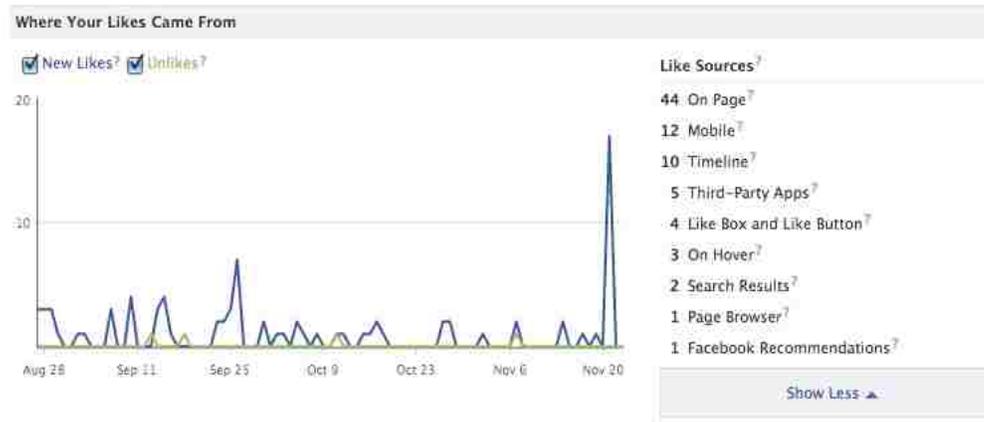


Figure 7. Facebook demographics, this screenshot is from Facebook page Insight of JMS Demographics from August 27-November 23, 2012 showing where likes came from.

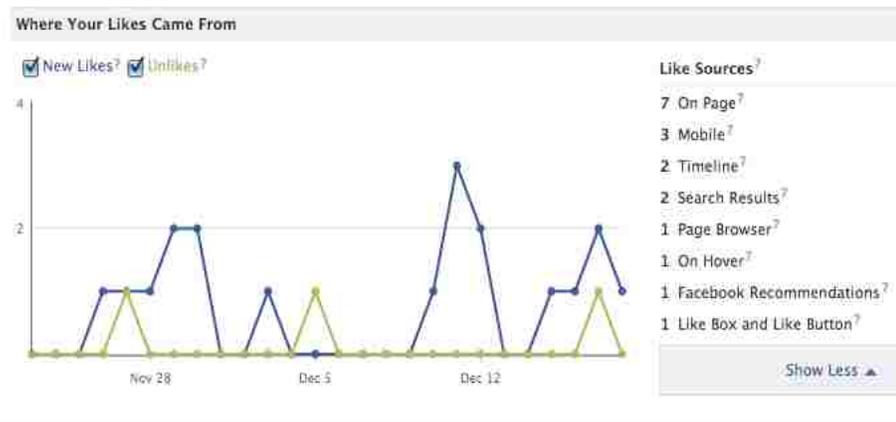


Figure 8. Facebook demographics, this screenshot is from Facebook page Insight of JMS Demographics from November 23-December 18, 2012 showing where likes came from.

### Demographics of JMS Twitter

The demographics for Twitter are important to know. This information, just like the Facebook demographics, helps understand the audience gender, age group, and location. This data prioritize a variety of goals and helps understand what content is

valuable to the audience.

At the end of the fall semester December 18, 2012, Twitter had 162 followers. This measurement was recorded manually. By March 4, 2013, the JMS Twitter page had 176 followers. Twitter does not have an insight metric tool like Facebook, so only the current demographics will be analyzed instead of viewing just the fall semester. For this project, a third party application called KnowYourFollowers.com was used to see the demographics. Since the application does not have an option to back track in time to the fall semester, only the current followers' demographics will be reported.

All Twitter activity for fall semester during the time of August 27- November 23, 2012, was reported in Table 8. The table is divided by post content, retweet, mentions, dates, and the notes of initiated the interaction by either company or student.

The most popular post content for Twitter was event information, which differs from the Facebook posts. The event information received the most retweets, followed shortly by mentions. The retweets and mentions of the event information came mostly by companies and other UNLV twitter accounts. The second most popular tweets were about internship opportunities from companies.

The Twitter activity differs from the most popular Facebook posts. Facebook is more about a community where the stories of students and faculty are more important. Twitter's most popular tweets were not about student personal stories, but about information, events, and upcoming opportunities. Perhaps it is because Twitter is seen more as a short messaging social medium that has a simple interface where Facebook is the opposite. Unfortunately, for Twitter the actual time that the tweets were mentioned or retweeted could not be recorded because Twitter does not store that information.

Table 8

*JMS Twitter Activity for Fall 2012*

Post Content	Retweet	Mentions	Date	Notes
Internship Opportunity	1		8/1/12	By company
Event Information	1		8/9/12	By other UNLV site
Event Information	1		8/22/12	By student
Event Information	1		8/27/12	By other UNLV site
Event Information		1	8/28/12	By other UNLV site
Internship Opportunity	1	1	9/25/12	By company
Internship Opportunity		1	10/4/12	By company
Event Information		1	10/4/12	By company
Event Information		1	10/10/12	By company
Event Information	1		10/17/12	By other UNLV site
Advertising		1	10/18/12	By company
Internship Opportunity		1	10/18/12	By company
Event Information	1		10/23/12	By other UNLV site
Event Information	2		11/6/12	By student & other UNLV site
Event Information	1		11/8/12	By other UNLV site
Scholarship Opportunity		1	11/9/12	By student
News Information	1		12/3/12	By other UNLV site
Thank you		1	12/7/12	By other UNLV site
Thank you		1	12/12/12	By other UNLV site
News Information	1		12/12/12	By other UNLV site

The demographics for the Twitter account are more difficult to analyze than Facebook. Twitter does not require its users to document ages, location, gender, and other personal information, which makes it harder to identify key demographic elements.

Twitter is still a social network with a big community of followers however; the

infrastructure is not so personal like Facebook. Twitter is simple where it only requires a username, email, and password. The rest is up to the user if they wish to disclose. This is why it is so difficult to acquire demographics. However, using KnowYourFollowers.com made the results possible. The application analyzes the information that the account has on its followers. The application is limited to information provided by the users.

As seen on summary analysis of KnowYourFollowers.com (Figure 9), 97.1 percent of the JMS Twitter followers are from the United States out of 140. Out of the 112 it analyzed, 90.2 percent are from Las Vegas. From the 130 users analyzed 77.7 percent were people and 22.3 percent were companies. From the 83 users analyzed, 66.3 percent were women and 33.7 percent were men. The likes and professions of these followers were corresponded with the JMS page. A majority of users are interested in music, news, sports, TV/film, wining/dining, writing, and comedy. The most popular profession was “journalist.” The accuracy of this application is not entirely reliable because of the lack of precise information and the fact that Twitter does not have its own metric tools. This app however, does share great knowledge of the JMS Twitter followers and their demographics.

By simply browsing the followers for JMS, we see that the majority are students, and other UNLV organizations. The second most frequent follower group is companies in the media field. These companies constantly mention employment or internship opportunities to the JMS Twitter page via tweet. If JMS mentions an event the company is hosting, the company usually retweets the message. This is a great tool to receive valuable opportunities for students.

By Country	By US State	By City
United States 136 97.1%	Nevada 102 87.9%	Las Vegas 101 90.2%
Spain 1 0.7%	California 4 3.4%	Sao Paulo 1 0.9%
Brazil 1 0.7%	Michigan 1 0.9%	Los Angeles 1 0.9%
United Kingdom 1 0.7%	Maryland 1 0.9%	New York 1 0.9%
Israel 1 0.7%	Colorado 1 0.9%	Rockville, MD 1 0.9%
	Arizona 1 0.9%	Singapore 1 0.9%
	Other <i>see more</i>	Other <i>see more</i>
Total analyzed: 140 100%	Total analyzed: 116 100%	Total analyzed: 112 100%

Account type	Gender	Family status
People 101 77.7%	Female 55 68.3%	Married 31 55.4%
Companies/orgs 29 22.3%	Male 28 33.7%	Parents 27 48.2%
		Single 9 16.1%
Total analyzed: 130 100%	Total analyzed: 83 100%	Total analyzed: 56 100%

Likes & Interests	Professions	They are...
Music 17 11.9%	Journalists 12 23.5%	Working 37 75.5%
News 15 10.5%	Senior managers 8 15.7%	Students 12 24.5%
Sports 14 9.8%	Teachers 6 11.8%	
TV/film 14 9.8%	Sales/marketing 5 9.8%	
Wining & dining 13 9.1%	Entrepreneurs 3 5.9%	
Comedy 9 6.3%	Web developers 2 3.9%	
Other <i>see more</i>	Other <i>see more</i>	
Total analyzed: 143 100%	Total analyzed: 51 100%	Total analyzed: 49 100%

Figure 9. Summary analysis for Twitter screenshot using KnowYourFollowers.com for JMS Twitter page.

## CHAPTER FOUR

### CONCLUSION

#### **Summary of Initial JMS Social Media Plan Strategies**

Several benefits of social media emerged during implementation of initial strategies. Through this plan, distinguishing the importance of creating social media pages and using it strategically was accomplished. Creating the correct social media pages for the HEI is vital. Every HEI is different and it all depends on what the page will be used for as well as what type of resources will be posted.

For JMS, the most vital posts that received the most engagement with users and popularity did vary between Facebook and Twitter. However, the same content was posted on both pages and therefore it is equally important to communicate these messages using both accounts. Here are the top five content posts that should be communicated to students using Facebook and Twitter for JMS:

- 1. Event Information:** Posting information and details about event opportunities for students. For Facebook, creating an event on the page and reminding students about it was effective. It is important to create the event invitation early (within a week or two ahead) and post reminders of it (not every day) but about twice a week and the day before the event. On Twitter, posting a simple message with a link to the event Facebook page details works just as great (Figures 10-12).



Figure 10. Facebook event invite screenshot from JMS Facebook page.



Figure 11. Twitter event reminder example from a screenshot of JMS Twitter page.



Figure 12. Twitter event reminder example when link is clicked from Figure 10, Twitter directs users to page above. This is a screenshot of the JMS Twitter page with a redirect link to a Facebook post. The “Election Night Broadcast” Facebook Event Invite is below where students can click.

**2. Student Stories:** It is important to post accomplishments and information about current students. For example, if a student wins an award for scholarly work or has presented in a conference, posting a brief sentence of the student and their accomplishments and directing the audience to the school website that has a detail story is a great way to engage with users. As discovered, attaching a photo to the post and tagging the student only adds more likeliness of receiving more exposure to the audience (particularly on Facebook). See Figure 13.



Figure 13. Facebook student story featuring a photo. This is a screenshot of the JMS Facebook page that has a picture of the student, who is tagged, along with the story of the student linked.

**3. Internship and Job Opportunities:** Many students are employed or looking to start a career. Posting content on internships and job opportunities is very important and popular among students. See Figure 14.



Figure 14. Facebook job post. This is a screenshot of the JMS Facebook page with information about career opportunities.

**4. Scholarship Opportunities:** Financial Aid opportunities, such as scholarships

and grants are also very important to students. Therefore, it is important to post content on the opportunities that are available for students. See Figure 15:



Figure 15. Facebook scholarship post. This is a screenshot of the JMS Facebook page that has detailed information of a scholarship opportunity.

**5. News:** Finally, posting current news about the University or reminding students of important dates are critical to students. See Figure 16.



Figure 16. Facebook news post. This is a screenshot of the JMS Facebook page with detailed information about a news story.

Selecting the correct Facebook page is vital. The wrong page can damage brand authenticity, and undermine the pages' credibility. This plan revealed that creating a Facebook fan page is the best route for institutions that have many fans, as well as for those who want to engage in marketing and to keep track of the page's performance.

Once a page is created, it is important to reflect on the past content and see what users find interesting. Using the Facebook Insight tool and observing Twitter interactions are good ways to see what messages are the most important to students. This helps build a strong relationship with users and can better target the audience with specific posts.

For the success of these pages, additional marketing tactics are needed in order for students to like and engage in the page like proposed. In addition to the strategies already employed, additional recommendations are now proposed. Additional research is required, however, to evaluate effectiveness.

### **Strategic Recommendations for the Future**

The current JMS Facebook and Twitter accounts implemented by this plan are working successfully; users are engaged and fans and followers are increasing. However, there is always room for improvement, and after this plan was analyzed, additional recommendations are proposed.

#### *Improvements for JMS Social Media Pages*

*Twitter:* Currently, JMS Twitter should restructure the current communication platform for Twitter. Here is a list of improvements to advance communication dialogue:

1. **Third Party Application:** A third party application was installed on the JMS Facebook so that all of the content that gets posted on Facebook is automatically posted on Twitter. When a Facebook post is longer than 140 characters, it is automatically truncated and a link is provided for users to click on to either read the remaining content of the post. The pros and cons are:
  - a. The con is that if there is a link associated with the post, followers are redirected to the new link, which is a problem for users since they do not get the chance to read the whole message.
  - b. The con is that not all of the Twitter followers will click on the link to read the remainder of a story, which can lose many readers.
  - c. The pro is that if a message cannot be shortened to 140 characters, than posting detailed information is helpful to the followers since they can read the message as a whole.
  - d. The pro is that it helps the Facebook administrator cut time by not having to log in and brainstorm the same message in less than 140 characters.
2. **Shorter Tweets:** Writing shorter, simpler tweets is the strength of Twitter, so condensing a long message into a short sentence is what gets users more engaged.
3. **Twitter's Search Engine:** Twitter has a great search engine within the page that lets users type in a word or hashtag to find common tweets. This is a great tool to engage with followers on Twitter.

*Facebook:* The recommendations for Facebook are to continue the current path.

Currently, the fans seem to appreciate the messages that are being posted based on the

number of page views, and engagement most messages receive. Here is a list of recommendations for Facebook to improve communication dialogue:

1. **Images:** From what has been learned from the findings, use more images when discussing topics that lend themselves to visuals. For example, when a story is posted about a student and a picture of the student is used, the post gets a better response than those stories without. Perhaps, the association of seeing an image and recognizing the student is more appealing than straight text.
  - a. **Tagging Photo:** If there is a picture of a student and the social media coordinator are friends with that person, than tagging that student in the image involves that student's social media network to view the photo and read the story. This taps into a potentially larger response from the student's own fans.
2. **Ask Questions:** In order to improve dialogue, Facebook has an *ask a question* poll. The future social media coordinator can ask students about a variety of topics. This is a potentially useful for JMS to poll students on a regular basis. Questions can vary from a simple "What are your plans for the summer?" to "What types of classes are you interested in enrolling in?"

### **Objectives for the Future of JMS Social Media Pages**

Goals for the future plan for JMS Social Media pages:

1. **More Fans/Followers:** Even though JMS is currently growing weekly in fans and followers, the number of students majoring in JMS is greater than current fans. Therefore, increasing awareness of social media pages should be a vital goal.

2. **Hire a Social Media Coordinator:** JMS should hire a full time employee trained in this field. Since there is a manageable amount of information to post throughout the day, this person can be in charge of JMS social media accounts, write stories on the website, and create advertising campaigns for events and stories. This would be ideal if YouTube, and LinkedIn accounts are added. If not, having one person create different accounts for all of the schools within the College of Urban Affairs and managing them would be more than enough workload.
3. **Inform Faculty:** Educate staff about the role of the social media coordinator. This is vital for things like events, opportunities for students, and any miscellaneous message that is important to students. It is important for the staff to recognize that the coordinator can assist with information dissemination. It is difficult when the social media coordinator has to search for information while important news could be communicated. This was one of the main reasons this communication plan was envisioned: to improve communication between faculty and students.
4. **Branching Out:** JMS should consider launching a YouTube account in the near future. Alternatively, collaboration with existing YouTube accounts in the School would be desirable such as those in broadcasting classes. JMS should consider LinkedIn group in order to communicate with professionals, students, and alumni.
5. **Analyzing Data:** In order to improve communication, analyzing data collected by social media pages should be done every few months or at least once a semester.

This way the social media coordinator can revamp the accounts and see what worked.

6. **No Over Posting:** Updating daily is a good but over posting is not. Currently, JMS updates Monday through Friday at least once per day. However, if there is a large amount of information to be posted, the content is spaced out for optimal exposure. Over posting can lead to unlikes/unfollowers so limiting posts to a few a day and spacing the posts out is essential. If there are too many posts within an hour for example, the content might not be posted on the fans news feed. Also, posting content just to fill space is never a good idea. Posting important or valuable content helps to build a successful page. Avoid posting long messages and aim for short and informational posts. It is also important to remember that the Fan page represents the School so keep personal opinions to oneself. The tone of the Fan page should be consistent throughout all posts and reflect the atmosphere of the School as well as possible.
7. **Privacy and Regulations:** It is important for HEI to stay connected in order to protect the brand and reputation of the school. It is also important to establish regulations for users that post on Facebook and Twitter pages. Currently, JMS Facebook and Twitter pages follow the UNLV's social media policy that states, "The University of Nevada, Las Vegas monitors all content posted on its official social media sites. We reserve the right to delete posts based on context; this includes but is not limited to:
  - Offensive, unlawful, threatening, harassing, personal attacks or abusive posts

- Promotions by non-UNLV organizations
- Promotions for non-UNLV events
- Discounts offered to UNLV students, staff or faculty by non-UNLV organizations” (“UNLV Social Media and RSS Feeds,” 2012).

The University, the College of Urban Affairs, and the School of Journalism and Media Studies—and any other academic unit—will also need to examine its Family Educational Rights and Privacy Act (FERPA) compliance in the context of social media ([www.unlv.edu/registrar/ferpa](http://www.unlv.edu/registrar/ferpa)). Accordingly, disclaimers with appropriate language informing participants in social media groups should be worded to exempt the institutions from privacy concerns.

### Strategy Recommendations

Here are recommendations to improve and increase new likes and followers to the current social media pages:

1. **Email Signatures:** Inserting social media buttons to the bottom of faculty, staff, student workers, and graduate assistants’ email signatures. These buttons should be hyperlinked to the JMS social media pages (Figure 17).



Figure 17. Email signatures with social media buttons/hyperlinks. This is a screenshot

of the JMS Facebook page with detailed information of career opportunities.

2. **Contest:** Creating a social media contest can be a great way to gain new followers.

A Twitter marketing campaign can promote the contest. Below is an example of how UNLV's Student Union did this successfully and improved interactivity (Figure 18). The Student Union used the Twitter hashtag feature in order to increase awareness and followers to their Twitter account. See appendix where an example of the power of hashtag using #UNLV was analyzed.



Figure 18. Twitter contest. This is a screenshot from a Student Union Facebook Post with information about photo contest using Facebook to advertise Twitter.

<<http://www.facebook.com/photo.php?fbid=562581037091536&set=a.284104671605842.90193.136158579733786&type=1&theater>>.

Similarly, JMS can create a similar approach in order to gain new followers and likes.

a. **Contest:** For Facebook, a similar contest can be created where students submit their favorite spot in JMS, and JMS Facebook can post and ask

users to like their favorite picture. The picture with the most likes wins a prize.

3. **Posters:** Creating hard copy poster that list the social media links simply saying “Like us” or something along those lines and posted throughout the School (Appendix A).
4. **Other Channels:** Advertising the social media pages across other media channels that JMS is in control of should be considered. For example, using the radio and TV stations to announce JMS social media pages would be an effective way to spread the word to future students.
5. **Outside Advertising:** Advertising in the student union about the page is another way to spread the word to current UNLV students. Creating table tents, banners, or posters and getting permission to post in the student union is recommended.
6. **Twitter Search Engine:** For upcoming events, using Twitter search engine is a great way to see what users are discussing. Typing in the event name to engage users has potential to reach students. For example, during orientation, searching keywords like “UNLV orientation” enables the social media coordinator to see what types of conversations are being discussed via Twitter. If students are tweeting about being undeclared or wanting to learn more about different programs, the coordinator can reply to users and invite them to tour the school. This is just one example of how Twitter can be used as a recruitment tool.
7. **Inspiration:** When inspiration is needed, explore other social media sites. It is especially helpful when looking for content to post. By seeing what other UNLV

social media pages are posting and noting what events or news is going on such information can be shared with JMS students.

8. **Analytics:** Facebook Insight tool has an enormous amount of information that can improve communication/ marketing efforts. This plan briefly uses the tool, however, there is much more that can be done, especially for current posts. Downloading the Facebook Insights guide is the first step in understanding how this program used. Visit <<http://ads.ak.facebook.com/ads/creative/insights/page-insights-guide.pdf>> for Facebook Insight handout.
9. **Third Party Applications:** For both social media pages, using third party applications provides a visualization of how the page is working. See the appendix for current Facebook statistics from a third party application name Visual.ly.

### **The Future of Social Media**

Facebook is changing all the time, especially now that it has become a publicly traded company. Since the company went public, there have been many changes. One of those changes is the option to promote personal posts. Facebook gives users the opportunity to promote their personal post, whereas before only Fan pages had that option for marketing purposes. The company is currently working on a new algorithm to display users news feed. The upcoming changes could hinder companies because the news feed will now filter company posts and friends post separately, where users can opt out on company posts. While this option has always been available (opting out), separating posts from companies to friends and families has not, which can make a

difference in exposure (Fiegerman, 2013). If these changes make a negative impact on fan pages, other social media pages are available and growing in popularity like Twitter, Instagram, Pinterest, YouTube, Yelp, Four Square and so on. Facebook might not be the best place to be for HEI in the next three to ten years.

No one can predict if it might face the same destiny as MySpace. Myspace was the most popular site from 2005 to 2008, but as soon as it was purchased for \$580 million in 2005 by Rupert Murdoch's News Corporation (parent company of Fox Broadcasting), its popularity plummeted (Ehrlich, 2011). Myspace's new owner changed the objectives of the site and users left for Facebook. In 2011, Myspace sold again for merely \$35 million to an advertising network (Ehrlich, 2011). Regardless of the future of Facebook, this social media plan argues that social media will remain important in maintaining relationships with future, current, and past students.

The limitations of this study were identified in discovering that there is no direct correlation between online activity and action after the fact; meaning, "liking" a story on Facebook does not necessarily mean the content featured will lead to a change in behavior. However, the research here has demonstrated that online activity has contributed to the overall information received by both current students and potential students—the latter being a key demographic for recruiters to target. An area for future study can include a survey of in-coming students to determine how they might have heard about JMS through social media sites, identifying specifically effective pages or individual stories. An effective survey would determine if the social media strategies influenced the decision of new students to apply.

Social media pages might change, but social media is not going away. The health of universities and schools with increasingly limited budgets for advertising may in fact depend on a well-developed social media program. Using social media resources to their maximum potential may also increase the quantity and quality of in-coming students, which in the end will no doubt provide an economic incentive for programs to use it. Moreover, JMS by definition will need to integrate a social media plan to stay relevant among future generations of students who will identify social media as an essential aspect of media studies.

## Appendix

### Appendix A:

#### Glossary

*The terms in the glossary were collected from Twitter and Facebook Glossary and Facebook Insight Handout section.*

**Admin** - Admins are people who create and manage activity in groups and pages. Learn more about group admins and page admins.

**Engaged Users** - The number of unique people who have clicked on your post.

**Follow, Followers, Unfollow** - To *follow* someone on Twitter is to subscribe to their Tweets in your timeline. A *follower* is another Twitter user who has followed you. To stop following another Twitter user is to *unfollow* them. Once you do this, their Tweets no longer show up in your timeline.

**Group** - Groups are close circles of people that share and keep in touch on Facebook.

**Hashtag** - Users often add the hashtag symbol (#) before words or phrases in their Tweets to categorize them for others or to organize conversations around a theme. Users can click on hashtags to see similarly themed Tweets.

**Like** - Clicking Like is a way to give positive feedback and connect with things you care about.

**Link** - You can share a link from the web on Facebook.

**Mention** - Bring a Tweet to a user's attention by including their @username in a Tweet. This is called a mention and will appear to the @username you mentioned as well as to all of your followers. You can see who mentioned you in the mention section of your Twitter profile.

**Message** - (Facebook) Your messages and messages inbox house your ongoing conversations with people on Facebook.

**Message** - (Twitter) A direct message (DM) is a private message that only you and the recipient can see. To DM someone, start your Tweet with DM or D, eg: “DM @joesmith234 what is your order number?”

**Mobile** - You can update your status, browse your News Feed, and view friends’ timelines all from your mobile phone.

**Networks** - Networks are affiliations with schools or workplaces on Facebook.

**News Feed** - Your News Feed is an ongoing list of updates on your homepage that shows you what is new with the friends and pages you follow.

**Notifications** - Notifications are email, onsite, or mobile updates about activity on Facebook.

**Page** - Pages allow businesses, brands, and celebrities to connect with people on Facebook. Admins can post information and News Feed updates to people who like their pages.

**Places** - You can share where you are with your friends by checking into places. You can also find friends nearby.

**Reach** - The number of unique people who have seen your post.

**Reply** - An @reply is a Tweet posted in reply to another user’s message. This is usually done by clicking the “reply” button in their Tweet. @replies always begin with the “@” symbol, followed by the username.

**Retweet** - You can pass along someone’s Tweet by retweeting it. Just hit the Retweet button to send the original message to all of your followers.

**Social Plug ins** - Social plugins are tools that other websites can use to provide people with personalized and social experiences. When you interact with social plugins, you share your experiences off Facebook with your friends on Facebook.

**Tagging** -A tag links a person, Page, or place to something you post, like a status update or a photo. For example, you can tag a photo to say who is in the photo or post a status update and say who you're with

**Talking About This** - The number of unique people who have created a story from your page post. Stories are created when someone likes, comments, on or shares your post; answers a question you posted; or responds to your event.

**Timeline** - (twitter) Your timeline is a list of real-time Tweets from the users you are following.

**Timeline** - Your timeline is your collection of the photos, stories, and experiences that tell your story.

**Tweet** - (noun) A message posted via Twitter containing 140 characters or less.

**Tweet** - (verb) Tweet, tweeting, tweeted. The act of posting a message through a Tweet.

**Virality** - The percentage of people who have created a story from your Page post out of the total number of unique people who have seen it.

**Wall** - Your Wall is the space on your profile where you and friends can post and share.

Appendix B:

Facebook Twitter Promotion Poster

**We are on Facebook and Twitter!**



Follow us!

We post scholarships, internships, job opportunities  
and events that are occurring around campus!



**Facebook**

[Facebook.com/unlvjms](https://www.facebook.com/unlvjms)



**Twitter**

[Twitter.com/unlv\\_jms](https://twitter.com/unlv_jms)

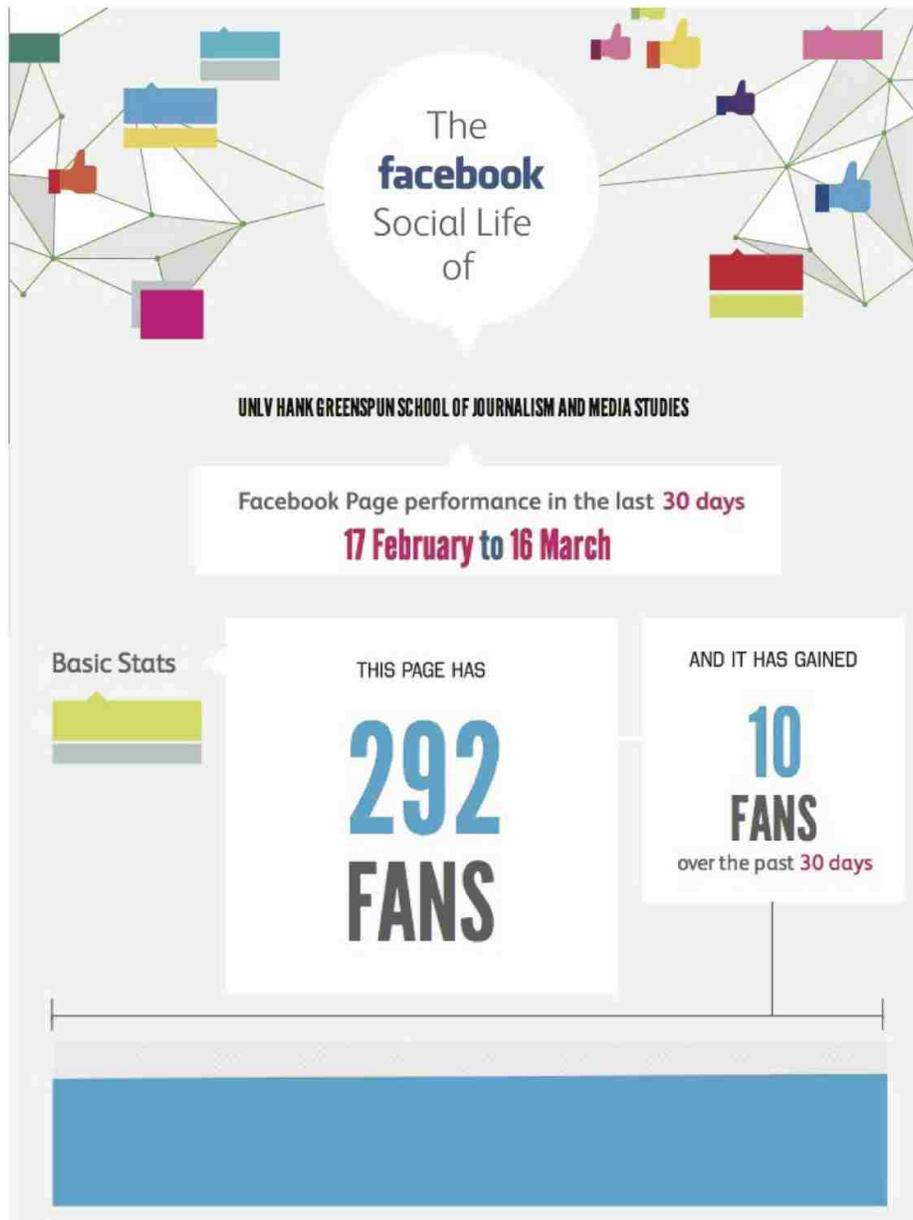
Appendix C:

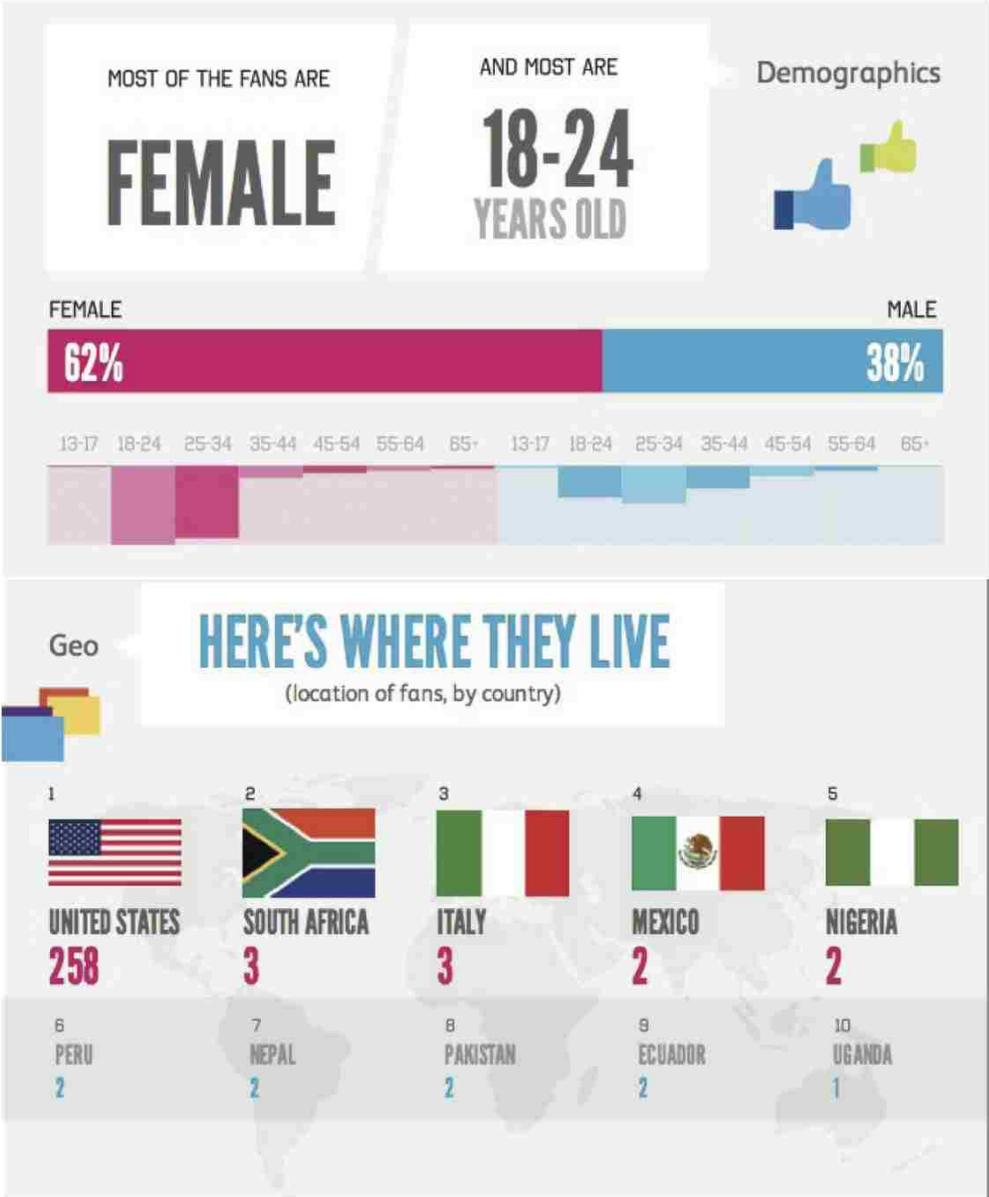
JMS Facebook current overview from March 18, 2013 using screenshot.



Appendix D:

Facebook Insights by Visual.ly application for February 17- March 16, 2013.





OK cool, but how well is the content

**PERFORMING?**

**WHO SEES, CLICKS ON, AND TELLS 'STORIES' ABOUT THE CONTENT?**

THIS PAGE GOT

**6.1k**  
**IMPRESSIONS**

(Views of any content)

A TOTAL OF

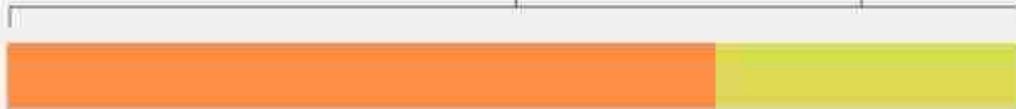
**184**  
**ENGAGEMENTS**

(Any click)

AND

**80**  
**STORIES**

(Deeper engagement: likes, shares, etc.)



This ratio can give an idea of how effectively content engages the audience

# WHO IS SPREADING THE WORD?

Storytellers

And deeply engaging with content?

THOSE  
**80**  
STORIES

CAME FROM  
**43**  
PEOPLE



MOST OF THE STORIES CAME FROM

**NORTH AMERICA**

& THE MOST LIKELY STORYTELLERS ARE

**WOMEN**

**30**

WOMEN

**8**

MEN

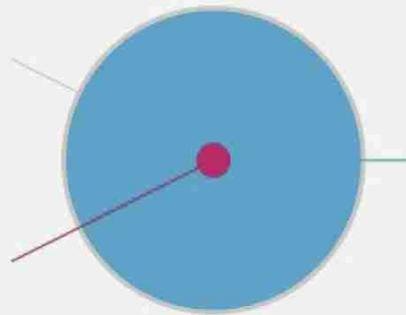
Virality

## HOW MANY PEOPLE SAW THE CONTENT?

These ratios can give a good idea of 'virality' and 'reach'

**3.5k**  
UNIQUE  
IMPRESSIONS

**43**  
STORYTELLERS



**3.3k**  
VIRAL UNIQUE  
IMPRESSIONS

If the numbers in this chart are close together, it can mean that the content was very 'viral'

- # of people who saw the content anywhere on facebook
- # of people telling 'stories' (stories increase content reach)
- # of people who saw the content after a friend told a 'story' about it

That's the  
Social Life of

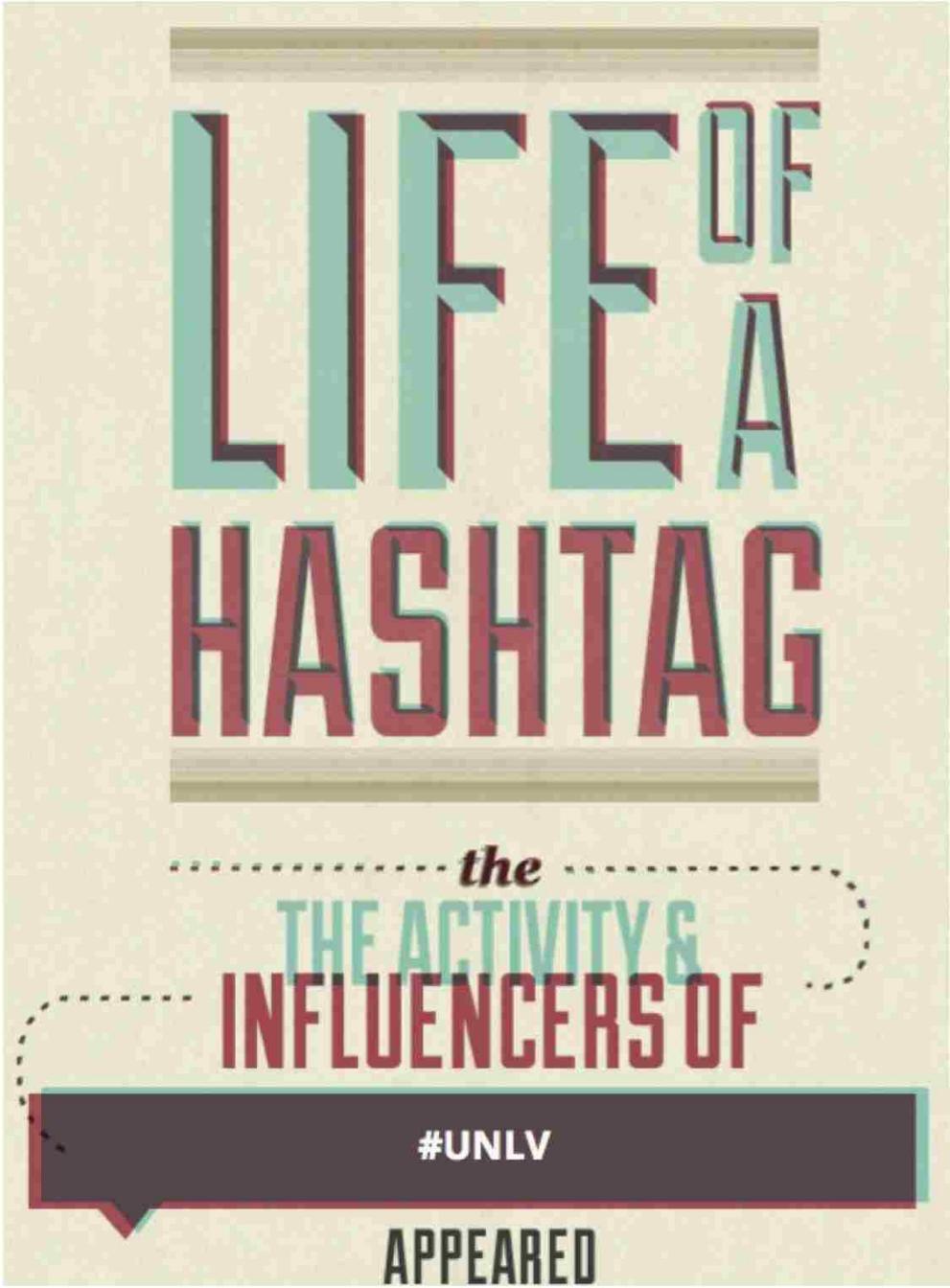
UNLV HANK GREENSPUN SCHOOL OF JOURNALISM AND MEDIA STUDIES

Over the last **30 days**

SOURCES: Facebook API

 visual.ly

Appendix E:  
Facebook Insights by Visual.ly application for Twitter using details the Life of a Hashtag  
example: #UNLV



# 7,640 TIMES IN THE PAST MONTH

This report is a snapshot in time, detailing the most influential Twitter users mentioning this hashtag on its first, peak, and last appearance in the past month. Their level of influence is determined by the number of followers.

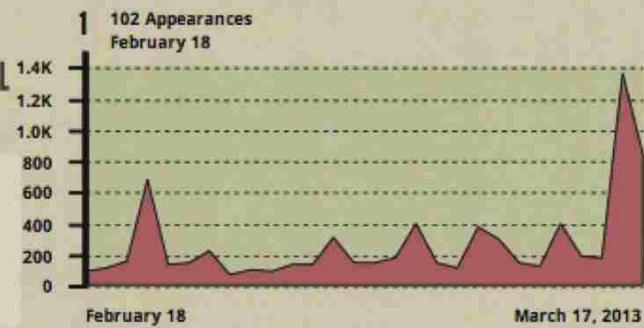
## THE BEGINNING

### THE MOST INFLUENTIAL USER ON FIRST DAY:

AP\_Top25



FOLLOWERS:  
73,488



1,373 Appearances on peak day

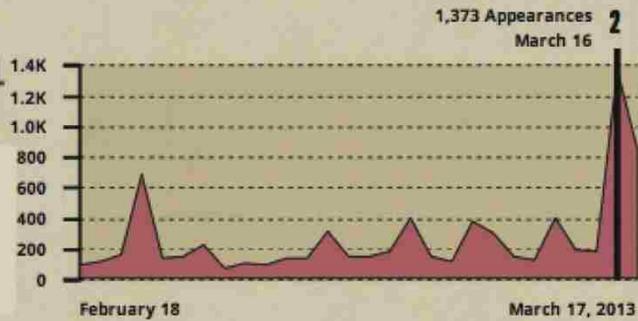
## THE PEAK DAY

### THE MOST INFLUENTIAL USER ON PEAK DAY:

GottliebShow



FOLLOWERS:  
111,483



## TOP INFLUENCERS

These two users were engaged in the most outspoken discussion on the topic.



GregAnthony50

FOLLOWERS: 123,020



Dameshek

FOLLOWERS: 38,241

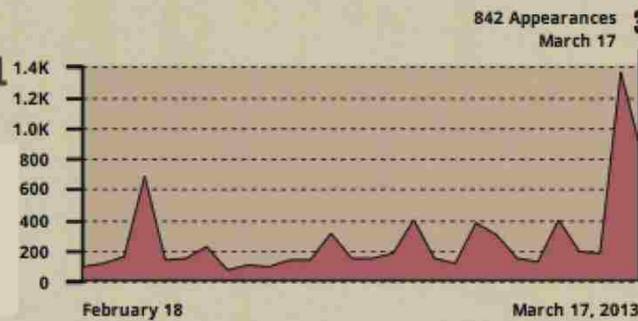
## THE LATEST TWEET

### THE MOST INFLUENTIAL USER ON LAST DAY:

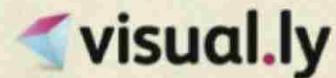
AP\_Top25



FOLLOWERS:  
73,488



SOURCES:  
TWITTER  
PEOPLEBROWSER



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Interview, write, edit, photograph and publish articles on School's website

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