



#BigOrangeDraw



Hannah Carroll - Erin Doyle - Sarah Beth Nelius
Jake Nelson - Rebecca Weinstein - Catherine Willis

Meet the Team



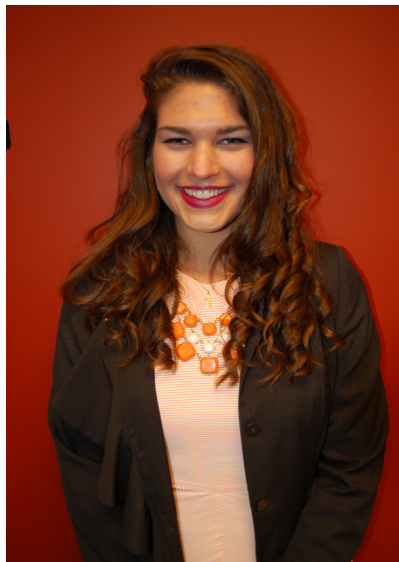
Rebecca Weinstein



Erin Doyle



Jake Nelson



Sarah Beth Nelius



Catherine Willis



Hannah Carroll



Table of Contents

Executive Summary.....	6-7
SWOT Analysis.....	8
Situation Analysis.....	9
Target Audience.....	9-10
Secondary Research.....	10-16
Primary Research.....	17-19
Survey Data.....	19-20
Action Plan.....	21-23
Communication.....	24-25
Budget.....	26
Timeline.....	27
Appendix.....	28-58
References.....	59-60

Executive Summary

Overview

The University of Tennessee (UT) is searching for ways to increase the number of transfer students from the middle Tennessee region. By launching a successful public relations campaign, the desire to increase transfer students from the middle Tennessee area can be fulfilled. The primary target audience for this campaign is students currently enrolled at community colleges in the middle Tennessee area who are seeking to transfer schools. The parents of these community college students are the secondary target audience. The focus is also on incoming freshmen in order to introduce them to the idea of the Tennessee Promise scholarship early. This concept will allow them to see other possible options for their future. By informing these target audiences of new available options with the Tennessee Promise scholarship, the number of transfer students from the middle Tennessee area may increase.

Research

Before determining that community college students in middle Tennessee and their parents would be the target audiences of this campaign, both primary and secondary research was conducted. The secondary research, which was conducted in the form of an online survey among 798 UT students, provided basic information regarding how these students perceive their levels of engagement with regard to positive affectivity, affective commitment, relationship trust, relationship satisfaction and positive word of mouth in regards to their experience at UT. By using Statistical Package for the Social Sciences (SPSS), the survey results were analyzed concerning student satisfaction and Generation Z (born 1995 and after). The primary research consisted of six personal interviews with transfer students currently enrolled at UT.



Executive Summary

Planning

This campaign focuses on increasing the number of transfer students to UT from the middle Tennessee region. In order for this increase to occur, students' awareness and perception of the Tennessee Promise scholarship should be strengthened. This campaign proposal has been created to represent a two-year plan that involves multiple events, promotions and opportunities for students to obtain more information about the Tennessee Promise scholarship and transferring.

Evaluation

In order to evaluate if there is an increase in transfer students' awareness and perception, the survey used for the campaign's primary research will be distributed among students again to measure effectiveness after the campaign launch has concluded. The pre-campaign and post-campaign statistics and survey answers can then be compared, and the campaign's success will be determined. Additionally, evaluation of the motivation among students on campus will be measured through the number of students registered for the Tennessee Promise scholarship.

SWOT Analysis

Strengths

- Initiatives toward diversity make nontraditional students feel more at home.
- The beauty of a campus close to the country and mountains provides numerous outdoor activities.
- Geographic location connotes a sense of Southern pride.
- Strongly rooted identity and traditions can be leveraged for brand worth.
- Best value makes tuition prices attractive.

Weaknesses

- Staff are not fully utilizing technological innovation.
- Staff appear to be out of touch with the trending approaches younger generations use to communicate.
- Transfer students sometimes feel out of place with less sense of belonging in comparison to traditional students.
- Construction makes a lush campus look hard-featured.

Opportunities

- There are many social media options waiting to be utilized that may tap into the emotions of transfer students.
- Tennessee Promise scholarships are going to inspire a need for freedom for younger transfer students staying at home for two years.
- Tennessee Promise scholarships are creating a captive audience to market to at community colleges.
- Knowing that students want to see unusual and innovative marketing strategies is a good starting point for idea-making.

Threats

- Middle Tennessee State University (MTSU) is the state's leader for recruiting transfer students.
- Parents in other locations may prefer their students transfer to four-year colleges closer to home based on their geographic area.
- Other schools have already started official campaigns focused on recruiting transfer students.
- Failure to allocate resources effectively could lead to money loss in the form of tuition.



Situation Analysis

The UT Office of Undergraduate Admissions is tasked with improving the relationship between transfer students and the university. UT holds a history for outstanding education from start to finish but must also meet this standard with students who begin their journey at UT after most students have already started. The creation of a campaign that focuses on increasing awareness to potential transfer students as well as making their overall transition successful will help reach the main goal of increasing student applications to UT.

Research shows that transfer students have not been provided with the means necessary to easily acclimate into a new educational environment. Research also indicates that Middle Tennessee State University (MTSU) in Murfreesboro, Tenn. surpasses UT in transfer student enrollment and is working to pull students from the Tennessee Promise program. This campaign is intended to reach all types of transfer students to raise awareness of the program, increase applications and improve overall satisfaction.

This campaign intends to increase the number of transfer student applications upon execution of tactics that reach four-year university transfer students in the middle Tennessee area, potential Tennessee Promise transfer students and parents of potential transfer students. This will further improve the legacy of UT and over time will create a lasting, renowned program that is welcoming to students who want to be a part of the #BigOrangeDraw.



Target Audience

To increase the enrollment of transfer students at UT, the target audience is divided into primary and secondary audiences.

Primary Audience: Community college students in the middle Tennessee area.

This campaign is specifically designed to target students ages 18-22 who are interested in transferring to UT. We chose to primarily target students transferring from the middle Tennessee area.



Target Audience

Secondary Audience: Parents of community college students in the middle Tennessee area

The research indicates that when parents are involved in their students' education, students' academic achievement increases (Curran, 2006). Therefore, it is crucial to include parents as a secondary audience in order to assist students during the transferring process.

Intervening Publics: Advisors at current community colleges in the middle Tennessee area and current students enrolled at UT.

Advisors at the target community colleges have the ability to influence and persuade student decisions to apply to and attend various colleges. In addition, students currently enrolled at UT have the ability to influence transfer student attitudes toward UT and applications to UT via positive word of mouth and social media promotion.



Secondary Research

Transfer Student Data

The First Generation of the Twenty-First Century

Generation Z is the most demographically diverse group the United States has ever experienced. Also known as plurals, the cohort is aged from eighteen down and follow the millennial, or Y, generation. The two groups are tremendously different, making for a new public with incredible marketing potential. Z's have been brought up in amicable households that are most likely nontraditional. The set is comfortable with caretaking fathers who take on household responsibilities, divorced parents and same-sex couples. Although socially liberal, the cohort is financially careful. Having parents that faced great financial upsets and, themselves, growing up during the recessions



Secondary Research

of the millennium, the group tends to be cautious with money. Generation Z's are realists and know that only the preeminent win. Technology has shaped the group; the way they communicate and shop are more likely to be computer based. With so many changes, the members of the cohort are said to be hopeful about their American experience.

University Life of Non-Traditional Students: Engagement Styles and Impact on Attrition

Non-Traditional students are more likely to deal with personal factors more customary learners don't confront. They're more apt to be economically challenged, of an ethnic minority and have serious life commitments that may include a family. Surprisingly, though, these demographics are less telling about if the student will graduate. Instead, integration has been found to be a major factor in student retention for universities. The measurement is ambiguous. Engagement is also a way of predicting if students stay at universities. What does correlate is that working, non-traditional students have major life changes, and when universities give them coping mechanisms, and structure learning times for busy students, retention is higher.

A Running Start and Fast Friends for First-Generation Transfer Students

California Lutheran University has introduced a program to make transferring a trouble-free process for first-generation students. By breaking down the public into more specific segments, targeting those that may be more put off by the process, California Lutheran is gaining a reputation of helpfulness. The system included a module of instruction created to aid in developing study skills and making clear lesser know resources on campus. Volunteer communications realize the power of a well-defined public. With the Tennessee Promise Scholarship being an impending issue in higher education, community colleges in the Middle Tennessee area have been targeting with a student ambassador program to prepare the anticipated large public for university life. The information given will resemble California Lutheran's curriculum serving as a precursor to orientation and way to ease nerves about the vast life change.

Office of Undergraduate Admissions, Transfer Student Web-page

The University of Tennessee defines a transfer student as a high school graduate who has been registered with another higher education institution. The "big orange, big ideas" is prominently placed within the text,



Secondary Research

and transfer information is effectively blended with undergraduate admissions. The text reads honestly. The application process and benefits for transfers are made visible.

Rationalizing Neglect: An Institutional Response to Transfer Students

With sixty percent of college students moving institutions while going to school, transfer students are a larger public than one would envisage. With the audience being so large, it is astonishing that universities haven't made more concerted efforts to make the transition more stress-free. These students often experience what researchers term transfer shock. Often, larger universities are more rigorous than the smaller institutions from which many students come. A drop in grades while adjusting to a changed environment gives the transfer experience unpleasant repute. By defining the event of moving schools, institutions can adjust marketing strategies for a larger draw. Universities must acknowledge that transfers familiarize themselves with policies and procedures, confront their own perception of campus life and cope with emotions and external stressors.

They're Transfer Students, Not Cash Cows

The transfer process is not always an uncomplicated one. With most universities having decades' history of not affably serving transfer students, many still think the procedure is a waiting headache. By shifting the marketing strategies of universities, the progression can be made simpler drawing more students in. Basically, a suitable reason that transfer students are more apt to drop out is that after a difficult process of getting in initially gives a bad impression. UT is changing that, and this advancement must be shown to amend a mindset. By not treating potential transfers as total consumers, they are humanized and better taken care of.

Positive Affectation

Students' Trust, Value and Loyalty: Evidence from Higher Education in Brazil

Marketers are forever interested in keeping loyal customers in volatile business environments. Higher education as an industry is increasingly aggressive, and devoted students are a wanted public.

Secondary Research

Trust and mutual value affect this higher education market. A study, examining Brazilian colleges and universities, showed that while establishments became more student driven in the new millennium, enrolment had not incredibly increased. It was proposed that the more the espoused values of the school aligned with the students' own beliefs the more likely students were to remain contentedly enrolled. Also, learner trust, loyalty and esteem seemed to happen simultaneously hinting that trust could be a viable predictor of the latter. Trust is broken down, here, as trust in the administration versus trust in professors. Relationship with professors were seen as more personal, and greatly affected student behavior (Sampaio, Perin, Simoes & Hamilton, 2012).

Student Trust and Its Antecedents in Higher Education

When enrollment declines, universities are more apt to market their services more assertively, making competition more aggressive. As a result, in the past twenty years universities have increasingly spent more on recruitment, sometimes spending funds that aren't there. An alternative to intense marketing strategies is a long-term program aimed at gaining trust. For trust to be placed in an institution by a current or potential student, the establishment should be seen as expert, cooperative, timely in responding to desires congenial, open, tactful, sincere and full of integrity (Ghosh, Whipple & Glenn, 2001).

Assessing the Transition of Transfer Students from Community Colleges to a University

Enrollment at community colleges is growing, and these institutions are ever more serving a valuable function for their students- preparing them for the university experience. The numbers are extreme with half of all United States students going to two-year schools first off. On the other end, only ten percent of them end up actually transferring. Four-year schools are cautious about admitting community college students; because, they aren't as involved with campus life. And, these transfers are more likely to drop out. However, to better serve this growing public, universities must take into account the personal characteristics of these students and their prior experiences. Student satisfaction with college is a gauge of administrative success. So, studies have shown that if students are unhappy the institution usually causes the feeling. Students' private lives and how they mix with the happenings of a



Secondary Research

It was found that students' life changes not being taken into account by the university was an important reason for dissatisfaction among transfer students (Berger & Malaney, 2003).

The ABCs of Student Engagement

Engagement is a reliable predictor of student success. The more engaged, the more likely a student will make higher grades and graduate. Professors can actually make classes more engaging. Student engagement is influenced by surroundings, and students are not inherently connected or detached. By creating a cooperative campus, institutions can draw learners to be more involved. Making sure that students feel wanted in environments that offer something is vital. And, although it seems innate if a student is interested or not, the organization can actually be the cause of indifference. By creating a cooperative atmosphere, students are more likely to want to do assigned tasks and figure out things of which they are unsure. So, here, the affects of establishments, the behavior of students and their cognitive processes are examined to best equip them with inquisitive minds.

Predictors of Student Commitment at Two-Year and Four-Year Institutions

The university experience is sometimes a difficult journey with situations through which students must endure to succeed. Research shows that the antecedent of perseverance is student commitment. Here, commitment is related to a students' overall sense of satisfaction with the institution. If students are satisfied, they are more likely to stay at the institution. Universities, then, can better plan financials knowing steady revenue will be received. When students debate satisfaction for themselves, they are most likely to look at the establishment's productivity, wealth, size and mission. If these align with the beliefs of the student, it is probable that students are more committed.

Understanding and Predicting Student Word of Mouth

Word of mouth advertising is certainly not a new way of marketing; however, with student finances becoming important, universities are looking for new ways to promote. Yes, word of mouth can either be positive or negative, but the subject of what people are most likely to judge is paramount.



Secondary Research

The subject of what students talk about, especially on computer mediated channels, is of current great interest to researchers. It has been found that students talk about two things. Firstly, they are likely to complain about certain situations that they've experienced at the university. Also, students are likely to disseminate information that supports their decision of entering the institution.

Instructors and Attitudes Toward Learning Course Content

Word of mouth is seven times more moving for buyers than physical advertisement. It is defined as any message carried casually between perspective patrons with the organization decidedly removed from the exchange. Being such a broad explanation, it is no wonder that the Internet has been incorporated into the curriculum. Communities have formed, and it has become popular to communicate about products and services online. The service, here, is teaching. How commendations and negative comments via professor rating websites was examined to suppose how word of mouth affected perception. Perception is operationalized as instructor attractiveness and credibility and how ratings influenced attitudes toward learning material. Students who had been exposed to adverse comments about an instructor were inherently more likely to give lower ratings. This was more than scoring; since, the students had been swayed by a few words (Edwards, Qing, Qingmei & Wahl, 2007).

SNEB 2012: Creating Community through Synergy

In Linda T. Drakes address to the Society for Nutrition Education and Behavior, she expounds on leading the organization by creating community. Community is not defined by place, to Drakes, but by a shared idea. If marketers can find mutual ground with publics, suddenly a sense of community has begun to be founded. This doesn't mean that diversity is discouraged. Quite the opposite is occurring; because, uniting many different people with a communal feeling is the desired outcome.



Secondary Research

Look and Campaign Message

Southern Blog Society

With twenty-five bloggers in Tennessee alone, thousands of social media followers and press in major publications, the SBS makes it very evident that the region is en vogue. Their goal is to create a community. By uniting a region and making it look appealing to outsiders, SBS uses a culture to connect.

Mason Jones: Volunteer Traditions

Business has been good for Mason Jones, creator of Volunteer Traditions- a brand that supports Tennessee with the Tri-Star emblem. Not only have celebrities been wearing the products, but also everyday consumers wear them routinely. There is a niche for the brand, and at its core is pride for the state. The brand promotes a certain classic style that has become popular for its visibility on Tennessee Campuses because of Volunteer Traditions' campus representatives.



Primary Research

Goal

The goal of the primary research is to answer the overarching question: How do current UT students perceive their levels of engagement with regard to positive affectivity, affective commitment, relationship trust, relationship satisfaction and positive word of mouth in regards to transfer students? (See Appendix A for student engagement survey).

Primary Research Methods

The research conducted focuses on transfer students and what motivates them to transfer to UT over other accredited universities. Individual interviews with transfer students at UT were conducted in order to determine what made them choose to transfer to UT and how satisfied they are with their decision to do so. In addition to these one-on-one interviews, a pre-determined survey was also distributed. The data that resulted from this survey served as a basis for the campaign and provided insight on the opinions transfer students have at UT and several factors within their collegiate experience at UT.

Primary Research Results: Individual Interviews

The individual interviews provided specific insight as to what factors have influenced the positive or negative experiences transfer students have experienced during their time at UT. While many students revealed similar answers regarding certain factors, like dissatisfaction with the lack of acknowledgement of their addition to the university and how it is unique in comparison to that of a traditional freshman, other answers showed significant variation among the interviewees. Each transfer student interviewed had a different reason for wanting to leave his/her previous institution. Some articulated that the reason for transferring was a “pull” factor due in part to the attraction of UT versus the university they were already attending. On the other hand, other students transferred due to a “push” factor. They wanted to break away from their current institution due to lack of satisfaction, and UT proved to be a good fit for the next step in their college career. These push and pull factors further demonstrated the variety of motivational influences that occurred during these students’ decisions to transfer to UT.



Primary Research

Please note: the interviews were conducted via a convenience sample and, while they are not as accurate as polling the entire transfer student population, they are the most authentic results that were able to be generated.

Students were asked, “why did you leave your previous institution?”, which sparked many different responses among interviewees. Through the interviews, it was found that there are various reasons that students decide to transfer to UT. While there was a limited audience due to the convenience sample, the varying reasons given from the interviewees cover the majority of the reasons to transfer to UT. The answers in response to this question covered most of the bases, such as students leaving from a two-year community college, transferring because the size/amount of students at the previous institution did not meet their wants/needs, seeking the academic challenge that UT has to offer as a highly accredited institution and wanting to be in a location that had more to offer than just the campus itself.

Transferring to a university midway through college was shown to be a challenge, according to some of the interviews. Transferring midway through an academic year is especially stressful because students are no longer eligible for financial aid past the beginning of the year, nor are they given an adequate amount of time to adjust to the transition. Transfer orientation differs from freshman orientation in the sense that transfer students are accustomed to living on their own and seek to be treated like adults. At the same time, they would like to be acknowledged as students that still need assistance with transitioning to life at UT. This assistance could include but is not limited to receiving proper education on the methods of everyday student life.

Another question asked in the interviews was, “what makes UT different from other schools?” This question received a wide range of feedback from interviewees. Transfer students enjoy the down-home experience that Knoxville has to offer- it feels like the towns they grew up in or they simply feel welcomed in all facets of the city. They also appreciated the emphasis that UT places on professionalism and how career-driven the university is as a whole. The environment of campus and the culture within it, including the

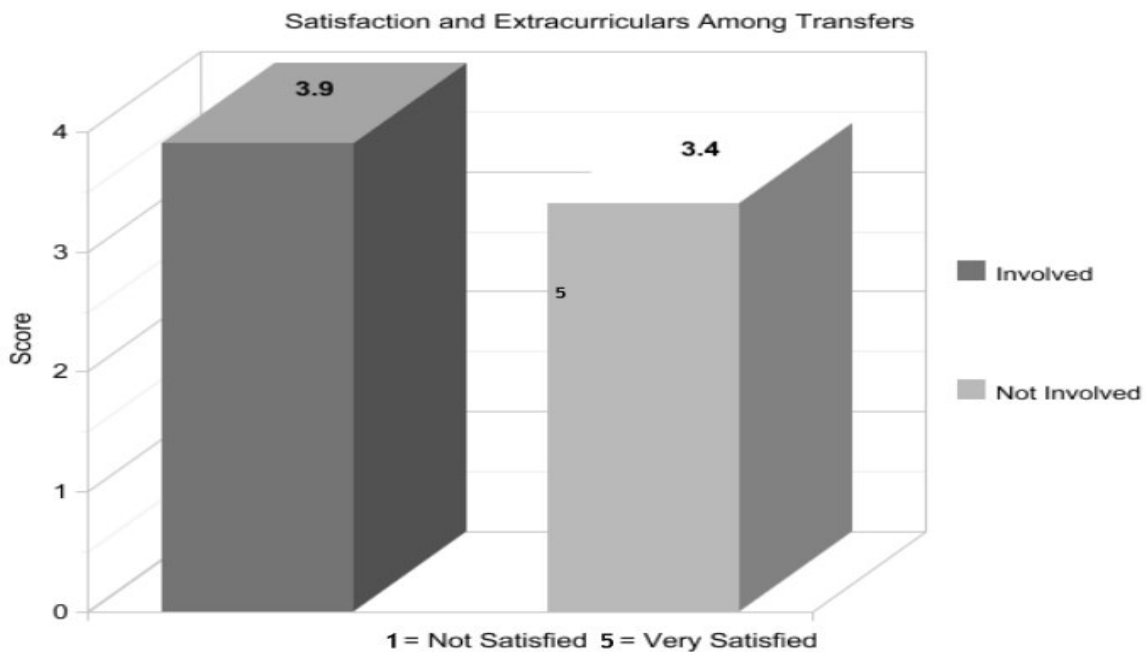
Primary Research

proximity of Fort Sanders and the prominence of greek life and other student organizations also aided in the decision to transfer. Students who transferred to UT were seeking to maximize their college experience through involvement and there were plenty of opportunities offered to achieve this goal.

Another finding in the interviews was that very few students transfer to UT without first visiting the campus. They knew what to expect upon arriving at the campus, thus ensuring no surprises on their first day of class. This further validates the claim that once students are convinced to visit the campus, they will love what they see.

Survey Data

Figure 1



Survey Data

Figure 2

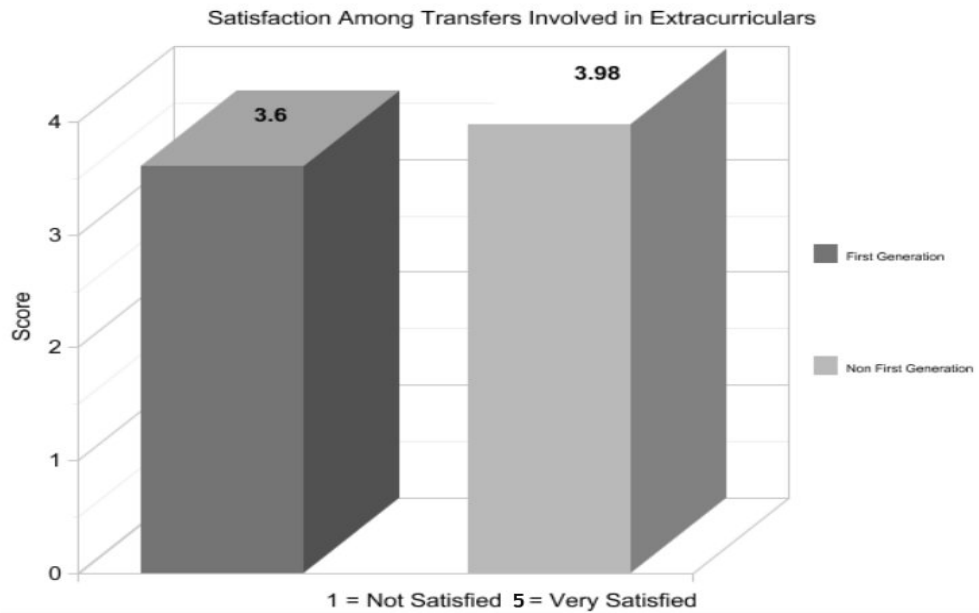
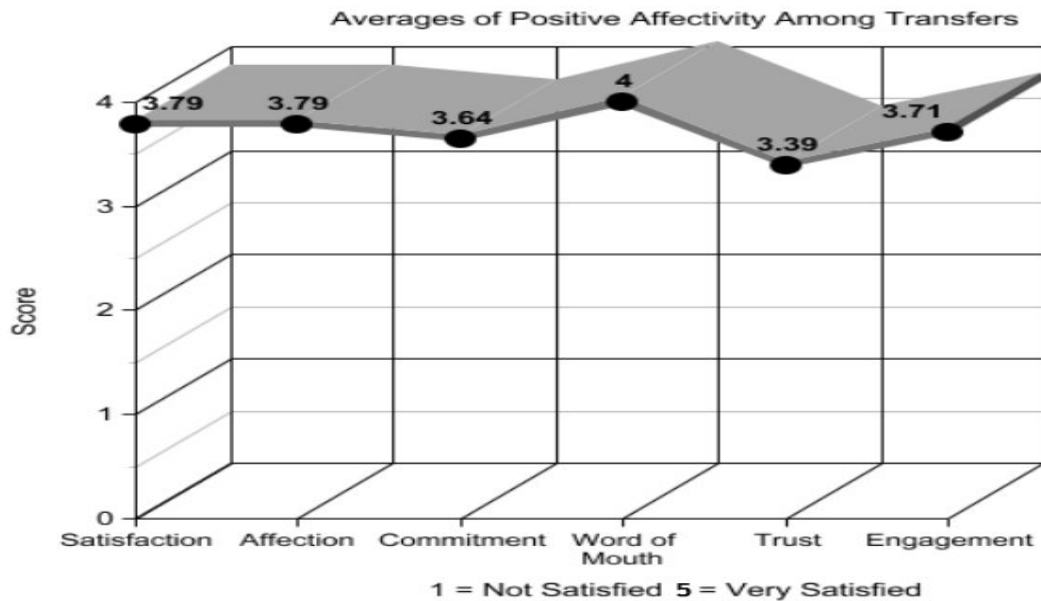


Figure 3





Action Plan

Objectives • Strategies • Tactics

Objective 1: To raise awareness about the transfer student program at UT among students enrolled at community colleges in the middle Tennessee area by 10% by the start of the 2017-18 academic year.

Strategy 1: Utilize various forms of social media to demonstrate the experiences that students will receive upon transferring to UT.

Tactics:

- Create a video to be shown on various forms of social media (i.e., Facebook, Twitter, UT website) showcasing transfer student experiences and what these students are currently involved in on campus.
- Promote UT campus activities (e.g., SGA, SAA, Volapolooza, Orange and White Game) on Twitter and Instagram. (See Appendix B)

Strategy 2: Utilize various recruiting efforts to reach students enrolled in middle Tennessee community colleges.

Tactics:

- Better advertise that UT offers over six different types of transfer student scholarships by creating a “Did you know...?” scholarship information email. (See Appendix C)
- Develop a press release regarding the Tennessee Promise program and describe how UT would provide an excellent fit for students coming out of this program in order to establish a media presence. (See Appendix D)
- Distribute #BigOrangeDraw sunglasses and croakies throughout community colleges in the middle Tennessee area. (See Appendix E)
- Recruit team of recruiting counselors to host informational events at community colleges in the middle Tennessee area. (See Appendix F for recruitment program)



Action Plan

Objectives • Strategies • Tactics

Objective 2: To increase transfer student applications to UT by 10% (about 500 students) by the start of the 2017-18 academic year.

Strategy 1: Establish a team of 15-20 Student Ambassadors to serve as advocates for the transfer student program at UT.

Tactics:

- Create an email to pitch to prospective Student Ambassadors. (See Appendix G)
- Host a welcome meeting for new Student Ambassadors to train them and provide pizza from Papa John's.
- Achieve social media presence by having ambassadors actively tweet promotional transfer student video, fun facts and current events throughout the school year.

Objective 3: To improve overall satisfaction among transfer students at UT by 30% by the start of the 2017-18 academic year.

Strategy 1: Communicate with current transfer students regarding their personal experiences to ensure a smooth transition from a community college to UT.

Tactics:

- Distribute an annual survey to current UT transfer students about their overall satisfaction with incentive of the chance to win a \$250 Amazon gift card. (See Appendix H)
- Create "Where Are They Now?" Facebook posts from current UT transfer students about their campus involvement. (See Appendix I)

Action Plan

Objectives • Strategies • Tactics

Strategy 2: Enhance transfer student orientation in order to make it more effective in students' transitions to UT.

Tactics:

- Develop a new orientation plan to better acclimate transfer students to UT. (See Appendix J)
- Host a welcome night for transfer students the night before classes begin with catered food and speakers. (See Appendix K)

Objective 4: To increase awareness of transfer student opportunities to parents by 25% by the start of the 2017-18 academic year.

Strategy 1: Appeal to the self-interest of parents by suitably advertising incentives for their children.

Tactics:

- Provide a video clip of a parent discussing their child's success due to their education at UT on the Parents' Association webpage.
- Develop a series promoting #BigOrangeDraw to a Safer Campus to be incorporated into Parent Association newsletter. (See Appendix N)
- Create a personalized e-mail to congratulate parents on their potential transfer student's graduation from community college. (See Appendix L)
- Mail informative postcard to students' home addresses to peak interest of UT to parents, who are the biggest influencers in college students' decisions. (See Appendix M)
- Create "Where is my student now?" Facebook posts from parents of current UT transfer students to instill confidence in parents that their student will succeed at UT. (See Appendix O)

Communication

Message/Themes

Modern positive Southern values include valor, hospitality and inclusion. Tennessee has been exemplary of these since it was given the name Volunteer State. The moniker, coming from Andrew Jackson's courageous forces in the War of 1812, has instilled UT Students with pride for decades (Drake, 2012). With so many students describing UT with the words "family" and "home," it is apparent that kindness defines the campus. UT's diversity statement begins with, "Creating a welcoming environment where people are open to learning from one another." Simply, like the warmth of Southern etiquette, the university receives all with charm. Volunteer Communications expresses the classic style in UT's still lively heritage.

Evaluation

The following techniques correspond with the various objectives discussed on pages 21-23.

Evaluation for Objective 1: It is possible to evaluate how much awareness has been raised about the transfer program at UT by using social media analytics to measure the amount of people reached with the hashtag #Big-OrangeDraw. The awareness at community college programs will be measured by tabulating the number of students who meet with UT counselors who attend these recruitment events. Awareness raised through community college website pages can be measured by tracking the amount of visitors to the website.

Evaluation for Objective 2: This evaluation includes measuring the amount of increase in transfer student enrollments at UT. This can be measured by taking the amount of students who have transferred in past years and comparing it to the number of transfer students who are enrolled upon the next calendar year.



Communication

Evaluation for Objective 3: The overall satisfaction of the transfer student program can be evaluated by utilizing a satisfaction survey, measuring how students reacted to the new changes applied to the university. Upon completing the survey, which will be based on a scale of 1 to 5, these answers can be used to measure how satisfied students are after transferring to UT.

Evaluation for Objective 4: The increase in awareness can be measured by studying email analytics for the pitch email, such as delivery rate and open rate.

Budget

Item/Service	Cost
Yearly salaries for two part-time Recruitment Counselors	\$60,000 (\$15,000/year each for two years)
10,000 postcards from Alphagraphics	\$462.87
Postage for 10,000 postcards	\$4,600
4,800 croakies from Graphic Cow	\$4,800
4,800 pairs of sunglasses from Graphic Cow	\$4,800
20 large pizzas from Papa John's (10 per year)	\$267.44
Two Amazon.com gift cards (one per year)	\$500
Dead End BBQ catering for four Welcome Night events	\$6,000
Total Cost:	\$81,430 (\$40,715/year)

Timeline

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Transfer student orientation										
Welcome Night										
Ambassador Training										
Ambassador social media posts										
Release Videos										
Campus Activities on social media										
Postcard										
"Where are they now?"										
"Where is my student now?"										
Sunglasses and croakies										
Recruiting Counselors										
"Did you know...?"										
Satisfaction survey										
Parent Congrats email										
UT Police newsletter										



Appendix

Appendix A : Student Engagement Survey

You have been invited to take part in a project that is part of the requirements for my senior capstone class (Public Relations Campaigns). We are working with the UT Office of Undergraduate Admissions to develop a communication campaign that focuses on future students. This class project will be supervised by my instructor, Dr. Lisa Fall. The purpose of this class project is to help us learn more about the UT experience. Therefore, your input is very important! We expect that participation in this project will take about 5-7 minutes. Your responses to this survey will be kept confidential and anonymous. Your responses will also be reported in group data only. No one will have access to this information but the researchers. As a participant, there are no benefits to, or compensation for, taking part in this project. Additionally, there are no foreseeable risks for taking part in this project. Participation is voluntary and there are no penalties for choosing not to participate or for withdrawing from participation at any point while you are filling out the survey. By participating in this activity, you are attesting that you are age 18 or older. If you have questions at any time about the study or the procedures, you may contact the researcher: Dr. Lisa Fall, 476 Communication Bldg., University of Tennessee, 865-974-8155. Thank you for your insight! By checking 'Yes' below, you are indicating you have read the consent form and are voluntarily agreeing to participate, and that you are at least 18 years of age.



Appendix

I am 18 or older and provide my informed consent to participate.

- * Yes (1)
- * No (2)

Please indicate your level of agreement with the following statements.

I am happy with UT.

- * Strongly Disagree (1)
- * Disagree (2)
- * Neither Agree nor Disagree (3)
- * Agree (4)
- * Strongly Agree (5)

Both UT and students like me benefit from the relationship. (relationship = between UT and students)

- * Strongly Disagree (1)
- * Disagree (2)
- * Neither Agree nor Disagree (3)
- * Agree (4)
- * Strongly Agree (5)

Most students like me are happy in their interactions with UT.

- * Strongly Disagree (1)
- * Disagree (2)
- * Neither Agree nor Disagree (3)
- * Agree (4)
- * Strongly Agree (5)



Appendix

Generally speaking, I am pleased with the relationship that UT has established with students like me.

- * Strongly Disagree (1)
- * Disagree (2)
- * Neither Agree nor Disagree (3)
- * Agree (4)
- * Strongly Agree (5)

Most students like me are happy in their interactions with UT.

- * Strongly Disagree (1)
- * Disagree (2)
- * Neither Agree nor Disagree (3)
- * Agree (4)
- * Strongly Agree (5)

Please indicate your level of agreement with the following statements.

I feel emotionally attached to UT.

- * Strongly Disagree (1)
- * Disagree (2)
- * Neither Agree nor Disagree (3)
- * Agree (4)
- * Strongly Agree (5)

I feel like a part of a family at UT.

- * Strongly Disagree (1)
- * Disagree (2)
- * Neither Agree nor Disagree (3)
- * Agree (4)
- * Strongly Agree (5)

I feel a sense of belonging to UT.

- * Strongly Disagree (1)
- * Disagree (2)
- * Neither Agree nor Disagree (3)

Appendix

- * Agree (4)
- * Strongly Agree (5)

This list consists of various items that describe different feelings and emotions.
Rate each one regarding how you feel about the University of Tennessee.

Determined

- * Not at all (1)
- * Slightly (2)
- * Moderately (3)
- * Very (4)
- * Extremely (5)

Excited

- * Not at all (1)
- * Slightly (2)
- * Moderately (3)
- * Very (4)
- * Extremely (5)

Enthusiastic

- * Not at all (1)
- * Slightly (2)
- * Moderately (3)
- * Very (4)
- * Extremely (5)

Proud

- * Not at all (1)
- * Slightly (2)
- * Moderately (3)
- * Very (4)
- * Extremely (5)

Inspired

- * Not at all (1)
- * Slightly (2)
- * Moderately (3)
- * Very (4)
- * Extremely (5)

Please indicate your level of agreement with the following statements.

I encourage friends to attend school at UT.

- * Strongly Disagree (1)
- * Disagree (2)
- * Neither Agree nor Disagree (3)
- * Agree (4)
- * Strongly Agree (5)

I encourage family members to attend school at UT.

- * Strongly Disagree (1)
- * Disagree (2)
- * Neither Agree nor Disagree (3)
- * Agree (4)
- * Strongly Agree (5)



Appendix

I recommend UT to someone who asks my advice.

- * Strongly Disagree (1)
- * Disagree (2)
- * Neither Agree nor Disagree (3)
- * Agree (4)
- * Strongly Agree (5)

I say positive things about UT to other people.

- * Strongly Disagree (1)
- * Disagree (2)
- * Neither Agree nor Disagree (3)
- * Agree (4)
- * Strongly Agree (5)

Please indicate your level of agreement with the following statements.

UT treats students like me fairly.

- * Strongly Disagree (1)
- * Disagree (2)
- * Neither Agree nor Disagree (3)
- * Agree (4)
- * Strongly Agree (5)

Whenever UT makes an important decision, I know it will be concerned about students like me.

- * Strongly Disagree (1)
- * Disagree (2)
- * Neither Agree nor Disagree (3)
- * Agree (4)
- * Strongly Agree (5)

UT can be relied on to keep its promises.

- * Strongly Disagree (1)
- * Disagree (2)
- * Neither Agree nor Disagree (3)
- * Agree (4)
- * Strongly Agree (5)



Appendix

* Strongly Agree (5)

I feel very confident about UT's ability to achieve its mission.

* Strongly Disagree (1)

* Disagree (2)

* Neither Agree nor Disagree (3)

* Agree (4)

* Strongly Agree (5)

UT has the ability to accomplish what it says it will do.

* Strongly Disagree (1)

* Disagree (2)

* Neither Agree nor Disagree (3)

* Agree (4)

* Strongly Agree (5)

I believe that UT takes opinions of students like me into account when making decisions.

* Strongly Disagree (1)

* Disagree (2)

* Neither Agree nor Disagree (3)

* Agree (4)

* Strongly Agree (5)

Please type in below.

If finances didn't matter, what was your #1 reason for wanting to attend school at UT?

What ONE word would you use to describe the University of Tennessee?

In your opinion, what makes UT different from other schools?



Appendix

Please complete the following information. Your answers are for statistical purposes only. All answers will remain confidential, and your anonymity will be maintained.

Are you a transfer student?

- * Yes (1)
- * No (2)

Have you ever lived in the dorms?

- * Yes (1)
- * No (2)

Do you have a family member/friend who graduated from UT?

- * Yes (1)
- * No (2)

Are you involved in any extracurricular on-campus activities/organizations?

- * Yes (1)
- * No (2)

Are you a first generation college student in your family? (* first generation college student: neither one of your parents have earned a degree beyond high school diploma)

- * Yes (1)
- * No (2)

Please indicate your gender.

- * Male (1)
- * Female (2)

Please indicate your academic status.

- * Freshman (1)
- * Sophomore (2)
- * Junior (3)
- * Senior (4)

Appendix

Please indicate your race.

- * African American / Black (1)
- * Caucasian / White (2)
- * Hispanic / Latino (3)
- * Multi-racial (4)
- * Native Hawaiian / Pacific Islander (5)
- * Asian (6)
- * Other (7)


Please type in your home state - or country if you are an international student.

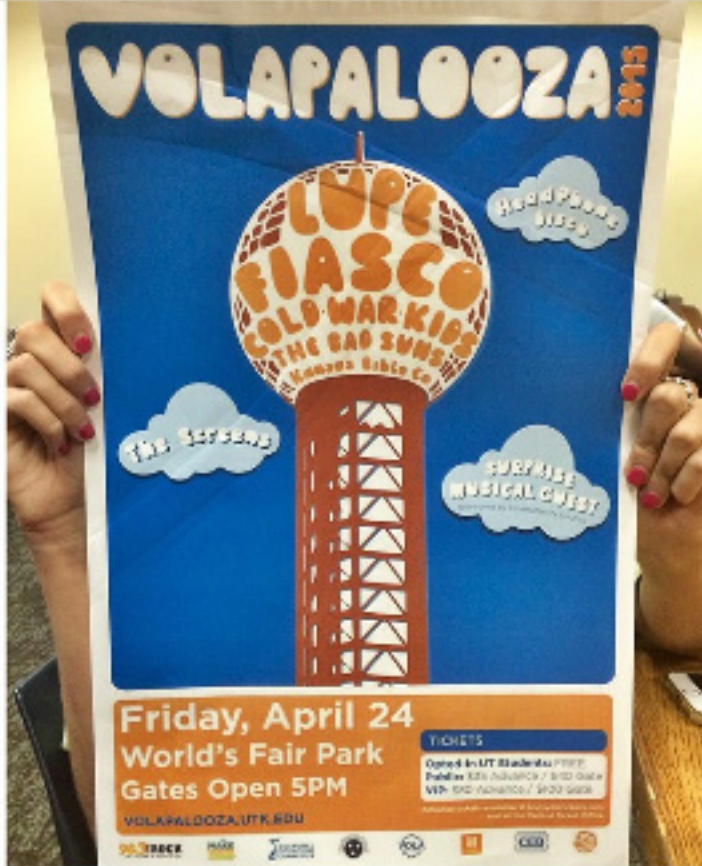
Please type the name of the student who asked you to participate in this survey.

Appendix B



Appendix

 bigorangedraw 📍 World's Fair Park 🕒 1m



VOLAPALOOZA 2015

Headliner: **LUPE FIASCO**

COLD WAR KIDS


THE STRAGGLERS

SURPRISE MUSICAL GUEST

Friday, April 24
World's Fair Park
Gates Open 5PM

TICKETS
Open to all UTK students \$10
Public \$25 / \$30 / \$40 / \$50 / \$60
VIP \$120 / \$150 / \$180 / \$200

VOLAPALOOZA.UTK.EDU



● **bigorangedraw** This right here is reason enough to attend the University of Tennessee #Volapalooza15 #BigOrangeDraw

Appendix

Appendix C: “Did you know?” Scholarship Information Email (“Scholarships for Continuing Undergraduate and Transfer Students,” n.d.)

To: Potential transfer students at the five target community colleges



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Did you know...?

UTK Transfer Student Scholarships

Every year, The University of Tennessee offers more than 4,000 awards from over 1,400 scholarship accounts to undergraduate and graduate students, with a total of \$36 million awarded annually. A portion of this scholarship money is available exclusively for transfer students in the form of over six different available scholarships.

Below is a comprehensive list of each scholarship available for transfer students, as well as information about each scholarship, taken directly from scholarship page located on the University of Tennessee website. For more information on scholarship criteria, retention requirements and eligible high schools, visit the transfer student scholarship website at:

<http://onestop.utk.edu/your-money/covering-costs/financial-aid/continuing-undergrads-transfers/>

Tennessee Pledge and Tennessee Promise Scholarships

Tennessee Pledge Scholarship:

The UT administration believes that accessibility to an education at Tennessee’s flagship land-grant university should be available to all citizens of the state so we offer need-based scholarships to qualified members of the fall entering freshman class who are Tennessee residents and graduate from a Tennessee high school. The scholarships are offered to admitted freshmen with a family income of up to \$40,000, which equates to approximately 200% of the federal poverty level. Family Income combines parent and student Adjusted Gross



Appendix

Income (AGI) plus untaxed income, such as alimony, child support, social security income, and other forms of untaxed income reported on the FAFSA. Note: Additional family resources, including assets, will also be considered when determining eligibility.

The scholarship, when combined with other federal, state, and institutional aid, will cover a student's direct costs—tuition, fees, and an average for on-campus room and board, as determined by UT—without the use of student loans. This scholarship is a four-year award. A fifth year is available for students who initially enroll and maintain enrollment in the Architectural degree program.

To be eligible for the Tennessee Pledge Scholarship, you must submit all application materials by the regular application deadline of December 1. Late applicants will not be considered for the Tennessee Pledge Scholarship.

Tennessee Promise Scholarship:

The Tennessee Promise Scholarship program is the only one of its kind in the state. Any new first-year student who is admitted and enrolls at UT from one of the eligible high schools will receive the Promise Scholarship.

The Promise Scholarship, when combined with the HOPE and other university scholarships, will provide funds to assist with tuition and fees for up to four years (eight semesters) on the Knoxville campus.

Two-Year Transfers with an Associate Degree and others

Transfer Scholarships:

A minimum of fifteen \$1,000 scholarships are available for Fall entry transfer students who are awarded an Associate of Arts or an Associate of Science degree. Preference is given to students who demonstrate outstanding performance and academic potential through completion of a transfer articulation program at a cooperating community college in Tennessee. Other A. A. and A. S. degree recipients can be considered even if an articulation program isn't in place at the degree-granting institution. You must be admitted to UT by April 1 to be eligible for this scholarship. The application deadline is April 1.

F. Rodney and Dell R. Lawler Scholarship:



Appendix

This is for a Pellissippi State Technical Community College transfer student. The scholarship recognizes academic and leadership achievement for a greater Knoxville area graduate who also demonstrates financial need. The one-year award covers the annual maintenance fee. A recipient maintaining a 2.5 grade-point average at UT may be reconsidered for renewal of the award, along with other applicants.

Phi Theta Kappa Member Scholarships:

Ten scholarships have been designated for Phi Theta Kappa members who will graduate with an A. A. or an A. S. degree or have completed 60 semester hours of earned transferable credit. The scholarships are open to qualified students from any institution. A GPA of 3.5 at the two-year institution is required, along with a letter of recommendation from the Phi Theta Kappa campus advisor. The stipend is \$1,000 for in-state students, \$2,000 for out-of-state students. The award is for one year and is renewable. You must be admitted to UT by April 1 to be eligible for this scholarship. The application deadline is April 1.

Tennessee Transfer Associates Scholarship:

This is a \$1,500-per-year transfer scholarship. It will be awarded for up to two years for any Tennessee resident graduating from a Tennessee community college with an A. S. or A. A. degree and a minimum 3.0 transferable college GPA. No scholarship application is required for this award.

UT One-Year Scholarships

UT has a wide range of one-year scholarships available. They're awarded on the basis of merit and/or need. Many of these scholarships are renewable, and students can receive these awards for one or more years based on the availability of funding.

Most award amounts are between \$500 and \$2,500. The criteria for these scholarships varies, but awards are usually based on some combination of the following factors:

- Merit/Academics
- Financial need
- Leadership
- Community service
- County of residence
- High school attended
- Ethnic background
- Work experience



Appendix

Appendix D: Press Release

FOR IMMEDIATE RELEASE
April XX, 2015

Media Contact: Catherine Willis,
(865) 456-5674 or cwillis@utk.edu

UT Holds More Promise for the Future

The University of Tennessee – Knoxville aspires to recruit students coming out of Tennessee Promise Program

KNOXVILLE, Tenn. – The University of Tennessee (UT) is seeking to increase its transfer student enrollment with students coming out of the Tennessee Promise program at the ramp up of the 2017-18 academic year.

Starting with the class of 2015, students in Tennessee may apply for the Tennessee Promise scholarship program, which will provide two years of tuition-free education at a community college or technical school. Gov. Bill Haslam signed the statewide program into law almost a year ago. Tennessee Promise is the first program of its kind in the nation, and has quickly drawn a national spotlight.

“Tennessee Promise is certainly a great opportunity for students who are not immediately able to attend a four-year university,” said Kari Alldredge, director of undergraduate admissions. “We are wanting to appeal to students who are pursuing an education beyond that of the two years within the Tennessee Promise program.”

UT has transition guides available to transfer students relocating to the university from a community college. These guides are intended to ensure that transfer students are able to graduate in eight semesters at UT by following a guided track.

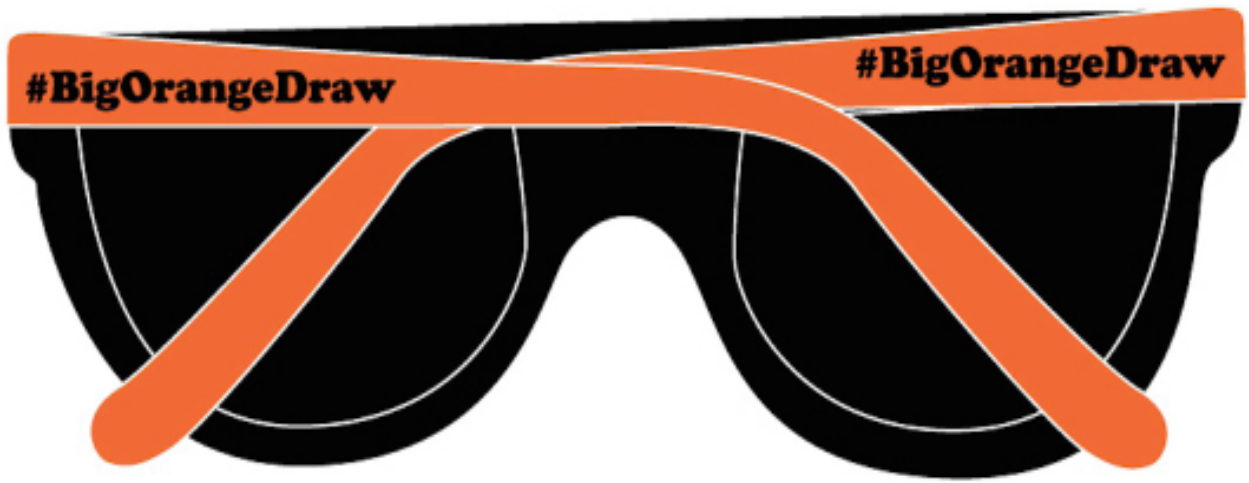
This past fall, UT admitted 1,200 transfer students, but only 260 had associate’s degrees. It is expected that this number will rise in the coming years due to Tennessee Promise.

Currently, 16,000 high school students have elected to opt in to the option of being eligible for Tennessee Promise. In order to partake in Tennessee Promise, students must opt in by a certain date in their high school career, but are not committed to this decision for their collegiate career.

#

Appendix

Appendix E: Sunglasses and Croakies



Appendix

Appendix F: Recruitment Counselor Program



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Tennessee Promise School Program

Who/What:

Recruiters will be scheduled to attend various community colleges in Tennessee who recognize the Tennessee Promise program. This job description will include attending community colleges to present UT's transfer program to students and give out sunglasses and croakies.

Where:

Motlow State Community College's Smyrna campus
Volunteer State Community College in Gallatin
Motlow State Community College Tullahoma campus
Columbia State Community College
Nashville State Community College

Structure:

- Each visit will consist of a workshop from 9 a.m. to 2 p.m. at each campus
- Workshops will be free and open to the public

Program:

- Workshops will begin with an introduction by an admissions officer
- Counselors and representatives will then be set up to assist students who are interested in transferring to the UT upon graduation of community college
- Counselors and representatives will inform the students on the UT campus, the transfer process and the different resources on campus for transfer students to utilize
- Sunglasses and croakies that display the transfer student awareness hashtag (#BigOrangeDraw) will be given out to students upon meeting with Recruitment Counselors
- Time will be provided for questions and answers at the end of the program
- The program will close with a short word from an admissions advisor

Appendix

Appendix G: Student Ambassador Program



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Who/What:

Students will be reviewed for acceptance into the Student Ambassador program based on applications and selected based on involvement on the UT campus. The number of students selected will be between 15 and 20. In order to select students who are devoted to spreading awareness about transferring to UT, they must be transfer students themselves.

Where:

Students will promote transferring to UT through the internet by using social media platforms to showcase the transfer student video, using the hashtag #BigOrangeDraw. In addition, students will also be given a fact sheet.

Structure:

- Students will be required to post on social media twice a week for 3 months
- Students will be required to use the hashtag #BigOrangeDraw promoting the transfer student video as well as informational and persuasive facts about the transfer student program at UT
- Students will be required to maintain a positive attitude about UT during all campus activities and classes and use word of mouth to spread awareness

Appendix

Appendix G: Pitch Email for Student Ambassadors



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

We have an exciting BIG ORANGE opportunity for you! The UT Office of Undergraduate Admissions is seeking to increase transfer student enrollment during the next two school years. There are many great reasons to choose UT for your higher education and no one is a better advocate for those reasons than you! You may have seen some of the videos or paper materials targeted at transfer students during your enrollment period at UT and throughout your college career. Now, we would like to take it one step further and put our money where our mouth is by selecting UT Student Ambassadors. We would like transfer students who have become involved on campus during their time at UT to be advocates for a positive transfer experience.

The UT Office of Undergraduate Admissions wants your help in recruiting prospective transfer students during the upcoming academic year. As a UT Student Ambassador, you would use social media to talk about your positive experience as a transfer student at UT. Selection will be based on an application process, followed by an in-person interview.

We are so excited about this campaign and are working quickly to establish our team of Ambassadors. An informational meeting will take place on Wednesday, May 6 in the UC Auditorium. Please follow the link to apply at: www.bigorangedraw.com/studentambassadorapplication. The deadline to apply is May 31.

Let me know if you have any questions!

Best,
Kari Alldredge
Director of Undergraduate Admissions
The University of Tennessee



Appendix

Appendix G: Student Ambassador Fact Sheet

Student Ambassadors represent UT's brand. One should always be mindful of this obligation to our school. Showing your zeal for UT encourages potential transfer students to be a part of Big Orange Draw. The goal is to place emphasis on the concepts of diversity and southern hospitality in modern ways only current transfer students are capable of accomplishing.

Responsibilities include:

- Attending an orientation session on April 18. At this orientation, the traditions of UT are outlined, and Ambassadors will get a chance to know each other. Student Ambassadors will come away from the orientation with information necessary to effectively communicate to potential transfer students.
- Familiarizing yourself with the #BigOrangeDraw campaign. The university is depending on you, as Student Ambassadors, to recruit potential transfer students. By knowing what #BigOrangeDraw truly means, you can more easily work the phrase into conversation.
- Utilizing social media (Instagram, Facebook, Twitter and Snapchat) to promote #BigOrangeDraw by publicizing positive happenings at UT and how you are involved on campus. Accounts shouldn't look too staged, but remember, your image extends into computer-mediated communication. You should share your accounts with the students that you meet.

You are networking for us; you are the face of UT. We thank you for your working hard to be here. We're glad you transferred to UT and that you are making the transition for others more stress-free.

Appendix

Appendix H: Transfer Student Satisfaction Survey

1. Circle your academic school year.

Freshman Sophomore Junior Senior

2. Overall, how satisfied are you with your experience at the University of Tennessee?

Extremely Dissatisfied 1 2 3 4 5 Extremely Satisfied

3. How would you rate the University of Tennessee Transfer Student Welcome Night?

Extremely Unhelpful 1 2 3 4 5 Extremely Helpful

4. How would you rate the University of Tennessee Transfer Student Orientation?

Extremely Unhelpful 1 2 3 4 5 Extremely Helpful

5. How would you rate your preparedness for the first day of classes at the University of Tennessee?

Extremely Unprepared 1 2 3 4 5 Extremely Prepared

6. How satisfied are you with your transition from to the University of Tennessee?

Extremely Dissatisfied 1 2 3 4 5 Extremely Satisfied

7. Overall satisfaction of undergraduate education.

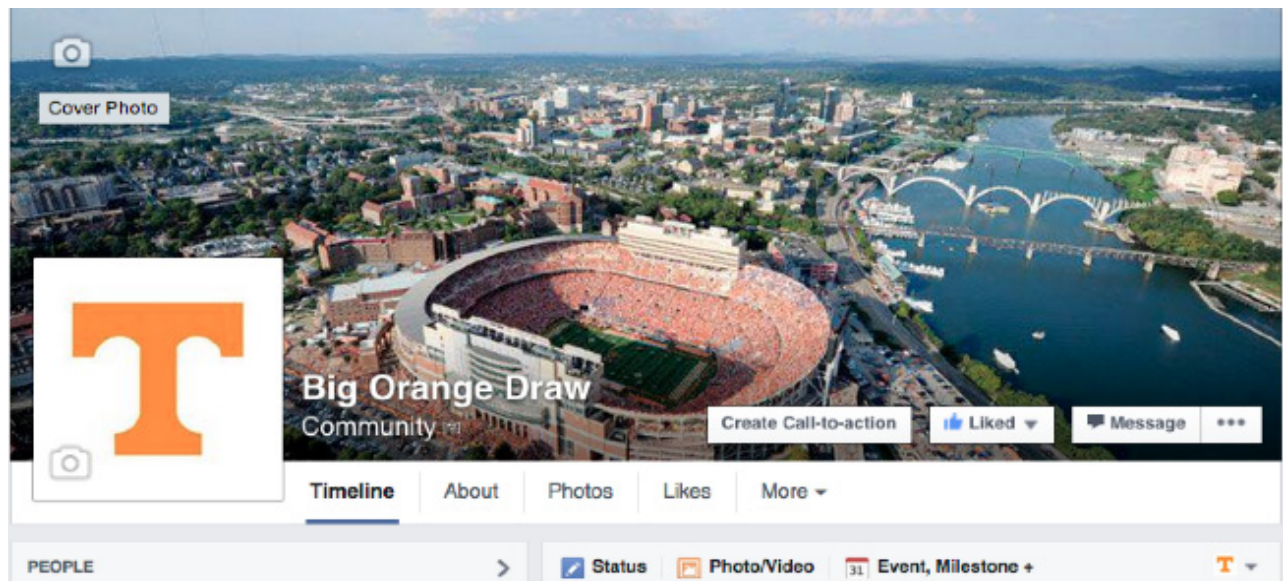
Extremely Dissatisfied 1 2 3 4 5 Extremely Satisfied

9. Overall satisfaction of courses provided at the University of Tennessee.

Extremely Dissatisfied 1 2 3 4 5 Extremely Satisfied

Appendix

Appendix I: "Where Are They Now?" Facebook Page



Big Orange Draw

11 April at 10:54 · Edited · 🌐

Where are they now:

Katie Miller decided to come to UT after realizing it was a better fit than her previous college. Here is what she had to say:

"I wanted a school that had more to offer. My old school didn't have the resources that UT does, so I took a leap of faith and decided to come here after freshman year. It was a great decision. There are so many different clubs, organizations, and things to do both on and off campus, and that is why I love it here."

5 people reached

Boost Post

Like · Comment · Share



Appendix



Big Orange Draw

11 April at 10:48 · 🌐

Where are they now:

Transfer student John Smith told us some of his thoughts after his first week of classes.

"The energy here at UT is something very cool. With all of the activity, diversity, and space, people are always out and about. I can tell that the students are just as excited as I am to be here, and that gives me something to look forward to with my time at UT."

5 people reached

Boost Post

Like · Comment · Share



Appendix



Big Orange Draw

11 April at 12:14 · Edited · 🌐

Where are they now:

Matt Raines, a junior in supply chain management, told us his favorite thing about transferring to UT is the people.

"With 30,000 students, there are so many people you can connect with. The population can be intimidating at first, but you gravitate to people like you and find some truly great friends. The University of Tennessee exemplifies southern hospitality at it's finest, and because of that, I can't imagine being anywhere else."



Appendix

Appendix J: Transfer Student Orientation Program



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Who/What:

Transfer students will attend a highly encouraged one-day orientation a week before classes begin during their first semester at UT. Approximately 1,200 students will be expected to attend.

Where:

The orientation will be held in the brand new UC ballroom and auditorium, along with various other places around campus during the tour portion of the day.

Structure:

Orientation will begin at 9 a.m. and commence at 4 p.m. It is highly recommended that each student attend orientation. Parents are welcome to attend as well if they wish to do so.

Program:

The day will begin with a series of information sessions regarding a multitude of topics that are necessary for transfer students to understand when attending UT. Various speakers will be in attendance to address this information. This will take place in the UC auditorium from 9 a.m. to 12 p.m.

Students and parents will be dismissed to the UC dining facilities from 12 p.m. to 1 p.m. for lunch.



Appendix

After the information sessions, students and parents will attend a Student Involvement Fair in the UC ballroom from 1 p.m. to 2 p.m. where various clubs and organizations will be in attendance. Students and parents will be free to visit as many booths as they want and acquire information about the organizations they are interested in potentially joining.

Next, students will meet with their advisors in order to finalize their class schedules for the semester. During the meetings from 2 p.m. to 3 p.m., students are free to ask questions and clarify any confusion they may have about their majors and classes.

The final portion of the day will take place from 3 p.m. to 4 p.m. Students will meet their orientation leaders and small groups and explore the hot spots on campus in order to familiarize themselves with the area. Hot spots will include the Hill, the Torchbearer, Neyland Stadium and the Rock.

Appendix

Appendix K: Transfer Student Welcome Night



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Who/What:

Transfer students will be invited to a welcome event the night before their first semester of classes at UT begin. Approximately 400 students will be expected to attend.

Where:

Welcome Night will be held in the new UC ballroom as well as various other spots on campus during the tour portion.

Structure:

Welcome Night will be held from 5 p.m. to 7 p.m. Dead End BBQ will be provided for dinner.

Program:

The night will begin with a brief welcoming speech given by someone from the UT Office of Undergraduate Admissions. Students will then get their food, eat and socialize until 6 p.m.

Various professors, UT staff members, advisors, student organization leaders and people from the UT Office of Undergraduate Admissions will be present to answer any questions the transfer students may have.

Following dinner, Butch Jones will be present to deliver a short, 15-minute speech welcoming the students to UT and discussing his positive experiences with the university.

At 6:15, students will split up into groups of five to ten and tour campus with orientation leaders, professors, staff members, advisors and student organization leaders. Students will be encouraged to bring their class schedules so they can figure out where their classes are located. This way, they will be more familiar with where to go when they start classes the following day.

Appendix

Appendix L: Personalized Email for Parents



Mr. and Mrs. Britton,

We are so glad to hear that Easton is graduating from Pellissippi State Community College. The University of Tennessee, and especially the Office of Undergraduate Admissions, would like to congratulate him for this first step towards many future goals.

We encourage the Britton family to consider our Knoxville campus for completion of Easton's baccalaureate degree. Look us up on Facebook with #BigOrangeDraw and hear what people are saying. The transfer process is easier than ever before.

Sincerely,

Christie Banks

Admissions Counselor

Cbanks6@utk.edu

865-974-2184



Appendix

Appendix M: Informative Postcard for Parents



Appendix

**Transfer to the
University of Tennessee
and experience true
southern hospitality.**

**We treat each
Transfer Student
like family.**

Apply Today:

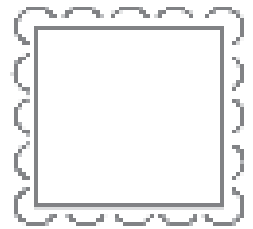
admissions.utk.edu/apply/transfer-students/

Social Media:

www.facebook.com/UTKnoxville

twitter.com/UTKnoxville

www.youtube.com/user/UniversityTennessee



Appendix

Appendix N: #BigOrangeDraw to a Safer Campus Newsletter Insert



Nelson, Jacob Lee
Wed 4/15/2015 5:19 PM
Inbox; Sent Items

Mark as read



Parents Association
NEW STUDENT & FAMILY PROGRAMS

#BigOrangeDraw to a Safer Campus

The UT Police Department is dedicated to providing as safe campus. To achieve this goal we use a combination of police patrol, community service officers, and a comprehensive crime prevention program; however, it is unrealistic to assume that a staff of approximately 100 people can address every conceivable safety concern. As a member of the campus community, your participation is invaluable in assuring your safety and the safety of others.

Appendix

Appendix O: "Where is my student now?" Facebook Posts

**Big Orange Draw**▼
13 April at 14:49 · Edited · 

Where is my student now:
When asked about his daughter's experience at UT, here's what Richard Campbell had to say:

Ellie went to a community college here in Tennessee her first two years of school. Once she went up to UT to begin her third year of college, we joined the UT Parent's Association and started coming up to visit her on football weekends. This past fall, we met some of friends in her sorority she always talks about, and it's really comforting as a dad to know she is loving school. We LOVE Tennessee Football and couldn't be happier that she is attending UT Knoxville.

6 people reached **Boost Post**


[Like](#) · [Comment](#) · [Share](#) **T** ▼

Appendix

**Big Orange Draw**▼
2 mins · 🌐

Where is my student now:
Bettie Carter told us what she had to say about her son transferring to UT:
"After Max went through his first semester as a freshman at another school, I could tell he was unhappy. He always wanted to come home because he didn't have a solid friend group, and he said there was not a lot to do on his campus. That following spring, Max decided to transfer to The University of Tennessee where he is never bored. Whenever I call him, he is always doing something with a club or he is on the way to do something with his friends. I'm so thankful we found a school that can provide him with everything he needs to make his college experience wonderful!"

Boost Post

Like · Comment · Share  ▼



References

Scholarships for Continuing Undergraduates and Transfer Students. (n.d.). Retrieved April 11, 2015, from <http://onestop.utk.edu/your-money/covering-costs/financial-aid/continuing-undergrads-transfers/>

Tennessee Promise. (n.d.). Retrieved April 10, 2015, from <http://tennesseepromise.gov/>

(2013). Southern blog society. <http://southernblogsociety.com>

(2014). Brief history of tennessee in the war of 1812. <http://www.tn.gov/tsla/history/military/tn1812.htm>

(2014). Mason jones: Volunteer traditions. Nashville Guru. <http://nashvilleguru.com/1304/mason-jones-volunteer-traditions>

(2014). Office of undergraduate admissions. <http://admissions.utk.edu/apply/transfer-students/>

(2014). The first generation of the twenty-first century. <http://magid.com/sites/default/files/pdf/MagidPluralistGenerationWhitepaper.pdf>

Berger, J. B., & Malaney, G. D. (2003). Assessing the transition of transfer students from community colleges to a university. *NASPA Journal*, 40(4). <http://web.ebscohost.com.proxy.lib.utk.edu:90/ehost/pdfviewer/pdfviewer?sid=994163dc-e419-4c63-9f78-8558eac620e4%40sessionmgr114&vid=1&hid=124>

Blakely, A. (n.d.). Tennessee Today. Retrieved April 10, 2015, from <http://tntoday.utk.edu/2014/08/13/big-orange-campus-welcomes-largest-freshman-class/>

Curran, R. (2006). Parent Perspectives of Family Involvement in Children's Education: Doing Whatever They Think It Takes to Help Children Grow and Succeed. Retrieved April 12, 2015

Drake, L. (2012). Sneg 2012: Creating community through synergy. *Journal of Nutrition Education and Behavior*, 44(5), 389-389. doi:10.1016/j.jneb.2012.07.004

Edwards, C., Edwards, A., Qingmei, Q., & Wahl, S. (2007). Instructors and attitudes toward learning course content. *Communication Education*, 56(3), 255-277. doi:10.1080/03634520701236866

Ghosh, A., Whipple, T., & Bryan, G. (2001). Student trust and its antecedents in higher education. *Journal Of Higher Education*, 72(3), 322-340. doi:10.2307/2649334



References

Gilardi, S., & Guglielmetti, C. (2011). University life of non-traditional students: Engagement styles and impact on attrition. *Journal Of Higher Education*, 82(1). <http://web.ebscohost.com.proxy.lib.utk.edu:90/ehost/detail/detail?sid=9f635f07->

[eb28-4ca6-b4a6-ded9382e0fa6%40sessionmgr113&vid=0&hid=124&bdata=JnNjb3BIPXNpdGU%3d#db=aph&AN=57437239](http://web.ebscohost.com.proxy.lib.utk.edu:90/ehost/detail/detail?sid=9f635f07-eb28-4ca6-b4a6-ded9382e0fa6%40sessionmgr113&vid=0&hid=124&bdata=JnNjb3BIPXNpdGU%3d#db=aph&AN=57437239)

Greenacre, L., Freeman, L., Cong, K., & Chapman, T. (2014). Understanding and predicting student word of mouth. *International Journal of Educational Research* 64, 40-48. doi:10.1016/j.ijer.2013.10.006

Lipka, S. (2010). A running start and fast friends for first-generation transfer students. *Chronicle Of Higher Education*, 56(23). <http://web.ebscohost.com.proxy.lib.utk.edu:90/ehost/detail/detail?sid=16d26e2c-6c6d-49b2-9a00-ad99bc94cce4%40sessionmgr110&vid=1&hid=124&bdata=JnNjb3BIPXNpdGU%3d#db=aph&AN=48598108>

Ott, A., & Cooper, B. (2013). They're transfer students, not cash cows. *Chronicle Of Higher Education*, 59(28). <http://web.ebscohost.com.proxy.lib.utk.edu:90/ehost/detail/detail?sid=305e8214-e8c2-44b6-b344-d00a710e9dcb%40sessionmgr198&vid=3&hid=124&bdata=JnNjb3BIPXNpdGU%3d#db=aph&AN=86207091>

Parsons, S., Richey Nuland, L., & Ward Parsons, A. (2014). The abcs of student engagement. *Phi Delta Kappan*, 95(8), 23-27. doi:10.1177/003172171409500806

Tobolowsky, B., & Cox, B. (2012). Rationalizing neglect: An institutional response to transfer students. *Journal Of Higher Education*, 83(3).

Sampaio, C., Perin, M., Simões, C., & Kleinowski, H. (2012). Students' trust, value and loyalty: Evidence from higher education in brazil. *Journal Of Marketing For Higher Education*, 22(1), 83-100. doi:10.1080/08841241.2012.705796

Strauss, L., & Volkwein, J. (2004). Predictors of student commitment at two-year and four-year institutions. *Journal Of Higher Education*, 75(2). <http://web.ebscohost.com.proxy.lib.utk.edu:90/ehost/pdfviewer/pdfviewer?sid=d6c0b20d-3ae6-4a72-988c-afaa34720a5d%40sessionmgr112&vid=1&hid=124>