

2014

The Power of Facebook for Universities: A Study of Official Facebook Pages of Florida's Universities

Jerrett R. Dumouchel
University of North Florida

Suggested Citation

Dumouchel, Jerrett R., "The Power of Facebook for Universities: A Study of Official Facebook Pages of Florida's Universities" (2014).
UNF Graduate Theses and Dissertations. 552.
<https://digitalcommons.unf.edu/etd/552>

This Master's Thesis is brought to you for free and open access by the Student Scholarship at UNF Digital Commons. It has been accepted for inclusion in UNF Graduate Theses and Dissertations by an authorized administrator of UNF Digital Commons. For more information, please contact [Digital Projects](#).

© 2014 All Rights Reserved

Running Head: The Power of Facebook for Universities

The Power of Facebook for Universities: A Study of Official Facebook Pages of
Florida's Universities

By

Jerrett R. Dumouchel

University of North Florida
Department of Educational Leadership, Sport Management, and Counseling
Jacksonville, Florida

A dissertation presented to the Department of Leadership, School Counseling, and Sport
Management in partial fulfillment of the requirements for the degree of

Doctor of Education

UNIVERSITY OF NORTH FLORIDA

COLLEGE OF EDUCATION AND HUMAN SERVICES

Defended and Approved by Doctoral Committee on July 25, 2014

The dissertation of Jerrett Dumouchel is approved:

7/25/2014

Committee Chair: Dr. Sandra Gupton

Committee Member: Dr. Jerry Johnson

Committee Member: Dr. John Parmelee

Committee Member: Dr. Chris Janson

Accepted for the Department of Educational Leadership, Sport Management, and Counseling:

Dr. Chris Janson

Accepted for the College of Education and Human Services:

Dr. Marcia Lupi

Accepted for the University:

Dr. John Kantner
Dean of the Graduate School

DEDICATION

I dedicate this dissertation to my amazing committee, Dr. Sandra Gupton, Dr. Jerry Johnson, Dr. John Parmelee, and Dr. Chris Janson, to my editor, Janelle Venn, and to my family. Specifically to my wife Katy, thank you for the love and support you provided.

TABLE OF CONTENTS

DEDICATION.....ii

TABLE OF CONTENTS.....iii

LIST OF TABLES.....vii

LIST OF FIGURES.....ix

ABSTRACT.....xiv

CHAPTER 1: INTRODUCTION.....1

 Background.....2

 Facebook and Communication.....5

 Definitions.....6

 Purpose of Study.....7

 Research Design and Methodology.....9

 Research Questions.....11

 Delimitations.....13

 Limitations.....13

 Significance of Study.....14

 Summary.....15

CHAPTER 2: REVIEW OF THE LITERATURE.....17

 Framing Theory.....20

 Social Media and Higher Education.....25

 Social Media Use by Higher Education Students and Faculty.....26

 Social Media Use in the Higher Education Classroom.....28

 Facebook.....28

 Twitter.....33

 Wikis.....35

 Social Media Use by Academic Libraries.....37

 Social Media use for Higher Education Administrative Purposes.....41

 Summary of Social Media and Higher Education.....44

 Student Interaction and Student Presentation Through Social Media.....45

 Student Relationships through Social Media.....46

 Student Image and Presentation through Social Media.....53

 Summary of Student Interaction and Student Presentation Through Social Media.....54

 Summary.....55

CHAPTER 3: METHODS.....56

 Mixed Methods Approach.....57

Research Questions.....58
 Population, Sample, and Unit of Analysis.....59
 Frame Analysis.....60
 Content Analysis.....64
 Summary.....68

CHAPTER 4: DATA COLLECTION AND RESULTS.....70
 Data Collection.....72
 Frame Analysis.....74
 University Pride Frame (F1).....76
 University Update Frame (F2).....78
 Social Responsibility Frame (F3).....79
 Athletics Frame (F4).....81
 Pseudo-Engagement Frame (F5).....83
 Academic Achievement Frame (F6).....85
 Social Media Frame (F7).....86
 Diversity Frame (F8).....88
 Arts Frame (F9).....90
 Local Business Frame (F10).....91
 Fun Family Frame (F11).....93
 Multiple Frames.....94
 Summary of Frame Analysis.....96
 Content Analysis.....97
 Intercoder Reliability.....102
 Overview of Frequencies Found on Official University Facebook
 Pages.....103
 Frequency of Facebook Posts and University Enrollment.....104
 Frame 1: University Pride Frame.....105
 Frame 2: University Update Frame.....106
 Frame 3: Social Responsibility Frame.....107
 Frame 4: Athletics Frame.....108
 Frame 5: Pseudo-Engagement Frame.....109
 Frame 6: Academic Achievement Frame.....110
 Frame 7: Social Media Frame.....111
 Frame 8: Diversity Frame.....112
 Frame 9: Arts Frame.....113
 Frame 10: Local Business Frame.....114
 Frame 11: Fun Family Frame.....115
 Frequency of Facebook Posts and University Age.....115
 Frame 1: University Pride Frame.....116
 Frame 2: University Update Frame.....117
 Frame 3: Social Responsibility Frame.....118
 Frame 4: Athletics Frame.....119
 Frame 5: Pseudo-Engagement Frame.....120
 Frame 6: Academic Achievement Frame.....121
 Frame 7: Social Media Frame.....122

Frame 8: Diversity Frame.....	123
Frame 9: Arts Frame.....	124
Frame 10: Local Business Frame.....	125
Frame 11: Fun Family Frame.....	126
Frequency of Facebook posts and Athletic Conference Affiliation....	126
Frame 1: University Pride Frame.....	127
Frame 2: University Update Frame.....	127
Frame 3: Social Responsibility Frame.....	129
Frame 4: Athletics Frame.....	130
Frame 5: Pseudo-Engagement Frame.....	131
Frame 6: Academic Achievement Frame.....	132
Frame 7: Social Media Frame.....	133
Frame 8: Diversity Frame.....	134
Frame 9: Arts Frame.....	135
Frame 10: Local Business Frame.....	136
Frame 11: Fun Family Frame.....	137
Frequency of Facebook Posts and Carnegie Classification.....	138
Frame 1: University Pride Frame.....	138
Frame 2: University Update Frame.....	138
Frame 3: Social Responsibility Frame.....	140
Frame 4: Athletics Frame.....	141
Frame 5: Pseudo-Engagement Frame.....	142
Frame 6: Academic Achievement Frame.....	143
Frame 7: Social Media Frame.....	144
Frame 8: Diversity Frame.....	145
Frame 9: Arts Frame.....	146
Frame 10: Local Business Frame.....	147
Frame 11: Fun Family Frame.....	148
Summary of Content Analysis.....	148
Facebook Posts and University Missions.....	159
FAMU.....	150
FAU.....	153
FGCU.....	154
FIU.....	155
FSU.....	157
NCF.....	158
UCF.....	160
UF.....	161
UNF.....	164
USF.....	166
UWF.....	167
Summary of Facebook Posts and University Missions.....	169
Summary.....	169
CHAPTER 5: FINDINGS, DISCUSSION, AND RECOMMENDATIONS.....	172
Findings.....	173

Discussion.....186
Recommendations for Facebook Use.....189
Recommendations for Further Studies.....192
Conclusion.....193

APPENDIX.....195

REFERENCES.....222

LIST OF TABLES

1. Total Number of Posts on Official University Facebook Page for 2013.....73

2. University Demographics for Current Study.....74

3. Frequency of Frames Present on Official University Facebook Pages for 2013...100

4. Frequency of Frames Present on Official University Facebook Pages for 2013
(Coder 1).....101

5. Frequency of Frames Present on Official University Facebook Pages for 2013
(Coder 2)101

6. Cohen’s Kappa Reliability between author and coders.....102

7. Frequency of Frames Present on FAMU Official Facebook Page for 2013.....152

8. Frequency of Frames Present on FAU Official Facebook Page for 2013.....153

9. Frequency of Frames Present on FGCU Official Facebook Page for 2013.....155

10. Frequency of Frames Present on FIU Official Facebook Page for 2013.....156

11. Frequency of Frames Present on FSU Official Facebook Page for 2013.....157

12. Frequency of Frames Present on NCF Official Facebook Page for 2013.....159

13. Frequency of Frames Present on UCF Official Facebook Page for 2013.....161

14. Frequency of Frames Present on UF Official Facebook Page for 2013.....163

15. Frequency of Frames Present on UNF Official Facebook Page for 2013.....165

16. Frequency of Frames Present on USF Official Facebook Page for 2013.....166

17. Frequency of Frames Present on UWF Official Facebook Page for 2013.....168

18. Occurrences and proportionality of Frame 1 per institution.....175

19. Summary of the aggregate frequencies and percentages of Frame 1.....176

20. Occurrences and proportionality of Frame 2 per institution.....181

21. Summary of the aggregate frequencies and percentages of Frame 2.....181

22. Occurrences and proportionality of Frame 3 per institution.....195

23. Summary of the aggregate frequencies and percentages of Frame 3.....195

24. Occurrences and proportionality of Frame 4 per institution.....198

25. Summary of the aggregate frequencies and percentages of Frame 4.....198

26. Occurrences and proportionality of Frame 5 per institution.....201

27. Summary of the aggregate frequencies and percentages of Frame 5.....201

28. Occurrences and proportionality of Frame 6 per institution.....204

29. Summary of the aggregate frequencies and percentages of Frame 6.....204

30. Occurrences and proportionality of Frame 7 per institution.....207

31. Summary of the aggregate frequencies and percentages of Frame 7.....207

32. Occurrences and proportionality of Frame 8 per institution.....210

33. Summary of the aggregate frequencies and percentages of Frame 8.....210

34. Occurrences and proportionality of Frame 9 per institution.....213

35. Summary of the aggregate frequencies and percentages of Frame 9.....213

36. Occurrences and proportionality of Frame 10 per institution.....216

37. Summary of the aggregate frequencies and percentages of Frame 10.....216

38. Occurrences and proportionality of Frame 11 per institution.....219

39. Summary of the aggregate frequencies and percentages of Frame 11.....219

LIST OF FIGURES

1. Typology of Framing Research.....24

2. Conceptual framework for research question one.....64

3. First example of Frame 1.....77

4. Second example of Frame 1.....77

5. First example of Frame 2.78

6. Second example of Frame 2.....79

7. First example of Frame 3.80

8. Second example of Frame 3.81

9. First example of Frame 4.82

10. Second example of Frame 4.82

11. First example of Frame 5.....84

12. Second example of Frame 5.....84

13. First example of Frame 6.85

14. Second example of Frame 6.86

15. First example of Frame 7.....87

16. Second example of Frame 7.88

17. First example of Frame 8.....89

18. Second example of Frame 8.....89

19. First example of Frame 9.....90

20. Second example of Frame 9.91

21. First example of Frame 10.....92

22. Second example of Frame 10.....92

23. First Example of Frame 11.....93

24. Second example of Frame 11.94

25. First example of multiple frames.95

26. Second example of multiple frames.96

27. Percentages of occurrences of Frame 1 by enrollment.....103

28. Percentages of occurrences of Frame 2 by enrollment.....106

29. Percentages of occurrences of Frame 3 by enrollment.107

30. Percentages of occurrences of Frame 4 by enrollment.108

31. Percentages of occurrences of Frame 5 by enrollment.109

32. Percentages of occurrences of Frame 6 by enrollment.....110

33. Percentages of occurrences of Frame 7 by enrollment.....111

34. Percentages of occurrences of Frame 8 by enrollment.....112

35. Percentages of occurrences of Frame 9 by enrollment.....113

36. Percentages of occurrences of Frame 10 by enrollment.114

37. Percentages of occurrences of Frame 11 by enrollment.115

38. Percentages of occurrences of Frame 1 by university age.116

39. Percentages of occurrences of Frame 2 by university age.117

40. Percentages of occurrences of Frame 3 by university age.118

41. Percentages of occurrences of Frame 4 by university age.119

42. Percentages of occurrences of Frame 5 by university age.120

43. Percentages of occurrences of Frame 6 by university age.121

44. Percentages of occurrences of Frame 7 by university age.122

45. Percentages of occurrences of Frame 8 by university age.123

46. Percentages of occurrences of Frame 9 by university age.124

47. Percentages of occurrences of Frame 10 by university age.125

48. Percentages of occurrences of Frame 11 by university age.126

49. Percentages of occurrences of Frame 1 by Athletic Conference.127

50. Percentages of occurrences of Frame 2 by Athletic Conference.128

51. Percentages of occurrences of Frame 3 by Athletic Conference.129

52. Percentages of occurrences of Frame 4 by Athletic Conference.130

53. Percentages of occurrences of Frame 5 by Athletic Conference.131

54. Percentages of occurrences of Frame 6 by Athletic Conference.132

55. Percentages of occurrences of Frame 7 by Athletic Conference.133

56. Percentages of occurrences of Frame 8 by Athletic Conference.134

57. Percentages of occurrences of Frame 9 by Athletic Conference.135

58. Percentages of occurrences of Frame 10 by Athletic Conference.136

59. Percentages of occurrences of Frame 11 by Athletic Conference.137

60. Percentages of occurrences of Frame 1 by Carnegie classification.139

61. Percentages of occurrences of Frame 2 by Carnegie classification.139

62. Percentages of occurrences of Frame 3 by Carnegie classification.140

63. Percentages of occurrences of Frame 4 by Carnegie classification.....141

64. Percentages of occurrences of Frame 5 by Carnegie classification.142

65. Percentages of occurrences of Frame 6 by Carnegie classification.143

66. Percentages of occurrences of Frame 7 by Carnegie classification.144

67. Percentages of occurrences of Frame 8 by Carnegie classification.145

68. Percentages of occurrences of Frame 9 by Carnegie classification.146

69. Percentages of occurrences of Frame 10 by Carnegie classification.147

70. Percentages of occurrences of Frame 11 by Carnegie classification.148

71. Disaggregated Enrollment Category Data for Frame 1.....177

72. Disaggregated University Age Category Data for Frame 1.....178

73. Disaggregated Athletic Conference Category Data for Frame 1.179

74. Disaggregated Carnegie Classification Category Data for Frame 1.180

75. Disaggregated Enrollment Category Data for Frame 2.182

76. Disaggregated University Age Category Data for Frame 2.183

77. Disaggregated Athletic Conference Category Data for Frame 2.184

78. Disaggregated Carnegie Classification Category Data for Frame 2.185

79. Disaggregated Enrollment Category Data for Frame 3.....196

80. Disaggregated University Age Category Data for Frame 3.196

81. Disaggregated Athletic Conference Category Data for Frame 3.197

82. Disaggregated Carnegie Classification Category Data for Frame 3.197

83. Disaggregated Enrollment Category Data for Frame 4.....199

84. Disaggregated University Age Category Data for Frame 4.199

85. Disaggregated Athletic Conference Category Data for Frame 4.200

86. Disaggregated Carnegie Classification Category Data for Frame 4.200

87. Disaggregated Enrollment Category Data for Frame 5.202

88. Disaggregated University Age Category Data for Frame 5.202

89. Disaggregated Athletic Conference Category Data for Frame 5.203

90. Disaggregated Carnegie Classification Category Data for Frame 5.203

91. Disaggregated Enrollment Category Data for Frame 6.205

92. Disaggregated University Age Category Data for Frame 6.205

93. Disaggregated Athletic Conference Category Data for Frame 6.206

94. Disaggregated Carnegie Classification Category Data for Frame 6.206

95. Disaggregated Enrollment Category Data for Frame 7.208

96. Disaggregated University Age Category Data for Frame 7.208

97. Disaggregated Athletic Conference Category Data for Frame 7.209

98. Disaggregated Carnegie Classification Category Data for Frame 7.209

99. Disaggregated Enrollment Category Data for Frame 8.211

100. Disaggregated University Age Category Data for Frame 8.211

101. Disaggregated Athletic Conference Category Data for Frame 8.212

102. Disaggregated Carnegie Classification Category Data for Frame 8.212

103. Disaggregated Enrollment Category Data for Frame 9.214

104. Disaggregated University Age Category Data for Frame 9.214

105. Disaggregated Athletic Conference Category Data for Frame 9.215

106. Disaggregated Carnegie Classification Category Data for Frame 9.215

107. Disaggregated Enrollment Category Data for Frame 10.217

108. Disaggregated University Age Category Data for Frame 10.217

109. Disaggregated Athletic Conference Category Data for Frame 10.218

110. Disaggregated Carnegie Classification Category Data for Frame 10.218

111. Disaggregated Enrollment Category Data for Frame 11.220

112. Disaggregated University Age Category Data for Frame 11.220

113. Disaggregated Athletic Conference Category Data for Frame 11.221

114. Disaggregated Carnegie Classification Category Data for Frame 11.....221

ABSTRACT

The purpose of this mixed methods study was to investigate the potential power of Facebook to be used by higher education institutions as a key communication tool to provide viewers' emergent impressions, or frames, of the institution. This study was intended to contribute to the knowledge base of social media and higher education by studying the emergent frames formed from the posts on the official Facebook page of each member university of the Florida State University System.

Chapter 1: Introduction

Social media, websites such as MySpace, YouTube, Twitter, and Facebook, have attracted billions of users over the past ten years and have transformed the ways individuals experience and use the Internet (Bicen & Cavus, 2010; boyd & Ellison, 2007; Selwyn, 2011). These Internet tools and applications have evolved and “become more sophisticated, increasingly interactive, highly accessible, affordable, and specialized” (Tuten & Marks, 2012, p. 201). “Social media and social networks continue to expand exponentially and at the same time are transforming itself and its users at a dizzying pace” (Johnson & Maddox, 2012, p.87). With social media technology, and users, developing so rapidly, and social media use growing so quickly:

... many higher education institutions (and educators) now find themselves expected to catch up with this world of social media applications and social media users ... It is essential, therefore, that the higher educators are able to approach social media in a considered and objective manner. (Selwyn, 2011, p. 1)

In order to consider and harness, in an objective manner, the full capabilities of social media, it is important for those in higher education to understand the truly pervasive nature of social media. Specifically, for this study, it was important for those in higher education to realize the widespread use of the popular social media site Facebook.

At the end of June 2013, Facebook had 1.15 billion monthly active users (Facebook Newsroom, 2013). Of those 1.15 billion monthly active users, over 699

million users used Facebook on a daily basis. Founded in 2004, Facebook has become the most ubiquitous social networking site in the world. Because Facebook has such a large number of users, and because Facebook has become assimilated into our modern society, sociologists, psychologists, and businesses have begun to study the use and the influence of Facebook on all aspects of today's culture. Higher education researchers have also begun to study Facebook's influence on the educational and social aspects of students and faculty.

Background

To understand why sociologists, psychologists, educators, and businesses have begun studying Facebook, it was important to understand how Facebook came to be. The history of Facebook is embedded in the concept of Web 2.0 technologies:

“Web 2.0” refers to a perceived second generation of Web development and design that facilitates communications and secures information sharing, interoperability, and collaboration on the World Wide Web. Web 2.0 concepts have led to the development and evolution of Web-based communities, hosted services, and applications; such as social-networking sites, video-sharing sites, wikis, blogs, and folksonomies. (Harris & Rea, 2012, p.137)

The key distinction between Web 1.0 sites and Web 2.0 sites is that the former are static sites posted by the creator(s) of the site whereas the latter sites allow for communication between the creator(s) and the users of the site. Social media sites such as Facebook are considered a subset of Web 2.0 technologies.

Many people use the terms social media and social networking interchangeably. Social media is a collective term used to “describe a set of tools that foster interaction, discussion and community, allowing people to build relationships and share information” (Social Media Overview, 2013). Social media are Internet sites that allow people to “interact freely, sharing and discussing information about each other and their lives, using a multimedia mix of personal words, pictures, videos, and audio” (The Brief History of Social Media, 2013). Examples of social media technology include blogs, micro blogs, forums, message boards, social network sites, wikis, virtual worlds, social bookmarking, tagging, writing communities, digital storytelling, scrapbooking, image and video sharing, and podcasts (The Brief History of Social Media, 2013). Popular, commercial examples of social media technology include Facebook, Twitter, Google+, YouTube, Flickr, Digg, Blogger, Wikipedia, Second Life, Reddit, Vine, Instagram, LinkedIn, Tumblr, and Pinterest. Social media sites are critical to higher education because these sites are largely free and generally usable by students and faculty (Wankel, 2009).

In their historical overview of social media sites, boyd and Ellison (2007) stated that SixDegrees.com was considered to be the first social networking site that allowed users to create profiles, determine friends, and search their friends’ lists of friends. The site had millions of users but failed to become sustainable and shut down in 2000; however, in hindsight, SixDegrees.com was ahead of its time. According to these researchers, between 1997 and 2001 a number of niche-based social networking sites appeared, but none became widely popular until Ryze.com

launched in 2001. Ryze.com was created to help people “leverage their business networks” (p. 215). Ryze.com did not develop a large user base, but its social complement, Friendster.com, launched in 2002, did. Friendster.com surged in popularity, but the site encountered numerous technical and social problems. Then in 2003, MySpace.com started to compete with Friendster.com. “MySpace was able to grow rapidly by capitalizing on Friendster’s alienation of its early adopters” (boyd & Ellison, 2007, p. 217). In 2004, Facebook was launched as a Harvard only social networking site. Facebook then:

... began supporting other schools, those users were also required to have a university email address associated with those institutions, a requirement that kept the site relatively closed and contributed to users’ perceptions of the site as an intimate, private community. (boyd & Ellison, 2007, p. 218)

Starting in 2005, Facebook expanded to allow high school users, and then eventually, everyone. The researchers stated two main reasons for Facebook’s early success. One reason was that compared to other social networks, Facebook was seen as private because users could not make their profiles public. The second reason for Facebook’s early success was the “ability for outside developers to build ‘applications’ which allowed users to personalize their profiles and perform other tasks, such as compare movie preferences and chart travel histories” (boyd & Ellison, 2007, p. 218). To this day, Facebook continually evolves and stays at the forefront of social networking technology, which has allowed Facebook to grow in popularity and make it the most used social networking site in the world.

Facebook and Communication

Facebook's stated mission is to "make the world more open and connected. People use Facebook to stay connected with friends and family, to discover what's going on in the world, and to share and express what matters to them" (Facebook Newsroom, 2013). When people discover what is happening in the world, share ideas, express opinions, and connect with others, they are communicating. Facebook is labeled as a social networking site, and when people are being social and networking, people are communicating.

Scholars define communication as the process by which people interactively create, sustain, and manage meaning (Conrad & Poole, 1998). Dainto and Zelley (2005) described communication as follows:

Communication is not simply one more thing that happens in personal and professional life; it is the very means by which we produce our personal relationships and professional experiences—it is *how* we plan, control, manage, persuade, understand, lead, love, and so on. (p. 2)

Describing communication as a way to control, persuade, and manage meaning is another way of saying that communication, in all of its forms, can influence and create emergent impressions that the receiver of the communication has about the originator of the communication. This means that the posts on a Facebook page, which are a form of communication, intentionally or unintentionally, influence reader perception of the individual or institution that made the posts. In communication theory, the concept of the emergent impressions generated by

communication between the sender and receiver of the communication is referred to as framing theory, or framing¹.

Definitions

For this study there were two key phrases that need to be defined. The first key phrase defined was social networking sites. The most widely cited definition of social networking sites was provided by boyd and Ellison (2007) who defined social networking sites as:

... web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system (p. 211)

A key criterion in the definition of a social networking site is the capability of users to articulate and make visible their social networks, which allows users to make connections to other users that would not otherwise have been made (boyd & Ellison, 2007). YouTube, for example, would not fit the definition of a social networking site because making and accumulating connections is not the sole function of the site (Beer, 2008).

There has been some debate regarding the definition provided by boyd and Ellison. For example, Beer (2008) argued that:

¹ The term framing is used in this study to describe both a theory and a method. Framing as a theory describes how information is packaged by using themes and how that packaging affects individuals. Framing as a method is a technique used to study themes that are embedded, intentionally or not, in communication.

The difficulty that boyd and Ellison's use of the term social network sites creates is that it becomes too broad, it stands in for too many things, it is intended to do too much of the analytical work, and therefore makes a differentiated typology of these various user-generated web applications more problematic. (p. 519)

Beer went on to state that the definitions of the emerging online tools and cultures needed to be moving toward more differentiated classifications. Despite Beer's critique of the definition of social networking sites presented by boyd and Ellison, their definition remained the most used and cited in the literature.

Along with knowing the definition of social networking sites, the second key phrase defined for this study was framing theory, or framing. The concept of framing theory stems from the work of Goffman (1974) who argued that individuals continually struggle to interpret and make sense of their life experiences. Goffman went on to argue that individuals apply schemas or frameworks to their life experiences in order to classify events and information in an attempt to interpret meaning. Hallahan (1999) stated that "framing is a critical activity in the construction of social reality because it helps shape the perspectives through which people see the world" (p. 207). Framing communication, in terms of framing theory, is one way in which individuals attach meaning to and organize their lived experiences. Thus a post on Facebook can cause the reader of the post to attach meaning to, or frame, the person or organization that wrote the post.

Purpose of Study

The purpose of this study was to demonstrate the power in institutions of higher education using Facebook as a communication tool and to learn more about how posts on the official Facebook page of an institution provided an emergent impression, or framed, a university.

Like many individuals, many colleges and universities have Facebook pages. The official Facebook page of a university was created as another avenue to connect and communicate with the stakeholders (students, faculty, staff, administration, and alumni) of the institution. With so many stakeholders using Facebook, it seemed logical for institutions of higher education to connect with their stakeholders where they were. This logic makes good sense and surely can be an asset to the institution, but only if the institution is strategic and mindful about the power of their posts to influence stakeholders both negatively and positively.

No research was found that described how the posts on the official Facebook page of a university framed the university. Previous research done using framing theory had been used to study fields such as public relations, mass media, marketing, and political science. For example, Parmelee, Perkins, and Sayre (2007) used framing theory as part of a study to understand how political advertising engaged college students. The researchers found that “political advertising is framed to decrease the salience of young voters, thereby promoting an interpretation among college students that the messages within candidate ads are not relevant to them” (p. 183). Another example was a study done by Hallahan (1999) who described framing for public relations. The author argued that public relations experts take a situation, attribute, choice, action, or issue, and use key

words or phrases to frame the situation, attribute, choice, action, or issue either negatively or positively. These were just two examples of research that has been conducted using framing theory. However, to my knowledge, framing theory had not been applied to educational research focused on social media and higher education.

The research that has been done on social media and higher education has concentrated on general social media use by higher education students and faculty, social media use in the higher education classroom, social media use in academic libraries, and social media use for higher education administrative purposes. Researchers have also explored student relationships through social media and student image and presentation through social media. All of the aforementioned research on social media and higher education is detailed in Chapter Two.

Thus, with the void of research pertaining to framing and social media use of institutions of higher education, examining how social media, specifically Facebook posts, could frame a university and leave strong impressions seemed to be both timely and important. Increased understanding about how higher education could tap into the positive power of using Facebook could lead to the development of more comprehensive, better conceived social media usage policies and strategies.

Research Design and Methodology

To conduct this study the sequential transformative mixed methods design as described by Creswell, Clark, Gutmann, and Hanson (2003) was used. There are three major identifying characteristics to this type of research design: a) this method has two distinct data collection phases, one qualitative and one quantitative,

but neither data collection phase has priority, b) the findings of the two data collection phases are combined during the interpretation phase, and c) there is a single theoretical perspective present to guide the study (Creswell, et al., 2003). For this study, the single theoretical perspective was framing.

Parmelee and Perkins (2012) argued that using a qualitative method along with a quantitative method was beneficial because one method could complement and add content to the other method. In a fashion similar to Parmelee and Richard (2012), frame analysis was used to determine the embedded themes within the posts while content analysis was used for the assessment of the frame intensity. To achieve this, first a qualitative frame analysis was conducted to determine the emergent frames created by the posts on the official Facebook page of each member university of the Florida State University System. The frame analysis process was used for data collection and doing a minimal amount of analysis to find the themes that were then measured in the content analysis phase. No qualitative interpretation was used for this study. Content analysis was then used to determine the frequency of the frames on the official Facebook page of each member of the Florida State University System. After the frequencies were studied, an analysis of the data was conducted to determine if there were any connections between the frames found on the official Facebook page of each member of the Florida State University System and the categories of enrollment, age of the institution, athletic division, Carnegie classification, and tuition. Then the frames found in the frame analysis of the official Facebook page of each member of the Florida State University System were compared to the mission of the university.

The combination of frame analysis and content analysis was referred to as “the list of frames approach” (p.101) to measuring frames (Tankard, 2001).

According to Tankard, the list of frames approach to measuring frames had the following five general steps:

... (1) Make the range of possible frames explicit, (2) Put the various possible frames in a manifest list, (3) Develop keywords, catchphrases and symbols to help detect each frame, (4) Use the frames in the list as categories in a content analysis, and (5) Get coders to code articles or other kinds of content into these categories. This approach makes the rules for identifying frames explicit and takes the subjectivity out of frame identification. (pp. 101-102)

A more detailed description of the research methods is presented in chapter three.

Research Questions

Since no research was found that described or provided the potential importance of the emergent impressions, or frames, created by the posts on the official Facebook page of higher education institutions, the following research questions were investigated:

Research Question 1:

What emergent impressions, or frames, were created by the official Facebook pages of the eleven institutions in the Florida State University System?

Research Question 2:

Of the emergent impressions, or frames found, which frames were present on each of the official Facebook pages of the eleven institutions in the Florida State University System?

- a) Was there a relationship between the frames found on the official Facebook pages of each member university of the Florida State University System with respect to the variables of enrollment, age of the institution, athletic division, Carnegie classification, and tuition?
- b) To what extent did the frames present on the official Facebook pages of each member university of the Florida State University System correspond with the stated mission of the university?

Answering these questions could help to address the void in the literature and could lead to the development of improved strategies and policies for universities using Facebook.

For this study, Facebook posts from January 1, 2013, through December 31, 2013, were researched. It was determined to study the official Facebook posts from the eleven² universities of the Florida State University System because of the diverse nature of the institutions. The eleven members of the Florida State University System range from large, well-established research based institutions, to smaller, regional universities that were established less than 20 years ago. The eleven universities of the Florida State University System are: Florida Agricultural and Mechanical University [FAMU], Florida Atlantic University [FAU], Florida Gulf Coast

² Florida Polytechnic University [FPU] is the twelfth member of the Florida State University System. FPU began holding classes in August 2014. Because of the time frame of this study, the official Facebook page of FPU was not analyzed.

University [FGCU], Florida International University [FIU], Florida Polytechnic University [FPU], Florida State University [FSU], New College of Florida [NCF], University of Central Florida [UCF], University of Florida [UF], University of North Florida [UNF], University of South Florida [USF], and University of West Florida [UWF].

The Facebook frames were analyzed with regard to the selected variables of enrollment, age of the institution, athletic division, Carnegie ranking, and tuition. This decision was grounded in the literature concerning university branding in which perceptions of a university's academic quality, social life, cost, and athletics weigh heavily in the decision making process for potential students deciding which institution to attend (Gregg, Pierce, Lee, Himstedt, & Felver, 2013).

Delimitations

A priori decisions that I made were delimiting factors for this study. One such delimiting factor was that I only looked at the eleven public universities that made up the Florida State University System. Another delimiting factor was the one-year time line of posts studied. A third delimiting factor was that I only looked at the initial Facebook post initiated by the university, not the comments that might follow.

Limitations

There were also limitations to the study. Because of the delimitation of only looking at the Facebook posts on the official Facebook pages of the eleven member universities of the Florida State University System, and the delimitation of only looking at the posts from January 1, 2013, through December 31, 2013, the results

were not generalizable over other states or over time. The results might however be transferable. Another limitation was that the study was exploratory and descriptive only. The results from the study were not intended to predict or infer.

Significance of Study

This study was intended to contribute to the knowledge base of social media and higher education. It focused on the emergent frames formed from the posts on the official Facebook page of each member university of the Florida State University System. This study contributed to both the current body of literature and practice. In terms of the current literature, there was a void in the literature pertaining to the power of Facebook to impact perceptions of their viewers and potential customers. The study could begin to fill in this void in the literature. Once this void in the literature begins to fill, the likelihood that the practice of development of policy and strategies of Facebook use will then follow. Universities will also likely begin to capitalize more on the potential power of using official Facebook pages as a major tool for branding their schools.

The significance of this study with regard to practice might be its benefit to any institution, education, non-profit, or business, wishing to harness the power of Facebook. One such benefit that this study provided was presenting insight into how Facebook posts might be perceived by the stakeholders of the institution. Another benefit from this study might be strategies for institutions using Facebook to match their Facebook posts with their missions. Another significance of this study was to provide ideas of how institutions could use Facebook to manage the meaning of the messages coming from the institution. All of the previous

significances to practice could tie into strategies for the development of a comprehensive and strategic social media policy for institutions. This could particularly be true for institutions of higher education, most of which are struggling to keep pace with technology in general.

Social media, especially Facebook, has become an ingrained aspect of our society. The significance of this study was to increase the literature and research on, and to provide strategies for, higher education's use of Facebook. Perhaps by understanding how Facebook posts could frame and thus help brand a university, the university could formulate a more comprehensive social media policy so that it could strategically frame the way it is viewed.

Summary

This sequential transformative mixed methods study was intended to increase understanding of the emergent impressions, or frames, that were created by the posts on the official Facebook page of each member university of the Florida State University System. Similar to Parmelee and Bichard (2012), frame analysis was used to determine the embedded themes, or frames, within the posts while content analysis was used for the assessment of the frame intensity. Using frame analysis the emergent frames created by the posts on the official Facebook page of each member university of the Florida State University System were determined. Content analysis was then used to investigate: a) frame frequencies, b) relationships between the frames found on the official Facebook page of each member of the Florida State University System and the variables of enrollment, age of the institution, athletic division, Carnegie classification, and tuition, and c) a comparison

of the frames found on the official Facebook page of each member of the Florida State University System to the frames found in the mission statement of each member of the Florida State University System.

Chapter Two presents a thorough review of the literature on the concept of framing theory, on social media and higher education, and on student interaction and presentation through social media. After detailing research and theory relevant to the current study, Chapter Three details the selected research methods and related processes that were used in this study. Chapters Four and Five explain and discuss the findings from the study, make recommendations based on the study's findings, and provide suggested areas of future research pertaining to social media and higher education.

Chapter 2: Review of the Literature

Computer scientists have pointed out that the new characteristics of social media technology like instant and private messaging, creating personal profiles, creating and maintaining a list of friends, and blog-like entries have been used in Internet applications since the early 1970s (Selwyn, 2011). The key difference is “unlike the web tools of even 10 years ago, contemporary social media are used by hundreds of millions of users ... the social media of the 2010’s now boast a sufficient critical mass of users *and* applications to be of genuine collective benefit and social significance” (Selwyn, 2011, p. 2). Thus, use of social media technology and social networking sites continues to grow exponentially while the technology transforms at a rapid pace (Johnson & Maddox, 2012).

Although these technologies are not new, social media technology and social networking sites have quickly become an area of major interest for educational researchers. Most discussions of social media in higher education tend:

... to focus either on the very prosaic *or* the very profound (e.g. the role of social media in pertaining to individual narcissism *or* supporting popular revolts in Iran and Egypt), growing numbers of educationalists are beginning to consider the possible significance and likely implications of social media for education practice and provision—especially in terms of higher education. (Selwyn, 2011, p. 2)

The majority of the literature pertaining to the study of social media and social networking use in higher education occurred from 2007 to the present. A few

of the lenses that educational researchers used when studying these technologies have been in terms of student learning, student community building, program awareness, sharing of expertise and ideas, and as communication tools (Johnson & Maddox, 2012). Some of the researched applications of these technologies in higher education included being used as a classroom tool, as a communication tool, for student networking, for professional networking, for community expertise, and for mentoring (Johnson & Maddox, 2012).

Research on the use of social media and higher education rarely concentrated on administrative uses of social media, so the literature in this area had been mostly theoretical in nature. One rarely mentioned consequence of using social media was the impressions or themes that emerged from the posts on a social media site. I conducted a research study that focused on the themes or impressions that were created by the posts on a college or university's official Facebook page. These themes or impressions were referred to as frames in communication literature. The frames that emerged from the posts on a college or university's official Facebook page could be intentional or unintentional.

Scant, if any, research had been conducted that described how the posts on the official Facebook page of a university framed the institution. This void in the literature led me to develop the following research questions:

Research Question 1:

What emergent impressions, or frames, were created by the official Facebook pages of the eleven institutions in the Florida State University System?

Research Question 2:

Of the emergent impressions, or frames found, which frames were present on each of the official Facebook pages of the eleven institutions in the Florida State University System?

- a) Was there a relationship between the frames found on the official Facebook pages of each member university of the Florida State University System with respect to the variables of enrollment, age of the institution, athletic division, Carnegie classification, and tuition?
- b) To what extent did the frames present on the official Facebook pages of each member university of the Florida State University System correspond with the stated mission of the university?

For the review of the literature, I conducted literature searches with Google Scholar and Ebscohost using various combinations of the key terms: social media, social media technology, higher education, framing, framing theory, Facebook, Twitter, social networking, social networking site, and Web 2.0. The literature search was conducted throughout the 2012-2013 academic year. After reviewing and sorting through the literature, along with analyzing the categories in recently published literature reviews pertaining to social media and higher education, I determined that the literature pertinent to the current study was organized into three categories: a) framing theory, b) social media and higher education, and c) student interaction and presentation through social media. Under the umbrella of the three main categories, some sub-categories were also determined.

Framing Theory

In order to study the emergent impressions that were created by the posts on the official Facebook page of each member university of the Florida State University System, the Facebook pages were reviewed through the lens of framing theory. This communication theory had previously been used to study fields such as public relations, mass media, marketing, and political science. However, framing theory had not been applied to educational research focused on social media and higher education. Consequently there had been few, if any, studies relating framing theory to a university's Facebook page. It was essential then to understand this concept of analysis.

The major premise of framing theory is that all forms of communication can be viewed from a variety of perspectives and can be interpreted as having implications for multiple values or considerations (Chong & Druckman, 2007). The concept of framing theory, or framing, is a way to describe the power of communicating text and the:

... analysis of frames illuminates the precise way in which influence over a human consciousness is exerted by the transfer (or communication) of information from one location—such as a speech, utterance, news report, or novel—to that consciousness. (Entman, 1993, pp. 51-52)

Hallahan (1999) stated that “framing is a critical activity in the construction of social reality because it helps shape the perspectives through which people see the world” (p. 207). According to Chong and Druckman (2007) “framing refers to the process

by which people develop a particular conceptualization of an issue or reorient their thinking about an issue” (p. 104). Along with issues, other phenomena that can be framed are situations, attributes, choices, actions, responsibility, and news, to name a few (Hallahan, 1999). In the framing theory literature, many authors first differentiated the concepts of agenda setting, priming, and framing.

According to Scheufele and Tewksbury (2007), agenda setting is the concept that there is a strong correlation between the emphasis that the communicator places on certain issues of his or her speech or written text and the importance attributed to those issues by the audience. Priming is considered an extension of agenda setting and occurs when the content of the communication suggests to the audiences of the communication that the audience ought to use specific issues as benchmarks for evaluating institutions or public figures. Framing is based on the assumption that how an issue is characterized in various types of communication can have an influence on how it is understood by audiences. Frames call attention to certain aspects of reality while obscuring other aspects of reality (Entman, 1993). The concept of framing had roots in both psychology and sociology.

The psychological origins of framing first appeared in the work of Kahneman and Tversky when they studied how various presentations of essentially identical decision making scenarios influenced individual’s choices along with the individual’s evaluation of the various options presented to them (Scheufele & Tewksbury, 2007). This was called the equivalency approach, and this approach was used to examine the influence of different but logically equivalent messages. It was determined that individuals were inclined to take risks when “losses” were

highlighted, but when the information was presented in terms of “gains,” individuals did not take as many risks (Borah, 2011).

The sociological origins of framing come from the work of Goffman who:

... assumed that individuals cannot understand the world fully and constantly struggle to interpret their life experiences and to make sense of the world around them. In order to efficiently process new information, Goffman argues, individuals therefore apply interpretive schemas or “primary frameworks” to classify information and interpret meaning. (Scheufele & Tewksbury, 2007, pp. 11-12)

Using this perspective, it can be said that frames help people organize an otherwise meaningless succession of events into something meaningful (Borah, 2011).

Entman (1993) claimed that the four functions of frames were to define problems, diagnose causes, make moral judgment, and suggest remedies. Entman also claimed that frames have at least four locations in the communication process: the communicator, the text, the receiver, and the culture. At the communicator location, conscious or unconscious framing judgments regarding what was to be said and how it should be said were determined. At the text location, frames were “manifested by the presence or absence of certain keywords, stock phrases, stereotyped images, sources of information, and sentences that provide thematically reinforcing clusters of facts or judgments” (Entman, 1993, p. 52). At the receiver location, frames that guide the receiver’s interpretation of the communication may or may not be the same as the intended text frames from the communicator. At the culture location, there was a “stock of commonly invoked frames; in fact, culture

might be defined as the empirically demonstrable set of common frames exhibited in the discourse and thinking of most people in a social grouping” (Entman, 1993, p. 53).

With frames having at least four locations in the communication process, Scheufele (1999) created a two dimensional approach to classifying frame research. Scheufele claimed that there were two main types of frames that were examined: media frames and individual frames. Media frames were central to organizing an idea or story line to provide meaning to events. The concept of media frames could include the intent of the sender even if the communication frames formed by the sender were unintended. Also, the framing and presentation of events could systematically affect how receivers of the communication perceived an event. Individual frames were “mentally stored clusters of ideas that guide individuals’ processing of information” (Entman, 1993, p. 53). Along with the two main types in which frames were examined, there were two ways to operationalize frames as independent variables and as dependent variables. Research conducted with frames as dependent variables had “examined the role of various factors in influencing the creation or modification of frames” (Scheufele, 1999, p.107). Research conducted with frames as independent variables was more interested in the effects of framing. From these two dimensions, a four-cell typology, as shown in Figure 1, was constructed that allowed for the classification of framing research.

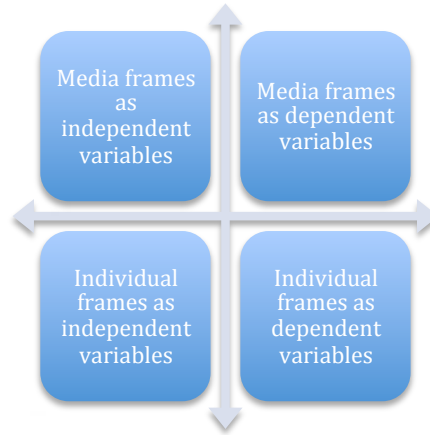


Figure 1. Typology of Framing Research.

Using the framing typology mentioned above, Scheufele (1999) and de Vresse (2005) discussed processes for framing. de Vresse claimed that “communication is not static, but rather a dynamic process that involves frame-building (how frames emerge) and frame-setting (the interplay between media frames and audience predisposition)” (p. 51). Frame building refers to the factors that influence the structural qualities of the frames (de Vresse, 2005). The outcomes of the frame building process are the frames that manifest in the text (de Vresse, 2005). Frame setting refers to the interaction between media frames and individuals’ prior knowledge and predispositions (de Vresse, 2005). The consequences of framing can be perceived by the individual, which may result in altered attitudes regarding an issue, or on the societal level, which “may contribute to shaping social level processes such as political socialization, decision-making, and collective actions” (de Vresse, 2005, p. 52).

To determine emergent impressions or frames that were created by the posts on the official Facebook page of each member university of the Florida State

University System, I used the process of frame building to determine the frames that manifested from the text. Based on the typology presented by Scheufele, the posts on Facebook that I studied were considered media frames as independent variables since I was interested in determining the emergent frames, not how the emergent frames were perceived by individuals. The location of the communication, in this case Facebook posts, to be investigated was at the text location because I was looking for the “presence or absence of certain keywords, stock phrases, stereotyped images, sources of information, and sentences that provide thematically reinforcing clusters of facts or judgments” (Entman, 1993, p. 52).

The theoretical literature pertaining to frame theory was the basis for the theoretical and conceptual frameworks that drove the methods for my study. Framing theory was one central aspect to my research methodology. Basic to the purpose of my study and its key questions was how social media was used in higher education for academic and personal use. The literature pertaining to academic and personal social media use in higher education is detailed next.

Social Media and Higher Education

Along with a review of the literature pertaining to the concept of framing theory, in order to explain the emergent impressions that were created by the posts on the official Facebook page of each member university of the Florida State University System, literature regarding social media and higher education was also reviewed. This area of research was relatively new, and few, if any, studies had used framing theory to study social media and higher education. The relevant literature to the current study was separated into four categories: studies regarding social

media use by higher education students and faculty, studies regarding social media use in the higher education classroom, studies regarding social media use by academic libraries, and studies regarding social media use for higher education administrative purposes.

Social Media Use by Higher Education Students and Faculty

One area of interest for educational researchers who were studying higher education and social media has been determining which social network sites were most preferred by higher education students and faculty. Kolek and Saunders (2008) found that 82% of undergraduate students had a Facebook account. Of the sample population, 88% of female students and 77% of male students had Facebook accounts. A content analysis of the students' Facebook profiles found that 40% contained positive references to the university experience and that honors students were more likely to have a positive reference to academics, activities, or structural elements of the university.

Bicen and Cavus (2010) conducted a survey of undergraduate students to determine their social network habits and to determine their most preferred social networks. The results of the survey indicated that students used social network sites in their daily lives and the top use of social networks was to share something about their life. The most preferred social network site by college students was Facebook.

A study by Roblyer, McDaniel, Webb, Herman, and Witty (2010) investigated the use of social network sites by students and faculty. The results of the study showed that 95% of students and 73% of faculty had Facebook accounts. The

increased student and faculty use correlates with the rapid growth Facebook had seen since its inception in 2004. The study concluded that students appeared to be more open to the idea of using Facebook as an instructional tool while faculty were more hesitant.

The finding that faculty were more hesitant to use social media in the classroom was corroborated by Tuten and Marks (2012) who found that educators frequently used social media for personal use, but that overall use of social media tools was relatively low for class purposes. Haytko and Parker (2012) presented different findings that showed how students appeared to be more open to the idea of using Facebook as an instructional tool. Their study reported that 73.2% of respondents indicated that students did not see social networking sites as appropriate tools to be used in a university setting.

Although the study by Haytko and Parker concluded that students did not see social networking sites as appropriate tools to be used in a university setting, Hrastinski and Aghaee (2012) conducted an explorative study to understand college students' perspective on using social media in supporting their studies and to determine if college students perceived the benefits of using social networking tools. The authors concluded that although college students used social networking as a central part of their lives, the educational benefits were not apparent to them. The students interviewed for the study stated that face-to-face meetings, the use of learning management systems, and the use of social media provided different educational benefits and that all three used in conjunction constituted the education experience of college students. The authors argued that it was the instructor's

responsibility to develop strategies to support students in using social media for collaborative learning.

Social Media Use in the Higher Education Classroom

The majority of the research conducted regarding higher education and social media had focused on social media use in the classroom. The majority of these studies examined the use of a single social media tool and its perspective use in the classroom. The most commonly used social media tools studied for higher education classroom use have been Facebook, Twitter, and wikis.

Facebook.

Facebook is a social networking site that is described as a place that people use to “stay connected with friends and family, to discover what’s going on in the world, and to share and express what matters to them” (Facebook Newsroom, 2013). Because Facebook is the largest social media site, with over one billion active monthly users (Facebook Newsroom, 2013), it had also been the most studied for its use in higher education.

Mazer, Murphy, and Simonds (2007) conducted a study to examine the effects of teacher self-disclosure via Facebook on college students’ motivation, affective learning, and classroom climate. The researchers wanted to understand how students perceived the appropriateness of teachers’ use of Facebook. The authors discovered that students who perceived their instructors as having a high and medium self-disclosure Facebook page had more positive comments about the teacher. A majority of the students surveyed stated that the Facebook page of their instructor was useful, particularly in getting questions answered. The authors

stated that when using Facebook as a teaching tool, it was important to be professional and to only post material related to the class. The students surveyed stated that they enjoyed instructors using Facebook because it allowed them to learn more about the teacher. The students' fear was if faculty used Facebook, the students' might receive potential negative treatment from teachers because of their Facebook posts.

In another study conducted about Facebook in the higher education classroom, Bowers-Campbell (2008) argued that Facebook could be used to improve self-efficacy and self-regulated learning in college developmental students. The author suggested that Facebook could be used to increase connection with the instructor, increase social contact with classmates, and provide an opportunity to guide students in their responsible use of Facebook and other new technologies. A major suggestion for faculty Facebook use from the author was to create a Facebook profile that would begin to support students before class began.

Understanding students' educational use of Facebook was the topic of another study. Selwyn (2009) discovered that most of the students reported educational Facebook use was based around post-hoc critiquing of learning experiences and events. The students' post-hoc critiquing on Facebook was for recounting and reflecting on daily university events, for the exchange of practical information, for the exchange of academic information, for moral support, and for banter.

Another study of possible faculty and student Facebook use concentrated on virtual office hours. Li and Pitts (2009) conducted a survey to determine if virtual

office hours held using Facebook's instant messaging affected the students' satisfaction of the course. The findings of the survey indicated that students do not attend traditional office hours because the hours are not convenient and accessible, but the same students responded positively to having additional access to the instructor via Facebook. The findings of the study suggested that offering virtual office hours on Facebook might have a positive impact on students' satisfaction with student-faculty communications.

Most of the studies regarding Facebook and higher education classroom use focused on the private use of Facebook messaging or private group postings. Durkee et al. (2009) used grounded theory to understand the advantages of incorporating public Facebook posts as an e-learning tool. The authors claimed that there were several advantages to using public Facebook posts. One advantage was that public Facebook posts allowed various other groups to become part of the conversation and participate in information sharing — such as alumni, practitioners, or potential employers. Another advantage described by the authors regarding public Facebook posts was that it allowed students to “publish” work for critical appraisal as part of their educational development.

Junco (2012a) examined the relationship between student Facebook use and student grades. Based off the results of the survey, Junco concluded that time spent on Facebook and checking Facebook negatively related to overall GPA while time spent on Facebook was slightly negatively related to time spent studying. The author concluded by stating that:

... while the relationship between time spent on Facebook and grades is negative, the real-world impact of said relationship does not seem to be a major detriment to academic success. In other words, there may be other variables that are more strongly related to overall GPA and time spent preparing for class that should be the focus of examination and interventions, instead of student use of Facebook.

(p. 197)

Junco went on to state that because time spent on Facebook significantly predicted overall GPA, the results of the study indicated that there was some negative academic impact for students who used Facebook certain ways.

To further the research mentioned above, student Facebook use and student engagement, class preparation, and participation in co-curricular activities were the focuses of another study done by Junco (2012b). The author concluded that Facebook use and Facebook activity both affected student engagement and participation in co-curricular activities negatively and positively. Playing games and checking up on friends negatively affected student engagement and participation in co-curricular activities whereas commenting on content and creating or RSVP'ing to events positively affected student engagement and participation in co-curricular activities. As for Facebook use and activity effects on student preparation for class, Junco concluded that there was no relationship between frequency of Facebook use and time spent preparing for class; however, "there was a significant negative relationship between frequency of engaging in Facebook chat and time spent preparing for class" (p. 168).

Student motivation is an important factor for success in higher education. With student motivation in mind, Lam (2012) conducted a study using Facebook in an attempt to develop a model of student motivation in learning. The researcher focused on studying how the use of Facebook influenced student motivation in learning if Facebook was used as a teaching and learning tool. It was concluded that the three factors of teacher-student interaction, convenience of technology, and student attitude toward Facebook had significant positive influences on student motivation in learning. Of the three factors, the researcher determined that student attitude toward Facebook had the strongest influence on student motivation and learning.

Student attitude and perception had been common areas of research for all social media tool use in higher education classrooms. Barczyk and Duncan (2013) examined the impact of Facebook on student attitudes, community of practice, and sense of classroom community. The results of the survey suggested that students perceived Facebook as enhancing participation, as providing personal and professional growth, and as a convenient tool for enhancing discussion. The data suggested that Facebook facilitated the development of a community of practice that culminated in knowledge sharing, collaboration, interaction, and learner-centered activities. The authors stated that neither gender nor prior course experience had any effect on students' perceptions of the classroom community because of Facebook use. The data did indicate that students aged 25 years or older thought Facebook facilitated their learning and helped build a sense of classroom community.

Twitter.

Twitter is a micro blogging site described as a “real-time information network that connects you to the latest stories, ideas, opinions and news” (About Twitter, 2013). Each post on Twitter is called a tweet and is limited to 140 characters. Collectively, the studies that have focused on Twitter as a higher educational classroom tool have been mostly positive.

Twitter was studied by Dunlap and Lowenthal (2009) to determine if its use enhanced the social presence of online courses. The authors claimed that Twitter provided a mechanism for just-in-time social interactions, and that Twitter was a tool that could mimic the student-student and faculty-student interactions that happened before, during, and after face-to-face classes. According to the authors, a few of the benefits of using Twitter as part of an online class were that its use could address student issues in a timely manner; its use forced concise writing because of the limit of characters, and its use supported informal learning. The authors warned that in using Twitter, the faculty member needed to be sure the tweets were relevant to the class, that the faculty member clearly defined class Twitter use, and that the faculty member continually participated in the Twitter discussions.

Twitter had also been studied in terms of student engagement and grades. Junco, Heiberger, & Loken (2010) conducted a semester-long study to determine if using Twitter for educational purposes had any impact on college student engagement and grades. Based off the results of the study, the authors concluded that using Twitter in educationally relevant ways had a positive effect on student engagement and grades. The authors stated that by using Twitter in the classroom

they improved contact between students and faculty, encouraged cooperation among students, promoted active learning, and were able to provide prompt feedback.

As with Facebook, researchers have studied if Twitter affected learning. A study conducted by Rinaldo, Tapp, and Laverie (2011) investigated Twitter's affect on student learning and student reaction to Twitter use. The researchers found that the use of Twitter was perceived favorably by students, with the highest benefits being perceived by the students that used the technology the most. The results of the study also showed that Twitter use for class purposes did not relate to greater use of Twitter for personal use which indicated that students may not adopt Twitter for personal use, but that students did benefit from the use of Twitter during the class.

Kassens-Noor (2012) studied Twitter "as an active, informal, outside of class, peer-to-peer interaction tool that aids the in-class learning process" (p. 12). The author concluded that the advantage to using Twitter in the classroom was that its use could:

... foster the combined knowledge creation of a group better than individuals' diaries because Twitter facilitates sharing of ideas beyond the classroom via an online platform that allows readily available access at random times to continue such discussion. (p. 19)

The disadvantage of classroom Twitter use was that because of the character limit critical thinking and self-reflection could be hindered.

Student perception of Twitter use for classroom purposes, like with Facebook, had also been studied. Lin, Hoffman, and Borengasser (2013) examined how students perceived Twitter as a classroom tool. The researchers concluded that students who used Twitter for class tended to be more interested in its use for information sharing and for discussing resources related to the course. The authors stated that students did not use Twitter for classroom purposes voluntarily, so to use Twitter effectively in the classroom, the faculty member needed to provide guidance and rules for its use.

Wikis.

A wiki is a collection of webpages whose content is centered on a specific topic and anyone with access to the wiki can contribute or modify the content (Harris & Rea, 2009). Wikis can be considered as a shared online writing space and have great potential for promoting online collaboration among faculty and students (Knoble & Lankshear, 2009).

Hazari, North, and Moreland (2009) conducted an exploratory study to investigate the pedagogical value of using wiki technology in a higher education setting. The authors of the study concluded that using wikis prompted collaboration during group assignments, encouraged negotiation, and made students comfortable with using new technology. The authors suggested that educators use a participatory approach in the use of wikis with a goal of promoting student engagement and collaboration.

Besides increased student collaboration, researchers wanted to determine if wikis increased student knowledge. Ras and Rech (2009) conducted a study to

determine if wiki use had an impact on knowledge acquisition. To address the students' lack of experience and knowledge, wikis were set up to allow students to gather their collective observations and experiences. The authors hypothesized that if the students collaboratively developed documents and experience descriptions that these activities would aid in the internalization of knowledge acquisition. At the conclusion of the study, the researchers determined that more knowledge was acquired when students used wikis.

Moskaliuk, Kimmerle, and Cress (2009) conducted an empirical study testing a theoretical model of knowledge building through wikis. The model of knowledge building was based on the assumptions that learning is an internal and individual process, and that knowledge building is based on the interplay between the individual's knowledge and the information contained in the wiki. The model suggested that the four processes of acquisition of factual knowledge, acquisition of conceptual knowledge, assimilative knowledge building, and accommodative knowledge building were:

... triggered by incongruities between people's knowledge and the information contained in the wiki. It is assumed that the motivation of individuals to externalize knowledge and internalize information is determined by these incongruities. (Moskaliuk, et al., 2009, p. 553)

The researchers determined that a medium level of incongruity between a student's knowledge and information on the wiki supported the most learning despite the fact that at the high and medium levels of incongruity similar amounts of assimilative building were reported.

A qualitative study conducted by Karasavvidis (2010) focused on student perspective of wiki use in the higher education classroom. Specifically, the researcher wanted to identify problems undergraduate students experienced using wikis for class purposes. Karasavvidis determined that there were seven problems that students encountered when using wikis for class: the time and effort of investment, the tasks required, the ease of plagiarism, the lack of communication, the lack of collaboration, the validity of interpretations, and the reluctance to edit texts. The researcher also stated that the findings “suggested that students experienced these problems because they lacked the knowledge, attitudes, skills, and strategies to cope with the wiki task” (p. 226). Karasavvidis then argued, “all the problems the students experienced hinted at a more fundamental issue, namely the dominant traditional practices and the associated learning epistemology which is defined by such practices” (p. 226). The traditional university teaching practices of listening to lecture and then doing assignments prohibited the students from adapting to a new way of learning and participating in their education.

Social Media Use by Academic Libraries

There had also been educational research regarding the use of social media in academic libraries. Primarily these articles had focused on providing best practices to build a community of followers on social media sites. As with social media use in the higher education classroom, most of the studies about social media use by academic libraries had focused on Facebook.

Miller and Jensen (2007) provided suggestions on how academic libraries can build a community on Facebook. The authors noted that students on Facebook

would read what was in their news feed and not actively seek out information about libraries; thus it was important to put library content in front of the students. In order to put library content in front of the students, and to have students interact with the Facebook page of the library, the authors suggested that the Facebook newsfeed of the library should be updated multiple times a week and with posts that were dynamic yet simple.

Once the students read the university's library Facebook posts, understanding how to get continuous student interaction was another area of study. Connell (2009) surveyed college students asking them if they would interact with a university library Facebook or MySpace page. First year college students were asked about "libraries having a presence on social network sites and using that medium to connect to students" (Connell, 2009, p. 25). The results of the survey showed that 75% of students would accept an academic library's presence on Facebook or MySpace, but only 17% of responders indicated that they would proactively seek out such contact. The student response indicated that students would be accepting of university libraries contacting them via Facebook or MySpace, but that libraries needed to exercise caution in using social media and to let the students set the parameters of the Facebook and MySpace relationship.

A different approach to building an academic library community on Facebook was used by Chan (2010) who used a two-month paid Facebook advertising campaign to determine the effectiveness of using online advertising on Facebook to encourage university students to connect with their library's Facebook page. The advertisement was targeted at university students who had not "liked" their

university's Facebook page. The campaign appeared to be a success because the advertisement accounted for more than half of the new user connections made to the university's library Facebook page during the two-month period.

Not all research in the area of social media use by academic libraries had centered on the best ways to build community and followers. Some of the articles focused on how social media tools could be used by academic libraries. Jacobson (2011) conducted a survey to compare the perceived use versus actual use of Facebook as a library tool. The survey results showed that the number one perceived use and number one actual use of Facebook as a library tool were for announcements and marketing. Following number one on the list, none of the perceived uses and actual uses of Facebook as a library tool was similar. Respectively, the number two and number three actual uses of Facebook as a library tool were found to be online public access catalog searching and RSVP's to events. It was suggested that using Facebook as a library tool required a lot of attention and that the Facebook page must be used regularly to be considered a successful tool (Connell, 2009; Jacobson, 2011).

To further the previous study, Chu and Du (2013) surveyed university libraries from Asia, Europe, and North America to examine and describe the use of social networking in university libraries. The findings of the study indicated that the university libraries that used social networking tools perceived the benefits to outweigh the costs. The tools were reported to be helpful in promoting library services, interacting with students, and communicating with the internal staff. Two sets of closed and open ended survey questions were administered to inquire how

the application of social networking tools varied by country or region, to describe the perceptions librarians have regarding the usefulness of social networking in university libraries, and to examine factors that might influence university librarians to use social networking tools. Of the 38 respondents, 71.1% currently used social networking tools, 13.1% planned on using social networking tools, and 15.8% had no plans of using social networking tools. The social media tools that were used included, blogs, wikis, instant messaging, and commercial sites like Facebook and Twitter. Of the university librarians that used social networking tools, Facebook and Twitter were the most used. The main reported uses of the social networking tools were for marketing and publicity, enhancing reference services, and sharing knowledge among staff. The reported challenges were related to inadequate time to use and learn the social networking tools.

After the wake of campus shootings, Shelton (2009) conducted a content analysis of the public Facebook groups related to recent college and university shooting tragedies in an attempt to identify commonalities or themes in the posted messages. Five patterns and commonalities of the messages posted in the Facebook groups were discovered. The first commonality was the use of date numbering to identify the event, for example 4/16 for the Virginia Tech shooting or 2/14 for the Northern Illinois University shooting. Next the researcher noticed that following the tragedies, Facebook groups were formed often within a few hours. A third commonality was that reporters posted messages on the group's wall attempting to contact any eyewitnesses or people willing to be interviewed. A fourth theme was the content of the posted messages, which were mainly messages of condolence,

prayer, and stories of connection to the event. The final commonality was a sense of activism. The author then suggested actions that college libraries could take in the event of a tragedy. One suggestion was for librarians to use their searching skills to locate and compile a list of Facebook groups as they form. Another suggestion was for libraries to assist in the dissemination of information after the tragedy by providing information regarding counseling resources and reading material related to handling tragedy.

Facebook and Twitter are not the only social media sites that have been used in academic libraries. Hansen, Nowlan, and Winter (2012) discussed the use of Pinterest for use in academic libraries. Pinterest is described as “a tool for collecting and organizing the things that inspire you” (About Pinterest, 2013). Pinterest allows users to “pin” images or videos to virtual pin boards, which can be organized by topics (Pinning 101, 2013). Similar to Twitter, individuals can follow specific Pinterest boards. Pinterest was used as a tool to alert patrons of the library about new book purchases, about upcoming events, and content from archives. According to the authors, the Pinterest page became popular and an excellent outreach tool for connecting with students.

Social Media use for Higher Education Administrative Purposes

The majority of educational research pertaining to social media use and higher education focused on students, faculty, and their use of the technology. Research had been conducted regarding social media use and higher education administrative functions but not to the extent of the previously mentioned research. Lawson, Kleinholz, and Bodle (2011) created and evaluated a Facebook page

dedicated to connecting alumni, students, and faculty. The authors claimed that connecting with alumni was useful because alumni could provide useful feedback regarding curriculum assessment and developmental planning, could assist with recruiting, and could provide students with information about jobs or graduate school. After the evaluation of the site, the authors of the study concluded that the group members regularly visited the site, thought it was a valuable resource, and wanted the continued existence of the site.

In the fourth iteration of a longitudinal study, Barnes and Jacobsen (2012) studied the use of social media marketing in higher education. Data from surveys conducted in 2007 – 2009 were used to view the changes of social media use in higher education. The data from the surveys showed that the admissions offices of colleges and universities were increasingly aware of using social networking and blogging. The authors concluded that colleges and universities were moving quickly to adopt new communication tools and that the more admissions administrators viewed social media as being an important tool for strategic communication, the more social media would be adopted.

Greenwood (2012) conducted a study to determine which social media sites universities were using and if social media was used in conjunction with the official university web sites. Greenwood determined that the most frequently used social media sites by colleges were Facebook, Twitter, YouTube, iTunes, Flickr, LinkedIn, and Foursquare. Greenwood also found that 92% of colleges used social media in conjunction with their official web sites. The author claimed that containing the links to social media sites on the homepage, which was the most trafficked page of

the college, significantly increased the likelihood that a prospective student would connect with the college via social media.

Most of the published work in this area of educational research has been theoretical in nature. One such theoretical paper focused on transforming universities into learning organizations. Manlow, Friedman, and Friedman (2010) claimed that social media's reliance on instantaneous, rapid, interconnected, and collaborative communication could in a cost effective manner direct the transformation of a university into a learning organization. The authors argued that the distinguishing characteristics of social media—communication, collaboration, community, creativity, and convergence—could be used to transform “yesterday’s teaching organization into the learning organization that can be the future of academe” (p. 53).

Another theoretical paper concentrated on how a university’s governance and administration could use social media for administrative functions and to facilitate interaction and communication with faculty, staff, and students (Ghosh, Chawla, & Mallott, 2012). The authors divided a university into four functional areas of finance and administration, academic affairs, student affairs and enrollment management, and strategic planning and policy building. Then the authors discussed how social media could be used in those four functional areas. The authors stated that student affairs and enrollment management area could use social media for e-recruiting, freshman transition, student retention, engaging alumni, and helping alumni with their careers. The strategic planning and policy building area could use social media for marketing the institution and fundraising

activities. Academic affairs could use social media for teaching in the classroom, distance learning, and extended library services. Lastly, the finance and administrative area could use social media for emergency alerts and messages. The authors suggested that universities also needed to establish a dedicated social media team to find novel ways to use these tools and to create policy and strategies to use social media tools.

Barnes and College (2012) claimed that colleges and universities have adopted a multitude of social media tools and services without pausing to set guidelines or contingency plans. The authors then stated that “few organizations have closely analyzed the ramifications of moving an increasing amount of student interaction online” (p. 54); thus their paper aimed to provide insight into the liability of colleges and universities use of social media. The authors discussed the issues of defamation, censorship, privacy, and FERPA as they pertained to the use of social media. The authors stated that posts on social media were visible to the world and that a college or university could reduce its liability by planning ahead and creating social media policy that dictated who should be posting and what messages to emphasize.

Summary of Social Media and Higher Education

Educational researchers have shown that there was an interest in and need to study social media and higher education. The majority of the research that had been conducted to date had been focused on social media use by higher education students and faculty, social media use in the higher education classroom, social media use by academic libraries, and social media use for higher education

administrative purposes. From the literature, it could be concluded that there were advantages and disadvantages to using social media in higher education. Among all the social media tools (i.e., Facebook, Twitter, Pinterest, etc.) there were common advantages and common disadvantages. Harris and Rea (2009) stated that some of the advantages to using social media tools were that students become part of the lesson, that the world becomes the classroom, that collaboration increases, and that information was available 24/7. Some of the disadvantages to using social media tools in the higher education were that not every college or university had the computing resources available, web resources could be vandalized, plagiarism was easier than ever, and there were privacy issues (Harris & Rea, 2009). An additional conclusion that could be drawn is that the knowledge learned from studying one area of social media and higher education can be transferred to another.

Higher education students and faculty had adapted social media in to the academic setting, but at its heart, social media is social. The following area of literature pertains to the personal use of social media and higher education and how university students socialize and present themselves through social media.

Student Interaction and Student Presentation Through Social Media

Another area of social media and higher education research that had received a great deal of attention had studied student interaction and student presentation through social media. Social media had become ingrained in our culture; thus, in order to study the emergent impressions that were created by the posts on the official Facebook page of each member university of the Florida State University System, the literature pertaining to university students academic and

personal use needed to be reviewed. The literature in this field could be divided into two categories: studies regarding student relationships through social media and studies regarding student image and presentation through social media.

Student Relationships through Social Media

Social networking sites are called such because of the social interactions that take place on them. Because of the social interactions that take place on sites such as Facebook, psychologists, sociologists, and educational researchers have studied how social media has influenced college students' online and offline socialization and relationships. One of the first studies conducted regarding college student relationships and social media researched whether students used Facebook to make new online connections or whether students used the site to support already existing offline connections (Lampe, Ellison, & Steinfield, 2006). In the study, if a student used Facebook to investigate people with whom they shared an existing offline relationship, it was called social searching. On the other hand, a social browser used Facebook to find people or groups online with whom they might want to connect offline. The researchers conducted a survey of college students, and it was determined that college students used Facebook for social searching which was contrary to the popular view of how online networking sites are being used, namely for social browsing.

The same authors conducted another study that examined the relationship between Facebook and the formation and maintenance of college students' social capital. Social capital broadly refers to the resources accumulated through the relationships among people and had been linked to a variety of positive social

outcomes like better public health, lower crime rates, and more efficient financial markets (Ellison, Steinfield, & Lampe, 2007). A survey of college students was conducted and the researchers claimed that:

... we can definitively state that there is a positive relationship between certain kinds of Facebook use and the maintenance and creation of social capital. Although we cannot say which precedes the other, Facebook appears to play an important role in the process by which students form and maintain social capital... (p. 1161)

To increase the knowledge of how college student Facebook use affected social capital, Valenzuela, Park, and Kee (2009) examined if Facebook use by college students was related to attitudes and behaviors that enhanced individuals' social capital. In this study, the intensity of Facebook use by college students appeared to be related with the social capital variables of personal contentment, of greater trust, and of participation in civic and political activities. The authors went on to state that the associations between Facebook use and social capital variables were not moderated by gender, parental education, life satisfaction, or social trust, but that ethnicity did play a role.

To extend the work of Ellison, Steinfield and Lampe, another group of researchers, Subrahmanyam, Reich, Waechter, and Espinoza (2008), asked college students exactly what they did on social networking sites, whom they interacted with on social networking sites, and how their social networking site use related to their online and offline activities. The authors stated that the results of the survey showed that college students' use of social networking integrated the concerns and

people from the students' offline lives. The researchers found that the typical activity for students on social networking sites was to connect with others, particularly with those in their offline lives. The authors reported that most students claimed that they would only add people to their social networking list if they had met the person offline.

Joinson (2008) investigated the gratifications that college students received from using Facebook. The author of the study concluded that college students use Facebook for a variety of uses and gratifications. The uses and gratifications included content gratification, building social capital, communication, surveillance, and social network surfing. The researcher found that social connection gratification tended to lead to increased frequency of Facebook use and that content gratification led to increased time spent on Facebook.

Another aspect to student relationships and social media was who the students allowed as part of their social network. West, Lewis, and Currie (2009) studied the extent to which older adults, especially parents, were accepted as Facebook friends by college students and the attitudes college students had towards such friendships and what these revealed about the notions of privacy. The authors of the study claimed that parents were rarely Facebook friends and that college students had a clear view that in general they were not welcome. The main reason that college students did not want older adults or parents as Facebook friends appeared to be because of embarrassment, social norms, and worries about being exposed and made vulnerable.

Allowing people as part of a students' social network also related to students' views about privacy on social networking sites. Facebook allowed users to control the privacy level of their profile, thus limiting access to personal information (Lewis, Kaufman, & Christakis, 2008). The researchers used the preference of privacy as their unit of analysis and analyzed factors that predicted if a student had a public or private profile. The authors concluded that a:

... student is significantly more likely to have a private profile if (1) the student's friends, and especially roommates, have private profiles; (2) the student is more active on Facebook; (3) the student is female; and (4) the student generally prefers music that is relatively popular and *only* music that is relatively popular. (pp. 94-95)

The number of Facebook friends of a college student had also been studied. Specifically, researchers wanted to know if there was a trade-off between having a large network of Facebook friends and the development of intimacy and social support among college students (Manago, Taylor, & Greenfield, 2012). Of the students surveyed, the mean number of Facebook friends was 440 and the median was 370. The authors concluded that Facebook facilitated a large, impersonal social network with superficial relationships, and that acquaintances and activity-based friends, formed the majority of college students' Facebook friends. The authors also noted that "Facebook appears to be a tool for transforming both close connections and unknown others into audiences for individualistic self-displays" (p. 378). Students with more close contacts as Facebook friends communicated more frequently privately and publically implying that because of Facebook, public

performance was now a part of private communication. The authors also reported that students with larger networks and larger estimated audiences predicated both life satisfaction and perceived social support.

Researchers also investigated how much, why, and how college students use Facebook. Pempek, Yermolayeva, and Calvert (2008) had undergraduate students complete a week long diary of Facebook use. The researchers found that no matter how busy the students were, they used Facebook daily for at least 30 minutes each day. In the study, 85% of college students used Facebook to communicate with college and high-school friends but not to keep up with parents nor to meet new friends. The preferred way to communicate was via wall posts which were used twice as frequently as private messaging.

A study conducted by Madge, Meek, Wellens, and Hooley (2009) explored how pre-registration engagement with a university Facebook network influenced students' post-registration social networks. Based on survey results, the authors came to three different conclusions. One conclusion was that "Facebook is an important social tool used by the majority of the respondents to aid their settling-in process at university" (Madge et al., 2009, p. 152). Another conclusion was that Facebook was the 'social glue' that helped students settle into university life, that kept the student body together as a community, and that aided in the communication between the student body. The final conclusion made by Madge et al. was time spent on Facebook was for social purposes not teaching purposes. The authors stated that Facebook was only one aspect of students' university social network and that face-to-face interaction was needed as well.

A further area of research pertaining to social media use and college student relationships studied how social media supported students prior to their arrival on campus. DeAndrea, Ellison, LaRose, Steinfield, and Fiore (2012) studied a student-centered social media site designed to enhance students' perceptions of social support prior to their arrival on campus. The authors reported that:

... predicting students' first-semester expectations of their ability to engage in activities such as interacting with faculty outside the classroom, getting helpful information from residence hall staff, and connecting with diverse others (bridging self-efficacy), the number of Facebook friends in hall, pre-test bridging social capital, and self-reported website activity were all significant predictors. (p. 5)

The authors also stated that the social media site used did not include any directives regarding study habits, but it did enable students to connect with others and influenced the incoming students perception of the university as a place where they could find the resources they needed.

Research on first-year college students and relationships via social media had not just focused on pre-arrival to college. Strayhorn (2012) studied the relationship between first-year college students' use of Facebook and MySpace and their sense of belonging and academic persistence decisions. The author concluded that:

... first-year students tended to report a stronger sense of belonging if they were domestic (versus international) students, if they lived on (versus off) campus, if they were members of social fraternities, if

they were motivated to attend college to “discover new things,” and if they used SNSs infrequently or not at all. (p. 793)

The author also concluded that there was no support for the hypothesis that frequent Facebook or MySpace use affected first-year students’ persistence decisions.

Studies regarding college student social relationships and social media also focused on single ethnic groups. Lee (2012) examined the extent and intensity of Facebook use among African American college students. His study found that Facebook offered the opportunity for users to share information about themselves, including cultural interests, which allowed for the creation of social and cultural identity. Lee also concluded that cultural and ethnic differences in interpersonal relationships, both online and offline were more important than personality traits. The author went on to state that, “personality variables, such as self-esteem, trust, and satisfaction with university life, were not significant predictors of Facebook use” (p. 348).

Rios-Aguilar and Deil-Amen (2012) examined Hispanic college students social networks to understand their components and college trajectories. The authors of the study determined that Hispanic students who were strongly encouraged by their social networks to attend college primarily did so. However, the students’ social networks provided little guidance regarding choice of major, career and professional planning, and postgraduate options.

Student Image and Presentation through Social Media

College student image and presentation through social media has also been an area of interest to educational researchers. Peluchette and Karl (2010) examined the factors that influenced why college students posted information on a social networking site that employers might find inappropriate. The authors concluded that students intended image was related to whether students posted inappropriate information. The authors stated that the students whot:

... were most likely to post inappropriate information were those who felt they portrayed an image that was sexually appealing, wild, or offensive, whereas those who believed they portrayed a hardworking image were unlikely to post inappropriate information. So, what were they thinking? It appears that many students make a conscious attempt to portray a particular image, and those who post problematic information do so to impress a particular audience, their peers. (pp. 33 & 35)

To build on the previous study, Birnbaum (2013) studied impression techniques, or “fronts,” that college students used to provide their peers the impression of conforming to the appropriate undergraduate college experience. From the data, Birnbaum identified six fronts that regularly appeared on the Facebook profiles of undergraduate students. The partier front was the most used and well recognized and provided the front that the student frequently attended social functions at which the student drank to the point of intoxication. The socialite front required students to demonstrate that they had many friends and that those

friends enjoyed spending time with the student. The risk-taker front provided examples of how the student participated in possibly dangerous physical activities. The comic front attempted to show the student as funny or silly. The institutional citizen front had the purpose to convey information about the students' connection with and commitment to the college or university. The eccentric front dealt with inconsistent activities or posts that appeared to be quirky or random compared to the overall activity of the student of Facebook.

Summary of Student Interaction and Student Presentation Through Social Media

Collectively, the research conducted on student interaction and student presentation had been an attempt to understand how university and college students used social media to socialize and how current university and college students had been socialized via social media. Davis, Deil-Amen, Rios-Aguilar, and Gonzalez Canche (2012) claimed that research focused on student interaction and student presentation through social media had crossed disciplines in an attempt to understand the social dynamics of university and college student interactions via social media and the interactions impact on students' lives and ways of communicating. As an aggregate, research findings in this area:

... point to a reality in which a) social media provides a rich data source for better understanding social dynamics more generally, and b) social use had varied effects — effects that are highly dependent on the nuances of exactly how people use social media, in addition to

how much they use it. (Davis, Deil-Amen, Rios-Aguilar, & Gonzalez Canche, 2012, p. 10)

Summary

Educational researchers have been interested in understanding how social media can be incorporated in higher education. The current review of the literature showed many of the areas of study pertaining to social media and higher education. In a current review of the literature, Davis, Deil-Amen, Rios-Aguilar, and Gonzalez Canche (2012) claimed that even though social media use had become ingrained in our society:

... little is known about the benefits of its use in postsecondary contexts and for specific purposes (e.g. marketing, recruitment, learning, and/or student engagement). It is critical to begin to examine if and how higher education institutions are incorporating the use of SMT. (p. 1)

With that statement in mind, and after the review of the literature, the indications were that a study investigating emergent impressions or frames, created by the posts on the official Facebook page of each member university of the Florida State University System, was needed and timely.

Chapter 3: Methods

The purpose of this study was to analyze the posts on the official Facebook pages of all eleven member universities of the Florida State University System. I chose to analyze the official Facebook posts from the eleven universities of the Florida State University System because of the diverse nature of the institutions. The eleven members of the Florida State University System ranged from large, well-established research based institutions, to smaller, regional universities that were established less than 20 years ago.

The eleven universities of the Florida State University System were: Florida Agricultural and Mechanical University [FAMU], Florida Atlantic University [FAU], Florida Gulf Coast University [FGCU], Florida International University [FIU], Florida State University [FSU], New College of Florida [NCF], University of Central Florida [UCF], University of Florida [UF], University of North Florida [UNF], University of South Florida [USF], and University of West Florida [UWF].

For this study, it was decided to look only at a one-year sample of all Facebook posts on the official Facebook page of each member university of the Florida State University System from January 1, 2013 – December 31, 2013. I looked at one calendar year, as opposed to one academic year, because each university had a slightly different academic calendar. Researching the posts from January 1, 2013 – December 31, 2013, encompassed all aspects of the academic year for each university.

Mixed Methods Approach

For this study I used the sequential transformative mixed methods design as described by Creswell, Clark, Gutmann, and Hanson (2003). There are three major identifying characteristics to this type of research design. One of the major identifying characteristics of this method is that it has two distinct data collection phases, one qualitative and one quantitative, but neither data collection phase has priority. Another key characteristic is that “the results of the two phases are integrated together during the interpretation phase” (Creswell, et al., 2003, p. 182). The final identifying characteristic of the sequential transformative mixed methods design is that there is a single theoretical perspective present to guide the study. For this study, the single theoretical perspective was framing, which is discussed later in the chapter.

Parmelee and Perkins (2012) argued that using a qualitative method along with a quantitative method was beneficial because one method could complement and add content to the other method. First a qualitative frame analysis was conducted to determine the emergent frames created by the posts on the official Facebook page of each member university of the Florida State University System. This process was used for data collection and doing a minimal amount of analysis to find the themes that were then measured in the content analysis phase. No qualitative interpretation was used for this study. Then content analysis was used to first determine the frequency of the frames on the official Facebook page of each member of the Florida State University System. After the frequencies were studied, it was determined if there was a relationship between the frames found on the

official Facebook page of each member of the Florida State University System and the variables of enrollment, age of the institution, athletic division, Carnegie classification, and tuition. Then the frames found on the official Facebook page of each member of the Florida State University System was compared to the mission of the university.

The combination of frame analysis and content analysis is called the list of frames approach to measuring frames (Tankard, 2001). According to Tankard, the list of frames approach to measuring frames has the following five general steps:

... (1) Make the range of possible frames explicit, (2) Put the various possible frames in a manifest list, (3) Develop keywords, catchphrases and symbols to help detect each frame, (4) Use the frames in the list as categories in a content analysis, and (5) Get coders to code articles or other kinds of content into these categories. This approach makes the rules for identifying frames explicit and takes the subjectivity out of frame identification (p. 101-102).

Research Questions

There were two research questions that drove the study:

Research Question 1:

What emergent impressions, or frames, were created by the official Facebook pages of the eleven institutions in the Florida State University System?

Research Question 2:

Of the emergent impressions, or frames found, which frames were present on each of the official Facebook pages of the eleven institutions in the Florida State University System?

- a) Was there a relationship between the frames found on the official Facebook pages of each member university of the Florida State University System with respect to the variables of enrollment, age of the institution, athletic division, Carnegie classification, and tuition?
- b) To what extent did the frames present on the official Facebook pages of each member university of the Florida State University System correspond with the stated mission of the university?

For research question one, to determine the embedded themes, or frames, within the posts, the qualitative method of frame analysis was used. For the second research question, the assessment of the frame intensity, the quantitative method of content analysis was used. A detailed description of these methods follows the discussion of population, sample, and unit of analysis.

Population, Sample, and Unit of Analysis

For this research, the population was all of the posts on the official Facebook page of each member university of the Florida State University System. The sample for this study was all of the posts on the official Facebook page of each member university of the Florida State University System from January 1, 2013 – December 31, 2013. This was a non-random sample. The unit of analysis was each individual

post on the official Facebook page of each member university of the Florida State University System from January 1, 2013 – December 31, 2013.

Frame Analysis

To answer the first research question of what emergent impressions, or frames, were created by the official Facebook pages of the eleven institutions in the Florida State University System, the qualitative method of framing was used. Framing as a method is grounded in framing as a theory. Framing as a theory is based on the idea that communicators, unintentionally and intentionally, create frames that organize information into an efficient package for audiences to interpret (Parmelee & Bichard, 2012). Parmelee and Perkins (2012) argued that frame analysis was the best method to use to determine the themes that emerged from content being analyzed and that all forms of communication tended to be centered on particular frames. Entman (1993) stated that the framing process method involved selection and salience. “To frame is to select some aspects of a perceived reality and make them more salient in a communicating text” (Entman, 1993, p. 52).

For this study, the Facebook posts on the official Facebook page of each member university of the Florida State University System were the data collected. To collect the data, I went to the official Facebook page of each member university of the Florida State University System and did a “Print Screen” to a PDF for all of the posts from January 1, 2013 – December 31, 2013. I created a separate PDF document for each university. Once complete, I counted the total number of posts and the total number of words to be analyzed.

Marshall and Rossman (2011) called this type of research Internet Ethnography, which would be considered a modern form of document analysis. There were advantages and disadvantages to conducting research online according to Rubenstein (2011). Some of the advantages of conducting research online were that: a) multimedia, such as pictures, audio, and video, could enhance the text, b) information was publicly available twenty-four hours a day, seven days a week, c) data could be collected in a naturalistic setting at the time of the event, d) biasing effects could be reduced because posters of the content were not seen, e) expenses were lowered and logistics were minimized, and f) transcription was automatic. Some of the disadvantages of conducting research online were that: a) information was publicly available twenty-four hours a day, seven days a week, b) data could be easily manipulated or taken down, c) not everyone was comfortable in or used the online environment, and d) what had been posted online was most likely not intended for research. The second disadvantage mentioned was an inherent disadvantage with all forms of document analysis not just conducting research online. Because Facebook posts could be taken down, deleted, or altered, I did not know if a post had been taken down, deleted, or altered. To keep the integrity of the collected data and to attempt to get a complete portrayal of the collected data, I noted the date and time of when I began and ended collecting data. I also collected all the data for all universities at one time.

In order to determine what frames emerged from the posts, I looked for “keywords, stock phrases, stereotyped images, sources of information, and sentences that provide thematically reinforcing clusters of facts or judgment”

(Entman, 1993, p. 52). Berger (2011) argued that once a researcher had all of the qualitative data, the researcher then needed to look for patterns, classifications, themes, and categories in the data. Berger then suggested an eight-step coding process, adapted from the work of Creswell (1994), to facilitate in the pattern finding process. I used the following eight-step process, adapted from Berger, to determine the frames that emerged from the posts on the official Facebook page of each member university of the Florida State University System:

1. Read all of the posts on the official Facebook page of each member university of the Florida State University System between January 1, 2013 and December 31, 2013 in order to gain an overview of the data.
2. Picked the Facebook posts of one Florida State University System member between January 1, 2013 – December 31, 2013 and examined those posts carefully looking for keywords, stock phrases, stereotyped images, sources of information, and sentences that provided thematically reinforcing clusters of facts or judgment.
3. Repeated the process for all of the Florida State University System member Facebook posts between January 1, 2013 – December 31, 2013 making a list of all keywords, stock phrases, stereotyped images, sources of information, and sentences that provided thematically reinforcing clusters of facts or judgment that emerged.
4. Made abbreviations for each keyword, stock phrase, stereotyped image, sources of information, or sentence that provided thematically reinforcing clusters of facts or judgment and then went through all Facebook posts of

- each Florida State University System member between January 1, 2013 – December 31, 2013 marking the appropriate abbreviation beside each keyword, stock phrase, stereotyped image, sources of information, or sentence. If there were posts with no abbreviations, I looked for a keyword, stock phrase, stereotyped image, sources of information, or sentence on that post and attempted to fit it in with the abbreviations. If this could not be done, new abbreviations were created for the keywords, stock phrases, stereotyped images, sources of information, or sentences on that post.
5. Gathered similar keywords, stock phrases, stereotyped images, sources of information, and sentences that provided thematically reinforcing clusters of facts or judgment into frames. I made sure that the frames covered all the Facebook posts of the Florida State University System members between January 1, 2013 and December 31, 2013 and did not duplicate one another.
 6. Determined a final set of abbreviations for the frames.
 7. Assembled all the material found under each frame in one place and analyzed the results.
 8. Attempted to refine the coding to get fewer and more descriptive frames.

In steps seven and eight, I identified any posts that contradicted a frame. If I found any post that contradicted a frame, I adjusted the frame to fit the negative data.

Once the frames were determined qualitatively, I used content analysis for a quantitative analysis of the emergent frames on the posts of the official Facebook page of each member university of the Florida State University System between

January 1, 2013 and December 31, 2013. Figure 2 is a graphical representation of the conceptual framework that was used in answering the first research question.

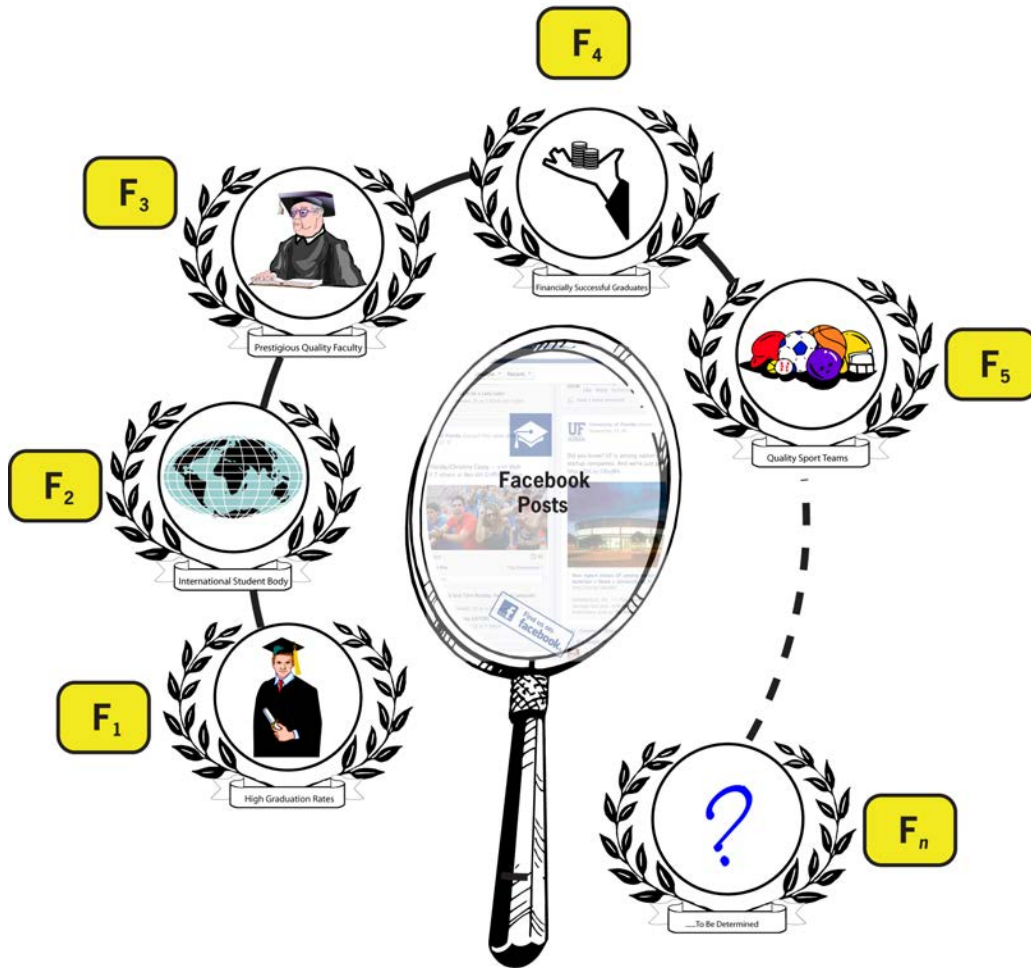


Figure 2. Conceptual framework for research question one.

Content Analysis

To answer the second research question, and its subsequent sub-questions, the quantitative method of content analysis was used. In the field of communication, content analysis, also called manifest quantitative content analysis, is a research method defined as “the systematic assignment of communication

content to categories according to rules, and analysis of relationships involving those categories using statistical methods” (Riffe, Lacy, & Fico, 1998, p. 2). The authors go on to state that:

... content analysis involves drawing representative samples of content, training coders to use the category rules developed to measure or reflect differences in content, and measuring the reliability (agreement or stability over time) of coders in applying the rules. The data collected in a quantitative content analysis are then usually analyzed to describe what are typical patterns or characteristics, or to identify important relationships among the variables measured. (p. 2)

For this study, I conducted content analysis as a measure of the frequency and rank order of the emergent frames, along with a measure of the frame frequency from one university to another. During this phase I also investigated similarities of frames found corresponding to the variables of enrollment, age of the university, athletic division, Carnegie classification, and tuition. I then compared the frames found on the Facebook pages to the mission statements of each university to understand more about the consistency of the messages sent by both. All of the quantitative analysis was descriptive; there was no attempt to quantify the magnitude of the similarities or differences or investigate statistical significance.

When using content analysis, it is important that the researcher only look at manifest content, that is, content that can be explicitly seen or heard (Parmelee & Perkins, 2012), such as Facebook posts. There were many advantages to conducting

a content analysis on communication data (Riffe, Lacy, & Fico, 1998). The specific advantage of using content analysis on coded data was that:

... quantification or measurement by coding teams permits reduction to numbers of large amounts of information or data that would be logistically impossible for close qualitative analysis. Properly operationalized and measured, such a process or reduction nonetheless retains meaningful distinctions among data. (Riffe et al., 1998, p.31)

As was stated by Parmelee and Perkins (2012), to conduct a proper content analysis, the thematic content under study, in this case Facebook posts on the official Facebook page of each member university of the Florida State University System, needed to be clearly defined, or operationally defined, in order for the participants conducting the content analysis, called coders, to know precisely what to look for.

To begin the content analysis, a code sheet was created. A code sheet for a content analysis is analogous to a questionnaire for a survey, with the same rules of clarity of presentation applying (Riffe, Lacy, & Fico, 1998). On the code sheet an operationalization of each frame discovered from the frame analysis was typed. The operationalization of each frame was a clear definition of the frame. The frames on the code sheet with their operationalizations needed to be exhaustive and mutually exclusive. Parmelee and Perkins (2012) argued that if the operationalizations of the frames were not accurate, the coders might not find the characteristics described. If the operationalizations were too broad, the coders would identify frames when a

frame was not present. If the operationalizations were too narrow, the coders would not identify frames that were present. Care had to be taken in producing operationalizations that allowed the coders to objectively identify the presence of a frame.

Before I selected and trained coders for the content analysis, I conducted a pilot study with two volunteers to test the code sheet on five Facebook posts from the sample. To achieve intercoder reliability, at least 80% agreement had to be reached (Riffe, Lacy, & Fico, 1998). If I did not receive at least 80% agreement on the code sheet test, I was to rewrite the code sheet with new operationalizations of the frames and pilot test the modified code sheet until I received at least 80% agreement on the code sheet.

Once the code sheet was deemed acceptable, I selected and trained two coders. The two coders selected were students enrolled in the graduate school at the University of North Florida. To train the coders, I spent approximately 10 minutes explaining to the coders the operationalization of each frame. I gave examples of Facebook posts and what frame each post represented. For the training, the coders did not code any of the Facebook posts from the sample.

Once the coders were properly trained, they coded the sample, which was all of the posts on the official Facebook page of each member university of the Florida State University System from January 1, 2013 – December 31, 2013. Once the data were collected and the number of Facebook posts to analyze was determined, I decided if multiple coding sessions were needed. Each coder was given a code sheet, and on the code sheet the coder marked the presence of a frame as it related

to a particular post. Through this process the frequencies of the emergent frames on the official Facebook pages of the members of the Florida State University System were measured objectively.

Once the coders finished, I entered the data received from their code sheets, my code sheet, and the variables of enrollment, age of the institution, athletic division, Carnegie classification, and tuition into SPSS. Once all the data were in SPSS, Cohen's kappa was calculated to determine the reliability coefficients in order to account for agreement by chance. As before, an intercoder reliability of at least 80% agreement from the coders needed to be met for the data to be deemed reliable (Riffe, Lacy, & Fico, 1998). Then using the frequencies of the frames present on all of the official Facebook pages of the members of the Florida State University System, SPSS was used to calculate cross tabulations. This was done to determine the frequencies of the frames presented on each university's official Facebook page and to investigate relationships of frames found across the categories of enrollment, age of the institution, athletic division, Carnegie classification, and tuition. Finally, the frames found on the official Facebook pages of the members of the Florida State University System were compared to the frames found on the mission statements of each university.

Summary

The purpose of this sequential transformative mixed methods study was to analyze the posts on the official Facebook page of all eleven member universities of the Florida State University System. A mixed methods approach was used because the qualitative method of frame analysis and quantitative method of content

analysis were “integrated in a way so that each could shore up the weaknesses of the other, as well as provide confirmation and elaboration” (Parmelee, Perkins, & Sayre, 2007, p. 195).

The first stage of this research design was the qualitative portion using the method of framing to determine the frames found on the official Facebook pages of each Florida State University System member between January 1, 2013 and December 31, 2013. The second stage of this research design was the quantitative portion of content analysis. During this stage I investigated the frequencies of the emergent frames as well as similarities of frames found on the official Facebook pages of the members of the Florida State University System corresponding to the variables of enrollment, age of the university, athletic division, Carnegie classification, and tuition. I then compared the frames found on the official Facebook pages of the members of the Florida State University System to the mission statements of each university.

Chapter 4: Data Collection and Results

As previously stated, the purpose of this study was to learn more about how posts on the official Facebook page of an institution provided an emergent impression or framed a university. To conduct this study the sequential transformative mixed methods design was used to answer the following research questions:

Research Question 1:

What emergent impressions, or frames, were created by the official Facebook pages of the eleven institutions in the Florida State University System?

Research Question 2:

Of the emergent impressions, or frames found, which frames were present on each of the official Facebook pages of the eleven institutions in the Florida State University System?

- a) Was there a relationship between the frames found on the official Facebook pages of each member university of the Florida State University System with respect to the variables of enrollment, age of the institution, athletic division, Carnegie classification, and tuition?
- b) To what extent did the frames present on the official Facebook pages of each member university of the Florida State University System correspond with the stated mission of the university?

To answer the research questions driving this study there were seven pieces of data collected from each of the eleven member universities of the Florida State University System. The seven pieces of data collected from each university were: a)

the Facebook posts from each university's official Facebook pages between January 1, 2013, through December 31, 2013, b) the most current enrollment reported, c) the age of the university, d) the athletic division affiliation, e) the Carnegie classification, f) the most current tuition reported, and g) the mission. The first part of this chapter will detail the collection of all seven pieces of data mentioned above.

Following the description of the data collection will be the discussion of the data analysis. The first method of data analysis was frame analysis used to answer the first research question of what emergent impressions or frames, were created by the official Facebook pages of the eleven institutions in the Florida State University System. The second method of data analysis was content analysis used to answer the second question which of the emergent impressions, or frames, were present on each of the official Facebook pages of the eleven institutions in the Florida State University System. Content analysis was also be used to answer the first sub-question to the second research question, which was to see if there was any correlation between the frames found on the official Facebook pages of each member university of the Florida State University System with respect to the variables of enrollment, age of the institution, athletic division, Carnegie classification, and tuition. Finally, the chapter will conclude in examining the second sub-question which was to analyze to what extent the frames present on the official Facebook pages of each member university of the Florida State University System corresponded with the stated mission of the university.

Data Collection

All of the Facebook posts from each of the eleven member universities of the Florida State University System's official Facebook pages from January 1, 2013, through December 31, 2013, were collected on January 1, 2014, beginning at 7:45 a.m. The following steps were used when collecting the posts.

1. I logged onto Facebook.
2. Once logged on, in the upper left search bar, I typed in the name of a university and went to the official page of that university. These are public Facebook pages so there was no need to like or join the page.
3. On the official Facebook page of the university, under the cover photo and basic information, I clicked on highlights and selected posts by page. This was done to be sure only the posts made by person(s) maintaining the official Facebook page of the university were viewable.
4. I scrolled down and clicked on "Show all stories from 2013."
5. I then scrolled down the page to be sure that all of the posts from each month populated.
6. Once I reached the end of the 2013 posts, I clicked file, print, print as PDF, and saved each file. I then opened each document to verify all of the posts online were on the documents. Some of the saved documents showed posts from 2012. I deleted any excess pages from the files that were not needed for the purposes of the study.
7. This process was done for each of the eleven member universities of the Florida State University System in alphabetical order beginning with Florida Agricultural

and Mechanical University (FAMU) and ending with University of West Florida (UWF). The Facebook data were collected by 9:09 a.m.

A total of 2682 Facebook posts were collected. The number of Facebook posts on each university’s official Facebook page is shown in Table 1.

Table 1

Total Number of Posts on Official University Facebook Page for 2013

University	Number of Facebook posts between January 1, 2013 through December 31, 2013
Florida Agricultural and Mechanical University (FAMU)	640
Florida Atlantic University (FAU)	112
Florida Gulf Coast University (FGCU)	102
Florida International University (FIU)	904
Florida State University (FSU)	174
New College of Florida (NCF)	103
University of Central Florida (UCF)	115
University of Florida (UF)	142
University of North Florida (UNF)	187
University of South Florida (USF)	103
University of West Florida (UWF)	100

Along with the Facebook posts collected, the most current enrollment reported, the age of the university, the athletic division affiliation, the Carnegie classification, the most current tuition reported, and the mission for each of the eleven member universities of the Florida State University System were found. The most current enrollment reported and the most current tuition reported were retrieved from the State University System of Florida fact book page³. The most current enrollment reported was for the Fall 2012 semester. The most current

³ The Florida State University System fact book page is located at <http://www.flbog.edu/resources/factbooks/>.

reported tuition was for the 2013-2014 academic year. The mission, age, and athletic conference affiliation for each of the eleven member universities of the Florida State University System were retrieved from each university's website. The Carnegie classification for each of the eleven member universities of the Florida State University System was retrieved at the Carnegie Foundation website⁴. All of the aforementioned data are listed in Table 2.

Table 2

University Demographics for Current Study

University	Enrollment	Age (in years)	Athletics	Carnegie	Tuition
FAMU	12,051	127	MEAC	DRU	\$194.24
FAU	30,282	50	CUSA	RU/H	\$206.41
FGCU	13,442	17	ASC	Master's L	\$205.69
FIU	50,394	42	CUSA	RU/H	\$216.43
FSU	41,226	163	ACC	RU/VH	\$216.88
NCF	833	54	NA	Bac/A&S	\$190.71
UCF	59,785	51	AAC	RU/VH	\$210.57
UF	50,086	161	SEC	RU/VH	\$208.77
UNF	16,356	45	ASC	Master's L	\$211.75
USF	47,854	58	AAC	RU/VH	\$213.65
UWF	12,680	51	DII	DRU	\$211.87

Frame Analysis

As stated previously, a frame is a lens through which a person, an idea, or an institution can be viewed. For this study, the first research question was what emergent impressions, or frames, were created by the official Facebook pages of the eleven institutions in the Florida State University System. To answer this, posts

⁴ The Carnegie classification for each of the eleven member universities of the Florida State University System is located at http://classifications.carnegiefoundation.org/lookup_listings/institution.php.

were analyzed to see how the universities Facebook pages portrayed their university. To determine the impressions, or frames, created by the posts on the official Facebook pages of the eleven institutions in the Florida State University System a frame analysis was conducted.

To conduct the frame analysis, I first read all of the posts on the official Facebook page of each member university of the Florida State University System from January 1, 2013 – December 31, 2013, in order to gain an overview of the data. After getting an overview of the data, I went through all of the posts on the official Facebook page of each member university of the Florida State University System between January 1, 2013 – December 31, 2013, looking for keywords, stock phrases, stereotyped images, sources of information, and sentences that provided thematically reinforcing clusters of facts or judgment. I went through the universities in alphabetical order, starting with FAMU and ending with UWF. As keywords, stock phrases, sources of information, and sentences that provided thematically reinforcing clusters of facts or judgment were found, I noted them on a sheet of paper. Examples of these markers were Welcome Back!; Graduation, Yeah!!; family; football; tobacco-free; hit the books; Happy New Year; alumni; research; enrollment; respond via Facebook or Twitter; etc. Examples of stereotyped images included photos of graduation, move-in days, places around the university, or various stakeholders. All of the keywords, stock phrases, stereotyped images, sources of information, and sentences that provided thematically reinforcing clusters of facts or judgment for each university were recorded on a separate sheet of paper.

Next, for each university I gathered similar keywords, stock phrases, stereotyped images, sources of information, and sentences that provided thematically reinforcing clusters of facts or judgment into frames. I made sure that the frames covered all the Facebook posts of the Florida State University System members from January 1, 2013 – December 31, 2013, and did not overlap in themes or definitions. This process was repeated for each university, and it produced an initial list of 18 frames. I then analyzed the frames for overlap and redundancy. The final list had the 11 frames that are detailed in the following sections.

University Pride Frame (F1)

This frame included any post containing text or pictures pertaining to graduation, university history, university colors, university clothing, university mascot, university beauty, or university rankings. Posts in this category framed the university as a proud institution with stakeholders who were honored to be a part of the university. For example, in the post shown in Figure 3, FGCU posted a picture of the campus. This picture from the campus framed the university as being proud of its beautiful surroundings. Another example of a post that showed the university pride frame is shown in Figure 4. This post from the official NCF Facebook page showed a ranking from Kiplinger. By posting a positive or complimentary ranking, the university was portraying itself as proud of its accomplishments and national recognition.



Figure 3. First example of Frame 1. A Facebook post portraying pride in the university's beauty.



Figure 4. Second example of Frame 1. A Facebook post portraying pride in the university's rankings.

University Update Frame (F2)

This frame included any post containing text or pictures regarding alerts, recruitment information, scholarship information, or any other university related announcement not pertaining to university related athletics, academics, or the arts. These posts were not designed to elicit comments or responses. Posts in this frame showed the university as an institution that voluntarily communicated important university information with its stakeholders via Facebook. For example, in the post shown in Figure 5, FSU posted an announcement from the president of the university that portrayed the university as understanding the importance of communicating university related strategy and vision with its stakeholders.



Figure 5. First example of Frame 2. A Facebook post updating university stakeholders.

Another example of a post that showed the university update frame is shown in Figure 6. This post from the official UCF Facebook page alerted the university community of a campus closure and contained text explaining where future updates of the closure could be located. This post framed the university as an institution that appreciates the benefit and importance of alerting and keeping stakeholders informed.

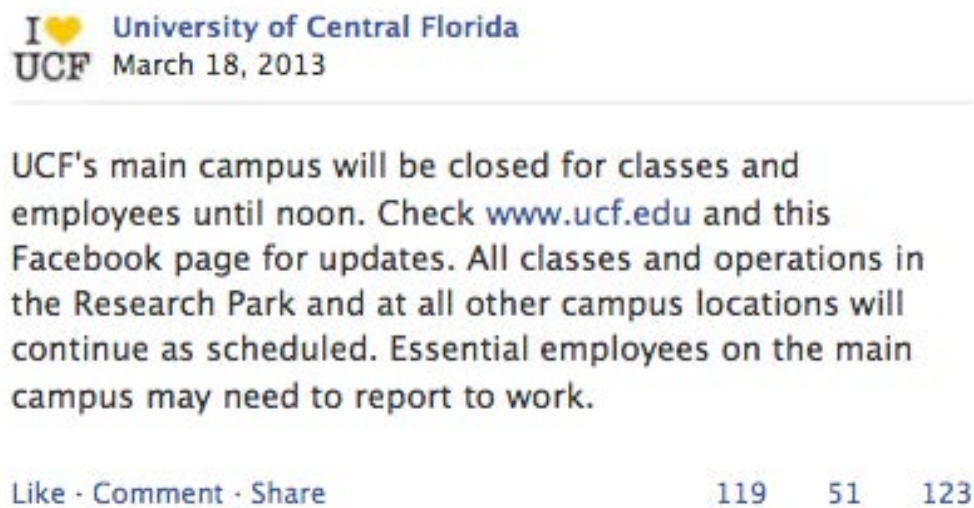


Figure 6. Second example of Frame 2. A Facebook post updating on a campus closure.

Social Responsibility Frame (F3)

This frame included any post containing text or pictures showing members of the university participating in activities directed toward a societal good, demonstrating fiscal responsibility, participating in community outreach, encouraging sustainability, or promoting personal health and well-being. Posts in this frame presented the university as an institution made of stakeholders with a

social conscience who wanted to better the global society. For example, in the post shown in Figure 7, UWF posted an article about students preparing and serving Thanksgiving dinner, indicating that the university has a student body that cares for and takes responsibility in the community.



Figure 7. First example of Frame 3. A Facebook post about students volunteering over Thanksgiving.

Another example of a post that showed the social responsibility frame is shown in Figure 8. This post from the official FIU Facebook page showed pictures of students who went to Haiti over spring break to give communities clean water. This post framed the university's student population as people who wanted to give back to the global community.



Figure 8. Second example of Frame 3. A Facebook post about students volunteering in Haiti.

Athletics Frame (F4)

This frame included any post containing text or pictures pertaining to university related athletics, athletes, coaches, or former athletes. These posts framed the university as an institution proud of its athletics and its stakeholder's strong connection to the university via athletic programs. For example, in the post shown in Figure 9, UNF posted text and a picture about its men's tennis team. This post portrayed the university as being proud of the accomplishments of its student athletes. Another example of a post from the athletics frame is shown in Frame 10. This post from the official UF Facebook page showed pictures from the 2013 Sugar

Bowl. This post framed the university as having a strong, nationally recognized athletic program.



Figure 9. First example of Frame 4. A Facebook post about UNF's men's tennis team.



Figure 10. Second example of Frame 4. A Facebook post about UF's 2013 Sugar Bowl game.

Pseudo-Engagement Frame (F5)

This frame included any post that asked a non-rhetorical question to elicit a response as a comment on Facebook only, not to links to respond to surveys, and the post did not ask for suggestions or advice that would better the institution or improve its services. This frame included any post that asked the reader to share a photo, a thought, or a memory. Posts in this frame gave the impression of an engaging university seeking stakeholder interaction on Facebook. For example, a pseudo-engagement frame might contain the text, “What did you do for spring break?” A negative case would have been a post that elicited a response that would better the institution or improve its services. For example, a negative case would have contained the text, “What are ways we can improve the online registration process?” No negative cases for the pseudo-engagement frame were found.

An example of a post representing this frame is shown in Figure 11. A post from the official USF Facebook page stated an approximate number of student organizations, and then asked, “Which ones did you join?” The post was intended for the reader to respond in Facebook but did not ask a question that would better the institution or improve its services. Another example of a post that showed the pseudo-engagement frame is shown in Figure 12. This post from the official FAU Facebook page asked, “Why was the word ‘Parliament’ chosen to name this new hall?” and was followed by three choices. The feedback asked for in this case yielded no information to better the institution.



Figure 11. First example of Frame 5. A Facebook post about USF’s student organizations.



Figure 12. Second example of Frame 5. A Facebook post about naming an FAU building.

Academic Achievement Frame (F6)

This frame included any post containing text or pictures pertaining to student, faculty, or alumni academics or academic achievements. Posts in this frame included posts pertaining to academic talks, grants awarded, research conducted, academic scholarships or fellowships awarded, published books, or programs and degrees offered by the university. Posts in this frame gave the impression of a university having strong academics and an institution proud of the academic achievements of its stakeholders. For example, in the post shown in Figure 13, FAMU posted an article about an alumni's breast cancer research. This post reflected the university as being proud of the continued academic accomplishments of its alumni.



Figure 13. First example of Frame 6. A Facebook post FAMU alumni breast cancer research.

Another example of a post from the academic achievement frame is shown in Figure 14. This post from the official FSU Facebook page described research being done by a faculty member, thus framing the institution as having strong academics.



Figure 14. Second example of Frame 6. A Facebook post describing current FSU research.

Social Media Frame (F7)

This frame included any post containing text or pictures that tied the university's official Facebook page to other social media used by the institution.

This included the use of hashtags⁵ (#) in a post. Posts in this frame portrayed the university as an institution that used varying forms of social media to communicate

⁵ A hashtag is a word or phrase used on social media sites like Facebook or Twitter as a form of metadata tag and to identify posts on a specific topic.

with its stakeholders. For example, in the post shown in Figure 15, UNF posted about the number of Twitter followers it has. The post also contained a link to the university's twitter feed. This post framed the university as an institution that was current in the various forms of social media used to communicate with its stakeholders.



Figure 15. First example of Frame 7. A Facebook post connecting Twitter and Facebook.

Another example of a post that showed the social media frame is shown in Figure 16. This post from the official NCF Facebook page directed students to Facebook pages, other than the official Facebook page, used for specific university related purposes. This post framed the university as understanding the importance of using multiple Facebook pages for different university related activities.



Figure 16. Second example of Frame 7. A Facebook post advertising other university Facebook pages.

Diversity Frame (F8)

This frame included any post containing text or pictures that displayed the diversity of the university stakeholders as well as university sponsored celebrations of various cultures. Posts in this frame portrayed the university as an institution that celebrated, accepted, and respected differing cultures. For example, in the post shown in Figure 17, USF posted about how many different countries are represented at USF and how the different nationalities and cultures were celebrated. Another example of a post that showed the diversity frame is shown in Figure 18. This post from the official FGCU Facebook page made students aware of the International Street Fair, which was part of International Education Week. This framed the university as an institution that educated its students about diversity and allowed students to have pride in their cultural identity.



Figure 17. First example of Frame 8. A Facebook post describing different nationalities at USF.



Figure 18. Second example of Frame 8. A Facebook post about an International Street Fair at FGCU.

Arts Frame (F9)

This frame included any post containing text or pictures promoting the arts. This could include student or faculty performances or exhibits as well as professional touring shows. Posts in this frame portrayed the university as an institution that promoted the arts and invited all stakeholders to view the various artistic performances or exhibits the university had to offer. For example, in the post shown in Figure 19, FAMU posted pictures from an artist series event. Another example of a post from the arts frame is shown in Figure 20. This post from the official FIU Facebook page displayed a piece of student art that suggested the university supported the arts and arts education.



Figure 19. First example of Frame 9. A Facebook post about an FAMU artist series.

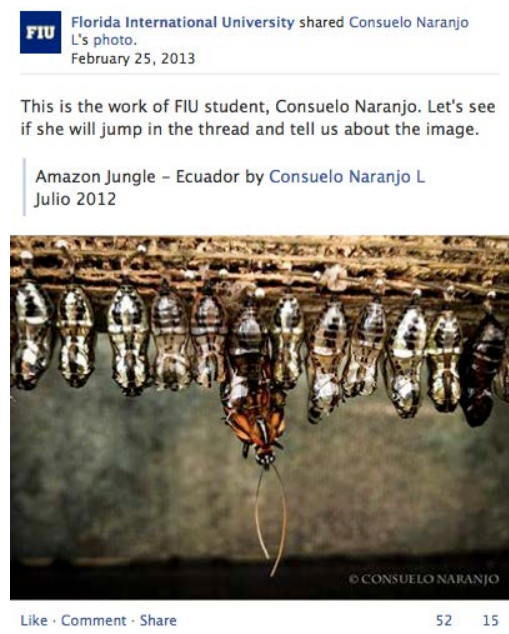


Figure 20. Second example of Frame 9. A Facebook post about an FIU student art.

Local Business Frame (F10)

This frame included any post containing text or pictures that promoted the university's ties to local business and the local economy. Posts in this frame portrayed the university as having an influence on, and working with, local businesses and local economies. For example, in the post shown in Figure 21, UCF posted an article about how the university is nationally recognized for offering programs that stimulate economic growth and partnerships in the region; therefore, the university has a stake in the local economy. Another example of a post that showed the local business frame is shown in Figure 22. This post from the official UNF Facebook page advertised a discount at a local restaurant. The post framed the university as supporting local businesses.



Figure 21. First example of Frame 10. A Facebook post about an UCF ties to the local economy.



Figure 22. Second example of Frame 10. A Facebook post about an UNF supporting local business.

Fun Family Frame (F11)

This frame included any post containing text or pictures that portrayed the university as a large, welcoming, supportive, and fun family engaged in social activities other than athletics, academics, or the arts. This frame portrayed the university as a home with fun activities to keep all institutional stakeholders happy and busy. For example, in the post shown in Figure 23, FAU posted a happy holidays message, wishing all stakeholders a happy holiday.



Figure 23. First Example of Frame 11. A Facebook post from FAU wishing happy holidays.

Another example of a post that showed the fun family frame is shown in Figure 24. This post from the official UF Facebook contained pictures from one of the homecoming activities, which encouraged students to participate.



Figure 24. Second example of Frame 11. A Facebook post from UF showing a homecoming activity.

Multiple Frames

A majority of the time, a post would fall into two or more frames. For example, in the post shown in Figure 25 from the official UFW Facebook page, the post framed the university as a proud institution with stakeholders that were honored to be a part of the university (University Pride Frame) and as a university with diversity amongst its stakeholders (Diversity Frame). Another example of a post having multiple frames is shown in Figure 26. This post from the official FAU Facebook page framed the institution as having used varying forms of social media

to communicate with its stakeholders (Social Media Frame), as an institution with diversity amongst its stakeholders (Diversity Frame), and as an institution with a large, welcoming, supportive, and fun family (Fun Family Frame).



Figure 25. First example of multiple frames. A Facebook post from UWF showing multiple frames.



Figure 26. Second example of multiple frames. A Facebook post from FAU showing multiple frames.

Summary of Frame Analysis

These previous sections described the frames found by examining the posts on the official Facebook pages of the eleven member universities of the Florida State University System from January 1, 2013 – December 31, 2013. A total of 2682 posts were analyzed looking for keywords, stock phrases, stereotyped images, sources of information, and sentences that provided thematically reinforcing clusters of facts or judgment from which the frames emerged. From all of the data analyzed, the following eleven frames were discovered: a) the university pride frame (F1), the university update frame (F2), the social responsibility frame (F3), the athletics frame (F4), the pseudo-engagement frame (F5), the academics frame (F6), the social media frame (F7), the diversity frame (F8), the arts frame (F9), the local business frame (F10), and the fun family frame (F11).

Once the frames were determined, the next step was to determine and analyze the frequencies of the frames found on the official Facebook pages of the eleven member universities of the Florida State University System from January 1, 2013 – December 31, 2013. The next section will describe how the method of content analysis was used to determine and analyze the frequencies of the frames found on the official Facebook pages of the eleven member universities of the Florida State University System from January 1, 2013 – December 31, 2013.

Content Analysis

Once the frames were determined the focus of the study shifted to answering the second research question and its sub-questions. The second research question is stated below:

Of the emergent impressions or frames, found, which frames were present on each of the official Facebook pages of the eleven institutions in the Florida State University System?

- a) Was there a relationship between the frames found on the official Facebook pages of each member university of the Florida State University System with respect to the variables of enrollment, age of the institution, athletic division, and Carnegie classification⁶?
- b) To what extent did the frames present on the official Facebook pages of each member university of the Florida State University System correspond with the stated mission of the university?

⁶ Tuition was disregarded as a variable because of the lack of variability between the tuition charged at the eleven universities in the state of Florida.

In order to answer the second research question and its sub-questions, frequencies of the frames found on the official Facebook pages of the eleven member universities of the Florida State University System between January 1, 2013 and December 31, 2013 were examined. The quantitative method of content analysis was used for this process.

To begin the quantitative portion of the study, I reviewed all 2682 Facebook posts and labeled the frames that were present on each post. For this process I first numbered each post from the official Facebook pages of the eleven member universities of the Florida State University System between January 1, 2013 and December 31, 2013. Table 1 from earlier in the chapter showed how many posts were found on each Facebook page. After numbering the posts, a code sheet was created. On the code sheet an operationalization of each frame discovered from the frame analysis was developed; the operationalization of each frame was a clear one or two sentence definition of the frame. With all the Facebook posts numbered and code sheet developed, the coding began.

Starting with FAMU and ending with UWF, each post was read and labeled with numbers from one to eleven. During the coding process the code sheet was refined to be sure that the operationalization of the frames was accurate and not too broad so that the future coders could find the characteristics described. To test the operationalization on the code sheet, I conducted a pilot study. Two volunteers were given the code sheet and the directions to read each Facebook post and carefully look at any corresponding photos. Every post was looked at through its text and photos that framed the university; then the volunteers were to decide

which frame, or frames, best portrayed each post. The volunteers and I went over five examples. As we went through each example, I pointed out keywords, stock phrases, sources of information, and sentences that provided thematically reinforcing clusters of facts or judgments that helped me to determine why each post fell under certain frames. Once all the examples were covered and all questions were answered, the two volunteers individually coded five examples. There was 100% agreement on the code sheet test.

After each university was coded, the results were typed on a spreadsheet. The table below shows the frequencies that I found for each frame on the official Facebook pages of the eleven members of the Florida State University System along with the total number of occurrences of each frame.

For validity of the frequencies that I found, I selected two coders to repeat the process for coding that I described above. The two coders were students enrolled in graduate school at the University of North Florida. To train the coders I gave them the code sheet and the same directions as for the pilot study. Together we went over twenty examples. Eleven of the examples were of the individual frames, and the other nine were of posts that contained multiple frames. As we went through each example, I pointed out keywords, stock phrases, sources of information, and sentences that provided thematically reinforcing clusters of facts or judgment that helped me to determine why each post fell under certain frames. The examples used were from universities out of the state of Florida. Once all the examples were covered and all questions were answered, the coders were given a packet and coded the posts. Table 3 details the frequencies that I found of each

frame on the official Facebook pages of the eleven members of the Florida State University System from January 1, 2013 through December 31, 2013. Table 4 and Table 5 show the frequencies that the coders found of each frame on the official Facebook pages of the eleven members of the Florida State University System from January 1, 2013 through December 31, 2013.

Table 3

Frequency of Frames Present on Official University Facebook Pages for 2013

University	Frames										
	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11
FAMU	82	249	52	46	7	107	32	19	41	1	85
FAU	31	27	8	17	10	9	37	12	1	2	29
FGCU	18	9	14	33	11	16	37	6	7	1	15
FIU	207	219	66	105	119	125	281	109	30	0	166
FSU	56	32	12	20	24	24	17	10	10	0	42
NCF	9	26	15	12	2	26	4	3	5	1	15
UCF	23	26	11	19	4	18	2	6	4	3	16
UF	46	18	7	24	18	18	49	21	1	0	29
UNF	57	29	16	14	18	25	33	25	12	11	18
USF	43	8	7	13	6	16	35	9	2	0	25
UWF	18	33	7	10	4	19	38	12	3	3	21
Total	590	676	215	313	223	403	565	232	116	22	461

Table 4*Frequency of Frames Present on Official University Facebook Pages for 2013 (Coder 1)*

University	Frames										
	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11
FAMU	102	255	56	46	8	108	33	19	42	2	89
FAU	33	26	8	17	10	9	37	13	1	2	30
FGCU	21	10	14	33	11	16	37	6	7	1	15
FIU	221	221	67	107	120	126	282	105	29	0	172
FSU	59	33	14	20	24	24	17	10	10	0	44
NCF	1	27	15	12	2	25	4	3	5	1	15
UCF	28	25	11	19	4	18	2	6	4	3	16
UF	49	19	7	24	18	18	47	22	1	0	29
UNF	57	32	17	14	18	25	32	23	10	11	21
USF	45	8	7	13	6	16	35	9	2	0	27
UWF	19	36	7	9	4	18	38	12	3	5	21
Total	635	692	223	314	225	403	564	228	114	25	479

Table 5*Frequency of Frames Present on Official University Facebook Pages for 2013 (Coder 2)*

University	Frames										
	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11
FAMU	90	252	54	46	8	107	32	20	41	1	83
FAU	31	28	8	17	10	8	37	12	1	2	29
FGCU	18	9	16	33	11	16	37	8	8	1	14
FIU	213	221	67	107	118	127	279	107	30	0	169
FSU	59	34	12	20	23	24	18	11	10	0	43
NCF	1	26	15	12	2	25	4	3	5	1	14
UCF	27	27	11	21	4	18	2	5	4	3	16
UF	47	19	7	24	18	18	49	21	1	0	29
UNF	57	32	17	13	18	25	32	25	10	11	21
USF	42	9	7	13	7	16	35	10	2	0	25
UWF	21	32	6	10	4	20	38	12	3	2	23
Total	606	689	220	316	223	404	563	234	115	21	466

Intercoder Reliability

To determine intercoder reliability, Cohen's Kappa was calculated, using SPSS, for each post showing how I coded each post and how the coders coded each post. Because of how the data was structured, calculating the overall Cohen's Kappa was not possible. As previously stated, an intercoder reliability of at least 80% agreement from the coders needed to be met for the data to be deemed reliable (Riffe, Lacy, & Fico, 1998). The Cohen's Kappa coefficients are shown in Table 6. All of the calculated Cohen's Kappa coefficients were .873 or greater with the exception of two. Because of the high intercoder reliability, my coding will be used to complete the discussion.

Table 6

Cohen's Kappa Reliability between author and coders

Coder	Cohen's Kappa Coefficient between author and coder for each frame										
	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11
Coder 1	.873	.948	.939	1.000	.933	.972	.984	.946	.987	.666	.960
Coder 2	.946	.970	.979	1.000	.798	1.000	.967	.921	1.000	1.000	.959

After Cohen's Kappa was run, SPSS then was used to run cross tabulations on the data. Cross tabulations were used for two different purposes: a) to calculate the frequencies of the frames found, and b) to calculate the frame frequencies when the universities were separated into the categories of enrollment, age, athletic affiliation, and Carnegie ranking. An overview of the frequencies is presented next, followed by the results of the frame frequencies when the universities were

separated into the categories of enrollment, age, athletic affiliation, and Carnegie classification.

Overview of Frequencies Found on Official University Facebook Pages

Earlier in the chapter, Table 1 displayed the total number of Facebook posts on the universities official pages between January 1, 2013 and December 31, 2013. FIU had the most posts with 904. UWF had the least number of posts with 100. The average number of posts on a page was 244.8 and the median number of posts on a page was 115.

Table 3 displayed the total frequencies of the frames found on the universities official pages between January 1, 2013 and December 31, 2013. The university update frame (F2) had the most occurrences with 676. The local business frame (F10) had the least number of occurrences with 22. The average number of occurrences for a single frame on a page was 345.3 and the medium number of occurrences for a single frame on a page was 313.

FIU had the most frames present on its official Facebook page with 1427 frames found on 904 posts. NCF had the least number of frames present on its official Facebook page with 110 frames found on 103 posts. The average number of total frames present on an official Facebook page was 345.2 and the medium number of total frames present on an official Facebook page was 183.

In the section to follow, the results for each frame categorized by university enrollment, university age, athletic conference affiliation, and Carnegie ranking will be discussed. It is important to note here the disproportionality of posts among institutions, with total posts per institution ranging from 904 for FIU to 100 for

UWF. This posed a challenge for interpreting results. To help mitigate the challenge, Chapter Five includes a separate discussion of aggregate and disaggregate frame occurrences in an attempt to consider the proportion of frames identified within institutions (and groups), as a way of controlling for the disproportionality and capturing the relative emphasis of the different frames.

In the following section, the subdivisions of the categories will be described first. Following that discussion the total number of occurrences for each frame will be reported. Then the total number of occurrences for each frame in the subcategories will be detailed. For example, Frame 1 had 590 total occurrences. For universities with enrollment of 0 - 30,000 students collectively, Frame 1 occurred 184 times; for universities with enrollment of 30,001 - 49,000 students collectively, Frame 1 occurred 130 times; for universities with enrollment of 49,000+ students collectively, Frame 1 occurred 276 times. The percentages in Figure 27 are based off of these numbers, $184/590 = 31.2\%$, $130/590 = 22.0\%$, and $276/590 = 46.8\%$.

Frequency of Facebook Posts and University Enrollment

The category of university enrollment was divided into three groups: universities with enrollment fewer than 30,000 students, universities with enrollment between 30,000 – 49,000, and universities with enrollment greater than 49,000 students. The universities with enrollment fewer than 30,000 students were NCF, FAMU, UWF, FGCU, and UNF. The universities with enrollment between 30,000 – 49,000 were FAU, FSU, and USF. The universities with enrollment greater than 49,000 students were UF, FIU, and UCF.

Frame 1: University Pride Frame

Frame 1 had 590 occurrences. For universities with enrollment fewer than 30,000 students, Frame 1 occurred 184 times. For universities with enrollment between 30,000 – 49,000, Frame 1 occurred 130 times. For universities with enrollment greater than 49,000 students, Frame 1 occurred 276 times. Figure 27 shows the percentages of occurrences of Frame 1 and the category of enrollment. Universities with 49,000 or more students had the largest occurrence of Frame 1, followed by universities with fewer than 30,000 students, and universities with enrollment between 30,000 – 49,000 had the least occurrence of Frame 1.

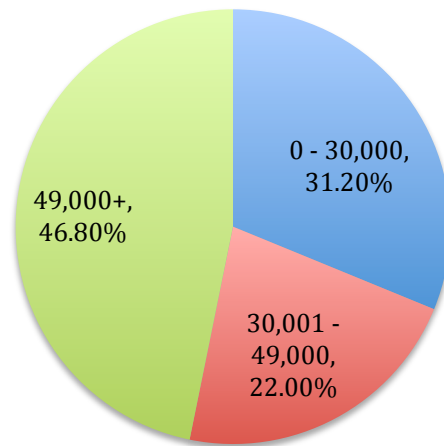


Figure 27. Percentages of occurrences of Frame 1 by enrollment.

Frame 2: University Update Frame

Frame 2 had 676 occurrences. For universities with enrollment fewer than 30,000 students, Frame 2 occurred 346 times. For universities with enrollment between 30,000 – 49,000, Frame 2 occurred 67 times. For universities with enrollment greater than 49,000 students, Frame 2 occurred 263 times. Figure 28 shows the percentages of occurrences of Frame 2 and the category of enrollment. From the data, universities with fewer than 30,000 students had the largest occurrence of Frame 2, followed by universities with 49,000 or more students universities, and with universities with enrollment between 30,000 – 49,000 having Frame 2 occur the least.

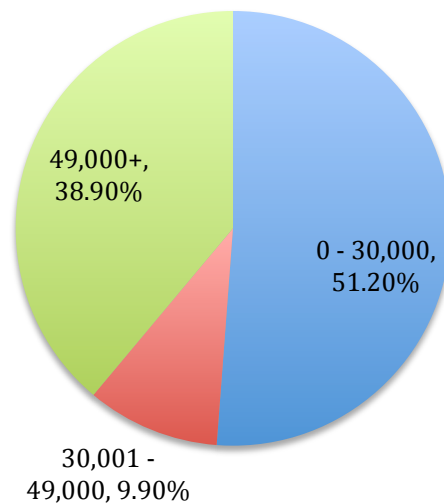


Figure 28. Percentages of occurrences of Frame 2 by enrollment.

Frame 3: Social Responsibility Frame

Frame 3 had 215 occurrences. For universities with enrollment fewer than 30,000 students, Frame 3 occurred 104 times. For universities with enrollment between 30,000 – 49,000, Frame 3 occurred 27 times. For universities with enrollment greater than 49,000 students, Frame 3 occurred 84 times. Figure 29 shows the percentages of occurrences of Frame 3 and the category of enrollment. From the data, universities with fewer than 30,000 students had the largest occurrence of Frame 3, followed by universities with 49,000 or more students universities, and with universities with enrollment between 30,000 – 49,000 having Frame 3 occur the least.

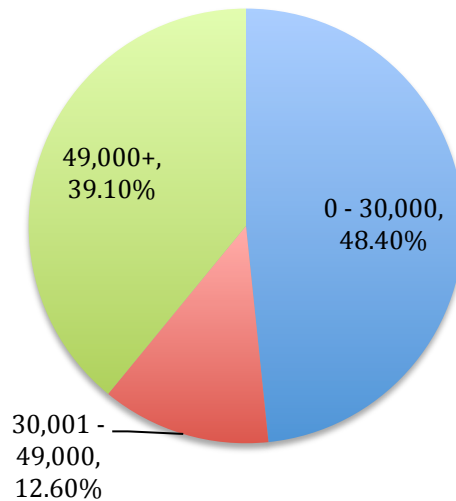


Figure 29. Percentages of occurrences of Frame 3 by enrollment.

Frame 4: Athletics Frame

Frame 4 had 313 occurrences. For universities with enrollment fewer than 30,000 students, Frame 4 occurred 115 times. For universities with enrollment between 30,000 – 49,000, Frame 4 occurred 50 times. For universities with enrollment greater than 49,000 students, Frame 4 occurred 148 times. Figure 30 shows the percentages of occurrences of Frame 4 and the category of enrollment. From the data, universities with 49,000 or more students had the largest occurrence of Frame 4, followed by universities with fewer than 30,000 students, and with universities with enrollment between 30,000 – 49,000 having Frame 4 occur the least.

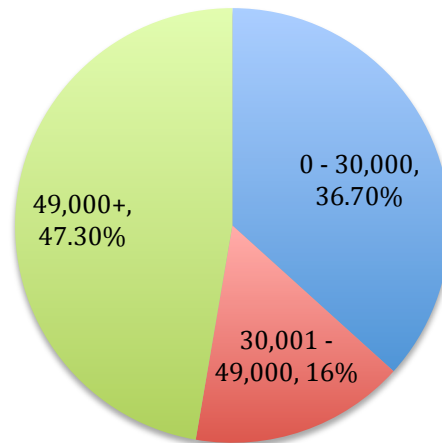


Figure 30. Percentages of occurrences of Frame 4 by enrollment.

Frame 5: Pseudo-Engagement Frame

Frame 5 had 223 occurrences. For universities with enrollment fewer than 30,000 students, Frame 5 occurred 42 times. For universities with enrollment between 30,000 – 49,000, Frame 5 occurred 40 times. For universities with enrollment greater than 49,000 students, Frame 4 occurred 141 times. Figure 31 shows the percentages of occurrences of Frame 5 and the category of enrollment. From the data, universities with 49,000 or more students had the largest occurrence of Frame 5, followed by universities with fewer than 30,000 students, and with universities with enrollment between 30,000 – 49,000 having Frame 5 occur the least.

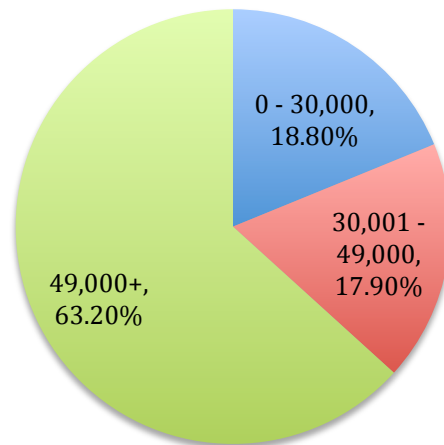


Figure 31. Percentages of occurrences of Frame 5 by enrollment.

Frame 6: Academic Achievement Frame

Frame 6 had 403 occurrences. For universities with enrollment fewer than 30,000 students, Frame 6 occurred 193 times. For universities with enrollment between 30,000 – 49,000, Frame 6 occurred 49 times. For universities with enrollment greater than 49,000 students, Frame 6 occurred 161 times. Figure 32 shows the percentages of occurrences of Frame 6 and the category of enrollment. From the data, universities with fewer than 30,000 students had the largest occurrence of Frame 6, followed by universities with 49,000 or more students, and with universities with enrollment between 30,000 – 49,000 having Frame 6 occur the least.

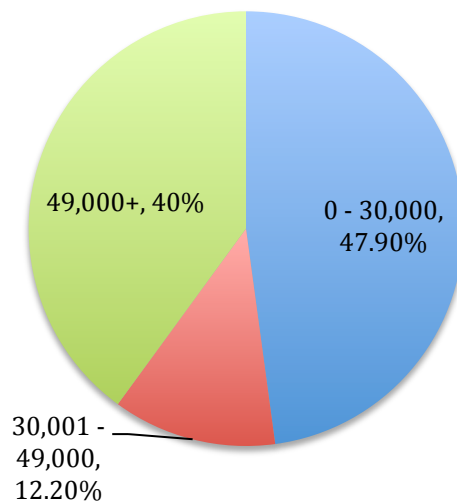


Figure 32. Percentages of occurrences of Frame 6 by enrollment.

Frame 7: Social Media Frame

Frame 7 had 565 occurrences. For universities with enrollment fewer than 30,000 students, Frame 5 occurred 144 times. For universities with enrollment between 30,000 – 49,000, Frame 7 occurred 89 times. For universities with enrollment greater than 49,000 students, Frame 7 occurred 332 times. Figure 33 shows the percentages of occurrences of Frame 7 and the category of enrollment. From the data, universities with 49,000 or more students had the largest occurrence of Frame 7, followed by universities with fewer than 30,000 students, and with universities with enrollment between 30,000 – 49,000 having Frame 7 occur the least.

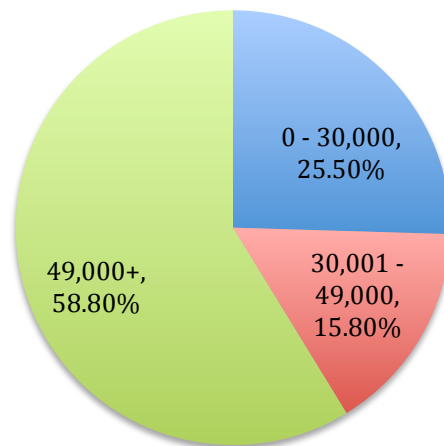


Figure 33. Percentages of occurrences of Frame 7 by enrollment.

Frame 8: Diversity Frame

Frame 8 had 232 occurrences. For universities with enrollment fewer than 30,000 students, Frame 8 occurred 65 times. For universities with enrollment between 30,000 – 49,000, Frame 8 occurred 31 times. For universities with enrollment greater than 49,000 students, Frame 8 occurred 136 times. Figure 34 shows the percentages of occurrences of Frame 8 and the category of enrollment. From the data, universities with 49,000 or more students had the largest occurrence of Frame 8, followed by universities with fewer than 30,000 students, and with universities with enrollment between 30,000 – 49,000 having Frame 8 occur the least.

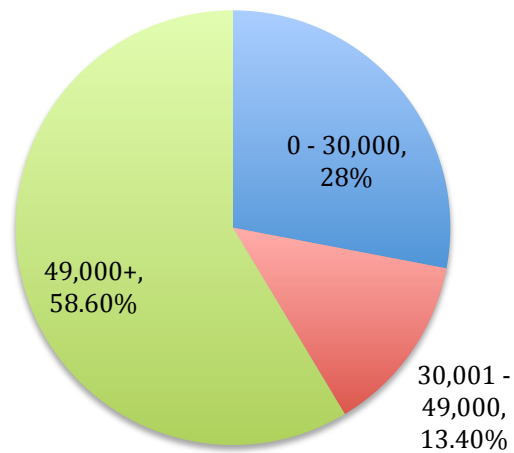


Figure 34. Percentages of occurrences of Frame 8 by enrollment.

Frame 9: Arts Frame

Frame 9 had 116 occurrences. For universities with enrollment fewer than 30,000 students, Frame 9 occurred 68 times. For universities with enrollment between 30,000 – 49,000, Frame 9 occurred 13 times. For universities with enrollment greater than 49,000 students, Frame 9 occurred 35 times. Figure 35 shows the percentages of occurrences of Frame 9 and the category of enrollment. From the data, universities with fewer than 30,000 students had the largest occurrence of Frame 9, followed by universities with 49,000 or more students, and with universities with enrollment between 30,000 – 49,000 having Frame 9 occur the least.

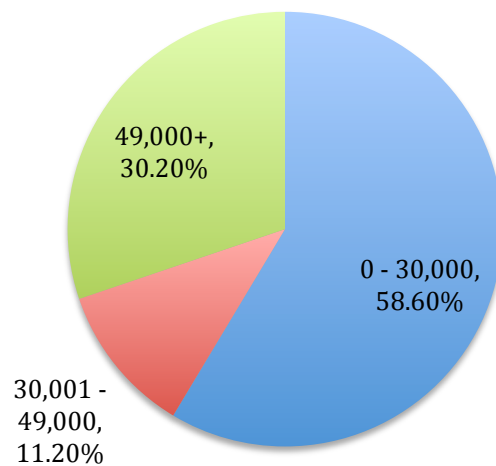


Figure 35. Percentages of occurrences of Frame 9 by enrollment .

Frame 10: Local Business Frame

Frame 10 had 22 occurrences. For universities with enrollment fewer than 30,000 students, Frame 10 occurred 17 times. For universities with enrollment between 30,000 – 49,000, Frame 10 occurred 2 times. For universities with enrollment greater than 49,000 students, Frame 10 occurred 3 times. Figure 36 shows the percentages of occurrences of Frame 10 and the category of enrollment. From the data, universities with fewer than 30,000 students had the largest occurrence of Frame 9, followed by universities with 49,000 or more students, and with universities with enrollment between 30,000 – 49,000 having Frame 9 occur the least.

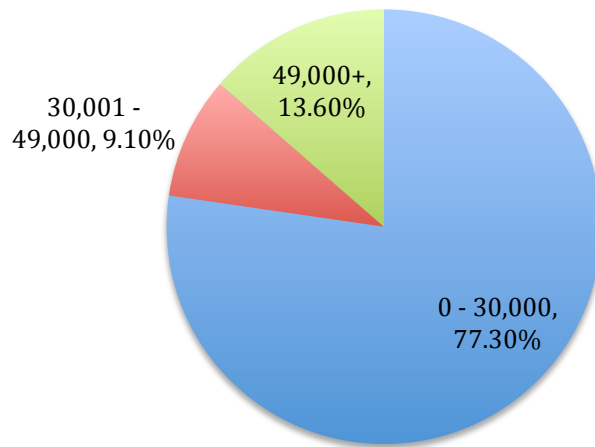


Figure 36. Percentages of occurrences of Frame 10 by enrollment.

Frame 11: Fun Family Frame

Frame 11 had 461 occurrences. For universities with enrollment fewer than 30,000 students, Frame 11 occurred 154 times. For universities with enrollment between 30,000 – 49,000, Frame 11 occurred 96 times. For universities with enrollment greater than 49,000 students, frame occurred 211 times. Figure 37 shows the percentages of occurrences of Frame 11 and the category of enrollment. From the data, universities with 49,000 or more students had the largest occurrence of Frame 11, followed by universities with fewer than 30,000 students, and with universities with enrollment between 30,000 – 49,000 having Frame 11 occur the least.

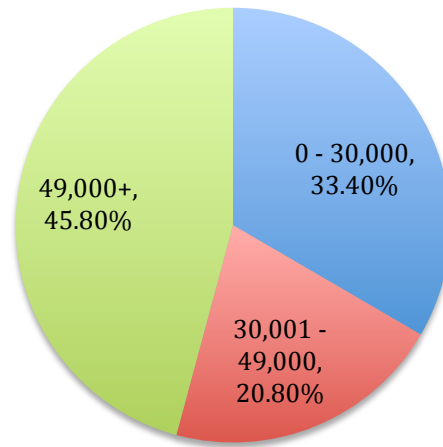


Figure 37. Percentages of occurrences of Frame 11 by enrollment.

Frequency of Facebook Posts and University Age

The category of university age was also divided into three groups: universities fewer than 20 years old, universities between 21 – 100 years old, and

universities older than 100. The university fewer than 20 years old was FGCU. The universities between 21 – 100 years old were FIU, UNF, FAU, UWF, UCF, NCF, and USF. The universities older than 100 years old were FAMU, UF, and FSU.

Frame 1: University Pride Frame

Frame 1 had 590 occurrences. For the university fewer than 20 years old, Frame 1 occurred 18 times. For universities between 21 – 100 years old, Frame 1 occurred 388 times. For universities older than 100 years old, Frame 1 occurred 184 times. Figure 38 shows the percentages of occurrences of Frame 1 and the category of university age. From the data, universities between 21 – 100 years old had the largest occurrence of Frame 1, followed by universities older than 100 years old, and universities fewer than 20 years old having Frame 1 occur the least.

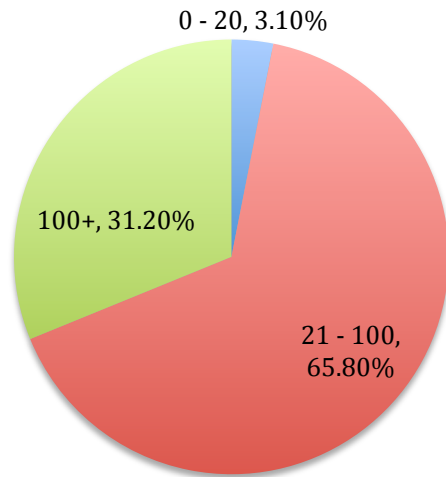


Figure 38. Percentages of occurrences of Frame 1 by university age.

Frame 2: University Update Frame

Frame 2 had 676 occurrences. For the university fewer than 20 years old, Frame 2 occurred 9 times. For universities between 21 – 100 years old, Frame 2 occurred 368 times. For universities older than 100 years old, Frame 2 occurred 299 times. Figure 39 shows the percentages of occurrences of Frame 2 in the category of university age. From the data, universities between 21 – 100 years old had the largest occurrence of Frame 2, followed by universities older than 100 years old, and universities fewer than 20 years old had the least occurrence of Frame 2.

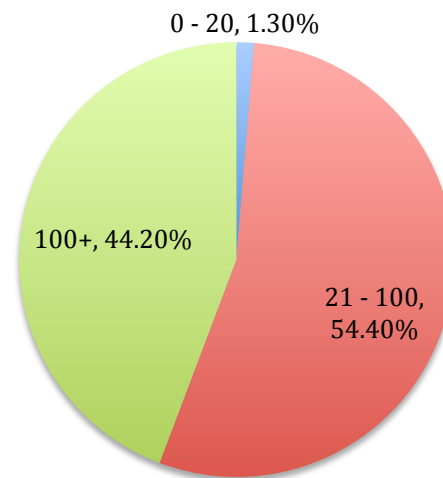


Figure 39. Percentages of occurrences of Frame 2 by university age.

Frame 3: Social Responsibility Frame

Frame 3 had 215 occurrences. For the university fewer than 20 years old, Frame 3 occurred 14 times. For universities between 21 – 100 years old, Frame 3 occurred 130 times. For universities older than 100 years old, Frame 3 occurred 71 times. Figure 40 shows the percentages of occurrences of Frame 3 in the category of university age. Universities between 21 – 100 years old had the largest occurrence of Frame 3, followed by universities older than 100 years old, and universities fewer than 20 years old had the least occurrence of Frame 3.

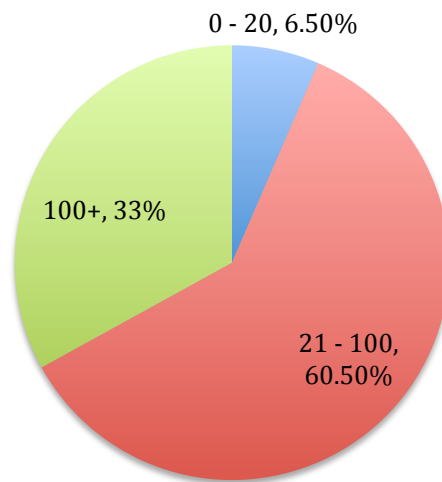


Figure 40. Percentages of occurrences of Frame 3 by university age.

Frame 4: Athletics Frame

Frame 4 had 313 occurrences. For the university fewer than 20 years old, Frame 4 occurred 33 times. For universities between 21 – 100 years old, Frame 4 occurred 190 times. For universities older than 100 years old, Frame 4 occurred 90 times. Figure 41 shows the percentages of occurrences of Frame 4 and the category of university age. From the data, universities between 21 – 100 years old had the largest occurrence of Frame 4, followed by universities older than 100 years old, and universities fewer than 20 years old had the least occurrence of Frame 4.

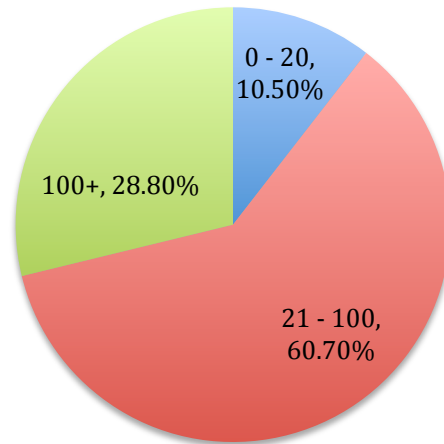


Figure 41. Percentages of occurrences of Frame 4 by university age.

Frame 5: Pseudo-Engagement Frame

Frame 5 had 223 occurrences. For the university fewer than 20 years old, Frame 5 occurred 11 times. For universities between 21 – 100 years old, Frame 5 occurred 163 times. For universities older than 100 years old, Frame 5 occurred 49 times. Figure 42 shows the percentages of occurrences of Frame 5 and the category of university age. From the data, universities between 21 – 100 years old had the largest occurrence of Frame 5, followed by universities older than 100 years old, and universities fewer than 20 years old had the least occurrence of Frame 5.

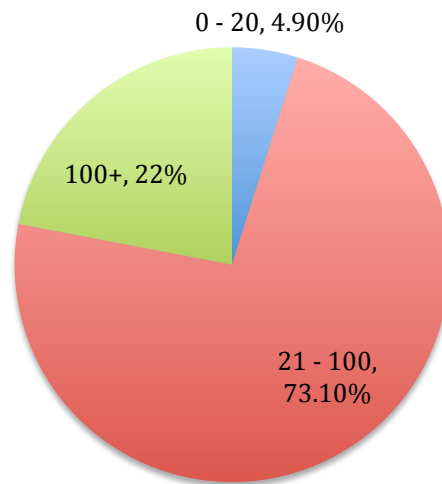


Figure 42. Percentages of occurrences of Frame 5 by university age.

Frame 6: Academic Achievement Frame

Frame 6 had 403 occurrences. For the university fewer than 20 years old, Frame 6 occurred 16 times. For universities between 21 – 100 years old, Frame 6 occurred 238 times. For universities older than 100 years old Frame, 6 occurred 149 times. Figure 43 shows the percentages of occurrences of Frame 6 and the category of university age. From the data, universities between 21 – 100 years old had the largest occurrence of Frame 6, followed by universities older than 100 years old, and universities fewer than 20 years old had the least occurrence of Frame 6.

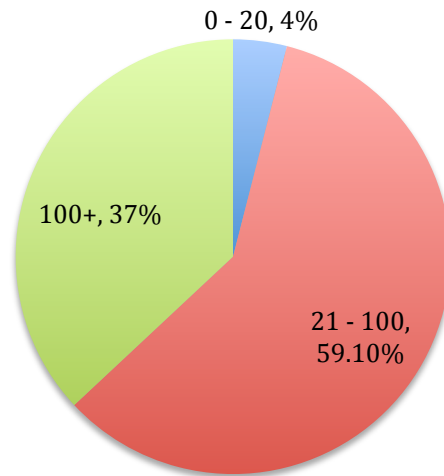


Figure 43. Percentages of occurrences of Frame 6 by university age.

Frame 7: Social Media Frame

Frame 7 had 565 occurrences. For the university fewer than 20 years old, Frame 7 occurred 37 times. For universities between 21 – 100 years old, Frame 7 occurred 430 times. For universities older than 100 years old, Frame 7 occurred 98 times. Figure 44 shows the percentages of occurrences of Frame 7 and the category of university age. From the data, universities between 21 – 100 years old had the largest occurrence of Frame 7, followed by universities older than 100 years old, and universities fewer than 20 years old had the least occurrence of Frame 7.

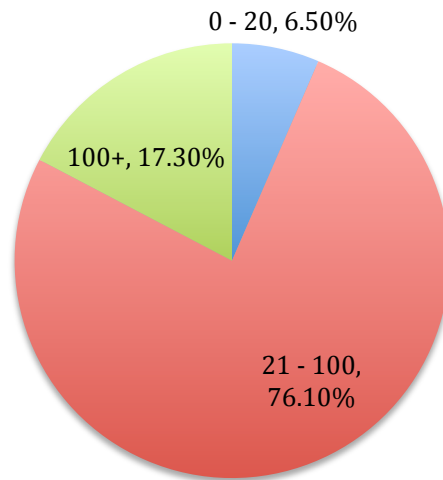


Figure 44. Percentages of occurrences of Frame 7 by university age.

Frame 8: Diversity Frame

Frame 8 had 232 occurrences. For the university fewer than 20 years old, Frame 8 occurred 6 times. For universities between 21 – 100 years old, Frame 8 occurred 176 times. For universities older than 100 years old, Frame 8 occurred 50 times. Figure 45 shows the percentages of occurrences of Frame 8 and the category of university age. From the data, universities between 21 – 100 years old had the largest occurrence of Frame 8, followed by universities older than 100 years old, and universities fewer than 20 years old had the least occurrence of Frame 8.

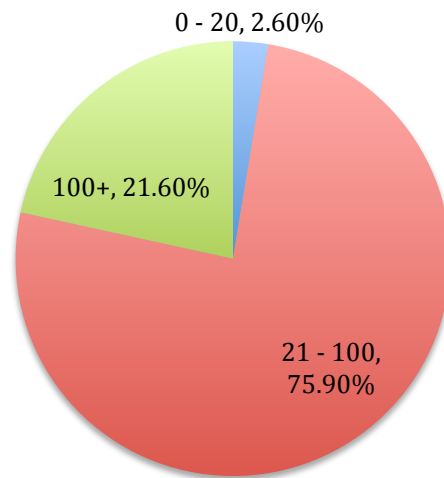


Figure 45. Percentages of occurrences of Frame 8 by university age.

Frame 9: Arts Frame

Frame 9 had 116 occurrences. For the university fewer than 20 years old, Frame 9 occurred 7 times. For universities between 21 – 100 years old, Frame 9 occurred 57 times. For universities older than 100 years old, Frame 9 occurred 52 times. Figure 46 shows the percentages of occurrences of Frame 9 and the category of university age. From the data, universities between 21 – 100 years old had the largest occurrence of Frame 9, followed by universities older than 100 years old, and universities fewer than 20 years old had the least occurrence of Frame 9.

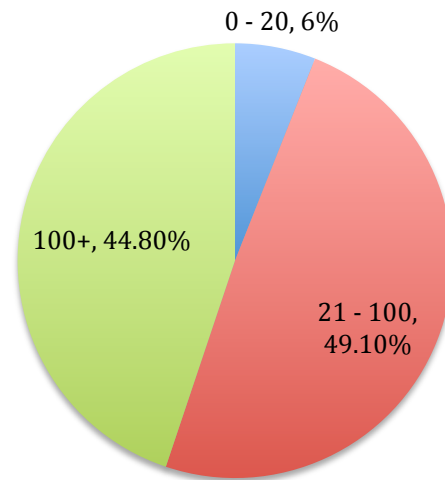


Figure 46. Percentages of occurrences of Frame 9 by university age.

Frame 10: Local Business Frame

Frame 10 had 22 occurrences. For the university fewer than 20 years old, Frame 10 occurred 1 time. For universities between 21 – 100 years old, Frame 10 occurred 20 times. For universities older than 100 years old, Frame 10 occurred 1 time. Figure 47 shows the percentages of occurrences of Frame 10 and the category of university age. From the data, universities between 21 – 100 years old had the largest occurrence of Frame 10, followed by universities older than 100 years old, and the universities fewer than 20 years old had the least occurrence of Frame 10.

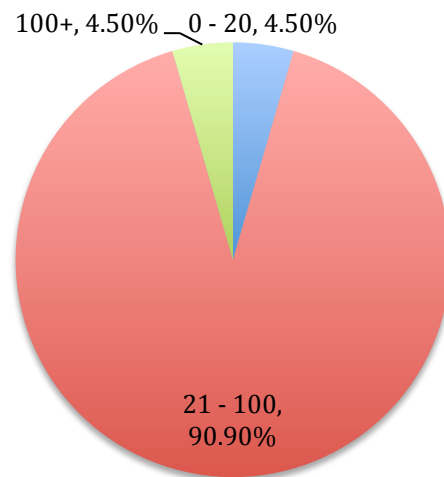


Figure 47. Percentages of occurrences of Frame 10 by university age.

Frame 11: Fun Family Frame

Frame 11 had 461 occurrences. For the university fewer than 20 years old, Frame 11 occurred 15 times. For universities between 21 – 100 years old, Frame 11 occurred 290 times. For universities older than 100 years old, Frame 11 occurred 156 times. Figure 48 shows the percentages of occurrences of Frame 11 and the category of university age. From the data, universities between 21 – 100 years old had the largest occurrence of Frame 11, followed by universities older than 100 years old, and universities fewer than 20 years old had the least occurrence of Frame 11.

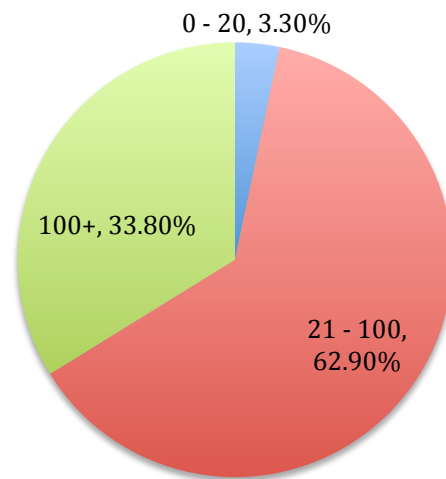


Figure 48. Percentages of occurrences of Frame 11 by university age.

Frequency of Facebook Posts and Athletic Conference Affiliation

The category of university athletic conference affiliation was divided into seven groups: America Athletic Conference [AAC], Atlantic Coast Conference [ACC], Atlantic Sun Conference [ASC], Conference USA [CUSA], the Mid East Athletic Conference [MEAC], South Eastern Conference [SEC], and other. The universities in

the other category were NCF, which had no athletic conference affiliation, and UWF, which was considered a Division II university. The universities in the AAC were UCF and USF. The university in the ACC was FSU. The universities in the ASC were FGCU and UNF. The universities in CUSA were FIU and FAU. The university in the MEAC was FAMU. The university in the SEC was UF.

Frame 1: University Pride Frame

Frame 1 had 590 occurrences. For the universities in the other category, Frame 1 occurred 27 times. For universities in the AAC, Frame 1 occurred 66 times. For the university in the ACC, Frame 1 occurred 56 times. For the universities in the ASC, Frame 1 occurred 75 times. For the universities in the CUSC, Frame 1 occurred 238 times. For the university in the MEAC, Frame 1 occurred 82 times. For the university in the SEC, Frame 1 occurred 46 times. Figure 49 shows the percentages of occurrences of Frame 1 and the category of athletic conference affiliation. From the data, universities in the CUSA had the largest occurrence of Frame 1, followed by the university in the MEAC. The universities in the other category had Frame 1 occur the least.

Frame 2: University Update Frame

Frame 2 had 676 occurrences. For the universities in the other category, Frame 2 occurred 59 times. For universities in the AAC, Frame 2 occurred 34 times. For the university in the ACC, Frame 2 occurred 32 times. For the universities in the ASC, Frame 2 occurred 78 times. For the universities in the CUSC, Frame 2 occurred 246 times. For the university in the MEAC, Frame 2 occurred 249 times. For the university in the SEC, Frame 2 occurred 18 times. Figure 50 shows the percentages

of occurrences of Frame 2 and the category of athletic conference affiliation. From the data, the university in the MEAC had the largest occurrence of Frame 2, followed by the universities in the CUSA. The university in the SEC had Frame 2 occur the least.

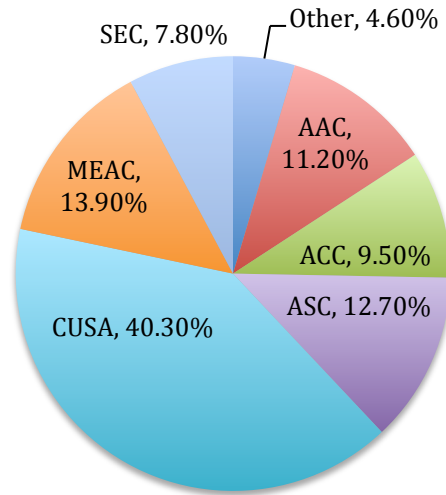


Figure 49. Percentages of occurrences of Frame 1 by Athletic Conference.

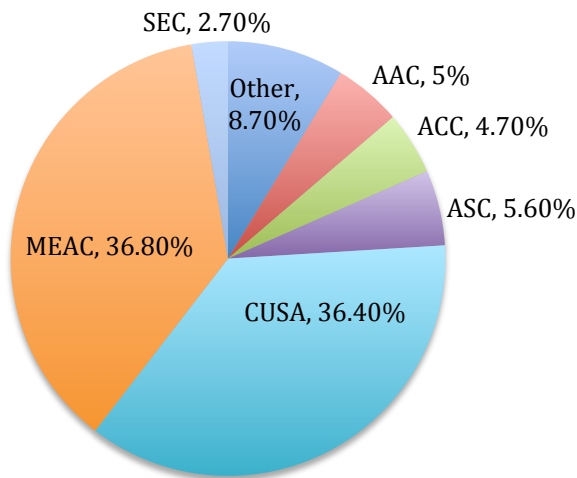


Figure 50. Percentages of occurrences of Frame 2 by Athletic Conference.

Frame 3: Social Responsibility Frame

Frame 3 had 215 occurrences. For the universities in the other category, Frame 3 occurred 22 times. For universities in the AAC, Frame 3 occurred 18 times. For the university in the ACC, Frame 3 occurred 12 times. For the universities in the ASC, Frame 3 occurred 30 times. For the universities in the CUSC, Frame 3 occurred 74 times. For the university in the MEAC, Frame 3 occurred 52 times. For the university in the SEC, Frame 3 occurred 7 times. Figure 51 shows the percentages of occurrences of Frame 3 and the category of athletic conference affiliation. From the data, universities in the CUSA had the largest occurrence of Frame 3, followed by the university in the MEAC. The university in the SEC had Frame 3 occur the least.

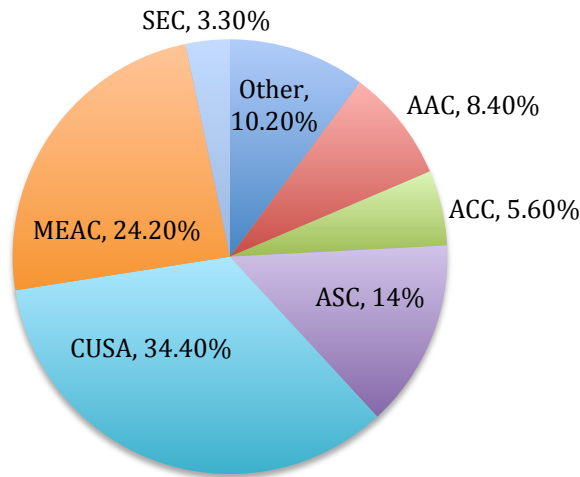


Figure 51. Percentages of occurrences of Frame 3 by Athletic Conference.

Frame 4: Athletics Frame

Frame 4 had 313 occurrences. For the universities in the other category, Frame 4 occurred 22 times. For universities in the AAC, Frame 4 occurred 32 times. For the university in the ACC, Frame 4 occurred 20 times. For the universities in the ASC, Frame 4 occurred 47 times. For the universities in the CUSC, Frame 4 occurred 122 times. For the university in the MEAC, Frame 4 occurred 46 times. For the university in the SEC, Frame 4 occurred 24 times. Figure 52 shows the percentages of occurrences of Frame 4 and the category of athletic conference affiliation. From the data, universities in the CUSA had the largest occurrence of Frame 3, followed by the universities in the ASC. The university in the ACC had Frame 4 occur the least.

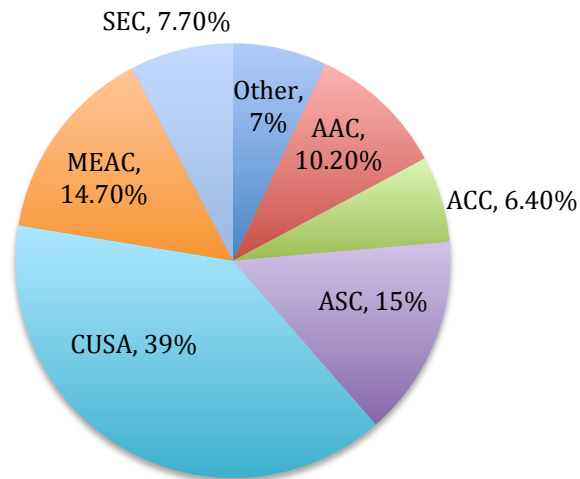


Figure 52. Percentages of occurrences of Frame 4 by Athletic Conference.

Frame 5: Pseudo-Engagement Frame

Frame 5 had 223 occurrences. For the universities in the other category, Frame 5 occurred 6 times. For universities in the AAC, Frame 5 occurred 10 times. For the university in the ACC, Frame 5 occurred 24 times. For the universities in the ASC, Frame 5 occurred 29 times. For the universities in the CUSC, Frame 5 occurred 129 times. For the university in the MEAC, Frame 5 occurred 7 times. For the university in the SEC, Frame 5 occurred 18 times. Figure 53 shows the percentages of occurrences of Frame 5 and the category of athletic conference affiliation. From the data, universities in the CUSA had the largest occurrence of Frame 5, followed by the universities in the ASC. The universities in the other category had Frame 5 occur the least.

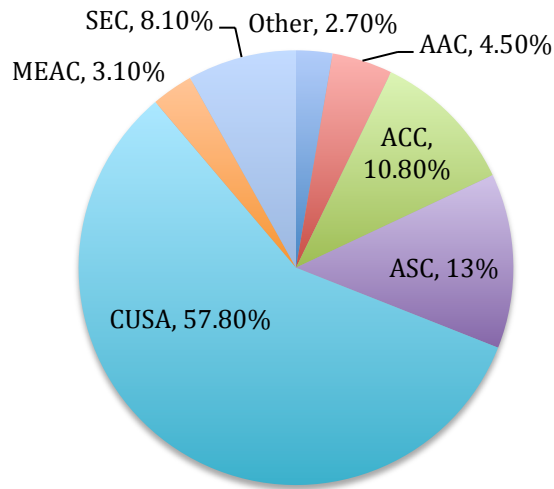


Figure 53. Percentages of occurrences of Frame 5 by Athletic Conference.

Frame 6: Academic Achievement Frame

Frame 6 had 223 occurrences. For the universities in the other category, Frame 6 occurred 45 times. For universities in the AAC, Frame 6 occurred 34 times. For the university in the ACC, Frame 6 occurred 24 times. For the universities in the ASC, Frame 6 occurred 41 times. For the universities in the CUSC, Frame 6 occurred 134 times. For the university in the MEAC, Frame 6 occurred 107 times. For the university in the SEC, Frame 6 occurred 18 times. Figure 54 shows the percentages of occurrences of Frame 6 and the category of athletic conference affiliation. From the data, universities in the CUSA had the largest occurrence of Frame 6, followed by the university in the MEAC. The university in the SEC had Frame 6 occur the least.

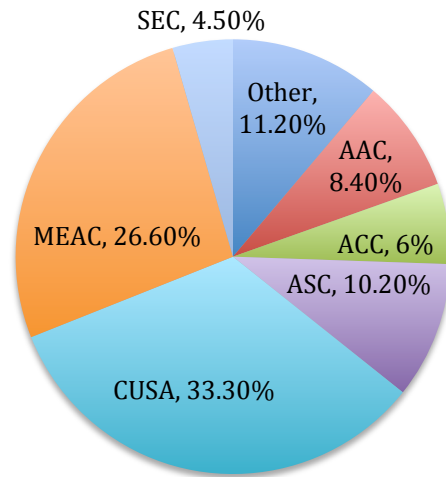


Figure 54. Percentages of occurrences of Frame 6 by Athletic Conference.

Frame 7: Social Media Frame

Frame 7 had 565 occurrences. For the universities in the other category, Frame 7 occurred 42 times. For universities in the AAC, Frame 7 occurred 37 times. For the university in the ACC, Frame 7 occurred 17 times. For the universities in the ASC, Frame 7 occurred 70 times. For the universities in the CUSC, Frame 7 occurred 318 times. For the university in the MEAC, Frame 7 occurred 32 times. For the university in the SEC, Frame 7 occurred 49 times. Figure 55 shows the percentages of occurrences of Frame 7 and the category of athletic conference affiliation. From the data, universities in the CUSA had the largest occurrence of Frame 7, followed by the universities in the ASC. The university in the ACC had Frame 7 occur the least.

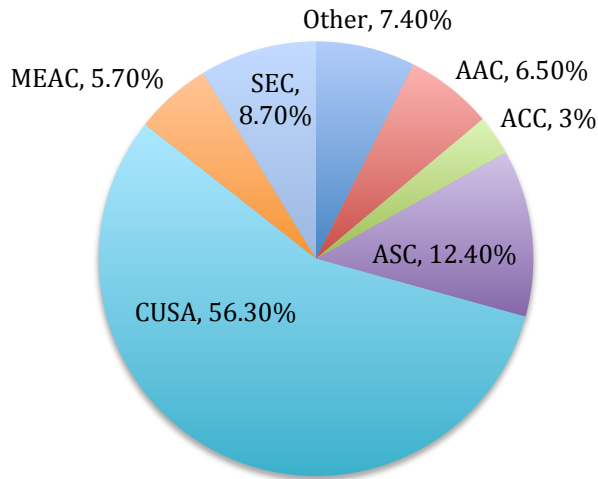


Figure 55. Percentages of occurrences of Frame 7 by Athletic Conference.

Frame 8: Diversity Frame

Frame 8 had 232 occurrences. For the universities in the other category, Frame 8 occurred 15 times. For universities in the AAC, Frame 8 occurred 15 times. For the university in the ACC, Frame 8 occurred 10 times. For the universities in the ASC, Frame 8 occurred 31 times. For the universities in the CUSC, Frame 8 occurred 121 times. For the university in the MEAC, Frame 8 occurred 19 times. For the university in the SEC, Frame 8 occurred 21 times. Figure 56 shows the percentages of occurrences of Frame 8 and the category of athletic conference affiliation. From the data, universities in the CUSA had the largest occurrence of Frame 8, followed by the universities in the ASC. The university in the ACC had Frame 8 occur the least.

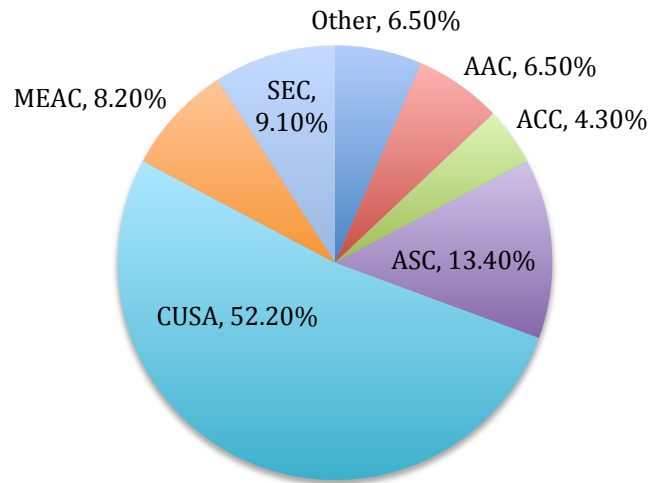


Figure 56. Percentages of occurrences of Frame 8 by Athletic Conference.

Frame 9: Arts Frame

Frame 9 had 116 occurrences. For the universities in the other category, Frame 9 occurred 8 times. For universities in the AAC, Frame 9 occurred 6 times. For the university in the ACC, Frame 9 occurred 10 times. For the universities in the ASC, Frame 9 occurred 19 times. For the universities in the CUSC, Frame 9 occurred 31 times. For the university in the MEAC, Frame 9 occurred 41 times. For the university in the SEC, Frame 9 occurred 1 time. Figure 57 shows the percentages of occurrences of Frame 9 and the category of athletic conference affiliation. From the data, the university in the MEAC had the largest occurrences of Frame 9, followed by the universities in the CUSA. The university in the SEC had Frame 9 occur the least.

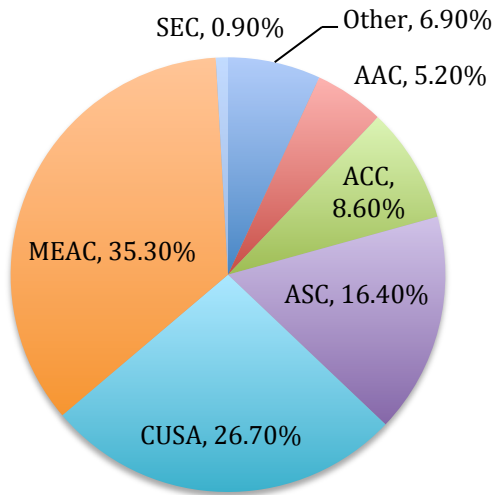


Figure 57. Percentages of occurrences of Frame 9 by Athletic Conference.

Frame 10: Local Business Frame

Frame 10 had 22 occurrences. For the universities in the other category, Frame 10 occurred 4 times. For universities in the AAC, Frame 10 occurred 3 times. For the university in the ACC, Frame 10 occurred 0 times. For the universities in the ASC, Frame 10 occurred 12 times. For the universities in the CUSA, Frame 10 occurred 2 times. For the university in the MEAC, Frame 10 occurred 1 time. For the university in the SEC, Frame 10 occurred 0 times. Figure 58 shows the percentages of occurrences of Frame 10 and the category of athletic conference affiliation. From the data, the universities in the ASC had the largest occurrences of Frame 10, followed by the universities in the other category. The university in the ACC and SEC had Frame 10 occur the least.

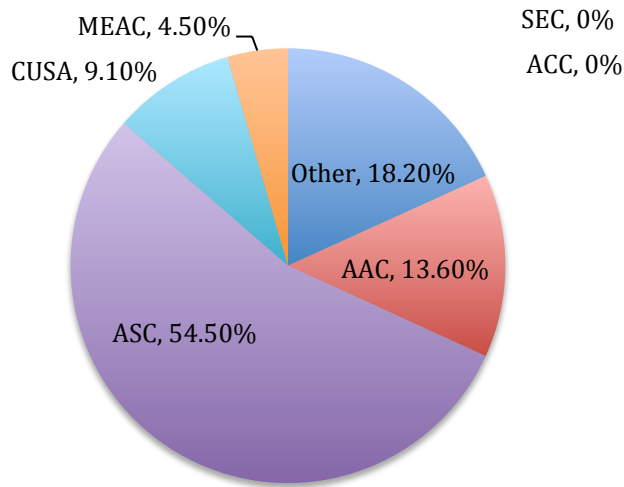


Figure 58. Percentages of occurrences of Frame 10 by Athletic Conference.

Frame 11: Fun Family Frame

Frame 11 had 461 occurrences. For the universities in the other category, Frame 11 occurred 36 times. For universities in the AAC, Frame 11 occurred 41 times. For the university in the ACC, Frame 11 occurred 42 times. For the universities in the ASC, Frame 11 occurred 33 times. For the universities in the CUSC, Frame 11 occurred 195 times. For the university in the MEAC, Frame 11 occurred 85 times. For the university in the SEC, Frame 11 occurred 29 times. Figure 59 shows the percentages of occurrences of Frame 11 and the category of athletic conference affiliation. From the data, the universities in the CUSA had the largest occurrences of Frame 11, followed by the university in the MEAC. The university in the SEC had Frame 11 occur the least.

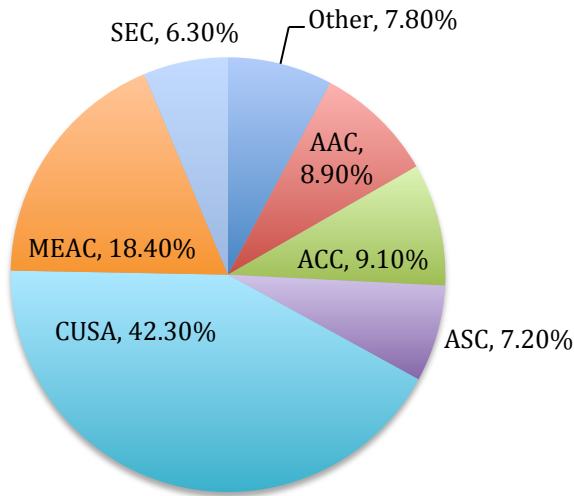


Figure 59. Percentages of occurrences of Frame 11 by Athletic Conference.

Frequency of Facebook Posts and Carnegie Classification

The category of Carnegie classification was divided into five groups: Research University/Very High [RU/VH], Research University/High [RU/H], Doctoral/Research University [DRU], Master's L⁷, and Baccalaureate Colleges [Bac/A&S]⁸. The RU/VH universities were UCF, USF, FSU, and UF. The RU/H universities were FIU and FAU. The DRU universities were FAMU and UWF. The Master's L universities were FGCU and UNF. The Bac/A&S university was NCF.

Frame 1: University Pride Frame

Frame 1 had 590 occurrences. For the RU/VH universities, Frame 1 occurred 168 times. For RU/H universities, Frame 1 occurred 238 times. For the DRU universities, Frame 1 occurred 100 times. For the Master's L universities, Frame 1 occurred 75 times. For the Bac/A&S university, Frame 1 occurred 9 times. Figure 60 shows the percentages of occurrences of Frame 1 and the category of Carnegie classification. From the data, the RU/H universities had the largest occurrence of Frame 1, followed by the RU/VH universities. The Bac/A&S university had Frame 1 occur the least.

Frame 2: University Update Frame

Frame 2 had 676 occurrences. For the RU/VH universities, Frame 2 occurred 84 times. For RU/H universities, Frame 2 occurred 246 times. For the DRU universities, Frame 2 occurred 282 times. For the Master's L universities, Frame 2 occurred 38 times. For the Bac/A&S university, Frame 2 occurred 26 times. Figure 61 shows the percentages of occurrences of Frame 2 and the category of Carnegie

⁷ For graphing purposes, Master's L was labeled as M.

⁸ For graphing purposes, Bac/A&S was labeled as B.

classification. From the data, the DRU universities had the largest occurrence of Frame 2, followed by the RU/H universities. The Bac/A&S university had Frame 2 occur the least.

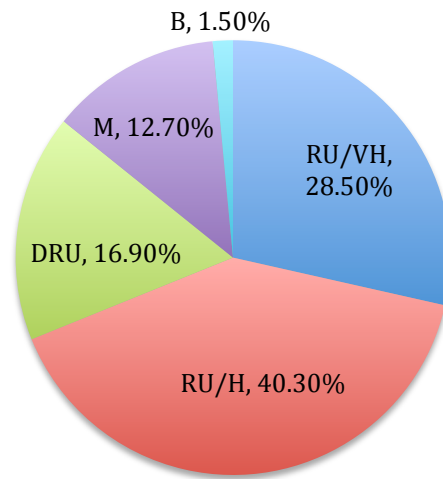


Figure 60. Percentages of occurrences of Frame 1 by Carnegie classification.

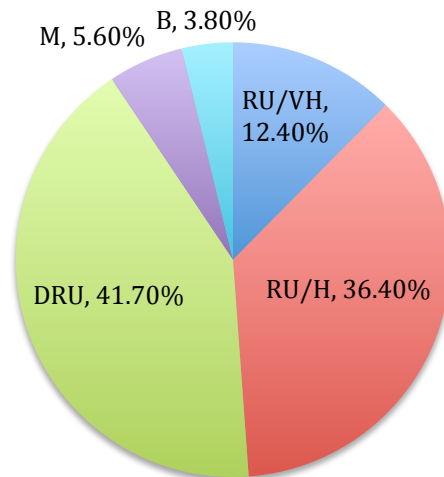


Figure 61. Percentages of occurrences of Frame 2 by Carnegie classification.

Frame 3: Social Responsibility Frame

Frame 3 had 215 occurrences. For the RU/VH universities, Frame 3 occurred 37 times. For RU/H universities, Frame 3 occurred 74 times. For the DRU universities, Frame 3 occurred 59 times. For the Master's L universities, Frame 3 occurred 30 times. For the Bac/A&S university, Frame 3 occurred 15 times. Figure 62 shows the percentages of occurrences of Frame 3 and the category of Carnegie classification. From the data, the RU/H universities had the largest occurrence of Frame 3, followed by the DRU universities. The Bac/A&S university had Frame 3 occur the least.

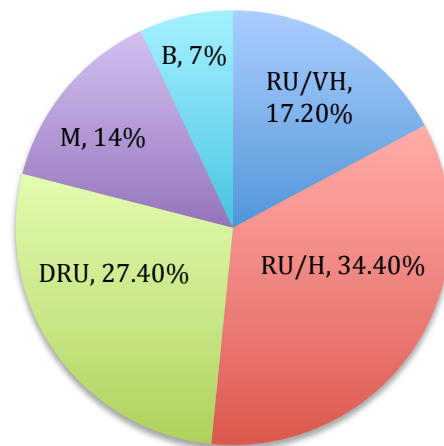


Figure 62. Percentages of occurrences of Frame 3 by Carnegie classification.

Frame 4: Athletics Frame

Frame 4 had 313 occurrences. For the RU/VH universities, Frame 4 occurred 76 times. For RU/H universities, Frame 4 occurred 122 times. For the DRU universities, Frame 4 occurred 56 times. For the Master’s L universities, Frame 4 occurred 47 times. For the Bac/A&S university, Frame 4 occurred 12 times. Figure 63 shows the percentages of occurrences of Frame 4 and the category of Carnegie classification. From the data, the RU/H universities had the largest occurrence of Frame 4, followed by the RU/VH universities. The Bac/A&S university had Frame 4 occur the least.

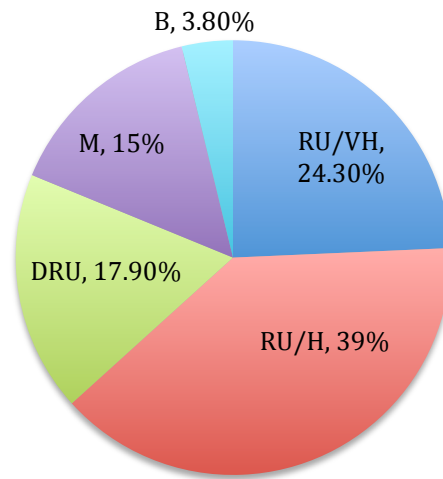


Figure 63. Percentages of occurrences of Frame 4 by Carnegie classification.

Frame 5: Pseudo-Engagement Frame

Frame 5 had 223 occurrences. For the RU/VH universities, Frame 5 occurred 52 times. For RU/H universities, Frame 5 occurred 129 times. For the DRU universities, Frame 5 occurred 11 times. For the Master's L universities, Frame 5 occurred 29 times. For the Bac/A&S university, Frame 5 occurred 2 times. Figure 64 shows the percentages of occurrences of Frame 5 and the category of Carnegie classification. From the data, the RU/H universities had the largest occurrence of Frame 5, followed by the RU/VH universities. The Bac/A&S university had Frame 5 occur the least.

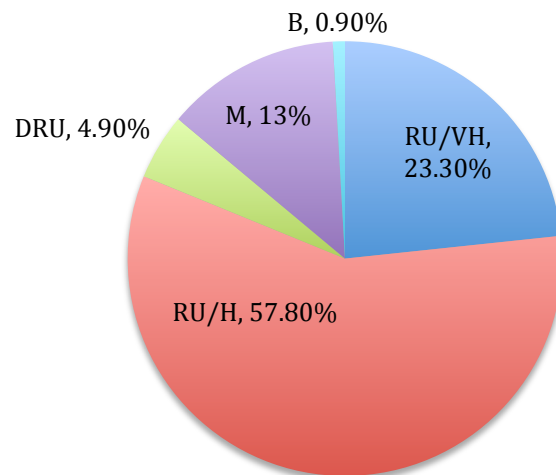


Figure 64. Percentages of occurrences of Frame 5 by Carnegie classification.

Frame 6: Academic Achievement Frame

Frame 6 had 403 occurrences. For the RU/VH universities, Frame 6 occurred 76 times. For RU/H universities, Frame 6 occurred 134 times. For the DRU universities, Frame 6 occurred 126 times. For the Master's L universities, Frame 6 occurred 41 times. For the Bac/A&S university, Frame 6 occurred 26 times. Figure 65 shows the percentages of occurrences of Frame 6 and the category of Carnegie classification. From the data, the RU/H universities had the largest occurrence of Frame 6, followed by the DRU universities. The Bac/A&S university had Frame 6 occur the least.

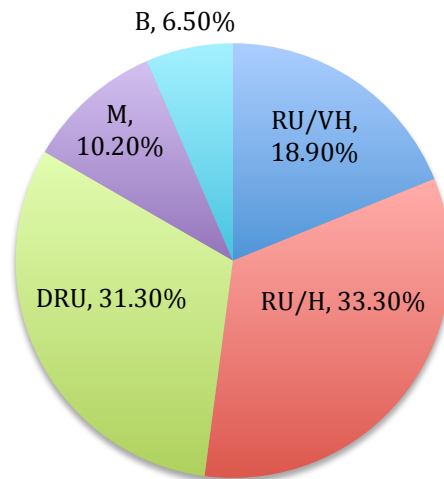


Figure 65. Percentages of occurrences of Frame 6 by Carnegie classification.

Frame 7: Social Media Frame

Frame 7 had 565 occurrences. For the RU/VH universities, Frame 7 occurred 103 times. For RU/H universities, Frame 7 occurred 318 times. For the DRU universities, Frame 7 occurred 70 times. For the Master's L universities, Frame 7 occurred 70 times. For the Bac/A&S university, Frame 7 occurred 4 times. Figure 66 shows the percentages of occurrences of Frame 7 and the category of Carnegie classification. From the data, the RU/H universities had the largest occurrence of Frame 7, followed by the RU/VH universities. The Bac/A&S university had Frame 7 occur the least.

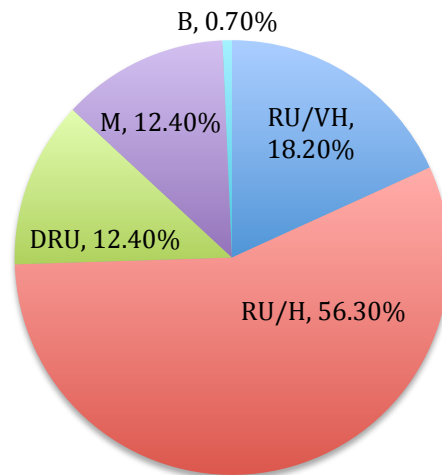


Figure 66. Percentages of occurrences of Frame 7 by Carnegie classification.

Frame 8: Diversity Frame

Frame 8 had 232 occurrences. For the RU/VH universities, Frame 8 occurred 46 times. For RU/H universities, Frame 8 occurred 121 times. For the DRU universities, Frame 8 occurred 31 times. For the Master's L universities, Frame 8 occurred 31 times. For the Bac/A&S university, Frame 8 occurred 3 times. Figure 67 shows the percentages of occurrences of Frame 8 and the category of Carnegie classification. From the data, the RU/H universities had the largest occurrence of Frame 8, followed by the RU/VH universities. The Bac/A&S university had Frame 8 occur the least.

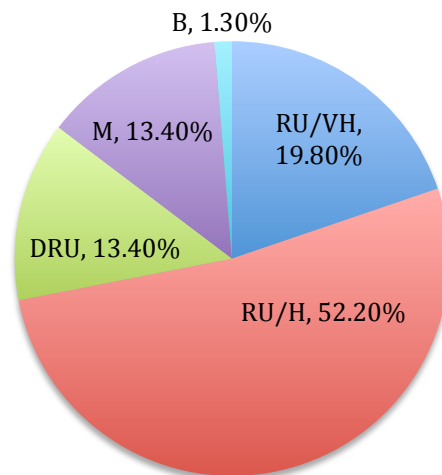


Figure 67. Percentages of occurrences of Frame 8 by Carnegie classification.

Frame 9: Arts Frame

Frame 9 had 116 occurrences. For the RU/VH universities, Frame 9 occurred 17 times. For RU/H universities, Frame 9 occurred 31 times. For the DRU universities, Frame 9 occurred 44 times. For the Master's L universities, Frame 9 occurred 19 times. For the Bac/A&S university, Frame 9 occurred 5 times. Figure 68 shows the percentages of occurrences of Frame 9 and the category of Carnegie classification. From the data, the DRU universities had the largest occurrence of Frame 9, followed by the RU/H universities. The Bac/A&S university had Frame 9 occur the least.

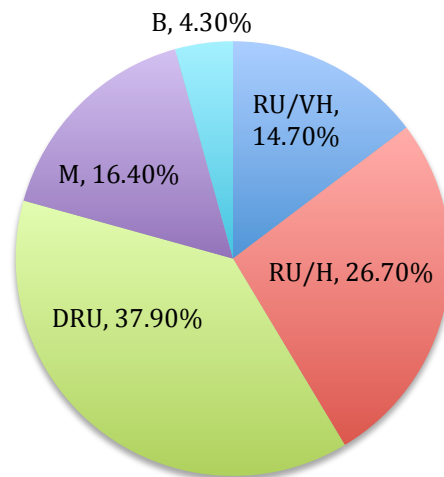


Figure 68. Percentages of occurrences of Frame 9 by Carnegie classification.

Frame 10: Local Business Frame

Frame 10 had 22 occurrences. For the RU/VH universities, Frame 10 occurred 3 times. For RU/H universities, Frame 10 occurred 2 times. For the DRU universities, Frame 10 occurred 4 times. For the Master's L universities, Frame 12 occurred 19 times. For the Bac/A&S university, Frame 10 occurred 1 times. Figure 69 shows the percentages of occurrences of Frame 10 and the category of Carnegie classification. From the data, the Master's L universities had the largest occurrence of Frame 10, followed by the DRU universities. The Bac/A&S university had Frame 10 occur the least.

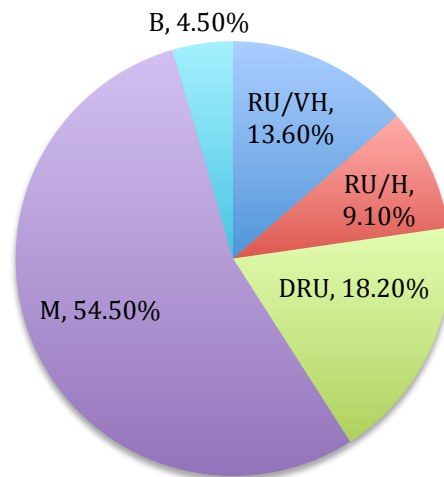


Figure 69. Percentages of occurrences of Frame 10 by Carnegie classification.

Frame 11: Fun Family Frame

Frame 11 had 461 occurrences. For the RU/VH universities, Frame 11 occurred 112 times. For RU/H universities, Frame 195 occurred 2 times. For the DRU universities, Frame 11 occurred 106 times. For the Master's L universities, Frame 12 occurred 33 times. For the Bac/A&S university, Frame 11 occurred 15 times. Figure 70 shows the percentages of occurrences of Frame 11 and the category of Carnegie classification. From the data, the RU/H universities had the largest occurrence of Frame 8, followed by the RU/VH universities. The Bac/A&S university had Frame 11 occur the least.

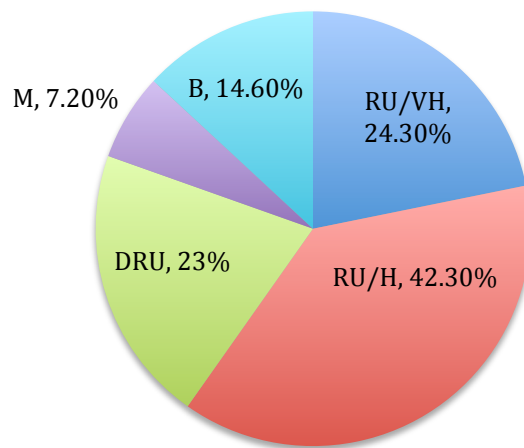


Figure 70. Percentages of occurrences of Frame 11 by Carnegie classification.

Summary of Content Analysis

The previous sections described the frequencies of the frames found by running cross tabulations on the posts on the official Facebook pages of the eleven member universities of the Florida State University System from January 1, 2013 – December 31, 2013. The university update frame (F2) had the most occurrences

with 676. The local business frame (F10) had the least number of occurrences with 22. FIU had the most frames present on its official Facebook page with 1427 frames found on 904 posts. NCF had the least number of frames present on its official Facebook page with 110 frames found on 103 posts. The universities were then divided into the categories of enrollment, age, athletic affiliation, and Carnegie classification. The data were then reviewed discussing how the categories influenced the dispersion of the frequencies of the frames.

The next section will combine the frame analysis and content analysis as it related to the university's mission statements. The frames found from the frame analysis were imposed on the mission statements to determine if the posts on the university's official Facebook pages aligned with each university's mission statement.

Facebook Posts and University Missions

A mission statement, for a business, university, or any other entity, is a statement of purpose with three main uses a) an "umbrella" which all institutional decisions and activities must match, b) a means of motivation for employees, and c) a statement communicating to stakeholders what the institution is doing (Powers, 2012). It gives context to the organization and should guide the values, goals, and decision-making process of the organization. A mission statement helps shape the perspectives through which individuals perceive an organization, which is how Hallahan (1999) described framing. Therefore, a mission statement is a conscious attempt to frame an organization. Every component of an organization should strive to align its actions with the mission statement of the organization. The idea of

the influence of a mission statement leads directly to one of the proposed research questions: to what extent do the frames present on the official Facebook pages of each member university of the Florida State University System correspond with the stated mission of the university? In the following sections the mission of each university will be presented. This will be followed by a summary of the framing of the mission statement compared to the frames that were present on the official Facebook pages of the university.

FAMU

FAMU's mission statement was:

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of

educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

Florida Agricultural and Mechanical University holds the following values essential to the achievement of the university's mission:

- Scholarship
- Excellence
- Openness
- Fiscal Responsibility
- Accountability
- Collaboration
- Diversity
- Service
- Fairness
- Courage
- Integrity
- Respect
- Collegiality
- Freedom
- Ethics
- Shared Governance

(About FAMU, 2014)

The mission of FAMU framed the university as an institution with a proud history, strong academics, celebrating diversity, and promoting social responsibility. These attributes aligned with the Facebook frames of university pride (F1), academic achievements (F6), diversity (F8), and social responsibility (F3). Table 7 shows the frequency of each frame on the official FAMU Facebook page between January 1, 2013, and December 31, 2013.

Table 7

Frequency of Frames Present on FAMU Official Facebook Page for 2013

University	Frames										
	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11
FAMU	82	249	52	46	7	107	32	19	41	1	85

The five most dominant frames found on the official FAMU Facebook were the university update frame (F2), the academic achievements frame (F6), the fun family frame (F11), the university pride (F1) frame, and the social responsibility frame (F3). Of the four frames found in the mission, only the academics frame and the university pride frame were in the top five most occurring frames. There was a large difference between the frequencies of the two most frequent frames; the university update frame (F2) had 249 occurrences, and the academic achievements frame (F6) had 107 occurrences. Also there was a large difference between the occurrences of the second most frequent frame, academic achievements frame (F6), and the bottom three most frequent frames, the fun family frame (F11) that had 85 occurrences, the university pride frame (F1) that had 82 occurrences, and the social responsibility frame (F3) that had 52 occurrences. Based on the frames found in the

mission, and the frequencies of the top five frames found on FAMU's official Facebook page, there appeared to be minimal alignment.

FAU

FAU's mission statement was: "Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities" (FAU Mission and Values, 2014).

The mission of FAU framed the university as an institution with strong academics, celebrating the arts, and promoting social responsibility. These attributes aligned with the Facebook frames of academic achievements (F6), arts (F9), and social responsibility (F3). Table 8 shows the frequency of each frame on the official FAU Facebook page between January 1, 2013, and December 31, 2013.

Table 8

Frequency of Frames Present on FAU Official Facebook Page for 2013

University	Frames										
	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11
FAU	31	27	8	17	10	9	37	12	1	2	29

The five most dominant frames found on the official FAU Facebook were the social media frame (F7), the university pride frame (F1), the fun family frame (F11) the university update frame (F2), and the athletics frame (F4). There was not a large difference between frequencies of the top four most frequent frames; the social media frame (F7) had 37 occurrences, the university pride frame (F1) had 31 occurrences, the fun family frame (F11) had 29 occurrences, and the university

update frame (F2) had 27 occurrences. Based on the frames found in the mission, and the frequencies of the top five frames found on FAMU's official Facebook page, there appeared to be no alignment.

FGCU

FGCU's mission statement was:

Established on the verge of the 21st century, Florida Gulf Coast University infuses the strengths of the traditional public university with innovation and learning-centered spirit, its chief aim being to fulfill the academic, cultural, social, and career expectations of its constituents.

Outstanding faculty uphold challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. Working together, faculty and staff of the University transform students' lives and the southwest Florida region.

Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose. (FGCU Vision, Mission, and Guiding Principles, 2014)

The mission of FGCU framed the university as an institution with strong academics, celebrating diversity, promoting the arts, having ties to local business, and promoting social responsibility. These attributes aligned with the Facebook frames of academic achievements (F6), diversity (F8), arts (F9), local business (F10), and social responsibility (F3). Table 9 shows the frequency of each frame on the official FGCU Facebook page between January 1, 2013, and December 31, 2013.

Table 9

Frequency of Frames Present on FGCU Official Facebook Page for 2013

University	Frames										
	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11
FGCU	18	9	14	33	11	16	37	6	7	1	15

The five most dominant frames were social media (F7), athletics (F4), university pride (F1), academic achievement (F6), and social responsibility (F3). There was a large difference between the frequencies of the top two frames and the bottom three frames. The social media frame (F7) had 37 occurrences, and the athletics frame (F4) had 33 occurrences. The bottom three most frequent frames were the university pride (F1), academic achievement (F6), and social responsibility (F3). Based on the frames found in the mission, and the frequencies of the top five frames found on FGCU's official Facebook page, there appeared to be no alignment.

FIU

FIU's mission was:

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of

South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities. (FIU Vision and Mission, 2014)

The mission of FIU framed the university as an institution with strong academics, celebrating diversity, and having ties to local business. These attributes aligned with the Facebook frames of academic achievements (F6), diversity (F8), and local business (F10). Table 10 shows the frequency of each frame on the official FIU Facebook page between January 1, 2013, and December 31, 2013.

Table 10

Frequency of Frames Present on FIU Official Facebook Page for 2013

University	Frames										
	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11
FIU	207	219	66	105	119	125	281	109	30	0	166

The five most dominant frames found on the official FIU Facebook page were social media (F7), university update (F2), university pride (F1), fun family (F11), and academic achievement (F6). Of the three frames found in the mission, only the academics frame was in the top five most occurring frames. There was a large difference between the frequencies of the two most frequent frames; the social media frame (F7) had 281 occurrences and the university update frame (F2) had 219 occurrences. Also there was a large difference between the third most frequent frame; the university pride frame (F1) had 207 occurrences, and the bottom two most frequent frames, the fun family frame (F11) and the academic achievement

frame (F6) had. Based on the frames found in the mission, and the frequencies of the top five frames found on FIU's official Facebook page, there appeared to be no alignment.

FSU

FSU's mission was:

The Florida State University will be one of the world's premier institutions of higher education, devoted to transforming the lives of our students, shaping the future of our state and society, and offering programs of national and international distinction in a climate of inquiry, engagement, collegiality, diversity, and achievement. (About Florida State University, 2014)

The mission of FSU framed the university as an institution with strong academics, celebrating diversity, promoting the arts, and promoting social responsibility. These attributes aligned with the Facebook frames of academic achievement (F6), diversity (F8), arts (F9), and social responsibility (F3). Table 11 shows the frequency of each frame on the official FSU Facebook page between January 1, 2013, and December 31, 2013.

Table 11

Frequency of Frames Present on FSU Official Facebook Page for 2013

University	Frames										
	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11
FSU	56	32	12	20	24	24	17	10	10	0	42

The five most dominant frames found on the official FSU Facebook were the university pride frame (F1), the fun family frame (F11), the university update frame (F2), the pseudo-engagement frame (F5), and the academic achievement frame (F6), with the last two frames having the same number of occurrences. Of the four frames found in the mission, only the academics frame (F6) was in the top five most occurring frames. There was a large difference between the frequencies of the two most frequent frames; the university pride (F1) frame had 56 occurrences, and the fun family frame (F11) had 42 occurrences. Also there was a large difference between the frequencies of the second most frequent frame, the fun family frame (F11), and bottom three most frequent frames. The university update frame (F2) had 32 occurrences, the pseudo-engagement frame (F5) had 24 occurrences, and the academic achievement frame (F6) had 24 occurrences. Based on the frames found in the mission, and the frequencies of the top five frames found on FSU's official Facebook page, there appeared to be no alignment.

NCF

NCF's mission was:

To offer an undergraduate liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program which develops the student's intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the

individual's effective relationship with society. (New College of Florida Core Values, 2014)

The mission of NCF framed the university as an institution with strong academics and promoting social responsibility. These attributes aligned with the Facebook frames of academic achievements (F6) and social responsibility (F3). Table 12 shows the frequency of each frame on the official NCF Facebook page between January 1, 2013, and December 31, 2013.

Table 12

Frequency of Frames Present on NCF Official Facebook Page for 2013

University	Frames										
	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11
NCF	9	26	15	12	2	26	4	3	5	1	15

The five most dominant frames found on the official NCF Facebook page were the university update frame (F2) and the academic achievements frame (F6), which had the same number of occurrences, the social responsibility frame (F3) and the fun family frame (F11), which had the same number of occurrences, and the athletics frame (F4). Of the two frames found in the mission, both the academics frame (F6) and the social responsibility frame (F3) were in the top five most occurring frames. There was a large difference between the frequencies of the two most frequent frames, the university update frame (F2) and the academic achievements (F6) frame which both had 26 occurrences, and the bottom three most frequent frames, the social responsibility frame (F3), the fun family frame (F11), which both had 15 occurrences, and the athletics frame (F4) which had 12

occurrences. Based on the frames found in the mission, and the frequencies of the top five frames found on NCF's official Facebook page, there appeared to be some alignment.

UCF

UCF's mission was:

The University of Central Florida is a public multi-campus, metropolitan research university that stands for opportunity. The university anchors the Central Florida city-state in meeting its economic, cultural, intellectual, environmental, and societal needs by providing high-quality, broad-based education and experienced-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community. (UCF Mission Statement, 2014).

The mission of UCF framed the university as an institution with strong academics, promoting social responsibility, and supporting local businesses. These attributes aligned with the Facebook frames of academic achievements (F6), social responsibility (F3), and local businesses (F10). Table 13 shows the frequency of each frame on the official UCF Facebook page between January 1, 2013, and December 31, 2013.

Table 13*Frequency of Frames Present on UCF Official Facebook Page for 2013*

University	Frames										
	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11
UCF	23	26	11	19	4	18	2	6	4	3	16

The five most dominant frames found on the official UCF Facebook were the university update frame (F2), the university pride frame (F1), the athletics frame (F4), the academic achievement frame (F6), and the fun family frame (F11). Of the three frames found in the mission, only the academics frame (F6) was in the top five most occurring frames. There was not a large difference between frequencies of the five dominant frames; the university update frame (F2) had 26 occurrences, the university pride frame (F1) had 23 occurrences, the athletics frame (F4) had 18 occurrences, the academic achievement frame (F6) had 18 occurrences, and the fun family frame had 16 occurrences (F11). Based on the frames found in the mission, and the frequencies of the top five frames found on UCF's official Facebook page, there appeared to be no alignment.

UF

UF's mission was:

The University of Florida is a public land-grant, sea-grant and space-grant research university, one of the most comprehensive in the United States. The university encompasses virtually all academic and professional disciplines. It is the largest and oldest of Florida's eleven

universities, a member of the Association of American Universities and has high national rankings by academic assessment institutions. Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: teaching, research and service.

The University of Florida belongs to a tradition of great universities. Together with its undergraduate and graduate students, UF faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes and nurtures generations of young people from diverse backgrounds to address the needs of the world's societies.

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

- **Teaching** is a fundamental purpose of this university at both the undergraduate and graduate levels.
- **Research and scholarship** are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses.
- **Service** reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and

workforce.

The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.

These three interlocking elements — teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life. (UF Office of the University Registrar, 2014)

The mission of UF framed the university as an institution with a proud history, strong academics, celebrating diversity, and promoting social responsibility. These attributes aligned with the Facebook frames of university pride (F1), academic achievements (F6), diversity (F8), and social responsibility (F3). Table 14 shows the frequency of each frame on the official UF Facebook page between January 1, 2013, and December 31, 2013.

Table 14

Frequency of Frames Present on UF Official Facebook Page for 2013

University	Frames										
	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11
UF	46	18	7	24	18	18	49	21	1	0	29

The five most dominant frames found on the official UF Facebook were the social media frame (F7), the university pride frame (F1), the fun family frame (F11), the athletic frame (F6), and the diversity frame (F8). Of the four frames found in the mission, the university pride frame (F1) and the academics frame (F6) were in the top five most occurring frames. There was a large difference between the occurrences of the two most frequent frames, the social media frame (F7) which had 49 occurrences, and the university pride frame (F1) which had 46 occurrences and the bottom three most frequent frames. The fun family frame (F11) had 29 occurrences, the athletic frame (F4) had 24 occurrences, and the diversity frame (F8) had 21 occurrences. Based on the frames found in the mission, and the frequencies of the top five frames found on UF's official Facebook page, there appeared to be some alignment.

UNF

UNF's mission was:

The University of North Florida fosters the intellectual and cultural growth and civic awareness of its students, preparing them to make significant contributions to their communities in the region and beyond. At UNF, students and faculty engage together and individually in the discovery and application of knowledge. UNF faculty and staff maintain an unreserved commitment to student success within a diverse, supportive campus culture. (UNF President's Office Mission and Vision, 2014)

The mission of UNF framed the university as an institution with strong academics, celebrating diversity, and promoting social responsibility. These attributes aligned with the Facebook frames of academic achievements (F6), diversity (F8), and social responsibility (F3). Table 15 shows the frequency of each frame on the official UNF Facebook page between January 1, 2013, and December 31, 2013.

Table 15

Frequency of Frames Present on UNF Official Facebook Page for 2013

University	Frames										
	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11
UNF	57	29	16	14	18	25	33	25	12	11	18

The five most dominant frames found on the official UNF Facebook were the university pride frame (F1), the social media frame (F7), the university update frame (F2), the academic achievements frame (F6), and diversity frame (F8). Academic achievements (F6) and diversity frames (F8) had the same number of occurrences. Of the three frames found in the mission, only the academics frame (F6) and the diversity frame (F8) were in the top five most occurring frames. There was a large difference between the most frequent frame, the university pride frame (F1) that had 57 occurrences, and the bottom four most frequent frames, the social media frame (F7) that had 33 occurrences, the university update frame (F2) that had 29 occurrences, and the academic achievements frame (F6) and diversity frame (F8) that both had 25 occurrences. Based on the frames found in the mission, and

the frequencies of the top five frames found on UNF’s official Facebook page, there appeared to be minimal alignment.

USF

USF’s mission was: “The University of South Florida's mission is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment” (USF Strategic Plan 2013-2018, 2014).

The mission of USF framed the university as an institution with strong academics. This attribute aligned with the Facebook frame of academic achievements (F6). Table 16 shows the frequency of each frame on the official USF Facebook page between January 1, 2013, and December 31, 2013.

Table 16

Frequency of Frames Present on USF Official Facebook Page for 2013

University	Frames										
	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11
USF	43	8	7	13	6	16	35	9	2	0	25

The five most dominant frames found on the official USF Facebook were the university pride frame (F1), the social media frame (F7), the fun family frame (F11), the academic achievements frame (F6), and the athletics frame (F4). The only frame found in the mission was also in the top five most occurring frames. There was a large difference between the frequencies of the two most frequent frames, the university pride (F1) frame that had 43 occurrences and the social media frame (F7) that had 35 occurrences, and the third most frequent frame, the fun family frame

(F11) that had 25 occurrences. Also there was a large difference between the frequencies of the fun family frame (F11) and bottom two most frequent frames, the academic achievements frame (F6) that had 16 occurrences, and the athletics frame (F4) that had 13 occurrences. Based on the frames found in the mission, and the frequencies of the top five frames found on USF's official Facebook page, there appeared to be no alignment.

UWF

UWF's mission was:

The University of West Florida (UWF) is a public university based in Northwest Florida with multiple instructional sites and a strong virtual presence. UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.

UWF is committed to planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning

experiences that enhance personal and professional development and empower alumni to contribute responsibly and creatively to a complex 21st Century global society. (UWF Mission Vision Values, 2014)

The mission of UWF framed the university as an institution with strong academics, that promoted social responsibility, and had ties to local businesses. These attributes aligned with the Facebook frames of academic achievements (F6), social responsibility (F3), and local businesses (F10). Table 17 shows the frequency of each frame on the official UWF Facebook page between January 1, 2013, and December 31, 2013.

Table 17

Frequency of Frames Present on UWF Official Facebook Page for 2013

University	Frames										
	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11
UWF	18	33	7	10	4	19	38	12	3	3	21

The five most dominant frames found on the official UWF Facebook were the social media frame (F7), the university update frame (F2), the fun family frame (F11), the academic achievement frame (F6), and the university pride frame (F1). Of the three frames found in the mission, only the academics frame (F6) was in the top five most occurring frames. There was a large difference between the frequencies of the two most frequent frames, the social media frame (F7) that had 38 occurrences and the university update frame (F2) that had 33 occurrences, and the bottom three most frequent frames, the fun family frame (F11) that had 21

occurrences, the academic achievement frame (F6) that had 19 occurrences, and the university pride frame (F1) that had 18 occurrences. Based on the frames found in the mission, and the frequencies of the top five frames found on UWF's official Facebook page, there appeared to be no alignment.

Summary of Facebook Posts and University Missions

The previous section discussed how the combination of the frame analysis and the content analysis was used to study the university's mission statements. The frames found from the frame analysis were imposed on the mission statements to determine if the posts on the university's official Facebook pages aligned with the university's mission statement. NCF and UF had some alignment between the frames found on their Facebook pages and their mission statements. FAMU and UNF had minimal alignment between the frames found on their Facebook pages and their mission statements. The rest had no alignment between the frames found on their Facebook pages and their mission statements.

Summary

This chapter described the process and results of a sequential transformative mixed methods study with the purpose of learning more about how posts on the official Facebook pages of the eleven universities of the Florida State University System provided emergent impressions or framed the university. The chapter began by detailing the data collection and was followed by a discussion of the frame analysis conducted on the 2682 Facebook posts that were collected. From the frame analysis, the following eleven frames were discovered: a) the university pride frame (F1), the university update frame (F2), the social responsibility frame (F3), the

athletics frame (F4), the pseudo-engagement frame (F5), the academics frame (F6), the social media frame (F7), the diversity frame (F8), the arts frame (F9), the local business frame (F10), and the fun family frame (F11).

Following the frame analysis, a content analysis was conducted on the frequencies of the frames found in the frame analysis. From this analysis, it was shown that the university update frame (F2) had the most occurrences with 676. The local business frame (F10) had the least number of occurrences with 22. FIU had the most frames present on its official Facebook page with 1427 frames found on 904 posts. NCF had the least number of frames present on its official Facebook page with 110 frames found on 103 posts. The universities were then divided into the categories of enrollment, age, athletic affiliation, and Carnegie classification. The data were then reviewed discussing how the categories influenced the dispersion of the frequencies of the frames.

The last section of the chapter combined the frame analysis and content analysis as it related to the university's mission statements. The frames found from the frame analysis were imposed on the mission statements to determine if the posts on the university's official Facebook pages aligned with the university's mission statement. NCF and UF had some alignment between the frames found on their Facebook pages and their mission statements. FAMU and UNF had minimal alignment between the frames found on their Facebook pages and their mission statements. The rest had no alignment between the frames found on their Facebook pages and their mission statements.

Chapter Five will begin with a discussion of additional findings related to the research questions. Following that will be a discussion of the delimitations and limitations of the study and a discussion of suggestions for Facebook use. Chapter Five concludes with recommendations for further study.

Chapter 5: Findings, Discussion, and Recommendations

The objective of this sequential transformative mixed methods study was to learn more about how posts on the official Facebook pages of the eleven universities of the Florida State University System provided emergent impressions or framed the universities. This chapter consists of conclusions drawn from the analyses of the study's collected data. With total posts per institution ranging from 904 for FIU to 100 for UWF, there was a challenge interpreting the results. To help mitigate the challenge, this chapter begins by considering aggregate and disaggregate frame occurrences. The data was analyzed in this way as an attempt to consider the proportion of frames identified within institutions (and groups), as a way of controlling for the disproportionality, and as a way of capturing the relative emphasis of the different frames. The chapter also considers the implications of the research findings. These discussions are based on the following research questions:

Research Question 1:

What emergent impressions, or frames, were created by the official Facebook pages of the eleven institutions in the Florida State University System?

Research Question 2:

Of the emergent impressions, or frames found, which frames were present on each of the official Facebook pages of the eleven institutions in the Florida State University System?

- a) Was there a relationship between the frames found on the official Facebook pages of each member university of the Florida State University

System with respect to the variables of enrollment, age of the institution, athletic division, Carnegie classification, and tuition?

- b) To what extent did the frames present on the official Facebook pages of each member university of the Florida State University System correspond with the stated mission of the university?

Additional findings related to the research questions are also discussed.

Following that discussion, suggestions for Facebook use are provided. The chapter concludes with recommendations for further study.

Findings

From the results presented in Chapter 4, for the eleven universities of the Florida State University System the following generalizations about the frames found in the study could be asserted. Frame 1 (University Pride Frame), Frame 4 (Athletics Frame), Frame 5 (Pseudo-engagement Frame), Frame 7 (Social Media Frame), Frame 8 (Diversity Frame), and Frame 11 (Fun Family Frame) were the most prevalent frames on the official Facebook pages of universities that had an enrollment of 49,000+ students, were between 21 – 100 years old, had a conference affiliation of CUSA, and had a Carnegie classification of RU/H. Frame 2 (University Pride Frame) and Frame 9 (Arts Frame) were the most prevalent on the official Facebook pages of universities that had an enrollment of 0 – 30,000 students, were between 21 – 100 years old, had a conference affiliation of MEAC, and had a Carnegie classification of DRU. Frame 3 (Social Responsibility Frame) was most prevalent on the official Facebook pages of universities that had an enrollment of 0 – 30,000 students, was between 21 – 100 years old, had a conference affiliation of

CUAA, and had a Carnegie classification of RU/H. Frame 10 (Local Business Frame) was most prevalent on the official Facebook pages of universities that had enrollment of 0 – 30,000 students, was between 21 – 100 years old, had a conference affiliation of ASC, and had a Carnegie classification of Master’s L.

With Frames 1, 4, 5, 7, 8, and 11 being found most frequently on the official Facebook pages of universities that had an enrollment of 49,000+ students, were between 21 – 100 years old, had a conference affiliation of CUSA, and had a Carnegie classification of RU/H, the question then became, what was the commonality between these attributes. The answer was that FIU had all of those attributes. Why was this important? Table 1 in Chapter 4 showed the number of Facebook posts on each university’s official Facebook page. Of the eleven universities studied, only two had more than 200 posts. FAMU had 640 posts, and FIU had 904 posts. These two universities, being such outliers, drastically skewed the data when investigating the universities grouped by enrollment, age, athletic affiliation, and Carnegie classification. The issue was manifested across most frames and groupings. Consider Frame 1 (the University Pride Frame), which had 590 total occurrences. Table 18 details the number of times Frame 1 occurred on a university’s official Facebook page, the percentage within Frame 1, and the percentage within the institution. For example, Frame 1 occurred 82 times on the FAMU official Facebook page. This means within Frame 1, FAMU accounted for 13.9% (82/590) of all occurrences of Frame 1, and that Frame 1 accounted for 12.8% (82/640) of all frames found on the official Facebook page for FAMU.

Table 18*Occurrences and proportionality of Frame 1 per institution*

Institution	Frequency of Frame	% Within Frame 1	% Within Institution
FAMU	82	13.9%	12.8%
FAU	31	5.3%	27.7%
FGCU	18	3.1%	17.6%
FIU	207	35.1%	22.9%
FSU	56	9.5%	32.2%
NCF	9	1.5%	8.7%
UCF	23	3.9%	20.0%
UF	46	7.8%	32.4%
UNF	57	9.7%	30.5%
USF	43	7.3%	41.3%
UWF	18	3.1%	18.0%

It is of interest to note that FAMU and FIU accounted for 49% of the occurrences within Frame 1, but they only accounted for 12.8% and 22.9%, respectively, within their institutions. Also observe a university like USF that accounted for 7.3% of the occurrences within Frame 1, but those occurrences accounted for 41.3% of the frames found on USF's official Facebook page. This fact details how drastically the number of posts by FAMU and FIU skewed the data for certain groups.

Now consider the frequencies and percentages of Frame 1 divided into the categories of enrollment, age, athletic affiliation, and Carnegie classification. The previous chapter reported the aggregate frequencies and percentages for all frames divided into the aforementioned categories. Table 19 shows the summary of the aggregate frequencies and percentages of Frame 1 divided into the categories of enrollment, age, athletic affiliation, and Carnegie classification.

Table 19

Summary of the aggregate frequencies and percentages of Frame 1

Enrollment		0 – 30,000	30,001 – 49,000	49,000+			
Count		184	130	276			
% Within Frame 1		31.2%	22.0%	46.8%			
Age		0 – 20	21 – 100	100+			
Count		18	388	184			
% Within Frame 1		3.1%	65.8%	31.2%			
Athletic Affiliation	Other	AAC	ACC	ASC	CUSA	MEAC	SEC
Count	27	66	56	75	238	82	46
% Within Frame 1	4.6%	11.2%	9.5%	12.7%	40.3%	13.9%	7.8%
Carnegie Classification		RU/VH	RU/H	DRU	Master's L	Bac/A&S	
Count		168	238	100	75	9	
% Within Frame 1		28.5%	40.3%	16.9%	12.7%	1.5%	

If the frequencies are disaggregated within the categories, the influence of FAMU and FIU become more apparent. Figure 71 displays the disaggregated data within the enrollment groupings. From the aggregated data, universities with more than 49,000 students accounted for 276, or 46.8%, of the occurrences of Frame 1. This would lead one to conclude that if a university in the state of Florida has greater than 49,000 students, then that university is more likely to display Frame 1 on its official Facebook page compared to universities with lesser enrollment. However, this conclusion cannot be made because of how FIU skewed the data to favor the 49,000+ grouping. FIU had Frame 1 occur 207 times whereas UF had Frame 1 occur 46 times, and UCF had Frame 1 occur 23 times. FAMU similarly

skewed the data in the enrollment grouping of 0 – 30,000 students. FAMU had Frame 1 occur 82 times; the next closest in this grouping was UNF with 57 occurrences of Frame 1.

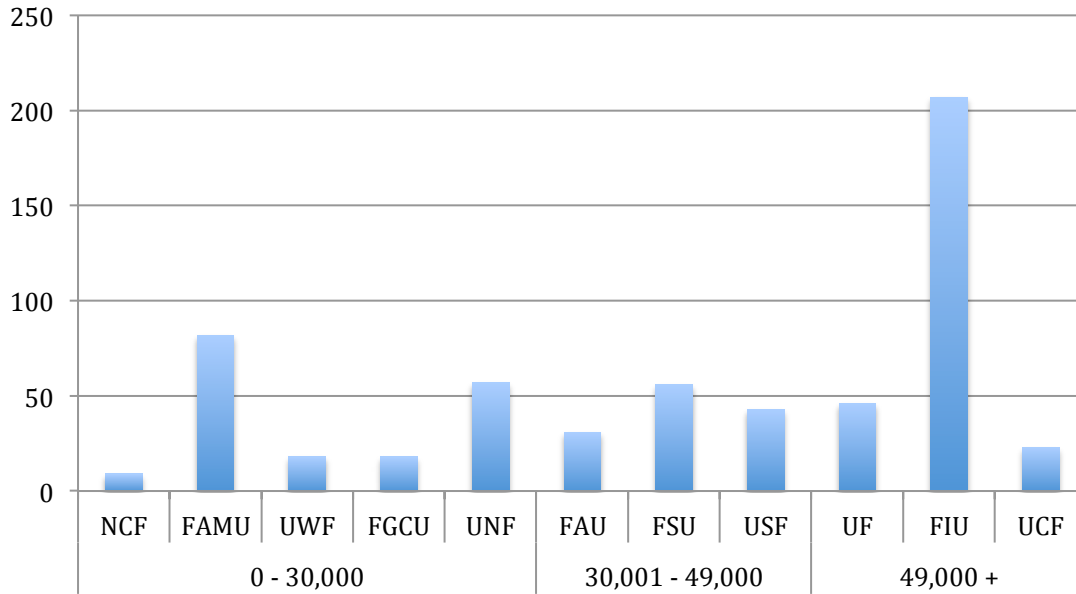


Figure 71. Disaggregated Enrollment Category Data for Frame 1.

When the frequencies of Frame 1 are similarly disaggregated within the other three categories similar observations occur. Figure 72 displays the disaggregated data within in the university age groupings. From the aggregated data, universities with an age of 21 – 100 years old accounted for 388, or 65.8%, of the occurrences of Frame 1. This would lead one to conclude that if a university is between 21 – 100 years old, then that university is more likely to display Frame 1 on its official Facebook page compared to younger or older universities. However, this conclusion cannot be made because FIU is clearly the outlier in the university

age of 21 – 100 grouping accounting for 207 of the 388 occurrences. FAMU did have an effect on the university age of 100+ grouping but not as drastically as FIU. FAMU had Frame 1 occur 82 times whereas UF had 46, and FSU had 56 occurrences of Frame 1. Another item to note for the university age groupings is that the universities were disproportionately distributed throughout this category. Because of this, the findings were not as rich as the other categories.

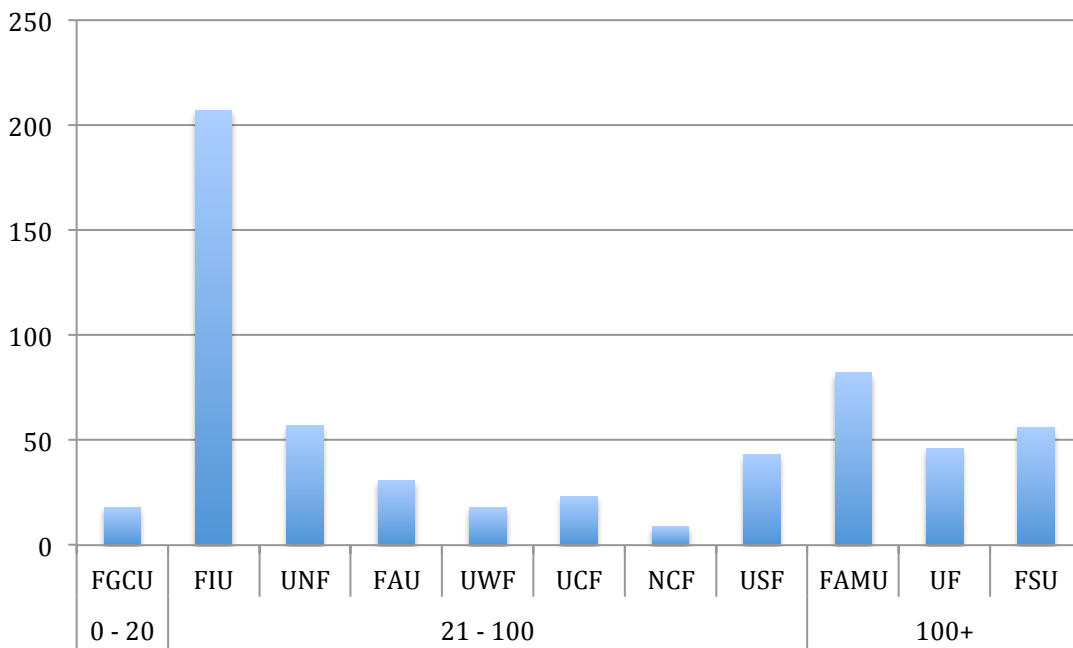


Figure 72. Disaggregated University Age Category Data for Frame 1.

Figure 73 displays the disaggregated data within the athletic conference groupings. From the aggregated data, universities in the CUSA accounted for 238, or 40.3%, of the occurrences of Frame 1. This would lead one to conclude that if a university is in CUSA, then that university is more likely to display Frame 1 on its official Facebook page compared to universities in other athletic conferences.

However, this conclusion cannot be made because FIU is clearly the outlier in the CUSA grouping accounting for 207 of the 238 occurrences. FAMU, in a category by itself, did have an effect on this category but not as drastically as FIU. FAMU had 82 occurrences of Frame 1; the next closest was UNF with 57 occurrences.

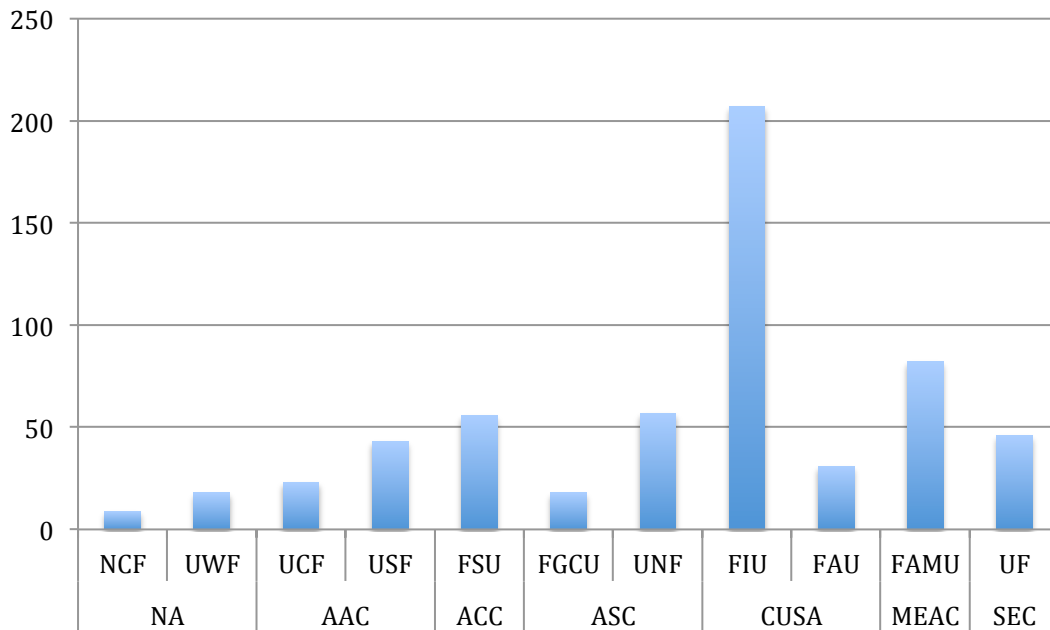


Figure 73. Disaggregated Athletic Conference Category Data for Frame 1.

Finishing Frame 1, Figure 74 displays the disaggregated data within the Carnegie classification groupings. From the aggregated data, universities classified as RU/H accounted for 238, or 40.3%, of the occurrences of Frame 1. This would lead one to conclude that if a university was classified as RU/H, then that university would be more likely to display Frame 1 on its official Facebook page compared to other Carnegie classifications. However, this conclusion cannot be made because FIU accounted for 207 of the 238 occurrences in the RU/H grouping. Also from the

aggregated data, universities classified as DRU accounted for 100, or 16.9% of the occurrences of Frame 1, but of that 100, FAMU accounted for 82 of the occurrences. FIU and FAMU definitely had a skewing effect on this category.

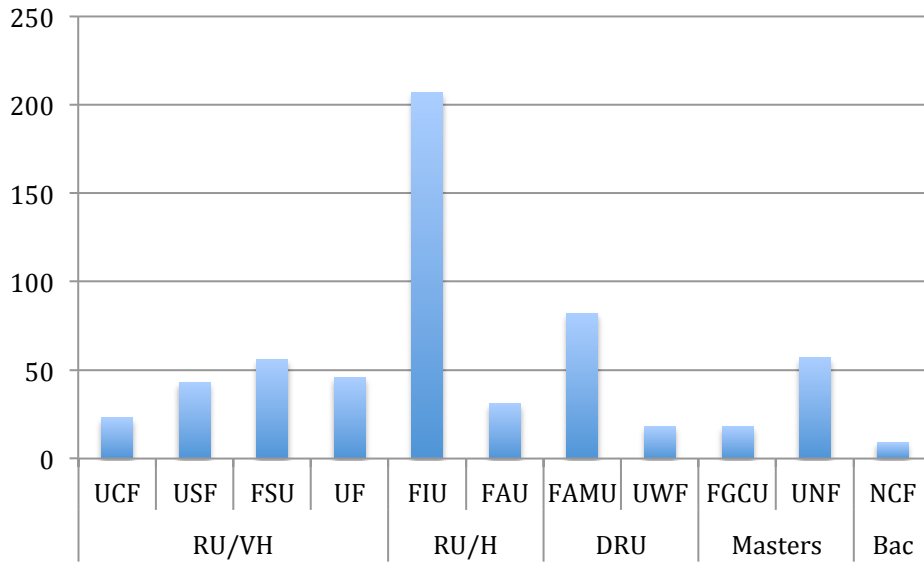


Figure 74. Disaggregated Carnegie Classification Category Data for Frame 1.

To show that the skewing trend was not just for Frame 1, examine Frame 2 (the University Update Frame). Table 20 displays the number of times Frame 2 occurred on a university’s official Facebook page, the percentage within Frame 2, and the percentage within the institution.

Next consider the frequencies and percentages of Frame 2 divided into the categories of enrollment, age, athletic affiliation, and Carnegie classification. The previous chapter reported the aggregate frequencies and percentages for all frames divided into the aforementioned categories. Table 21 shows the summary of the aggregate frequencies and percentages of Frame 2 divided into the categories of enrollment, age, athletic affiliation, and Carnegie classification.

Table 20

Occurrences and proportionality of Frame 2 per institution

Institution	Frequency of Frame	% Within Frame 2	% Within Institution
FAMU	249	36.8%	38.9%
FAU	27	4.0%	24.1%
FGCU	9	1.3%	8.8%
FIU	219	32.4%	24.2%
FSU	32	4.7%	18.4%
NCF	26	3.8%	25.2%
UCF	26	3.8%	22.6%
UF	18	2.7%	12.7%
UNF	29	4.3%	15.5%
USF	8	1.2%	7.7%
UWF	33	4.9%	33.0%

Table 21

Summary of the aggregate frequencies and percentages of Frame 2

Enrollment		0 – 30,000	30,001 – 49,000	49,000+			
Count		346	67	267			
% Within Frame 2		51.2%	9.9%	38.9%			
Age		0 – 20	21 – 100	100+			
Count		9	368	299			
% Within Frame 2		1.3%	54.4%	44.2%			
Athletic Affiliation	Other	AAC	ACC	ASC	CUSA	MEAC	SEC
Count	59	34	32	38	246	249	18
% Within Frame 2	8.7%	5.0%	4.7%	5.6%	36.4%	36.8%	2.7%
Carnegie Classification		RU/VH	RU/H	DRU	Master's L	Bac/A&S	
Count		84	246	282	38	26	
% Within Frame 2		12.4%	36.4%	41.7%	5.6%	3.8%	

Figure 75 displays the disaggregated data for Frame 2 within the enrollment groupings. From the aggregated data, universities with enrollment of 0 – 30,000 students accounted for 346, or 51.2%, of the occurrences of Frame 2. This would lead one to conclude that if a university in the state of Florida has enrollment of 0 – 30,000 students, then that university is more likely to display Frame 2 on its official Facebook page compared to universities with greater enrollments. However, this conclusion cannot be made because FAMU skewed the data to favor the 0 – 30,000 grouping. In that grouping, FAMU had 249 of the 346 occurrences of Frame 2. FIU similarly skewed the data in the enrollment grouping of 49,000+ students. Frame 2 occurred 219 times with FIU; the next closest in this grouping was UCF with 26 occurrences of Frame 2.

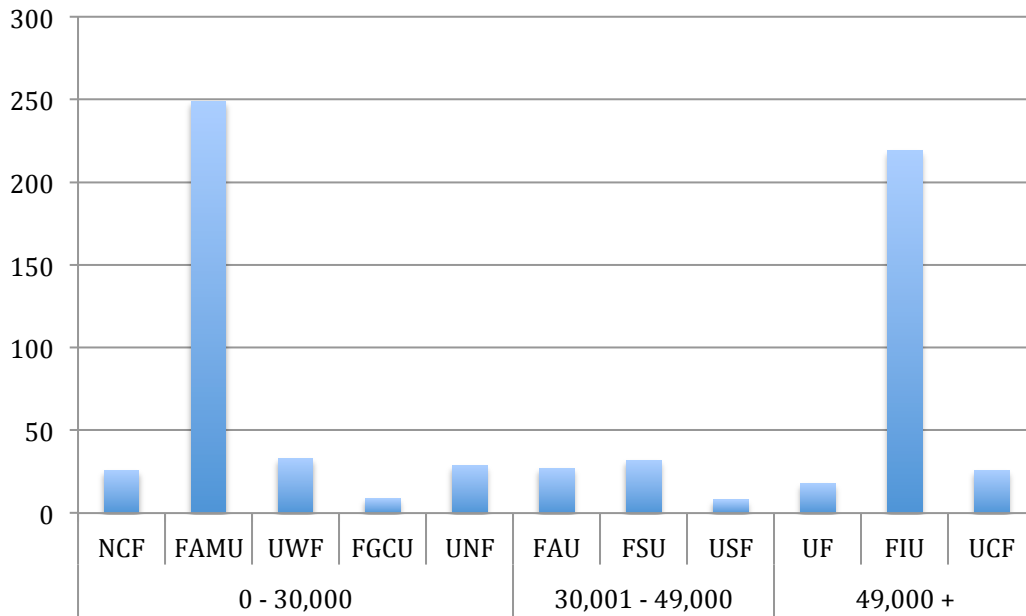


Figure 75. Disaggregated Enrollment Category Data for Frame 2.

Figure 76 displays the disaggregated data within the university age groupings. From the aggregated data, universities with an age of 21 – 100 years old accounted for 368, or 54.4%, of the occurrences of Frame 2. This would lead one to conclude that if a university is between 21 – 100 years old, then that university is more likely to display Frame 2 on its official Facebook page compared to younger or older universities. However, this conclusion cannot be made because FIU is clearly the outlier in the university age of 21 – 100 grouping accounting for 219 of the 368 occurrences. FAMU did have an effect on the university age of 100+ grouping. FAMU had Frame 2 occur 249 times whereas UF had 18, and FSU had 32 occurrences of Frame 2.

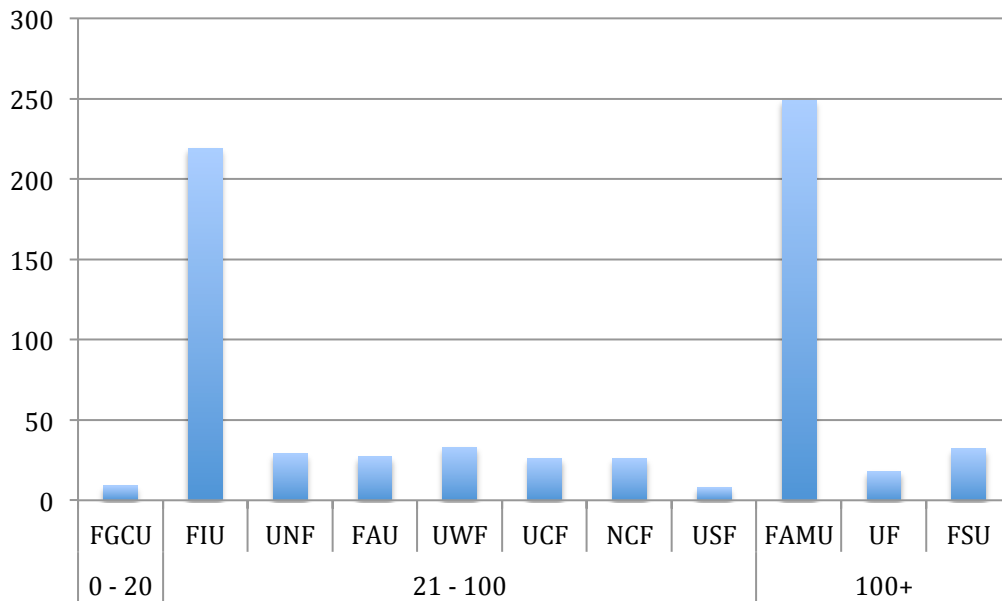


Figure 76. Disaggregated University Age Category Data for Frame 2.

Figure 77 displays the disaggregated data within in the athletic conference groupings. From the aggregated data, the university in the MEAC group accounted for 249, or 36.8%, of the occurrences of Frame 2. This was followed closely by the universities in the CUSA, which accounted for 246, or 36.4%, of the occurrences of Frame 2. This would lead one to conclude that if a university was in the MEAC or CUSA, then that university is more likely to display Frame 2 on its official Facebook page compared to universities in other athletic conferences. However, this conclusion cannot be made because FAMU, in a category by itself, also had an effect on this category, accounting for 249 occurrences of Frame 2. FIU is clearly the outlier in the CUSA grouping accounting for 219 of the 246 occurrences.

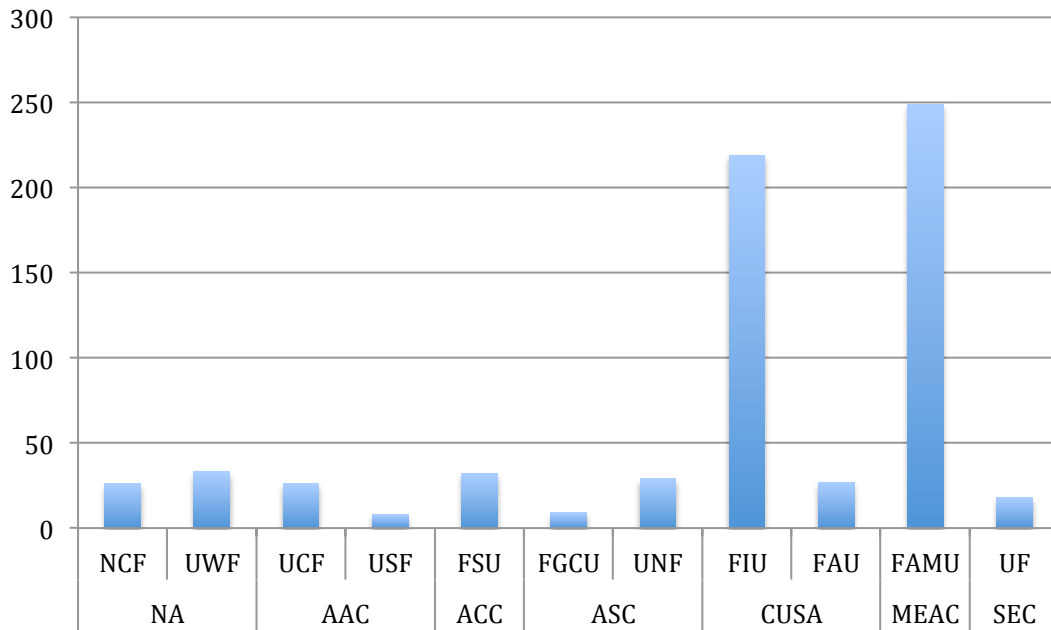


Figure 77. Disaggregated Athletic Conference Category Data for Frame 2.

Figure 78 displays the disaggregated data within the Carnegie classification groupings. From the aggregated data, universities classified as DRU accounted for 282, or 41.7%, of the occurrences of Frame 2. This would lead one to conclude that if a university was classified as DRU then that university would be more likely to display Frame 2 on its official Facebook page compared to other Carnegie classifications. However, this conclusion cannot be made because FAMU accounted for 249 of the 282 occurrences in the DRU grouping. Also from the aggregated data, universities classified as RU/H accounted for 246, or 36.4%, of the occurrences of Frame 2, but of that 246, FIU accounted for 219 of the occurrences. FIU and FAMU definitely had a skewing effect on this category.

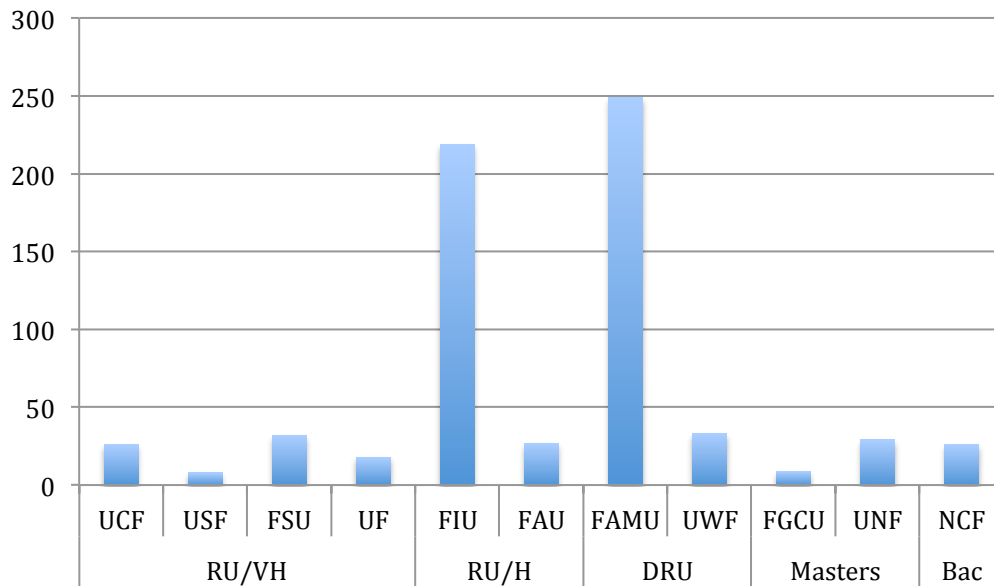


Figure 78. Disaggregated Carnegie Classification Category Data for Frame 2.

The trends in the skewing of the data by FIU and FAMU were present for

most of the frames. Three exceptions were Frame 5 (Pseudo-Engagement Frame), Frame 7 (Social Media Frame), and Frame 8 (Diversity Frame), for which the skewing was only due to FIU. The last exception was Frame 10 (Local Business Frame). Frame 10 had a total of 22 occurrences, 11 of which were found on the official Facebook page of UNF. Appendix A displays the aggregate frequencies and percentages of Frame 3 through Frame 11 divided into the categories of enrollment, age, athletic affiliation, and Carnegie classification. Following the presentation of that information will be figures displaying the disaggregated data of Frame 3 through Frame 11 divided into the categories of enrollment, age, athletic affiliation and Carnegie Classification.

When the aggregated frame occurrences were analyzed, it was difficult to interpret results because of the wide range of total number of posts by each institution. By studying the disaggregated frame occurrences, a way of controlling for the disproportionality was created and thus captured the relative emphasis of the different frames. Because of the skewing effect by FAMU and FIU, it is thus difficult to answer the research question, “Was there a relationship between the frames found on the official Facebook pages of each member university of the Florida State University System with respect to the variables of enrollment, age of the institution, athletic division, and Carnegie classification.”

Discussion

The purpose of this study was to demonstrate the power in institutions of higher education using Facebook as a communication tool and to learn more about how posts on the official Facebook page of the institution provided an emergent

impression, or framed, a university. A discussion of the key findings from this study follows based off the results presented in Chapter 4 and Chapter 5.

First, the frames found in the frame analysis covered both the academic and social aspects of university life. Modern universities are complex organizations that have two very different functional areas, academic affairs and student affairs. The university experience is both academic and social, and the frames found portrayed that duality.

With that said, most of the frames found dealt with social aspects of university life. I believe that this was an unintentional consequence rooted in the social networking origins of Facebook. Facebook, by definition, is a social networking site. It seemed to be logical that universities are using a social media tool to frame their institutions as having strong and rewarding social activities for its stakeholders.

A very interesting finding from this study is that most of the frames found on the official Facebook pages of the universities studied did not align with the frames found on their respective mission statements. A mission statement is intended to be a powerful statement—the reason for the institutions existence and driving force behind all activities. Thus, it would behoove institutional leaders to maximize the potential of Facebook to reinforce their institution’s stated mission-

Another conclusion that can be drawn is that the official Facebook pages studied are being used at vastly different frequencies. This is apparent from the discussion in the previous section. Some universities post multiple times a day, some only a few times a week if that. The frequency of posting can drastically

influence the frames found on a Facebook page. By posting too much, or too little, frames are emphasized, or deemphasized, and thus how the university is framed via its posts on Facebook is affected.

Because of the vastly different frequencies found on the official Facebook pages, it was difficult to draw conclusions about any relationship between the frames found on the official Facebook pages of each member university of the Florida State University System with respect to the variables of enrollment, age of the institution, athletic division, and Carnegie classification. As detailed earlier in this chapter, if this analysis is to be repeated in future studies, the differences in number of posts by each institution needs to be accounted for.

At the onset of the study, I had a preconceived notion that posts about athletics and the arts would be abundant. This turned out not to be true; posts pertaining to athletics events were found but not in the numbers that were anticipated. In the same regard, the posts related to the arts were not as plentiful as anticipated. This could be a reflection of society in which the arts are said to be important but not supported as well when compared to other disciplines.

A final conclusion drawn is that it appeared as if the official Facebook pages for the universities studied were for one-way communication. This conclusion is supported by the fact that the two most frequent frames present were the Update Frame (F2) and the University Pride Frame (F1). Having only one frame concerned with engagement, the Pseudo-engagement Frame (F5), further supports this conclusion of one-way communication. The posts found were mostly for providing information, not to elicit feedback or conversation. This might not have been the

situation, but only the initial post was studied. Facebook, as previously stated, is primarily a social media tool, so it is important to note that having a conversation with stakeholders via Facebook could be a powerful asset to the institution.

Recommendations for Facebook Use

After analyzing and reflecting on the literature and data that were presented in this study, the following are recommendations for universities using Facebook. Based off the findings of the vastly different frequencies found on the official Facebook pages studied, along with the suggestion provided by Miller and Jensen (2007) on how to build a community on Facebook, it is suggested not to use Facebook in a sporadic way. As the data showed, certain institutions used Facebook more than others. Miller and Jensen noted that students on Facebook would read what was in their news feed and not actively seek out information; thus it was important to put content in front of the students. This study underscores these authors' suggestions that the Facebook newsfeed should be updated multiple times a week, if not multiple times a day, and with posts that were dynamic yet simple, in order to put content in front of the students and to have students interact with the Facebook page.

Based on the findings that the posts framed the institutions as both academic and social, another recommendation for universities using Facebook is to continue to frame the university as both a social and academic institution. A university is a multifaceted institution that blends academics and social activities. Both are needed for modern universities to survive. This is why most universities are split into academic affairs and student service. A university using Facebook should be framed

as having a good balance of academic and social activities.

Stemming from the finding that Facebook is primarily used as a one-way communication tool, and reinforced by the same study by Miller and Jensen (2007), another recommendation is that if a university intends to use Facebook to interact with its stakeholders, then the wording of the posts needs to be changed. Because of the way in which the framing was defined and conducted for this study, the posts studied did not seem to invite a comment or conversation. When an institution decides to use a social media platform, the first word must be remembered, *social*. In terms of framing the institution, interaction on Facebook could show that the institution seeks to communicate openly with its stakeholders. Thus, Facebook should be viewed by higher education administrators/leaders as being a way of having an open, honest conversation with its stakeholders.

Another finding from the data was that most universities studied principally posted about social activities. Because of this finding, it is recommended that the university should be mindful and intentional when posting on Facebook. The official Facebook page of a university is a great place to show off the uniqueness of the university. The frames found in this study displayed pride in the university, portrayed the strong academics in the university, flaunted the arts offered by the university, just to name a few. These are aspects of the university that can be showcased on an official Facebook page if the university is mindful and intentional when posting on Facebook. This mindfulness should help the university leaders to be more strategic about how the university is framed on Facebook—as a social institution, as an academic institution, or both. Barnes and College (2012) claimed

that colleges and universities have adopted a multitude of social media tools and services without pausing to set guidelines or contingency plans. The authors stated that posts on social media were visible to the world and that a college or university could reduce its liability by planning ahead and creating a social media policy that dictated who should be posting and what messages to emphasize. Before a post goes up, the impact of how that post will frame the institution should be considered. One way that a university could be mindful and intentional when posting on Facebook would be to have the university's official Facebook page strategically monitored and controlled by professionals. This could give the university better command of the way in which it is framed on Facebook.

Another conclusion drawn from this study was that most of the frames found on the official Facebook pages of the universities studied did not align with the frames found on their respective mission statements. Because of this finding another possible suggestion is that institutions pay more attention to aligning their Facebook pages with their mission. A mission statement is a statement of purpose used as an "umbrella" where all institutional decisions and activities match and as a way to communicate to stakeholders what the institution is doing (Powers, 2012). The mission statement of a university should be the guiding principle for everyone employed at the university. When using such a large, visible, and powerful tool like Facebook, purpose should be given to the tools use, and the mission of the university should drive that purpose in order to tap its potential to strengthen the university's identity and stated mission. For example, all universities have wording pertaining to academics in their mission statements; therefore, academics

ostensibly should have a strong presence on their Facebook pages. Another example would be if a university's mission statement stresses the importance of social responsibility; then these activities should be highlighted on its Facebook page. These and similar type actions would help to align the posts on the official Facebook page of a university with the mission of the university.

Recommendations for Further Studies

The findings from this sequential transformative mixed methods study suggested several areas for future potential research. One possible future study is to research the Facebook posts on the official Facebook pages for more than a one-year time frame. This could yield results that are more generalizable over time. Another future study could possibly look at universities that are not located in the state of Florida. This could possibly lead to results that are generalizable over more varied geographical locations.

Another future study may take into consideration items such as the number of likes, comments, or shares for posts. If a post receives a lot of likes, comments, or shares, are similar posts posted more often? If so, then that may affect the frames present on the official Facebook pages of a university.

A future study might also take into consideration any comments that follow a particular post. Who is posting comments—students, faculty, alumni, etc.? Does the institution post back and have a conversation? Does a particular institution do a better job at commenting back? If so, how do the comments affect the framing of the institution?

Yet another possible study may be an examination of the framing of an institution across all social media platforms used. What social media platforms are used? Are the platforms used in a similar way? Is a university framed differently on different social media platforms?

From the tables and figures shown in this chapter, another potential study that could be useful is to replicate this study placing large outliers into a separate category or studying these outliers separately.

A final recommendation for a future study would be to focus on the readers' impressions of a university's official Facebook page. Asking the stakeholders how they perceive the posts frame the institution may provide further insight on how to tap more ably the potential of Facebook as a new and relatively underutilized 21st century marketing and communication tool.

Conclusion

This study began with the argument that since Facebook has so many users, and because Facebook has become assimilated into our society, researchers in all disciplines need to continue to study Facebook. When this study began in July 2013, Facebook had 1.15 billion monthly active users, and of those, over 699 million were daily users (Facebook Newsroom, 2013). In less than one year Facebook had 1.28 billion monthly active users, and of those, over 802 million were daily users (Facebook Newsroom, 2014). This increase solidifies the importance of continual research of Facebook and other social media sites.

This study was conducted with two goals in mind. One of the goals of this research study was to find a timely, relevant, and interesting topic that would get

people thinking. Social media sites, like Facebook, have attracted billions of users over the past ten years and have transformed how individuals experience and use the Internet (Bicen & Cavus, 2010; boyd & Ellison, 2007; Selwyn, 2011). At the same time, Facebook, and other social media platforms, are not going anywhere and are growing and evolving at a rapid pace. Because of this, university leaders need to consider how their institution is presented, or framed, on Facebook.

Another goal of this research study was to investigate a topic that has not been widely addressed; thus, this research contributes to the rather thin existence of current literature. In addition it is hoped that this study will facilitate more thinking and educated conversation regarding the power of Facebook to help universities market themselves more favorably and to communicate more ably with their stakeholders and the public.

More in-depth, insightful conversations regarding how a university can improve upon its use of social media platforms and most ably tap the power of these platforms are needed. The questions researched for this study have led, as most studies do, to more questions to be studied. Even the future of Facebook itself is uncertain, one thing is clear: Given the mind-warping, revolutionary transformations higher education institutions are experiencing due to advances made continually in technology and online education, for them to remain relevant, they must also be vigilant and mindful of the power wielded by social media as it continues to mushroom and morph and be a force to be respected and reckoned with worldwide.

Appendix

Table 22

Occurrences and proportionality of Frame 3 per institution

Institution	Frequency of Frame	% Within Frame 3	% Within Institution
FAMU	52	24.2%	8.1%
FAU	8	3.7%	7.1%
FGCU	14	6.5%	13.7%
FIU	66	30.7%	7.3%
FSU	12	5.6%	6.9%
NCF	15	7.0%	14.6%
UCF	11	5.1%	9.6%
UF	7	3.3%	4.9%
UNF	16	7.4%	8.6%
USF	7	3.3%	6.7%
UWF	7	3.3%	7.0%

Table 23

Summary of the aggregate frequencies and percentages of Frame 3

Enrollment		0 – 30,000	30,001 – 49,000	49,000+			
Count		104	27	84			
% Within Frame 3		48.4%	12.6%	39.1%			
Age		0 – 20	21 – 100	100+			
Count		14	130	71			
% Within Frame 3		6.5%	60.5%	33.0%			
Athletic Affiliation	Other	AAC	ACC	ASC	CUSA	MEAC	SEC
Count	22	18	12	30	74	52	7
% Within Frame 3	10.2%	8.4%	5.6%	14.0%	34.4%	24.2%	3.3%
Carnegie Classification			RU/VH	RU/H	DRU	Master's L	Bac/A&S
Count			37	74	59	30	15
% Within Frame 3			17.2%	34.4%	27.4%	14.0%	7.0%

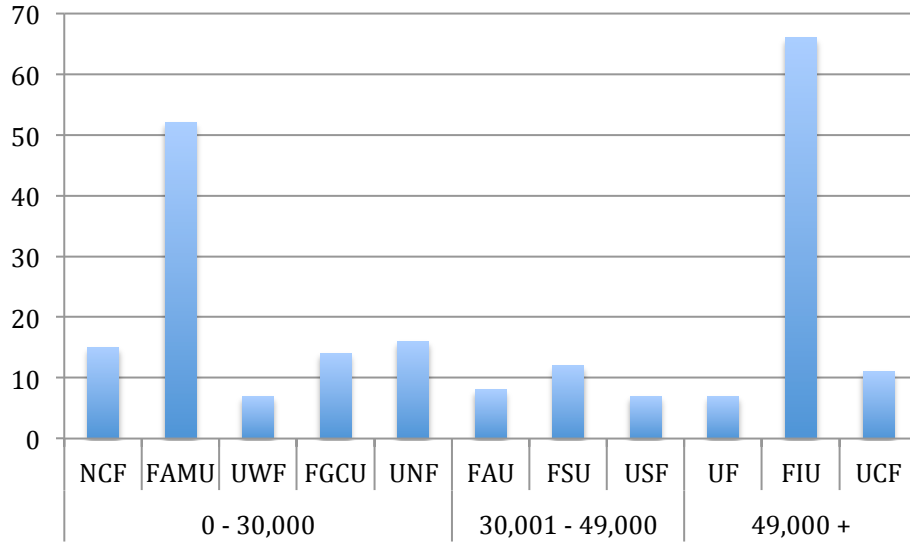


Figure 79. Disaggregated Enrollment Category Data for Frame 3.

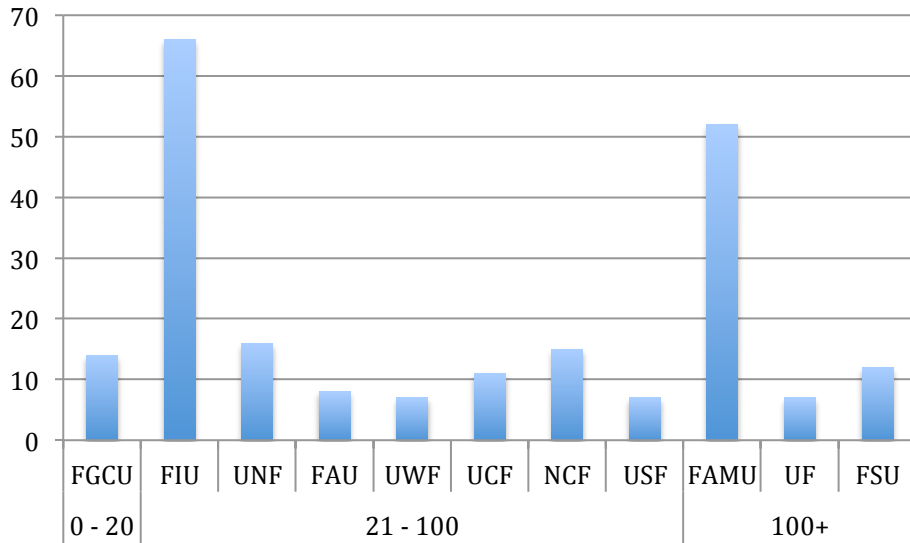


Figure 80. Disaggregated University Age Category Data for Frame 3.

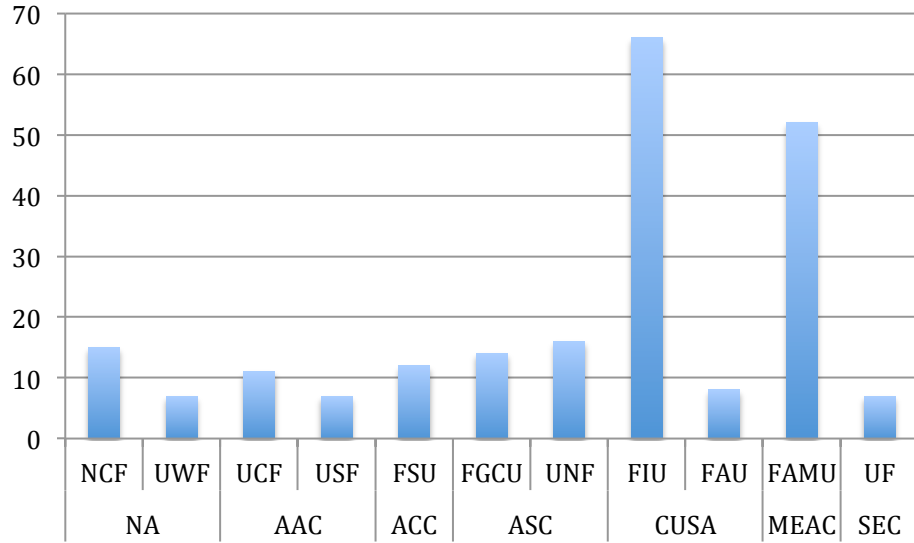


Figure 81. Disaggregated Athletic Conference Category Data for Frame 3.

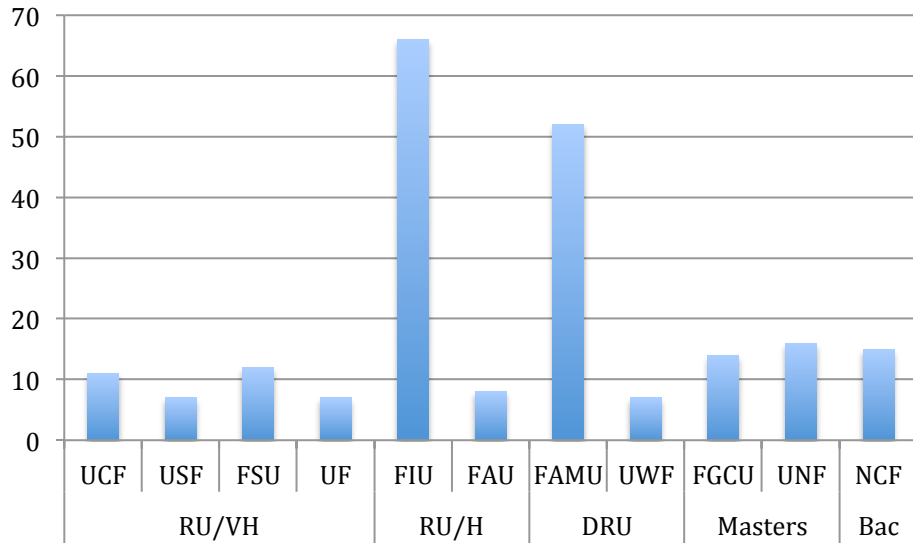


Figure 82. Disaggregated Carnegie Classification Category Data for Frame 3.

Table 24

Occurrences and proportionality of Frame 4 per institution

Institution	Frequency of Frame	% Within Frame 4	% Within Institution
FAMU	46	14.7%	7.2%
FAU	17	5.4%	15.2%
FGCU	33	10.5%	32.4%
FIU	105	33.5%	11.6%
FSU	20	6.4%	11.5%
NCF	12	3.8%	11.7%
UCF	19	6.1%	16.5%
UF	24	7.7%	16.9%
UNF	14	4.5%	7.5%
USF	13	4.2%	12.5%
UWF	10	3.2%	10.0%

Table 25

Summary of the aggregate frequencies and percentages of Frame 4

Enrollment		0 – 30,000	30,001 – 49,000	49,000+			
Count		115	50	148			
% Within Frame 4		36.7%	16.0%	47.3%			
Age		0 – 20	21 – 100	100+			
Count		33	190	90			
% Within Frame 4		10.5%	60.7%	28.8%			
Athletic Affiliation	Other	AAC	ACC	ASC	CUSA	MEAC	SEC
Count	22	32	20	47	122	46	24
% Within Frame 4	7.0%	10.2%	6.4%	15.0%	39.0%	14.7%	7.7%
Carnegie Classification		RU/VH	RU/H	DRU	Master's L	Bac/A&S	
Count		76	122	56	47	12	
% Within Frame 4		24.3%	39.0%	17.9%	15.0%	3.8%	

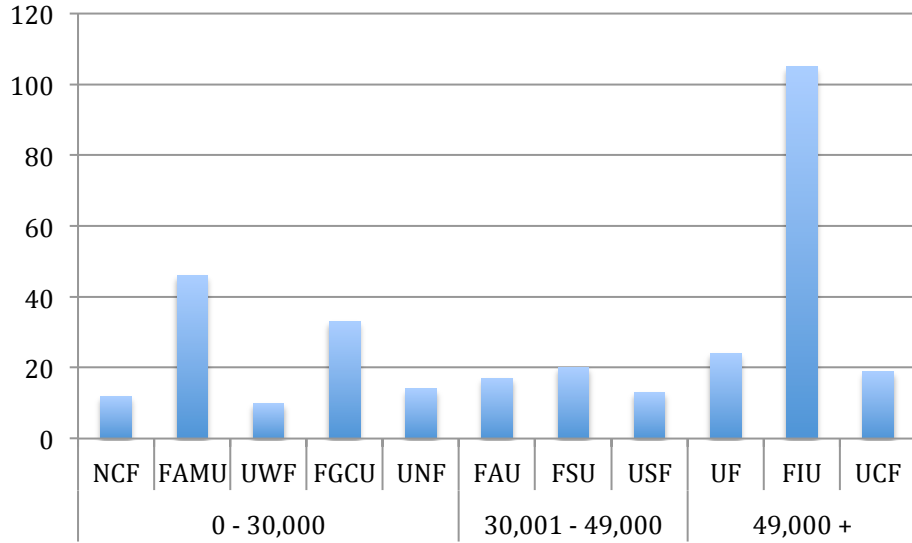


Figure 83. Disaggregated Enrollment Category Data for Frame 4.

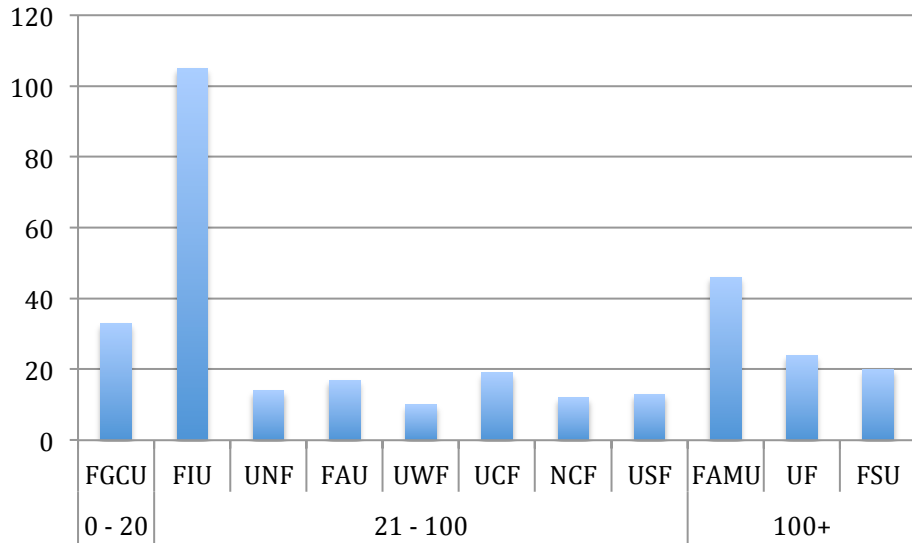


Figure 84. Disaggregated University Age Category Data for Frame 4.

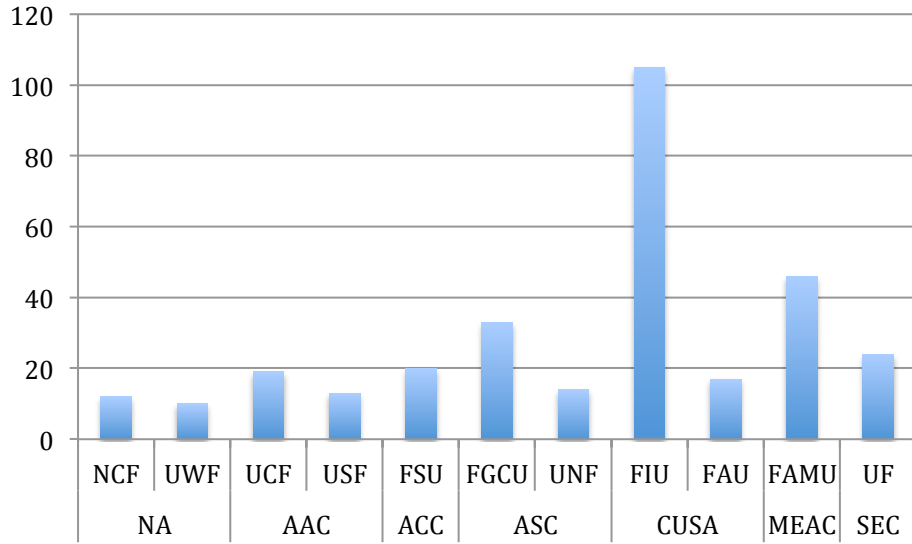


Figure 85. Disaggregated Athletic Conference Category Data for Frame 4.

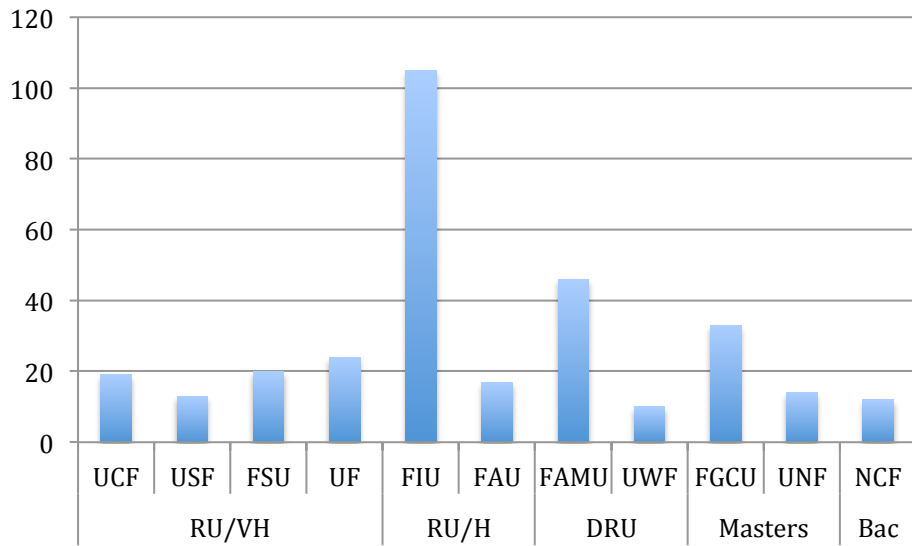


Figure 86. Disaggregated Carnegie Classification Category Data for Frame 4.

Table 26

Occurrences and proportionality of Frame 5 per institution

Institution	Frequency of Frame	% Within Frame 5	% Within Institution
FAMU	7	3.1%	1.1%
FAU	10	4.5%	8.9%
FGCU	11	4.9%	10.8%
FIU	119	53.4%	13.2%
FSU	24	10.8%	13.8%
NCF	2	0.9%	1.9%
UCF	4	1.8%	3.5%
UF	18	8.1%	12.7%
UNF	18	8.1%	9.6%
USF	6	2.7%	5.8%
UWF	4	1.8%	4.0%

Table 27

Summary of the aggregate frequencies and percentages of Frame 5

Enrollment		0 – 30,000	30,001 – 49,000	49,000+			
Count		42	40	141			
% Within Frame 5		18.8%	17.9%	63.2%			
Age		0 – 20	21 – 100	100+			
Count		11	163	49			
% Within Frame 5		4.9%	73.1%	22.0%			
Athletic Affiliation	Other	AAC	ACC	ASC	CUSA	MEAC	SEC
Count	6	10	24	29	129	7	18
% Within Frame 5	2.7%	4.5%	10.8%	13.0%	57.8%	3.1%	8.1%
Carnegie Classification		RU/VH	RU/H	DRU	Master's L	Bac/A&S	
Count		52	129	11	29	2	
% Within Frame 5		23.3%	57.8%	4.9%	13.0%	0.9%	

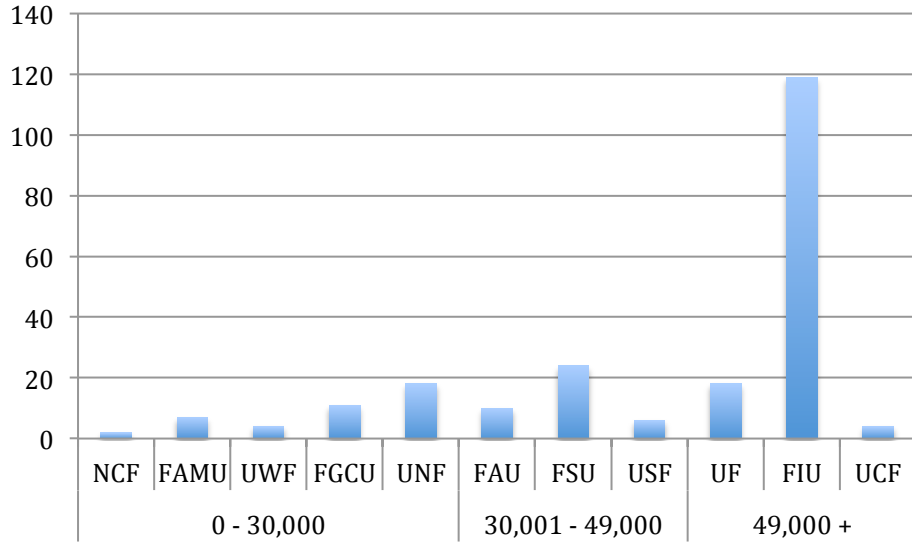


Figure 87. Disaggregated Enrollment Category Data for Frame 5.

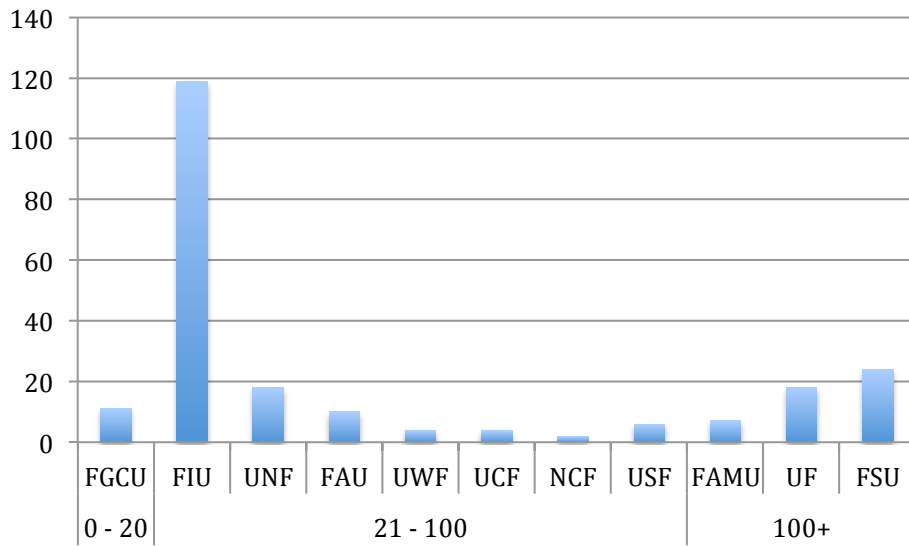


Figure 88. Disaggregated University Age Category Data for Frame 5.

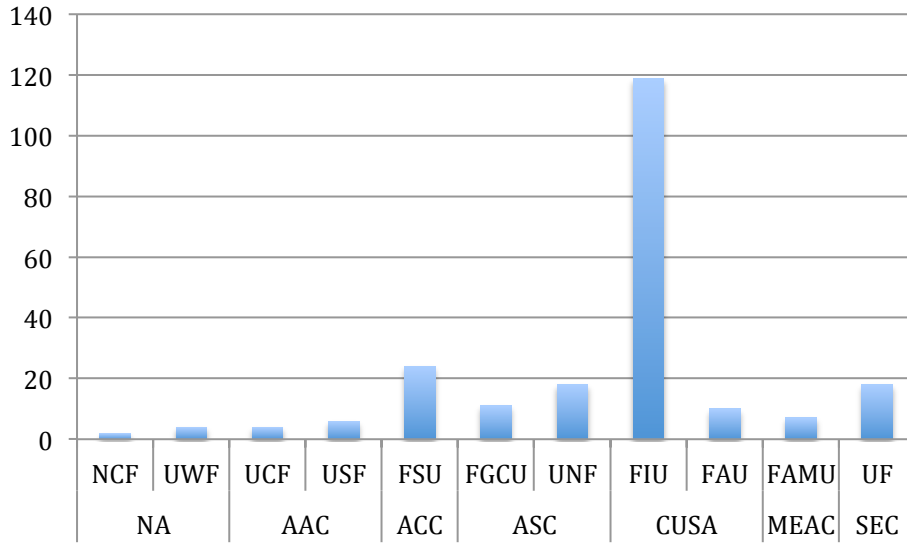


Figure 89. Disaggregated Athletic Conference Category Data for Frame 5.

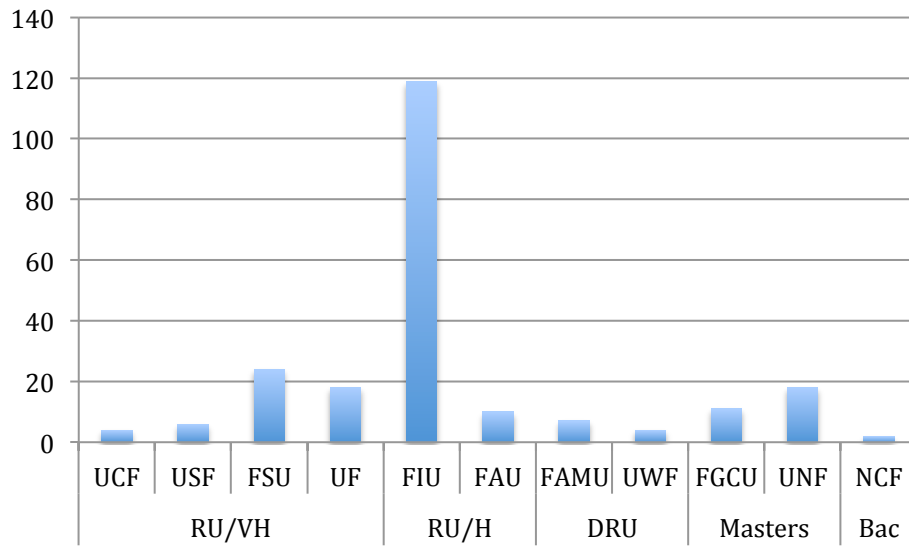


Figure 90. Disaggregated Carnegie Classification Category Data for Frame 5.

Table 28

Occurrences and proportionality of Frame 6 per institution

Institution	Frequency of Frame	% Within Frame 6	% Within Institution
FAMU	107	26.6%	16.7%
FAU	9	2.2%	8.0%
FGCU	16	4.0%	15.7%
FIU	125	31.0%	13.8%
FSU	24	6.0%	13.8%
NCF	26	6.5%	25.2%
UCF	18	4.5%	15.7%
UF	18	4.5%	12.7%
UNF	25	6.2%	13.4%
USF	16	4.0%	15.4%
UWF	19	4.7%	19.0%

Table 29

Summary of the aggregate frequencies and percentages of Frame 6

Enrollment		0 – 30,000	30,001 – 49,000	49,000+			
Count		193	49	161			
% Within Frame 6		47.9%	12.2%	40.0%			
Age		0 – 20	21 – 100	100+			
Count		16	238	149			
% Within Frame 6		4.0%	59.1%	37.0%			
Athletic Affiliation	Other	AAC	ACC	ASC	CUSA	MEAC	SEC
Count	45	34	24	41	134	107	18
% Within Frame 6	11.2%	8.4%	6.0%	10.2%	33.3%	26.6%	4.5%
Carnegie Classification		RU/VH	RU/H	DRU	Master's L	Bac/A&S	
Count		76	134	126	41	26	
% Within Frame 6		18.9%	33.3%	31.3%	10.2%	6.5%	

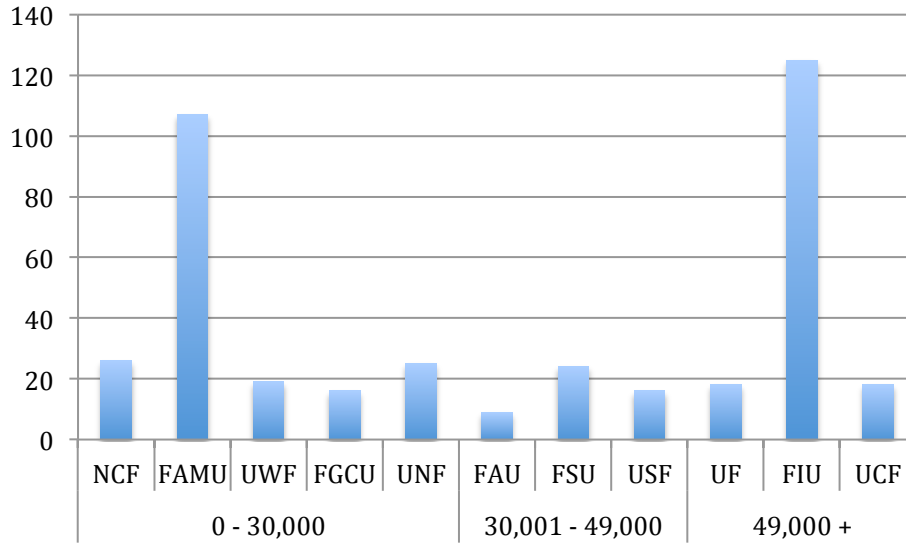


Figure 91. Disaggregated Enrollment Category Data for Frame 6.

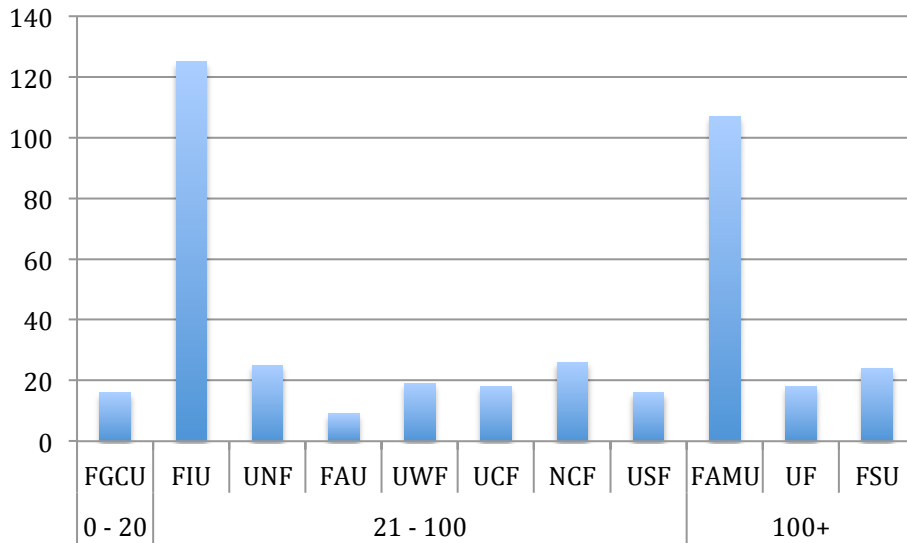


Figure 92. Disaggregated University Age Category Data for Frame 6.

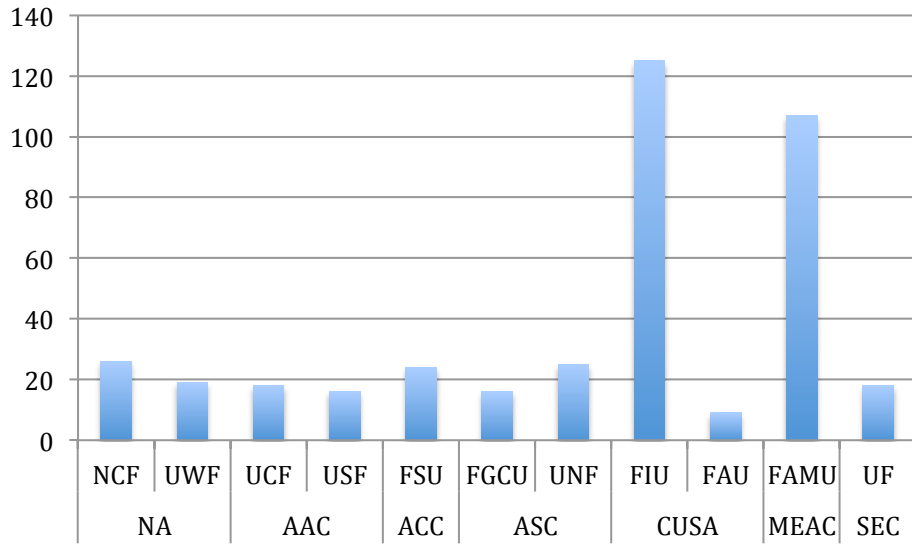


Figure 93. Disaggregated Athletic Conference Category Data for Frame 6.

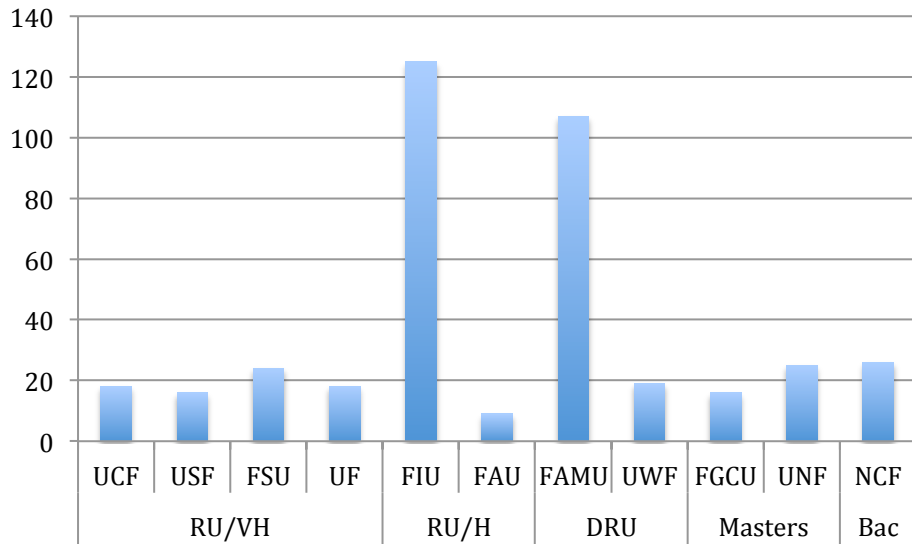


Figure 94. Disaggregated Carnegie Classification Category Data for Frame 6

Table 30

Occurrences and proportionality of Frame 7 per institution

Institution	Frequency of Frame	% Within Frame 7	% Within Institution
FAMU	32	5.7%	5.0%
FAU	37	6.5%	33.0%
FGCU	37	6.5%	36.3%
FIU	281	49.7%	31.1%
FSU	17	3.0%	9.8%
NCF	4	0.7%	3.9%
UCF	2	0.4%	1.7%
UF	49	8.7%	34.5%
UNF	33	5.8%	17.6%
USF	35	6.2%	33.7%
UWF	38	6.7%	38.0%

Table 31

Summary of the aggregate frequencies and percentages of Frame 7

Enrollment		0 – 30,000	30,001 – 49,000	49,000+			
Count		144	89	332			
% Within Frame 7		25.5%	15.8%	58.8%			
Age		0 – 20	21 – 100	100+			
Count		37	430	98			
% Within Frame 7		6.5%	76.1%	17.3%			
Athletic Affiliation	Other	AAC	ACC	ASC	CUSA	MEAC	SEC
Count	42	37	17	70	318	32	49
% Within Frame 7	7.4%	6.5%	3.0%	12.4%	56.3%	5.7%	8.7%
Carnegie Classification		RU/VH	RU/H	DRU	Master's L	Bac/A&S	
Count		103	318	70	70	4	
% Within Frame 7		18.2%	56.3%	12.4%	12.4%	0.7%	

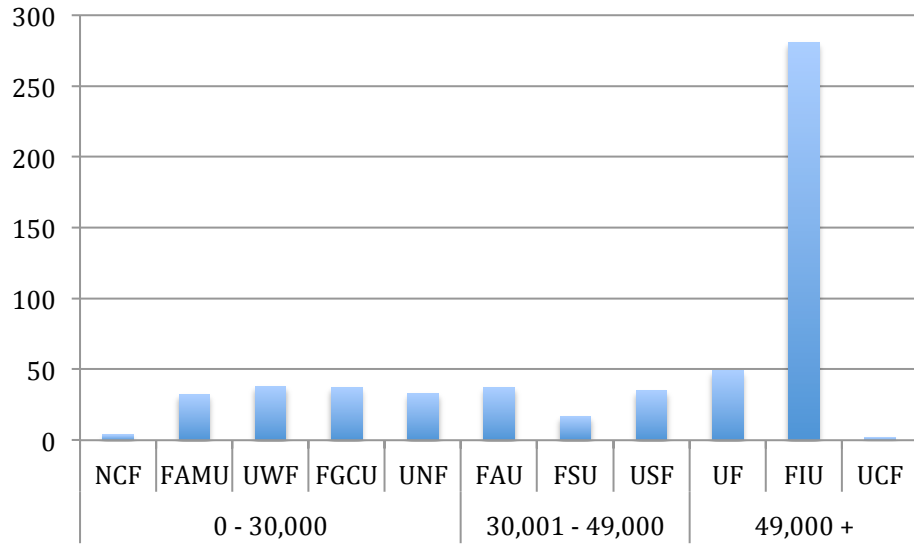


Figure 95. Disaggregated Enrollment Category Data for Frame 7.

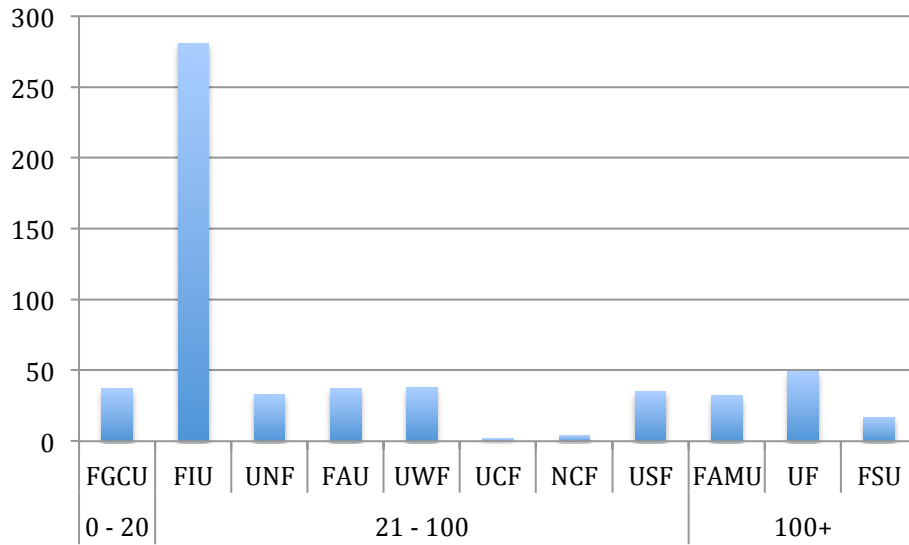


Figure 96. Disaggregated University Age Category Data for Frame 7.

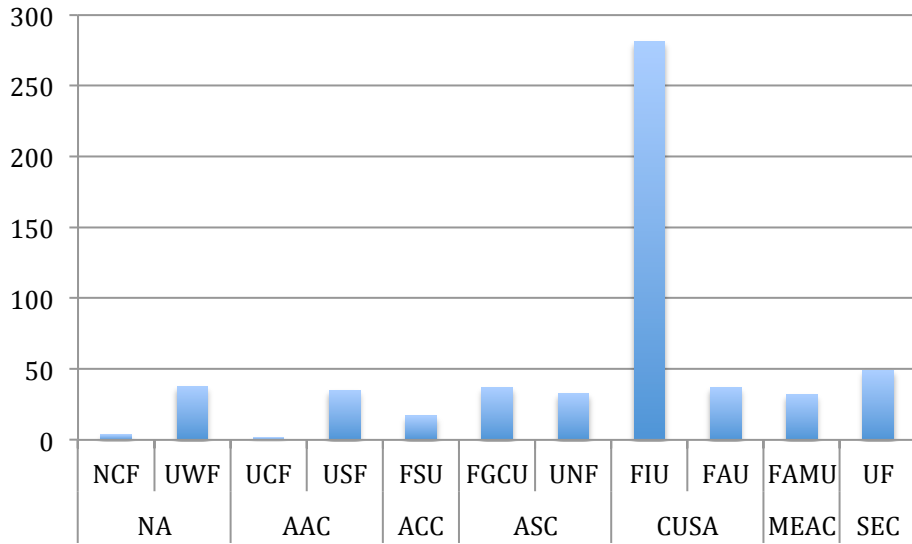


Figure 97. Disaggregated Athletic Conference Category Data for Frame 7.

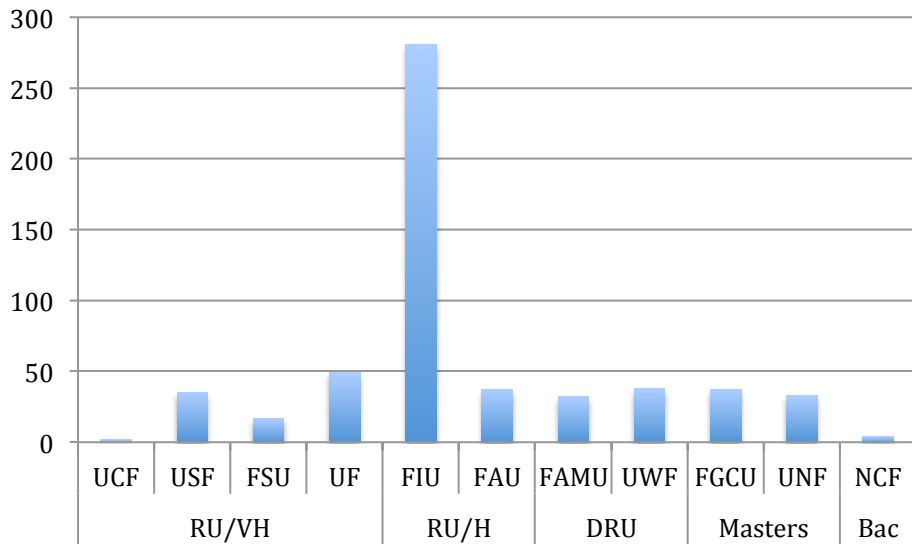


Figure 98. Disaggregated Carnegie Classification Category Data for Frame 7.

Table 32

Occurrences and proportionality of Frame 8 per institution

Institution	Frequency of Frame	% Within Frame 8	% Within Institution
FAMU	19	8.2%	3.0%
FAU	12	5.2%	10.7%
FGCU	6	2.6%	5.9%
FIU	109	47.0%	12.1%
FSU	10	4.3%	5.7%
NCF	3	1.3%	2.9%
UCF	6	2.6%	5.2%
UF	21	9.1%	14.8%
UNF	25	10.8%	13.4%
USF	9	3.9%	8.7%
UWF	12	5.2%	12.0%

Table 33

Summary of the aggregate frequencies and percentages of Frame 8

Enrollment		0 – 30,000	30,001 – 49,000	49,000+			
Count		65	31	136			
% Within Frame 8		28.0%	13.4%	58.6%			
Age		0 – 20	21 – 100	100+			
Count		6	176	50			
% Within Frame 8		2.6%	75.9%	21.6%			
Athletic Affiliation	Other	AAC	ACC	ASC	CUSA	MEAC	SEC
Count	15	15	10	31	121	19	21
% Within Frame 8	6.5%	6.5%	4.3%	13.4%	52.2%	8.2%	9.1%
Carnegie Classification		RU/VH	RU/H	DRU	Master's L	Bac/A&S	
Count		46	121	31	31	3	
% Within Frame 8		19.8%	52.2%	13.4%	13.4%	1.3%	

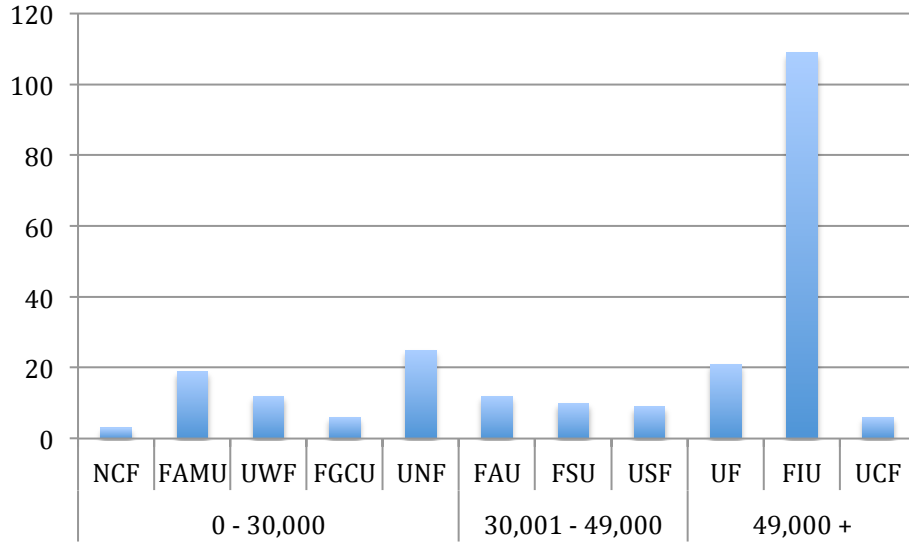


Figure 99. Disaggregated Enrollment Category Data for Frame 8.

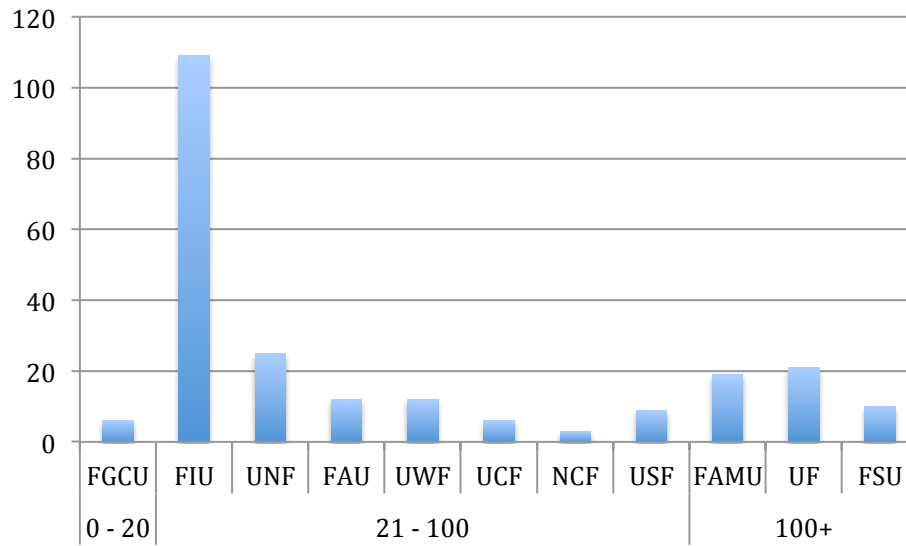


Figure 100. Disaggregated University Age Category Data for Frame 8.

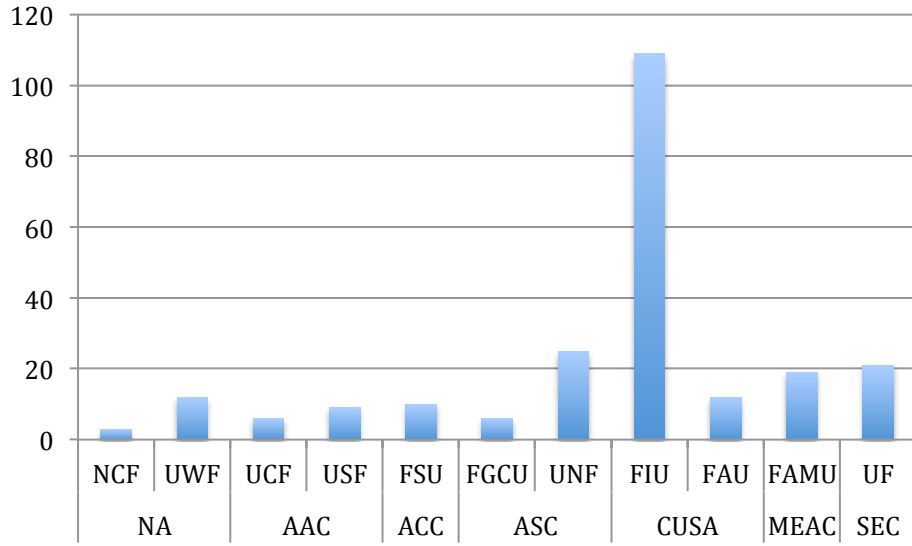


Figure 101. Disaggregated Athletic Conference Category Data for Frame 8.

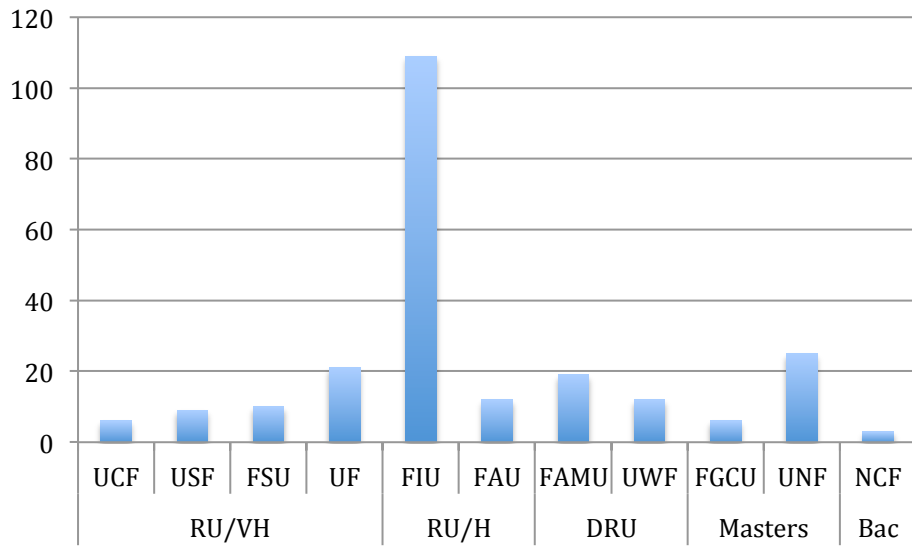


Figure 102. Disaggregated Carnegie Classification Category Data for Frame 8.

Table 34

Occurrences and proportionality of Frame 9 per institution

Institution	Frequency of Frame	% Within Frame 9	% Within Institution
FAMU	41	35.3%	6.4%
FAU	1	0.9%	0.9%
FGCU	7	6.0%	6.9%
FIU	30	25.9%	3.3%
FSU	10	8.6%	5.7%
NCF	5	4.3%	4.9%
UCF	4	3.4%	3.5%
UF	1	0.9%	0.7%
UNF	12	10.3%	6.4%
USF	2	1.7%	1.9%
UWF	3	2.6%	3.0%

Table 35

Summary of the aggregate frequencies and percentages of Frame 9

Enrollment		0 – 30,000	30,001 – 49,000	49,000+			
Count		68	13	35			
% Within Frame 9		58.6%	11.2%	30.2%			
Age		0 – 20	21 – 100	100+			
Count		7	57	52			
% Within Frame 9		6.0%	49.1%	44.8%			
Athletic Affiliation	Other	AAC	ACC	ASC	CUSA	MEAC	SEC
Count	8	6	10	19	31	41	1
% Within Frame 9	6.9%	5.2%	8.6%	16.4%	26.7%	35.3%	0.9%
Carnegie Classification		RU/VH	RU/H	DRU	Master's L	Bac/A&S	
Count		17	31	44	19	5	
% Within Frame 9		14.7%	26.7%	37.9%	16.4%	4.3%	

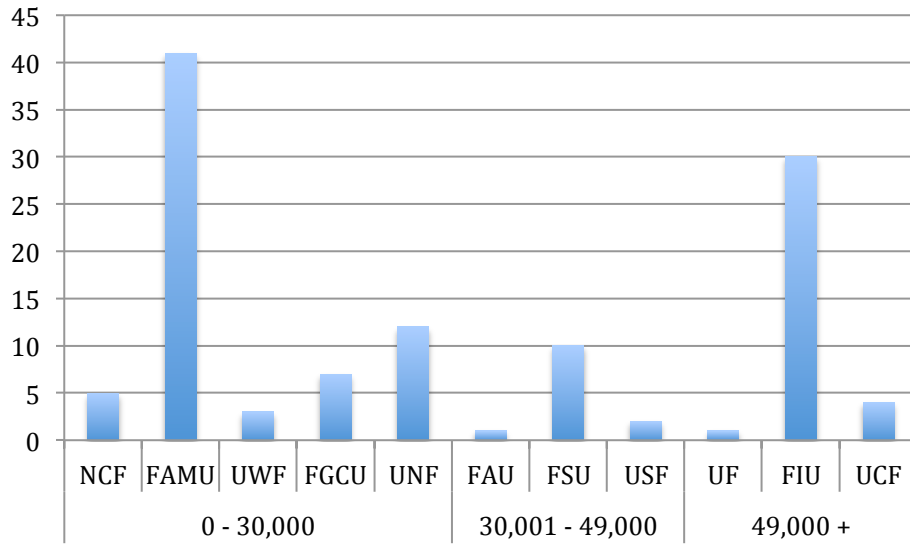


Figure 103. Disaggregated Enrollment Category Data for Frame 9.

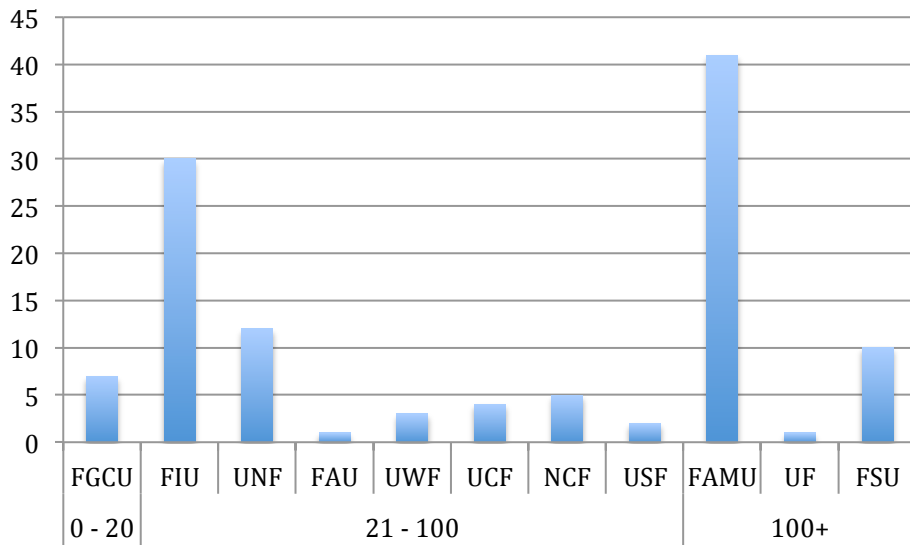


Figure 104. Disaggregated University Age Category Data for Frame 9.

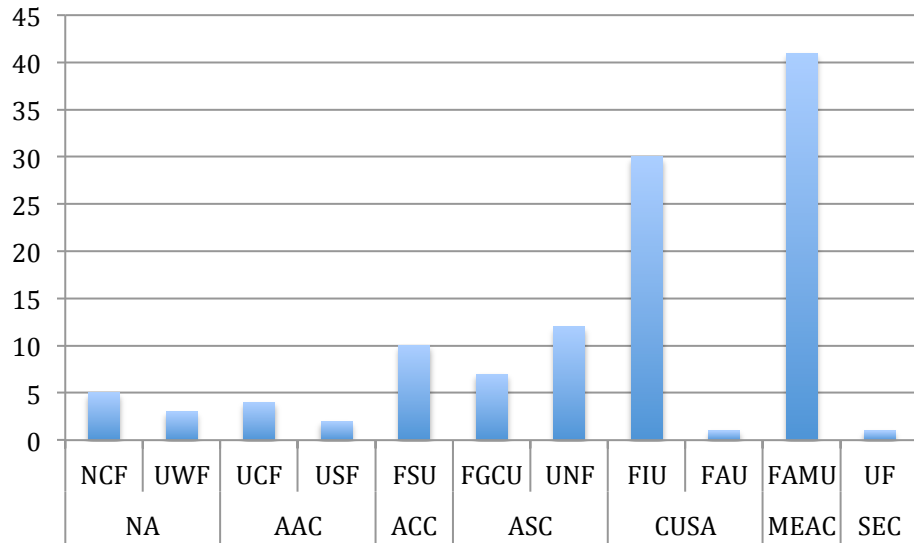


Figure 105. Disaggregated Athletic Conference Category Data for Frame 9.

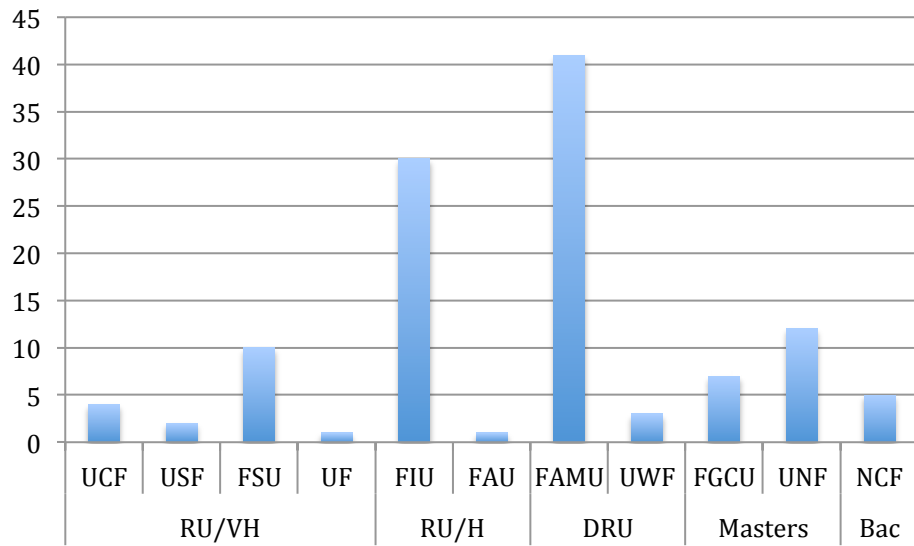


Figure 106. Disaggregated Carnegie Classification Category Data for Frame 9.

Table 36

Occurrences and proportionality of Frame 10 per institution

Institution	Frequency of Frame	% Within Frame 10	% Within Institution
FAMU	1	4.5%	0.2%
FAU	2	9.1%	1.8%
FGCU	1	4.5%	1.0%
FIU	0	0.0%	0.0%
FSU	0	0.0%	0.0%
NCF	1	4.5%	1.0%
UCF	3	13.6%	2.6%
UF	0	0.0%	0.0%
UNF	11	50.0%	5.9%
USF	0	0.0%	0.0%
UWF	3	13.6%	3.0%

Table 37

Summary of the aggregate frequencies and percentages of Frame 10

Enrollment		0 – 30,000	30,001 – 49,000	49,000+			
Count		17	2	3			
% Within Frame 10		77.3%	9.1%	13.6%			
Age		0 – 20	21 – 100	100+			
Count		1	20	1			
% Within Frame 10		4.5%	90.9%	4.5%			
Athletic Affiliation	Other	AAC	ACC	ASC	CUSA	MEAC	SEC
Count	4	3	0	12	2	1	0
% Within Frame 10	18.2%	13.6%	0.0%	54.5%	9.1%	4.5%	0.0%
Carnegie Classification		RU/VH	RU/H	DRU	Master's L	Bac/A&S	
Count		3	2	4	12	1	
% Within Frame 10		13.6%	9.1%	18.2%	54.5%	4.5%	

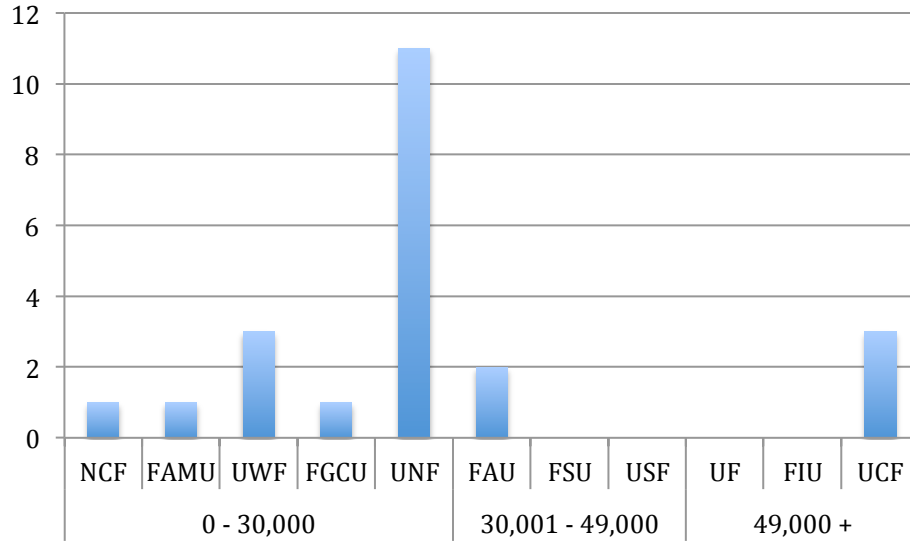


Figure 107. Disaggregated Enrollment Category Data for Frame 10.

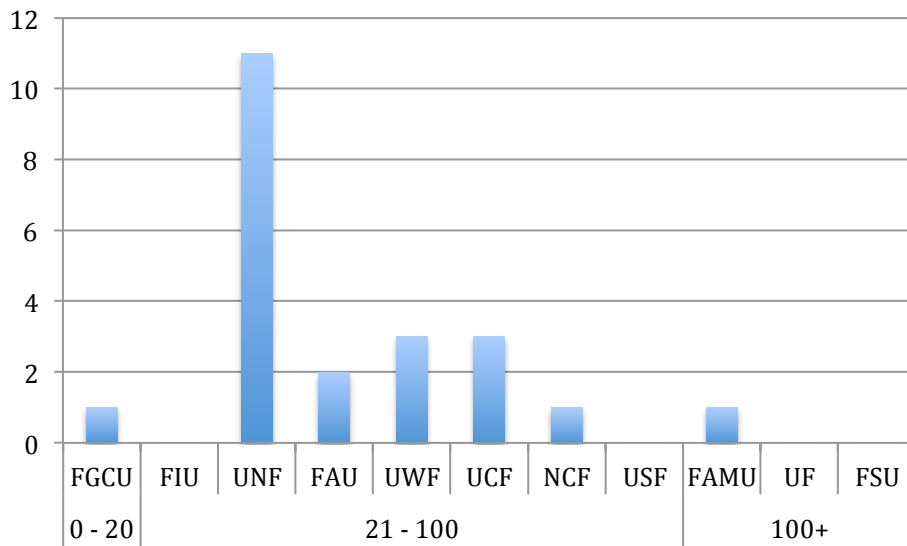


Figure 108. Disaggregated University Age Category Data for Frame 10.

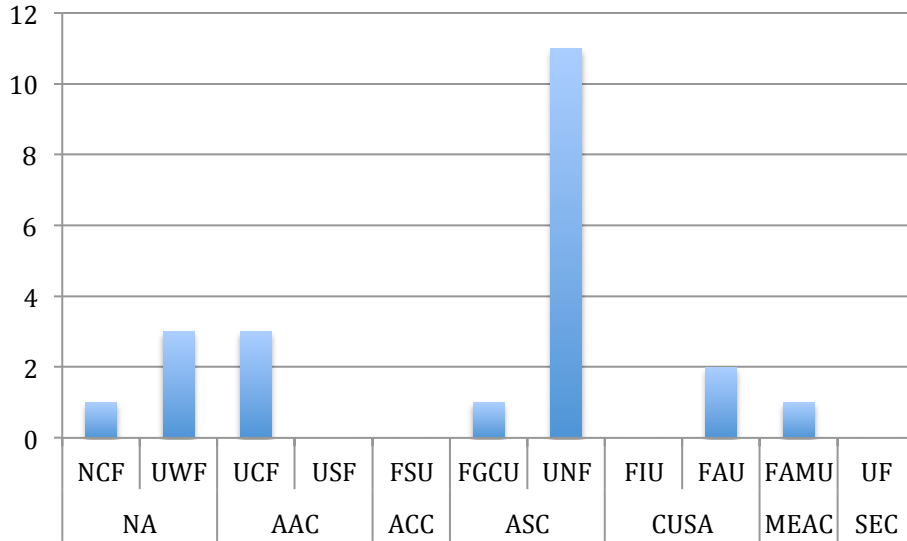


Figure 109. Disaggregated Athletic Conference Category Data for Frame 10.

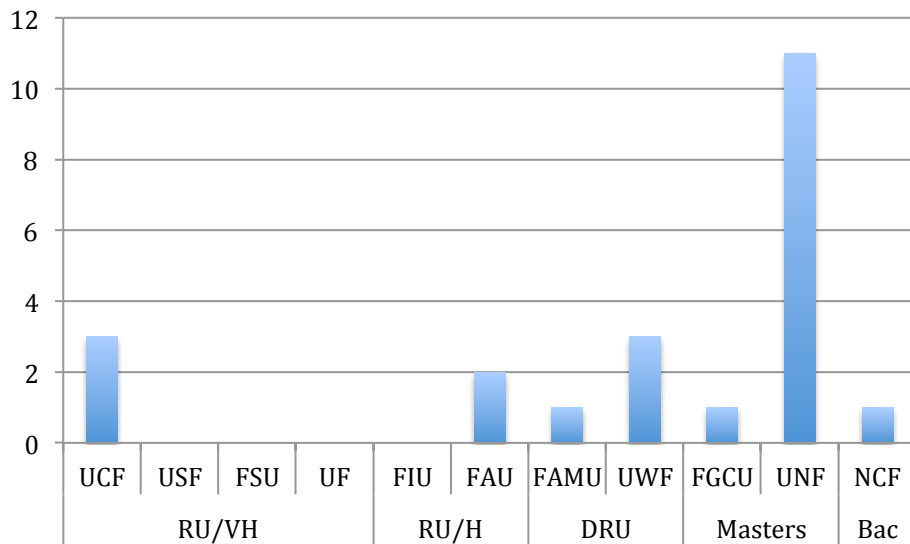


Figure 110. Disaggregated Carnegie Classification Category Data for Frame 10.

Table 38

Occurrences and proportionality of Frame 11 per institution

Institution	Frequency of Frame	% Within Frame 11	% Within Institution
FAMU	85	18.4%	13.3%
FAU	29	6.3%	25.9%
FGCU	15	3.3%	14.7%
FIU	166	36.0%	18.4%
FSU	42	9.1%	24.1%
NCF	15	3.3%	14.6%
UCF	16	3.5%	13.9%
UF	29	6.3%	20.4%
UNF	18	3.9%	9.6%
USF	25	5.4%	24.0%
UWF	21	4.6%	21.0%

Table 39

Summary of the aggregate frequencies and percentages of Frame 11

Enrollment		0 – 30,000	30,001 – 49,000	49,000+			
Count		154	96	211			
% Within Frame 11		33.4%	20.8%	45.8%			
Age		0 – 20	21 – 100	100+			
Count		15	290	156			
% Within Frame 11		3.3%	62.9%	33.8%			
Athletic Affiliation	Other	AAC	ACC	ASC	CUSA	MEAC	SEC
Count	36	41	42	33	195	85	29
% Within Frame 11	7.8%	8.9%	9.1%	7.2%	42.3%	18.4%	6.3%
Carnegie Classification		RU/VH	RU/H	DRU	Master's L	Bac/A&S	
Count		112	195	106	33	15	
% Within Frame 11		24.3%	42.3%	23.0%	7.2%	3.3%	

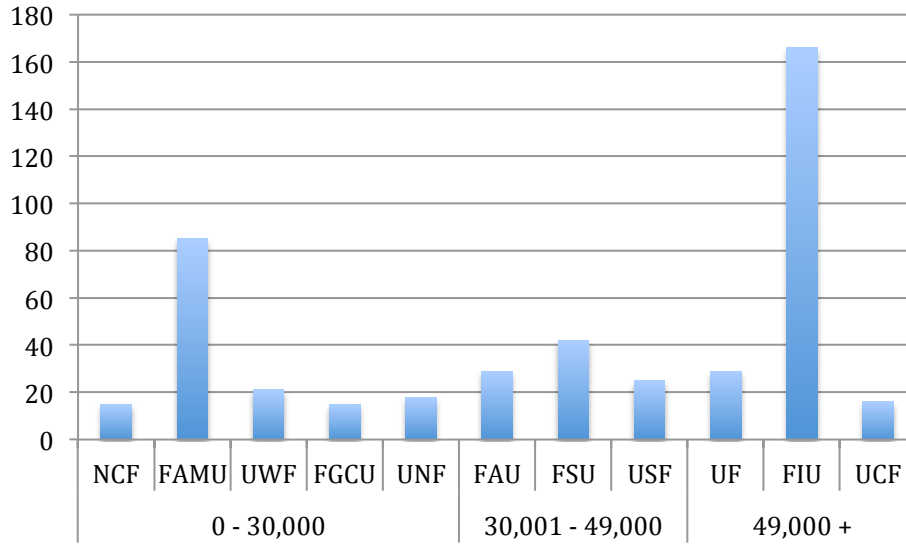


Figure 111. Disaggregated Enrollment Category Data for Frame 11.

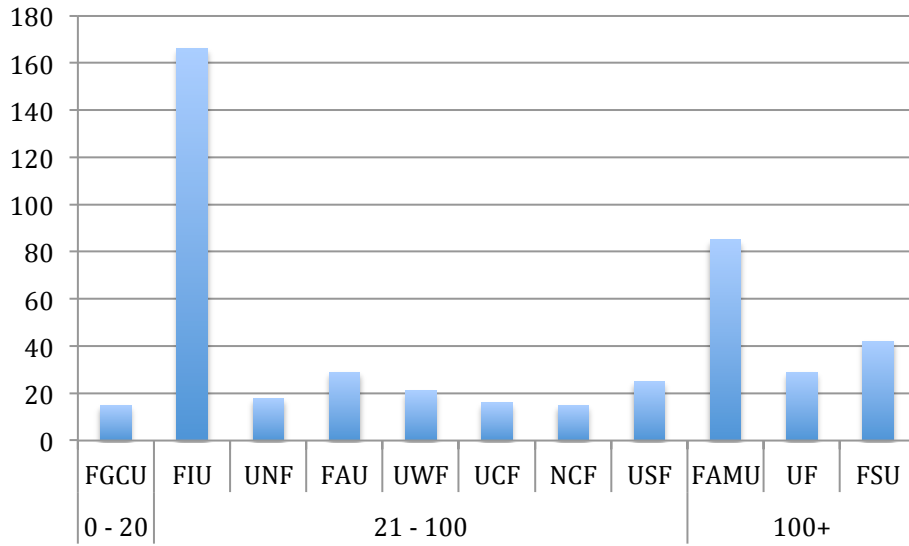


Figure 112. Disaggregated University Age Category Data for Frame 11.

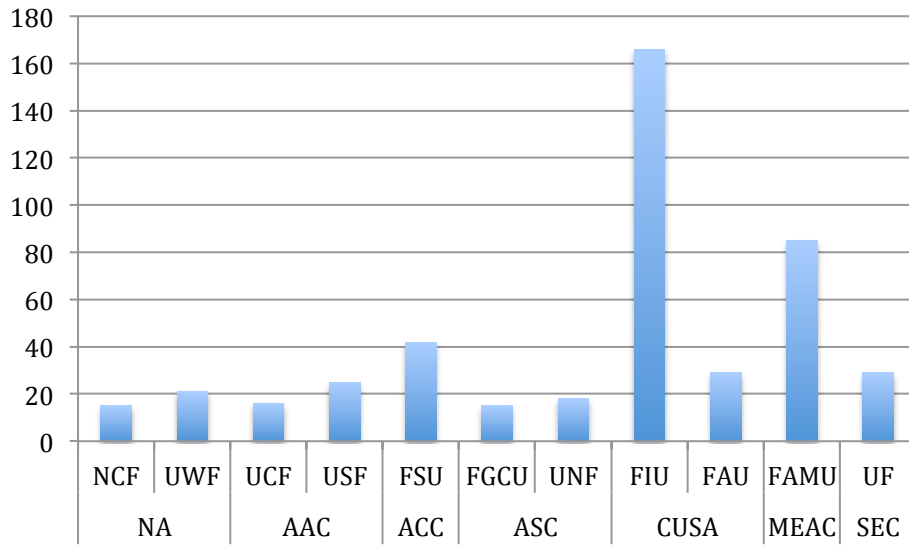


Figure 113. Disaggregated Athletic Conference Category Data for Frame 11.

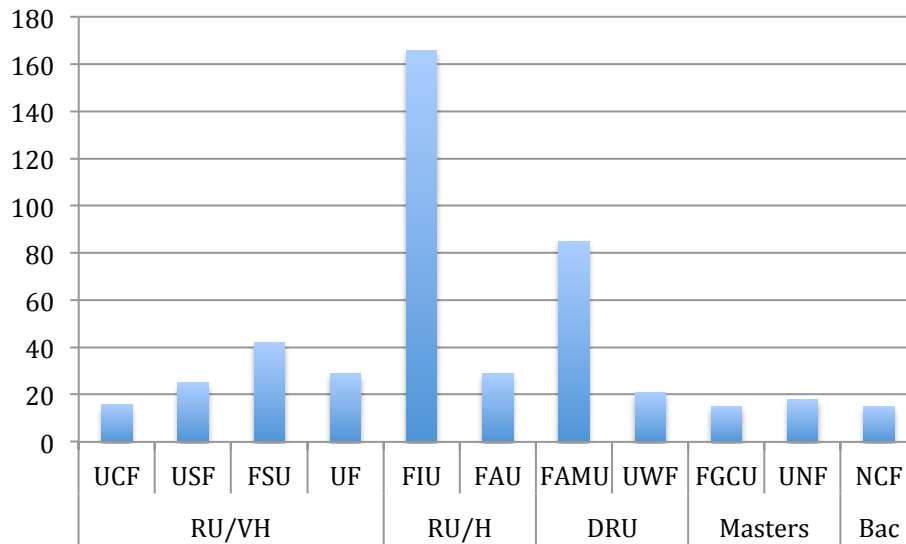


Figure 114. Disaggregated Carnegie Classification Category Data for Frame 11.

References

- About FAMU. (2014). Retrieved April 4, 2014, from
<http://www.famu.edu/index.cfm?AboutFAMU&Mission>.
- About Florida State University. (2014) Retrieved April 4, 2014, from
http://www.fsu.edu/about/mission_vision.html.
- About Pinterest. (2013). Retrieved June 27, 2013, from
<http://about.pinterest.com/index.html>.
- About Twitter. (2013). Retrieved June 19, 2013, from <https://twitter.com/about>.
- Barczyk, C. C., & Duncan, D. G. (2013). Facebook in higher education courses: An analysis of students' attitudes, community of practice and classroom community. *International Business and Management*, 6(1), 1-11.
doi: 10.3968/j.ibm.1923842820130601.1165
- Barnes N, & College, N. (2012). Potential liability of social media in higher education marketing. *Journal of Higher Education Theory and Practice*, 12(5), 54-59.
- Barnes, N. G., & Jacobsen, S. L. (2012). Fish where the fish are: Higher-ed embraces new communications tools to recruit the wired generation. *Journal of Higher Education Theory and Practice*, 12(1), 108-118
- Beer, D. (2008). Social network(ing) sites...revisiting the story so far: A response to danah boyd & Nicole Ellison. *Journal of Computer-Mediated Communication*, 13(2), 516-529. doi: 10.1111/j.1083.6101.2008.00408.x
- Berger, A. A. (2011). *Media and communication research methods: An introduction to qualitative and quantitative approaches*. Thousand Oaks, CA:Sage

- Bicen, H., & Cavus, N. (2010). The most preferred social network site by students. *Procedia Social and Behavioral Sciences*, 2, 5864-5869.
doi: 10.1016/j.sbspro.2010.03.958
- Birnbaum, M. G. (2013). The fronts students use: Facebook and the standardization of self-presentations. *Journal of College Student Development*, 54(2), 155-171.
doi: 10.1353/csd.2013.0022
- Borah, P. (2011). Conceptual issues in framing theory: A systematic examination of a decade's literature. *Journal of Communication*, 61, 246-263.
doi: 10.1111/j.1460-2466.2011.01539.x
- Bowers-Campbell, J. (2008). Cyber "pokes": Motivational antidote for developmental college readers. *Journal of College Reading and Learning*, 39(1), 74-87.
- boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210-230.
doi: 10.1111/j.1083-6101.2007.00393.x
- Chan, C. (2010). Using online advertising to increase the impact of a library Facebook page. *Library Management*, 32(4/5), 361-370.
doi: 10.1108/01435121111132347
- Chong, D., & Druckman, J. N. (2007). Framing theory. *Annual Review of Political Science*, 10, 103-126. doi: 10.1146/annurev.polisci.10.072805.103054
- Chu, S. K. W., & Du, H. S. (2013). Social networking tools for academic libraries. *Journal of Librarianship and Information Science*, 45(1), 64-75.
doi: 10.1177/0961000611434361

- Connell, R. S. (2009). Academic libraries, Facebook and MySpace, and student outreach: A survey of student opinion. *Portal: Libraries and the Academy*, 9(1), 25-36. doi: 10.1353/pla.0.0036
- Conrad, C., & Poole, M. S. (1998). *Strategic organizational communication into the twenty-first century*(4th ed.). New York, NY: Harcourt Brace College.
- Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research design. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research*, p. 209-240. Thousand Oaks, CA: Sage.
- Dainton, M., & Zelle, E. D. (2005). *Applying communication theory for professional life: A practical introduction*. Thousand Oaks, CA: Sage.
- Davis, C. H. F., Deil-Amen, R., Rios-Aguilar, C., & Gonzalez Canche. (2012). Social media in higher education: A literature review and research directions. Retrieved February 12, 2013 from http://www.academia.edu/1220569/Social_Media_in_Higher_Education_A_Literature_Review_and_Research_Directions
- DeAndrea, D. C., Ellison, N. B., LaRose, R., Steinfield, C., & Fiore, A. (2012). Serious social media: On the use of social media for improving students' adjustment to college. *Internet and Higher Education*, 15(1), 15-23. doi: 10.1016/j.iheduc.2011.05.0009

- de Vresse, C. H. (2005). News framing: Theory and typology. *Information Design Journal + Document Design*, 13(1), 51-62.
- Dunlap, J. C., & Lowenthal, P. R. (2009). Tweeting the night away: Using Twitter to enhance social presence. *Journal of Information Systems Education*, 20(2).
- Durkee, D., Brant, S., Nevin, P., Odell, A., Williams, G., Melomey, D.,... Lopes, A. (2009). Implementing e-learning and web 2.0 innovation: Didactical scenarios and practical implications. *Industry & Higher Education*, 23(4), 293-300.
- Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "Friends:" Social capital and college students' use of online social network sites. *Journal of Computer-Mediated Communication*, 12, 1143-1168.
doi: 10.1111/j.1083-6101.2007.00367.x
- Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. *Journal of Communication*, 43(4), 51-58.
- Facebook Newsroom. (2013). Retrieved on August 5, 2013, from <http://newsroom.fb.com/Key-Facts>.
- Facebook Newsroom. (2014). Retrieved on June 9, 2014 from <http://newsroom.fb.com/company-info/>.
- FAU Mission and Values. (2014). Retrieved on April 4, 2014, from <http://www.fau.edu/provost/files/2012-2017-Strategic-Plan-Approved-by-FAU-BOT.pdf>.
- FGCU Vision, Mission, and Guiding Principles. (2014). Retrieved on April 4, 2014, from <http://www.fgcu.edu/info/mission.asp>.

- FIU Vision and Mission. (2014). Retrieved on April 4, 2014, from <http://www.fiu.edu/about-us/vision-mission/index.html>.
- Ghosh, K., Chawla, S., & Mallott, K. (2012). Use of social media by U.S. colleges: Potential and pitfalls. *Journal of Higher Education Theory and Practice, 12*(2), 105-118.
- Gregg, E. A., Pierce, D., Lee, J. W., Himstedt, L., & Felver, N. (2013). Giving UE a new (F)Ace. *Journal of issues in Intercollegiate Athletics, 6*, 155-173.
- Greenwood, G. (2012). Examining the presence of social media on university web sites. *Journal of College Admissions, 216*, 24-28.
- Goffman, E. (1974). *Frame analysis: An essay on the organization of experience*. New York: Harper & Row.
- Hallahan, K. (1999). Seven models of framing: Implications for public relations. *Journal of Public Relations Research, 11*(3), 205-242.
- Hansen, K., Nowlan, G., & Winter, Ch. (2012). Pinterest as a tool: Applications in academic libraries and higher education. *The Canadian Journal of Library and Information Practice and Research, 7*(2).
- Harris, A. L., & Rea, A. (2009). Web 2.0 and virtual world technologies: A growing impact on IS education. *Journal of Information Systems Education, 20*(2), 137-144.
- Haytko, D. L., & Parker, R. S. (2012). Social networking tools in a university setting: a students perspective. *Journal of Instructional Pedagogies, 9*, 1-9.
- Hazari, S., North, A., & Moreland, D. (2009). Investigating pedagogical value of wiki technology. *Journal of Information Systems Education, 20*(2), 187-198.

- Hrastinski, S., & Aghaee, N. M. (2012). How are campus students using social media to support their studies? An explorative interview study. *Education and Information Technologies, 17*(4), 451-464. doi: 10.1007/s10639-011-9169-5
- Jacobson, T. B. (2011). Facebook as a library tool: Perceived vs. actual use. *College & Research Libraries, 72*(1), 79-90.
- Johnson, J., & Maddox, J. (2012). Use of social media in graduate education: An exploratory review for breaking new ground. *Journal of Higher Education Theory and Practice, 12*(3), 87-93.
- Joinson, A. N. (2008). 'Looking at', 'looking up', or 'keeping up with' people? Motives and use of Facebook. *CHI '08 Proceedings of the SIGCHI Conference on Human Factors in Computing Systems* (pp. 1027-1036). New York: ACM Press
- Junco, R. (2012a). Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. *Computers in Human Behavior, 28*(1), 187-198. Doi:10.1016/j.chb.2011.08.026
- Junco, R. (2012b). The relationship between frequency of Facebook use, participation in Facebook activities, and student engagement. *Computers & Education, 58*, 162-171. doi: 10.1016/j.compedu.2011.08.004
- Junco, R., Heiberger, G., & Loken, E. (2010). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning, 27*(2), 119-132. doi: 10.1111/j.1365-2729.2010.00387.x
- Karasavvidis, I. (2010). Wiki uses in higher education: Exploring barriers to successful implementation. *Interactive Learning Environments, 18*(3), 219-231. doi: 10.1080/10494820.2010.5005514

- Kassens-Noor, E. (2012). Twitter as a teaching practice to enhance active and informal learning in higher education: The case of sustainable tweets. *Active Learning in Higher Education, 13*(1), 9-21. doi: 10.1177/1469787411429190
- Knobel, M., & Lankshear, C. (2009). Wikis, digital literacies, and professional growth. *Journal of Adolescent & Adult Literacy, 52*(7), 631-634. doi: 10.1598/JAAL.52.7.8
- Kolek, E. A., Saunders, D. (2008). Online disclosure: An empirical examination of undergraduate Facebook profiles. *NASPA Journal, 45*(1), 1-25.
- Lam, L. (2012). An innovative research on the usage of Facebook in the higher education context of Hong Kong. *Electronic Journal of e-Learning, 10*(4), 337-386.
- Lampe, C., Ellison, N., & Steinfield, C. (2006). A Face(book) in the crowd: Social searching vs. social browsing. *Proceedings of the 2006 20th Anniversary Conference on Computer Supported Cooperative Work* (pp. 167-170). New York: ACM Press.
- Lawson, T. J., Kleinholz, S. A., & Bodle, J. H. (2011). Using Facebook to connect to alumni, current students, and faculty: A how to guide. *Teaching of Psychology, 38*(4), 265-268. doi: 10.1177/11986283114221327
- Lee, E. B. (2012). Young, black, and connected: Facebook usage among African American college students. *Journal of Black Studies, 43*(3), 336-354. doi: 10.1177/0021934711425044

- Lewis, K., Kaufman, J., & Christakis, N. (2008). The taste for privacy: An analysis of college student privacy settings in an online social network. *Journal of Computer-Mediated Communication, 14*, 79-100.
- Li, L., & Pitts, J. P. (2009). Does it really matter? Using virtual office hours to enhance student-faculty interaction. *Journal of Information Systems Education, 20*(2), 175-185.
- Lin, M. F. G., Hoffman, E. S., & Borengasser, C. (2013). Is social media too social for class? A case study of Twitter use. *Tech Trends, 57*(2), 39-45.
doi: 10.1007/s11528-013-0644-2
- Madge, C., Meek, J., Wellens, J., & Hooley, T. (2009). Facebook, social integration and informal learning at university: 'It is more for socializing and talking to friends about work than for actually doing work'. *Learning, Media, and Technology, 34*(2), 141-155. doi: 10.1080/17439880902923606
- Manago, A. M., Taylor, T., & Greenfield, P. M. (2012). Me and my 400 friends: The anatomy of college students' Facebook networks, their communication patterns, and well-being. *Developmental Psychology, 48*(2), 369-380.
doi: 10.1037/a0026338
- Manlow, V., Friedman, H., & Friedman, L. (2010). Inventing the future: Using social media to transform a university from a teaching organization to a learning organization. *Journal of Interactive Learning Research, 21*(1), 47-64.
- Marshall, C., & Rossman, G. B. (2011). *Designing qualitative research* (5th ed.). Thousand Oaks, CA: Sage.

Mazer, J. P., Murphy, R. E., & Simonds, C. J. (2007). I'll see you on "Facebook": The effects of computer-mediated teacher self-disclosure on student motivation, affective learning, and classroom climate. *Communication Education, 56*(1), 1-17. doi: 10.1080/03634520601009710

Miller, S. E., & Jensen, L. A. (2007). Connecting and communicating with students of Facebook. *Computers in Libraries, 27*(8), 18-22.

Moskaliuk, J., Kimmerle, J., Cress, U. (2009). Wiki-supported learning and knowledge building: Effects of incongruity between knowledge and information. *Journal of Computer Assisted Learning, 25*(6), 549-561. doi: 10.1111/j.1365-2729.2009.00331.x

New College of Florida Core Values. (2014). Retrieved April 4, 2014, from <http://www.ncf.edu/mission>.

Parmelee, J. H. & Bichard S. L. (2012). *Politics and the Twitter revolution: How tweets influence the relationships between political leaders and the public*. Plymouth, UK: Lexington Books.

Parmelee, J. H., Perkins, S. C., & Sayre, J. J. (2007). "What about people our age?": Applying qualitative and quantitative methods to uncover how political ads alienate college students. *Journal of Mixed Methods Research, 1*(2), 183-199. doi: 10.1177/1558689806298150

Parmelee, J. H., & Perkins, S. (2012). Discourse: Mixed methods. In Carol A. Chapelle (Ed.), *Encyclopedia of Applied Linguistics*. Hoboken, NJ: Wiley-Blackwell.
Article at

<http://onlinelibrary.wiley.com/doi/10.1002/9781405198431.wbeal0333/full>

Peluchette, J., & Karl, K. (2010). Examining students' intended image on Facebook:

“What were they thinking?!” *Journal of Education for Business*, *85*, 30-37.

doi: 10.1080/08832320903217606

Pempek, T. A., Yermolayeva, Y. A., Calvert, S. L. (2008). College students' social networking experiences on Facebook. *Journal of Applied Developmental Psychology*, *30*, 227-238.

doi: 10.1016/j.appdev.2008.12.010

Pinning 101. (2013). Retrieved on June 27, 2013, from

<http://about.pinterest.com/basics/>

Powers, E. L. (2012). Organizational mission statement guidelines revisited.

International Journal of Management & Information Systems, *16*(4), 281-289.

Ras, E., & Rech, J. (2009). Using wikis to support the net generation in improving acquisition in capstone projects. *The Journal of Systems and Software*, *82*,

553-562. doi: 10.1016/j.jss.2008.12.039

Riffe, D., Lacy, S., & Fico, F. G. (1998). *Analyzing media messages: Using quantitative content analysis in research*. Mahwah, NJ: Lance Erlbaum Associates.

Rinaldo, S. B., Tapp, S., & Laverie, D. A. (2011). Learning by tweeting; Using Twitter as a pedagogical tool. *Journal of Marketing Education*, *33*(2), 193-203.

doi: 10.1177/0273475311410852

Rios-Aguilar, C., & Deli-Amen, R. (2012). Beyond getting in and fitting in: An

examination of social networks and professionally relevant social capital

- among Latina/o university students. *Journal of Hispanic Higher Education*, 11(2), 179-176. doi: 10.1177/1538192711535555
- Roblyer, M. D., McDaniel, M., Webb, M., Herman, J., & Witty, J. V. (2010). Findings on Facebook in higher education: A comparison of college faculty and student uses and perceptions of social networking sites. *Internet and Higher Education*, 13(3), 134-140. doi: 10.1016/j.iheduc.2010.03.002
- Rubenstein, P. (2011). How (and why) the growth of social media has created opportunities for qualitative research in organizational development. *The Industrial-Organizational Psychologist*, 49(2), 19-26.
- Scheufele, D. A. (1999). Framing as a theory of media effects. *Journal of Communication*, 49(1), 103-122.
- Scheufele, D. A., & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of Communication*, 57, 9-20. doi: 10.1111/j.1460-2466.2006.00326.x
- Selwyn, N. (2009). Faceworking: Exploring students' education-related use of Facebook. *Learning, Media, and Technology*, 34(2), 157-174. doi: 10.1080/17439880902923622
- Selwyn, N. (2011). Social media in higher education. In Gladman, A., (Ed.). *The Europa world of learning*. London, UK: Routledge.
- Shelton, K. (2009). Using Facebook following tragedies: A lesson for community colleges. *Community & Junior College Libraries*, 15, 195-203. doi: 10.1080/027639109003255464

- Social Media Overview. (2013). Retrieved June 18, 2013, from <http://webcomm.tufts.edu/web-resources-tufts/social-media-overview/>
- Strayhorn, T. L. (2012). Exploring the impact of Facebook and MySpace use of first-year students' sense of belonging and persistence decisions. *Journal of College Student Development, 53*(6), 783-796. doi: 10.1353/csd.2012.0078
- Subrahmanyam, K., Reich, S. M., Waechter, N., Espinoza, G. (2008). Online and offline social networks: Use of social networking sites by emerging adults. *Journal of Applied Developmental Psychology, 29*, 420-433. doi: 10.1016/j.appdev.2008.07.003
- Tankard, J. W. (2001). The empirical approach to the study of media framing. In Stephen D. Reese, Oscar H. Gandy, Jr., & August E. Grant (Eds). *Framing public life: Perspectives on media and our understanding of the social world* (pp. 95-105). Mahwah, NJ: Lawrence Erlbaum Associates.
- Tapscott, D. (2009). *Grown up digital*. New York, NY: McGraw Hill
- The Brief History of Social Media. (2013). Retrieved June 18, 2013, from <http://www.uncp.edu/home/acurtis/NewMedia/SocialMedia/SocialMediaHistory.html>
- Tuten, T., & Marks, M. (2012). The adoption of social media as educational technology among marketing educators. *Marketing Education Review, 22*(3), 201-214. doi: 10.2753/MER1052-8008220301
- UCF Mission Statement. (2014). Retrieved on April 4, 2014, from <http://www.ucf.edu/mission-statement/>.

- UF Office of the University Registrar. (2014). Retrieved on April 4, 2014, from <http://www.registrar.ufl.edu/catalog1011/administration/mission.html>.
- UNF President's Office Mission and Vision. (2014). Retrieved on April 4, 2014, from http://www.unf.edu/president/mission_vision.aspx.
- USF Strategic Plan 2013-2018. (2014). Retrieved on April 4, 2014, from <http://www.ods.usf.edu/Plans/Strategic/vision-mission.htm>.
- UWF Mission Vision Values. (2014). Retrieved on April 4, 2014, from <http://uwf.edu/about/at-a-glance/missionvisionvalues/>.
- Valenzuela, S., Park, N., Kee, K. F. (2009). Is there social capital in a social network site?: Facebook use and college students' life satisfaction, trust, and participation. *Journal of Computer-Mediated Communication, 14*, 875-901.
doi: 10.1111/j.1083-6101.2009.01474.x
- Wankel, C. (2009). Management education using social media. *Organizational Management Journal, 6*, 251-262.
- West, A., Lewis, J., & Currie, P. (2008). Students' Facebook 'friends': public and private spheres. *Journal of Youth Studies, 12*(6), 615-627.
doi: 10.1080/13676260902960752