

QEP Brand Guide and Personas

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INNO 3990 - Marketing Plan Development for an Institutional QEP

Dr. Abby Baker and Professor Zach Flathmann

Experiential Learning

Clemson University

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Level 4 Clemson Brand

- ▶ All level 4 mark designs must:
 - Include Clemson Orange and one of the following:
 - The CLEMSON wordmark (Level 1-A)
 - TIGER PAW (Level 1-C)
 - The word CLEMSON or CLEMSON UNIVERSITY in a brand font (A registration “®” must be used in superscript after the “N” in CLEMSON®) Include Clemson Orange and one of the following:
 - Use only brand fonts (excluding script fonts)
 - Use only brand colors and follow the guidelines for brand palette use

Color Palette

- ▶ Primary:
 - Clemson Orange (WEB #F56600)
 - Goal Line (WEB #FFFFFF)
- ▶ Secondary:
 - Diploma (WEB #2E1A47)

Diploma

Clemson Orange

Goal Line

Typography

- ▶ Header: Tiempos

ABCDEFGHIJKLM
NOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789

- ▶ Body: Trade Gothic Next LT

ABCDEFGHIJKLM
NOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789

Potential Brand Voice

- ▶ Functional
 - Clear and informative about what the QEP's goal is
- ▶ Positive
 - Inspire students to participate



JOHN PARKER

Senior, Psychology

"Participating in Creative Inquiries has provided me the opportunity to connect with peers and faculty who share my interest in research, and get a hands on experience in ongoing experiments. CI's have also given me the chance to thoroughly learn about the process of empirical research."

BIOGRAPHY

John is a senior Psychology major from Sparta, New Jersey. He comes from an upperclass family, and his parents are supporting him through college so that he can focus on coursework.

He has done multiple Creative Inquiries through Clemson, and found them valuable to gain research skills. He has used experiential learning to network and create professional connections that he would not otherwise have. John knows that the work he is doing will give him an edge over other graduate school applicants as he pursues his Masters Degree post-graduation.

Awareness of Opportunities



Willingness to Participate



BARRIERS TO PARTICIPATION

- Wants to focus on other things now that he has already completed multiple Creative Inquiries
- Believes that other options are more beneficial now when it comes to building a resume and securing a job

AREAS FOR IMPROVEMENT

- Give him a platform to share his experiences with the creative inquiries
- Get him to recommend experiential learning to his friends and classmates
- Keep him engaged in experiential learning through promotion of opportunities other than Creative Inquiries

AVA WILLIAMS

Sophomore, Business Management

"I've never heard about experiential learning before, and I didn't really consider it an option for me."



BIOGRAPHY

Ava is a sophomore Business Management major from McCormick, South Carolina. Ava is attending Clemson on the Palmetto scholarship and a pell grant. Ava is a first gen college student, who was raised by a single mom whose annual income averages \$50,000 a year.

Ava is unaware of most of the experiential learning opportunities offered by Clemson.

She has heard some classmates talk about their involvement with experiential learning, but she doesn't have any close friends who have participated in experiential learning. Ava feels overwhelmed and intimidated by the idea of joining an experiential learning program.

Awareness of Opportunities



Willingness to Participate



BARRIERS TO PARTICIPATION

- Feels a lack of belonging within the community
- Unaware of experiential learning opportunities because of a lack of communication between her peers and the university

AREAS FOR IMPROVEMENT

- Create awareness of all of the experiential learning options offered by Clemson
- Encourage diversity in the experiential learning programs by talking to groups like the Clemson Black Student Union and Latinos Unidos Clemson University
- Create a safe and welcoming environment for all students in experiential learning

JOSEPH SMITH

Junior, Civil Engineering

"The Clemson engineering program already sets me up for success after college and I don't see how participating in experiential learning would enhance my experience."



BIOGRAPHY

Joseph is a junior Civil Engineering major from Augusta, Georgia. He is middle-class, and he is being supported through college by his parents.

He has a few friends that have done engineering co-ops through Clemson, and while his friends enjoyed them, he doesn't see the value for himself. He doesn't want to take a 5th year to graduate college, and feels like the engineering program has given him enough experience to be successful post-graduation.

Joseph is unaware that there are experiential learning opportunities other than co-ops offered by Clemson.

Awareness of Opportunities



Willingness to Participate



BARRIERS TO PARTICIPATION

- A pause on schooling is required to complete a co-op with most companies
- Feels too busy with social things, classes, extracurriculars, etc.
- Doesn't value experiential learning enough to miss out on other opportunities
- Doesn't see the value to his postgrad life in completing an experiential learning experience

AREAS FOR IMPROVEMENT

- Create awareness that there are flexible ways to do experiential learning such as Leisure Skills classes
- Explain how an experiential learning program can set him apart in the job market, allows him to get hands-on experience, and will not inhibit his "Clemson Experience"
- Emphasize the opportunity experiential learning offers to create new connections and enrich his experience



ELLA JANE JOHNSON

Sophomore, Communications

"I am very involved on campus in organizations like Greek life, undergraduate student government, and I just got the opportunity to be a tour guide. I don't have time to do experiential learning and I definitely don't want to miss out on the social aspect of college."

BIOGRAPHY

Ella Jane is a sophomore Communications major from Columbia, South Carolina. She is paying for college herself, and is on a Clemson Life scholarship.

Ella Jane is very involved on campus. She has a job as a tour guide, and is in Greek Life and student government. Along with classes, this keeps her very busy. She often feels overwhelmed by things to do.

Ella Jane knows that Clemson offers programs like Creative Inquiries and co-ops, but feels she doesn't have the time or resources to commit to another big project.

Awareness of Opportunities



Willingness to Participate



BARRIERS TO PARTICIPATION

- Feels too busy with Greek Life, student government, and work as a tour guide
- Has to work to support herself through college, and is not willing to drop other activities, because doesn't value experiential learning enough to miss out on social and extracurricular opportunities
- Doesn't see how experiential learning can boost her resume when she participates so many other activities

AREAS FOR IMPROVEMENT

- Create awareness that there are experiential learning options with minimal time commitment
- Emphasize the opportunity experiential learning offers to get work experience and create connections