STUDENT PERCEPTIONS ON SOCIAL MEDIA AT BOWLING GREEN STATE UNIVERSITY

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A Thesis

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ABSTRACT

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As enrollment increases, retention rates continue to remain stagnant at universities in the United States. This is true at Bowling Green State University (BGSU). BGSU is developing creative solutions to increase retention. BGSU Marketing and Communication handles a majority of campus communication using HTML emails, Facebook, Twitter and LinkedIn. The purpose of this study is to examine Bowling Green State University’s students’ perception and common use of social media communication and perception of its impact on student retention communication.

The objective was to analyze on-campus undergraduate students perceptions of social media for university communication and to support academic studies. An electronic email was sent to on-campus undergraduate students with a link to an online survey to participate.

This study displays the perceived value of Facebook to current on-campus BGSU students. These students spend large amounts of time on Facebook and use social media to support their academic work and to find out more about BGSU communications. Students spent little time using Twitter and LinkedIn and found little value in BGSU’s Twitter and LinkedIn. This data also displays the importance of HTML emails on campus. This information will influence the amount of resources given to these media at BGSU Marketing and Communication and recommendations made to the BGSU campus. To provide strong retention and other information to students this data is valuable to determining the right use of social media.
I would like to dedicate this thesis to my wonderful family. My parents Mark and Kay and brother Eric have been extremely supportive and have always encouraged me to follow my dreams. This is also dedicated to Cyrus for all his caring support. And to my wonderful friends who have learned more about social media and this process than they ever cared to know without complaint. I love you all.
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CHAPTER I: INTRODUCTION

Context of the Problem

College attendance rates have continued to rise over the past few decades, but retention rates have slowed and remain stagnant. Research has shown that although partial-college experience has increased 31 percent, the completion of a bachelor’s degree has only increased by 4 percent (Turner, 2004). These statistics reveal that students have enrolled in some college courses, but they are not all completing their degrees. Completion of a college degree is important because students who attend college but do not finish acquire some of the debt of college without the qualifications for a better job. Turner (2004) found that lower retention rates also affect society by lowering the supply of skilled workers into the economy. As the country recovers from an economic crisis it is even more difficult to compete for a good job without a college education because many in the unemployment pool have these credentials. Improved college retention rates could improve an individual student’s success, help meet universities’ goals and create a more skilled society.

The mission of Bowling Green State University (BGSU) is to offer educational experiences that provide the foundation for lifelong career growth and to guide students as engaged citizens and leaders in a global community, (“About BGSU,” 2012). To meet BGSU’s goals, it needs to recruit and retain students through to graduation. One administrative approach is to keep students knowledgeable about their classes, campus life and other important information. Providing better communication to students could increase their involvement with campus activities and with resources for tutoring and study assistance, all of which have been proven to increase retention (Bettinger, Baker, 2012). BGSU is trying to find creative solutions to increase retention rates. As colleges become more technologically advanced, with digital
signage, social media and email communication, this technology could be used to help increase retention.

**Purpose of the Study**

The purpose of this study is to examine Bowling Green State University’s students’ perception and common use of social media communication and perception of its impact on retention communication.

**Research Questions**

In order to evaluate social media’s impact on the university communication strategy, it is important to understand students’ attitudes and perceptions of social media (Lewis, Nichols, 2010). Therefore, this study seeks to understand how and if social media efforts by the university could aid in impacting retention. Social media presence on the Bowling Green State University campus is increasing as it becomes more popular with students. Since social media is still a new technology and form of communication, empirical research is limited. Lewis and Nichols’ (2009) study instrument was used to determine if public relations students perceive social media differently from other students. Hrastinski and Aghace (2011) study was used to explore how students perceive using social media to support their studies. Both Lewis and Nichols and Hrastinski and Aghae’s survey instruments have been combined and modified for the purpose of this study.

The following research questions will be addressed:

RQ1: To what extent will student involvement influence responses to attitudes about social media?

RQ2: To what extent will gender affect college students’ attitudes toward social media?
RQ3: To what extent will number of years in school affect students’ attitudes toward social media?
RQ4: To what extent will using social media as a primary news source affect students’ attitudes toward social media?
RQ5: To what extent will on-campus students perceive that they use social media to support their studies?
RQ6: Which are the perceived benefits and limitations of using social media for educational purposes as compared to other means?
RQ7: Which factors are most important relative to students' perceptions about the effective use of social media in communications they receive and collaborative learning?

**Significance of Study**

Universities have embraced digital and social media in their marketing and communication materials because most believe it will immensely impact the landscape of higher education in the next decade (Martin & Samels, 2012). Today, most college students grew up with social media and with the technology revolution. They are digital natives who grew up with video games, social media, cell phones and advanced computers (Prensky, 2001). Technology natives think and process information differently and this affects what students expect at college. Students expect technology in every aspect of their college education, starting from their college search and admissions process and continuing throughout their four years of coursework, extracurricular activities and even social groups.

Bowling Green State University implemented social and digital media for their admissions office to increase recruitment. Glassford performed a study at BGSU to determine if social and digital media made an impact on recruitment at BGSU. The study showed “social and
digital media has the ability to make an impact on recruitment at BGSU. Each social and digital medium is unique and can serve different purposes” (Glassford, 2010, pg 65). BGSU Admissions have fully implemented a social and digital media presence and regularly report strong recruitment numbers (BGSU Institutional Research). Implementing similar media for retention purposes may help bridge communication gaps across campus and increase student success.

Bowling Green State University continues to grow its production of digital media. The Office of Marketing and Communications is responsible for over 75 percent of development and distribution of digital media. BGSU Marketing and Communications has produced and distributed over 600 HTML emails from June 2011 to June 2012. Since January 4, of 2008 when BGSU established a Facebook presence, followers have increased to 23,613 as of August 4, 2012. BGSU started a Twitter account on May 10 of 2009 and has increased followers to 5,225 people. Digital signage on campus has increased from 1 television screen in 2010 to 125 as of October 2012. There is a consistent growth in social and digital media use and production at BGSU’s campus.

Limitations

A limitation of this study is the exclusion of students who have chosen to leave Bowling Green State University. Currently there is not a system in place to reach out and gather information from these students. This study will focus on what information can be gathered from current students about BGSU communication.

Another limitation is digital and social media are ever-changing media and this is only a current view of the data. New software could be created or become popular at any time and change the value of these particular media. This data is a depiction of student perceptions of social media from a specific point in time.
This study will use an online survey, which may be a limiting factor for those who do not have a personal computer. On-campus students will have the ability to use campus computers, all enabled with high speed Internet. Residence hall rooms are also enabled with high speed Internet for those who do have a personal computer.

The state of Ohio’s retention record requirements will also affect this study. Currently, Ohio requires a record of a student entering college and leaving college calculated as a school’s retention rate. The state allows each institution’s board of trustees to manage these records. The record does not indicate if a student went on to another college or direct reasons for leaving school. Since the records do not calculate students as individuals and follow them throughout the educational experience, they are limiting in this study, because the data is defined by an institution, not by individual students (DeWine, Yost, 2012).

**Definition of Terms**

The following terms are being described for the purpose of this study:

**Facebook**: A social network that allows users to create online profiles about themselves and can include their interests, degree of study, photos, and personal updates. Facebook was developed to create a space to share information and create a more open and connected world. (Abell, 2009)

**LinkedIn**: A business-oriented social networking site where users can apply for jobs, follow blogs related to their field and connect with colleagues (Hinson, Dwight, 2010).

**Social Media**: “Media which is transferred via social networking and internet 2.0 sites – is an emerging area of academic interest” (Orndorff, 2011, pg. 24)

**Twitter**: A microblogging site that allows users to post up to 140 characters of information in a social way. Users are able to create private or public accounts where the profile
information is more limited and users create small “tweets” that can link to users or articles. (Abell, 2009)

**YouTube**: A video-sharing social website where users can upload, view and share videos. ([www.pcmag.com](http://www.pcmag.com), 2012)
CHAPTER II: LITERATURE REVIEW

College Retention

A college education continues to be beneficial to students’ futures, providing more employment opportunities. “The value of a college degree in the labor force has increased substantially, rising from a premium over a high school degree of about 40 percent in 1980 to over 65 percent two decades later” (Turner, 2004, pg. 14). Students only receive the benefits of a college education if they succeed to graduation. As college enrollment continues to rise, college retention has not followed suit. In 2010, 52.3 percent of students graduated from a bachelor’s degree program in five years, which is down from 55.1 percent in 1989 (ACT Institutional Data Files, 2011). As retention rates slow, fewer students are getting the benefits of a college degree, and as a society this means there are less skilled workers.

College retention affects more than students who do not graduate, it affects the global society too. “To maintain the nation’s competitive economic edge, our workforce must have education and training beyond high school, and postsecondary institutions must attract and retain a growing number of students” (Lotkowski, Robbins, Noeth, 2004, pg. 1). As a nation it is important to have educated workers because a decrease in educated workers will obstruct long-term increases in productivity and eventually cause an increase of inequality in earnings (Turner, 2004). Within the last decade the U.S. moved from the first place position to twelfth in college completion rates in the developed world (Leonard, 2008). The benefits of college retention go beyond the school and student as it affects the nation and global market.

College retention is based on several factors including academic and non-academic factors. Non-academic factors include social involvement, social support and academic self-confidence (Lotkowski, Robbins, Noeth, 2004). Other non-academic factors include study skills,
motivation and commitment to the university. Students who are involved in athletics or campus organizations usually have a higher retention rate than those students who do not participate (NCAA, 2012). Academic factors include students’ academic preparation and past performance, often measured by ACT or SAT test scores and high school grade point average. Research has shown that the support of the non-academic factors such as social involvement and social support can increase a student’s GPA. Higher GPA also has shown to be linked to a higher retention rate (Lotkowski, Robbins, Noeth, 2004). The combination of academic and non-academic factors contributes to retention rates, and both have equal importance.

The expense of college can have a negative effect on retention. A college degree is expensive and with federal and state funding decreasing over the years the amount of tuition has increased. Fewer students qualify to receive aid such as scholarships or federal grants to help reduce the cost of college. If students lose scholarships or financial aid they may be unable to afford college and have to choose to discontinue their education. In addition, academic scholarships are dependent on students’ academic standing. If their grades are not up to the scholarship standards they will lose funding, and this may cause students to leave college. The expense of college includes the cost of attending the institution itself and foregoing earnings while attending school. Although tuition gets the most attention as an expense, the foregone earnings is the largest share of college cost (Turner, 2004). The average amount of time it takes for students to graduate is growing too; while the average used to be around 4 years it is closer to 6 years now. As the amount of time it takes to complete school grows, so does the cost of an education, which can cause students to leave college or reconsider attendance to begin with (Turner, 2004). The expense of college can also heavily affect students’ decision to discontinue their education.
Social Media

Social media has impacted the way people interact and communicate with each other and will change the landscape of education. “It (social media) will profoundly shape the higher education marketplace in the next decade” (Martin, Samels, 2012). Students embrace social media as a part of life and in turn, colleges must embrace this technology and introduce it into college marketing and communications materials. Marketing efforts used to be segmented into more defined units such as sales promotion, advertising and public relations. With this shift in communication and technology, companies are adjusting their areas of communication to create a more united front (Lewis, 2010). Current students are commonly referred to as millennial students, which means they grew up with computers and with Web 2.0 technologies, including social media. Wankel (2009) explained that students who communicate using computers can have more rich and extensive exchanges rather than face-to-face. Students have embraced these new media. Teens and young adults have grown up using social media and are often assumed to have the most knowledge because they were the first to adapt and utilize the technology.

Lewis and Nichols (2009) define social media as media distributed through social interaction, created using highly accessible and scalable publishing techniques. Social media incorporates the need for social interaction with web-based technology and importantly transforms people from content consumers into content producers (Lewis, Nichols, 2009). Social media users can add friends to their network, upload and share photos, comment on a friend’s wall of personal feed. Research from the University of North Carolina and Michigan State University suggest students use social media to pass time, connect with others, and explore friends’ networks (Stutzman, 2007). Stutzman goes on to say students use social media to extract social information about the world around them. Of the 150 social media applications currently
available, the most popular with college students is Facebook. David Sparks (2009) believes that students aren’t utilizing other social media options that would benefit their college education, such as Cramster, an online study community.

The number one way people spend their time on the Internet is social media; because of this activity marketing and advertising incorporate these media into their strategic communication plans. These media facilitate users to interact, produce and share content, allowing communication directly between consumers and producers. There has been little extensive research into the use of social media for communication and most professionals are practicing trial and error method of effectively utilizing social media to communicate to consumers (Lewis, Nichols, 2009). Although, social media is becoming increasingly popular with users there is still little extensive data to determine how best to communicate using social media.

Social media is not just helpful for the younger millennial students; it can also be used to help older students. “For adults, learning is an interactive phenomenon, not an isolated internal process” (LeNoue, Hall, Eighmy, 2011, pg. 25). Social media can keep older non-traditional students engaged and give them more options in education. Adult students have success with these types of mediums because they continue to learn throughout their lifetime in many informal learning venues (LeNoue, Hall, Eighmy, 2011). Social media is helpful for non-traditional learning and older students because there are many ways to teach students outside of the classroom. It is a way to keep people engaged beyond graduation and actively learning through social media.

Educators have often wondered how students perceive social media and how it can be better used in college. Hrastinski and Adhagee (2011) wrote that research suggests benefits such
as “supporting students to invest time and energy in building relationships around shared interests and knowledge communities, promote critical thinking, offer educators a forum for easy networking and positive networking with students, and radically change the educational system to better motivate students.” Students can use social media for their studies by working on assignments with classmates and connecting to classmates or faculty. Studies have shown that 64 percent of 1000 students who were surveyed use social media to connect to classmates to work on assignments for class at least several times a month (Hrastinski, Adhagee, 2011). Students who readily use and are proficient at social media are more likely to use social media for their studies.

Social media has been used to connect students in online or distance learning settings to help with communication. Student satisfaction has played a significant role in success of online-based distance learning. Social media can help students collaborate and provide more deep thinking with classmates. So and Thomas’ (2007) study, based on online and blended learning, found that there was a connection between social presence and collaborative learning, and students expressed feelings of closeness and high motivation to engage in group projects. Social media has been successful in bringing students together in online and distance learning and helps facilitate group studies. Leonard (2009) wrote that instructors need to embrace these new technologies and reform the classroom to reach these new millennial students and help them succeed.

There are several types of social media listed below:

**Facebook**

Facebook was created in 2004 as a way to stay connected with friends and family and is now the most popular social media website in the world, with close to 1 billion users. This media
is most popular with higher education students. Users can develop their own personal profile page and follow other friends’ or company pages. Universities can develop pages that students can “follow” to keep them more involved in the campus. Users can upload photos or video and even play Facebook games (Abell, 2009). Facebook is continuously updating its media and changing the platform to allow more connection, such as an application to make reading articles a social activity. Facebook’s “trending articles” section allows users to see what their friends are reading; this is the same with books, movies and music. Facebook’s switch to “timeline” was a dramatic switch from relevant current information on users’ profiles to being able to log an entire life on this media. Facebook is the most popular social media because it was the first of its kind and has maintained an edge with constant upgrades to its platform.

Educators and higher education have been trying to capitalize on Facebook because students spend large amounts of time on it. Research has shown students use this application for support and form a “social glue” that helps students settle into college. Although students do use it for social support and to help coordinate their studies, students do not engage in deep or collaborative learning on Facebook (Hrastinski, Adhagee, 2011). Students are using social media to form connections in higher education. Facebook has features such as messages and instant chats that could be used for faculty and students to communicate faster and easier than other forms of communication. Olabanji (2011) surveyed students on Facebook in the classroom and a majority of students responded that Facebook does change their perception of class work. Students said work seemed easier, and they were able to collaborate on difficult material. In the survey students were asked to explain how social media was used in the classroom, and one student had explained how a government class assignment was to online chat with the class during election night as results came in. The student continued to say it was a fun assignment
(Olabanji, 2011). Facebook is a highly popular social media tool that students are already using and when implemented in the higher education, students can have increased success.

**LinkedIn**

LinkedIn is one of the most popular business-oriented social sites, where users can upload resumes, locate open jobs, or connect with other colleagues in their chosen field. LinkedIn is said to have 45 million users (Hinson, Dwight, 2010). According to Hinson and Dwight’s study (2010) social media users indicated communication agencies found LinkedIn to be somewhat important in their communication strategy. Users can upload resumes, write colleagues recommendations, apply for jobs, post jobs, join theme-related groups, and follow businesses. The purpose of LinkedIn is to be a professional social networking site where other sites might be a more social atmosphere.

**Twitter**

Twitter is a micro-blogging site where users can write 160-character ‘tweets’ or updates. Twitter is a feed of quick information where news outlets, people and companies can update people in the simplest fashion. “It presents many possibilities for reframing communication among students and their instructors about curricular and co-curricular topics” (Wankel, 2009). It is one of the most undervalued social media assets to a University. Twitter can be used to update students about campus activities and scores of University athletic games and about interesting research from professors. Although Twitter is not the most popular social media that students actively use, it is increasing in popularity with younger demographics. In 2009 over 59% of Twitter users had some college education (Skelton, 2012). Twitter is an active and fast-paced media that can be used to help communicate with a campus community.
Twitter has been used in education as a tool of communication between students and faculty. Twitter allows students and faculty to communicate in an open manner with “tweets” that can be treated like an online classroom discussion. Some teachers have used it as a question and answer catalog to help students answer each other’s questions. A PBS teacher had used Twitter to optimize students’ writing skills by summarizing a story in 140 characters (Skiba, 2008). Twitter is an easy-to-learn social media with only one purpose, which is much different than most other social media that continue to expand in capabilities. Karen Russell used it in her communications class and required students make 5 posts about anything over a 48-hour period. She was surprised with the depth of materials students had posted, mostly related to Twitter’s use in public relations and advertising (Skiba, 2008). Twitter has become a valuable tool in the classroom.

**YouTube**

YouTube is a video website where users can upload and share videos. Camcorders and video equipment are becoming increasingly less expensive and more popular for the average person. Universities have started to use student videos to help with the admissions process. Video is a useful teaching technique and can be used in the classroom. Wankel described other ideas for YouTube uses at the university level, including students interviewing alumni to find out more about taking classroom work into the work force. YouTube is a popular video tool at most colleges because it’s popular with students and easy to use.

These different social media sites can be used in the classroom to help students be more successful. The University can also use it to reach students on a more active and social level. This can increase student conversation outside of the classroom and assist in getting them involved in campus life.
Summary

College retention is a serious issue for colleges, society and students who do not complete their degree. Lack of college completion leaves society with less skilled workers and leaves students unable to reach high-paying jobs. Colleges are trying to develop creative solutions to keep students through graduation. There are several causes of reduced retention but not one direct solution to this problem.

Social media has become the fastest growing new media and form of communication. Social media puts the user in control of producing media and creating connections. Although there has been some social media research there hasn’t been many extensive studies on student perception of social media. What has been found is social media affects the landscape of education including classroom work, distance learning and communication efforts. Some studies suggest that social media implemented into the classroom is successful and increases collaboration. Social media will continue to play a significant role in communications and in higher education.
CHAPTER III: METHODOLOGY

The methodology for this study will include the research process for implementation of the study, including the statement of the problem, research questions, design of the research, demographics and other characteristics of the population in the study. This chapter will also include the data collection instruments, communication to participants, human subject protection, timeline and budget of the study.

Restatement of the Purpose

The purpose of this study is to examine Bowling Green State University students’ perception and common use of social media communication and perception of impact on retention communication.

Research Questions

In order to evaluate social media impact on the university communication strategy, it is important to understand students’ attitudes and perceptions on social media (Lewis, Nichols, 2010). Therefore, this study seeks to understand how and if social media efforts by the university could aid in impacting retention. Social media presence on the Bowling Green State University campus is increasing as it becomes more popular with students. Since social media is still a new technology and form of communication, empirical research is limited. Lewis and Nichols (2009) study instrument was used to determine if public relations students perceive social media differently than other students. Hrastinski and Aghaee’s (2011) study was used to explore how students perceive using social media to support their studies. Both Lewis and Nichols and Hrastinski and Aghaee’s survey instruments have been combined and modified for the purpose of this study.

The following research questions will be addressed:
RQ1: To what extent will student involvement influence responses to attitudes about social media?
RQ2: To what extent will gender affect college students’ attitudes toward social media?
RQ3: To what extent will number of years in school affect students’ attitudes toward social media?
RQ4: To what extent will using social media as a primary news source affect students’ attitudes toward social media?
RQ5: To what extent will on-campus students perceive that they use social media to support their studies?
RQ6: Which are the perceived benefits and limitations of using social media for educational purposes as compared to other means?
RQ7: Which factors are most important relative to students' perceptions about the effective use of social media in communications they receive and collaborative learning?

Research Design

The goals of this study will be met by a descriptive study, “a descriptive study design is one in which your primary goal is to assess a sample at one specific point in time without trying to make inferences or causal statements” (http://www.nedarc.org/statisticalHelp/projectDesign/descriptiveStudy.html, 2011).

Demographics and Other Characteristics of the Population in Study

The focus of this study is on current on-campus undergraduate students at Bowling Green State University’s main campus. A diverse range of students will be needed to see differences in perception of social media. These students will be familiar with the types of media that are in the study and understand different concepts that will be in the survey. Undergraduate students’ ages
range from 17 to over 50 years at BGSU, although 90.3 percent of students are between 18-24 years of age as of 2010 (BGSU Institutional Research). The Office of Institutional Research also states the ethnicity of these students is 78.4 percent white and 10.6 percent African American. Gender of this population is 53.8 percent women and 46.2 percent men. If students who respond to the survey are proportional to the students who are undergraduate on-campus students they should be around 50 percent men and 50 percent women. The study should represent all different demographic characteristics of BGSU’s undergraduate student population to be an accurate inclusive study.

The survey will be directed to students living on-campus and as of 2010 there were 6,212 students living on-campus and a majority of those students were freshman and sophomore year students. Exact demographic data is not available for students specifically on-campus but is offered for the undergraduate class as a whole. The data for overall undergraduate student factors should proportionately represent students who live on campus except for age and year of study.

**Data Collection Instruments**

This descriptive study will employ an online survey provided in an email to gather information from current students at Bowling Green State University. Student emails will be provided by BGSU’s Marketing and Communications. An electronic survey will be used to gather the data because it will be time sensitive and cost effective. The survey will be used to gather qualitative and quantitative data using multiple choice and extended response questions. Quantitative questions will be used to gather data on how much information they currently gather from these different media. Qualitative questions will be used to gather students’ emotions, perceptions and opinions toward the use of social media to help attain their degree and with strategic communication on campus.
The tool that will be used to gather this data is the SurveyMonkey survey tool. An email will be sent to current students inviting them to participate in the survey, provide them information about the study, and a link to the survey. SurveyMonkey is an intuitive web-based tool that collects the survey data entered from students.

**Communication to Participants**

Email communication will be sent out to current students inviting them to participate in the survey. The email will include an explanation of the study, link to the survey, terms of the study, an estimate of time of completion, and an incentive drawing of a $50 MasterCard gift card for completed surveys.

**Review of Data Collection Instruments**

The Office of Institutional Research will review the survey for structure and wording to discover potential for misunderstandings before distribution. The Senior Director of Marketing at BGSU will also review the survey before it is sent.

**Procedures of Data Analysis**

SurveyMonkey will be used to collect and calculate the results from the survey. The data can then by evaluated through Microsoft Excel and StatCrunch. Extended response answers will be categorized individually through a trend analysis.

**Protection of Human Subjects**

Bowling Green State University’s Human Subjects Review Board will approve the research design and methodology.
### Table 1

**Timeline**

<table>
<thead>
<tr>
<th>Dates (subject to change)</th>
<th>Tasks to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 13, 2012</td>
<td>Proposal</td>
</tr>
<tr>
<td>August 13, 2012</td>
<td>Proposal to Committee</td>
</tr>
<tr>
<td>August 20, 2012</td>
<td>Defend Proposal</td>
</tr>
<tr>
<td>August 24, 2012</td>
<td>Develop Survey Instrument</td>
</tr>
<tr>
<td>September 20, 2012</td>
<td>HSRB Approval of Survey</td>
</tr>
<tr>
<td>September 27, 2012</td>
<td>Email Survey to Sample Students</td>
</tr>
<tr>
<td>October 1, 2012</td>
<td>Resend Email Survey to Unresponded</td>
</tr>
<tr>
<td>October 2, 2012</td>
<td>Resend Email Survey to Unresponded with deadline</td>
</tr>
<tr>
<td>October 3, 2012</td>
<td>Results of Survey</td>
</tr>
<tr>
<td>October 20, 2012</td>
<td>Chapter 4 &amp; 5 completed and Thesis to committee</td>
</tr>
<tr>
<td>October 25, 2012</td>
<td>Defend Thesis</td>
</tr>
<tr>
<td>October 29, 2012</td>
<td>Submit</td>
</tr>
</tbody>
</table>

### Budget

The electronic survey device SurveyMonkey will cost $17 per month and will be purchased for one month. This cost will include customization of the survey, real-time results, and downloadable custom charts and results. One MasterCard gift card of $50 dollars will also be purchased as an incentive to students who complete the survey. Students who have completed the survey will be entered into a random drawing that will determine the winner of the $50 MasterCard gift card.
Summary

A descriptive study will be used to research students’ perception of social media at Bowling Green State University. All main campus current students who live on campus will be surveyed through an electronic email survey using an incentive. Final data will be collected from SurveyMonkey and downloaded into Microsoft office and StatCrunch for analysis. Bowling Green State University’s Human Subject Review Board guidelines will be followed.
CHAPTER IV: FINDINGS AND ANALYSIS OF DATA

The following chapter will focus on the analysis of data and the results of the study. The findings of the perceptions on social media at Bowling Green State University are included.

Background of Measurement

The study included multiple questions that included open-ended and Likert scale questions. The questions were reviewed by the Senior Director of Marketing at the Office of Marketing and Communications and the Human Studies Review Board.

Based on the feedback that was given the questions were modified for a concise survey instrument. The survey instrument questions include demographic, qualitative and quantitative data. Likert scales were based on levels of effectiveness, importance, amount, timeliness and value. Questions were also based on social media tools that are currently popular and available.

Survey Results

Response Rate

The total number of students who were included in the survey was 6,402. These participants were students who are currently living in Bowling Green State University campus housing. Participants were sent an initial email with a link to the survey. Six days later a follow up email was sent to those individuals giving them two more days to complete the survey. The following day the last email was sent, with an end of day deadline included in the subject field of the email. Table 2 below displays the survey response rate.

Of the 6,402 emails that were sent 44 bounced back with invalid email information. Three hundred and forty six individuals responded to the survey and three hundred and seventeen of those individuals completed the survey. The response rate of the individuals who were sent the
email was 4.9%. Table 3 shows the response rate of Undergraduate students who are currently living on campus at Bowling Green State University who responded to the survey.

Table 2

*Survey Response Rate*

<table>
<thead>
<tr>
<th></th>
<th>Participants who received survey email</th>
<th>Completed Surveys</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGSU Students living on campus</td>
<td>6,402</td>
<td>346</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

Table 3

*Respondents’ Response Rate*

<table>
<thead>
<tr>
<th></th>
<th>Responded to survey</th>
<th>Partially Completed Survey</th>
<th>Completed Surveys</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGSU Students living on campus</td>
<td>346</td>
<td>29</td>
<td>317</td>
<td>91.6%</td>
</tr>
</tbody>
</table>

**Social Media Interaction**

The survey questions included Facebook, Twitter, LinkedIn and YouTube as social media categories. There are several uses for social media and the sections are broken down into eight sections. Social Media Interaction category asks questions related to the amount of time participants spend on each media and how often they use it. 344 participants answered the question of how often they used Facebook and one participant skipped the question. Of the participants that answered how much time do you spend a week on Facebook 111 answered over five hours a week. 101 participants answered that they are on Facebook two-three hours a week and 77 answered four-five hours a week. There were 32.3% of participants who spend over five
hours a week on Facebook, 22.3% spend four-five hours, and 29.3% spend two-three hours. Chart 1 shows the amount of time participants spend a week on Facebook.

Chart 1

*Amount of Time Participants Spend a Week on Facebook*

[Bar chart showing time spent on Facebook]

Regarding the amount of time participants spent on Twitter a week 345 responded to the question and one participant skipped this question. Responses included 34.8% of participants use Twitter zero hours a week, 19.4% spend one-two hours a week, 14.5% spend 3-4 hours, 11% spend 4-5, and 20.3% spend over 5 hours a week. Chart 2 shows the amount of time participants spend a week on Twitter.
There were 345 participants that responded to the question of time a week spent on LinkedIn, one participant did not respond. Of the 345 who responded, 91.6% of participants responded that they spend zero hours and 8.1% responded that they spend zero-one hour a week on LinkedIn. Chart 3 shows the amount of time participants spend a week on LinkedIn.
The primary source of news question was answered by 345 participants and skipped by one. Participants were asked to select the media they use as a primary news source and were allowed to select multiple sources. Of the 345 who participated, 252 participants selected social media as their primary source of news, and 183 participants selected online news articles as their primary news source. Television as their main new source was selected by 173 participants, 52 selected the newspaper, and 40 selected radio. Chart 4 displays participants primary source of news.
Chart 4

*Primary Source of News*

BGSU Social Media Interaction

Bowling Green State University social media interaction questions included how often students interact with BGSU-sponsored social media and what tools they use to find about campus life and other topics. Other questions asked how students use BGSU social media pages and most useful aspects of each media.

Regarding the interaction participants had with BGSU-sponsored social and digital media tools 332 responded and 14 participants did not respond. Of the 332 participants who responded, 90.4% of participants responded that they had interacted with BGSU’s Facebook, 46.7%
responded that they had interacted with BGSU’s Twitter, 5.7% of participants have interacted with BGSU’s LinkedIn, and 6.9% of participants responded that they had not interacted with BGSU’s Facebook, Twitter or LinkedIn. See Appendix D for all other responses. Chart 6 below displays which of BGSU’s social and digital media participants have interacted with previously.

Chart 5

*BGSU Social and Digital Media Tool Participants’ Interaction*

Regarding how frequently participants visited BGSU’s Facebook page 334 participants responded and twelve did not respond. Of the 334 participants, 53.6% responded to visiting the BGSU Facebook one-three times a week, 34.7% visit zero times a week, 8.4% of participants
visit four-six times a week, 1.8% visit seven-nine times a week, and 1.5% visit over 10 times a week. Chart 6 below displays participant’s weekly interaction with BGSU’s Facebook account.

Chart 6

*Participants’ BGSU Facebook Weekly Interaction*

![Bar chart showing weekly interaction with BGSU's Facebook account.](image)

Three hundred and thirty-four participants responded to the amount of times they visit BGSU’s Twitter account a week and 12 did not respond. Of the 334 participants, 66.8% responded that they visit BGSU’s Twitter page zero times a week, 26.9% of participants visit one-three times, 4.8% visit four-six times, 0.6% visit seven-nine times, and 0.9% visit over 10 times a week. Chart 7 below displays participants’ weekly interaction with BGSU’s Twitter account.
Regarding the frequency participants visit BGSU’s LinkedIn page a week, 334 participants responded and twelve did not respond. Of the 334 participants, 97.3% of participants responded that they visit BGSU’s Twitter page zero times a week, 2.4% visit the LinkedIn page one-three times a week, and 0.3% visit over 10 times a week. Table 4 below displays participants’ weekly interaction with BGSU’s LinkedIn.
Table 4

Participants’ BGSU LinkedIn Weekly Interaction

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>97.3%</td>
<td>325</td>
</tr>
<tr>
<td>1-3</td>
<td>2.4%</td>
<td>8</td>
</tr>
<tr>
<td>4-6</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>7-9</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>10 or more</td>
<td>0.3%</td>
<td>1</td>
</tr>
</tbody>
</table>

answered question n=334
skipped question 12

There are several outlets for information about BGSU campus life. Regarding which tools participants use to find campus life information, 333 responded and 13 did not respond. Of the 333 participants who responded, 83.8% responded they find campus life information on the BGSU website, 62.2% use Facebook, 59.5% use HTML emails, 22.5% use Twitter, 6.3% use YouTube, and 0.9% of participants responded that they use none of the above. Participants could chose other and 6.6% selected other as their option; Appendix E shows responses. Chart 8 displays which tools participants use to find our about campus life.
There are several online and digital media to find out about BGSU’s university schedule and 331 participants responded with what tools they use to find out about the University calendar and 15 did not. Of the 331 participants who responded 86.4% of participants responded that they use the BGSU website to find out the University schedule, 57.1% use the BGSU Calendar, 40.5% use HTML emails, 35.3% use Facebook, 10% use Twitter, and 1.2% responded none of the above. Participants could write in other forms of media they use to find out about the schedule and 1.2% of participants selected that option; Appendix F shows responses. Chart 9 below displays media participants use to find out information on the University schedule.
There are several social and digital media to learn more about campus news; 332 participants responded to what media they use to find out about campus news and 14 did not respond. Of the 332 participants who responded 64.5% selected the BGSU website as the tool they use to find campus news, 63.6% selected Campus Update the daily email sent out by BGSU Marketing and Communication, 41.9% of participants use Facebook, 37% use the BG News the student campus newspaper, 13.9% use Twitter, and 0.6% selected none of the above. The option of other was selected by 0.6% of participants; Appendix G shows responses. Chart 10 displays the participants’ tools for campus news.
There are several reasons to use BGSU’s social media websites; 320 participants responded to this question of what they use these social media for and 26 participants skipped this question. Of the 320 participants who responded 93.4% responded they use social media to keep informed, 31.3% responded to ask questions, and 15.6% responded that they use social media to respond to others posts. Three participants specified other reasons, which are included in the Appendix H. Table 5 displays participants’ responses to their use of BGSU’s social media.
Table 5

Participants’ use of BGSU Social Media

<table>
<thead>
<tr>
<th>What types of activities do you use BGSU social media for? (Choose multiple if applies)</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask questions</td>
<td>31.3%</td>
<td>100</td>
</tr>
<tr>
<td>Respond to others posts</td>
<td>15.6%</td>
<td>50</td>
</tr>
<tr>
<td>Just to keep informed</td>
<td>93.4%</td>
<td>299</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

answered question n=320
skipped question 26

BGSU uses social media to communicate several types of information; 328 participants responded to what information they want on these social media and 18 did not respond. Of the 328 participants 94.2% selected campus activity information, 82% selected reminders, 58.8% selected interesting articles/news, and 23.2% selected student success stories. Two participants specified other reasons, which are included in the Appendix I. Table 6 displays participants’ favorite information given on BGSU social media websites.

Table 6

Participants’ preference on Social Media Content

<table>
<thead>
<tr>
<th>What information do you want from the BGSU social media pages? (Choose multiple if applies)</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting articles/News</td>
<td>58.8%</td>
<td>193</td>
</tr>
<tr>
<td>Campus Activities</td>
<td>94.2%</td>
<td>309</td>
</tr>
<tr>
<td>Reminders</td>
<td>82.0%</td>
<td>269</td>
</tr>
<tr>
<td>Student Success</td>
<td>23.2%</td>
<td>76</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

answered question n=328
skipped question 18
There are several features on BGSU’s Facebook and 303 participants responded to what they find useful on BGSU’s Facebook and 43 did not respond. Of the 303 participants 77.6% of participants responded Facebook updates, 62% responded Facebook events, and 41.6% responded wall posts from other students. Facebook photos were found most useful by 28.1% of participants, 26.1% responded BGSU Facebook information, 24.8% responded wall posted from BGSU faculty and staff, 13.5% responded Facebook discussion boards, and 11.6% responded videos. Seven participants specified other reasons, which are included in the Appendix J. Chart 11 below displays what participants find useful about BGSU’s Facebook.

Chart 11

*Participants’ Most Useful BGSU Facebook Features*
There are several communication purposes of BGSU’s Twitter and 188 participants responded to the useful features on BGSU’s Twitter and 158 skipped this question. Of the 188 participants who responded 72.3% selected event updates, 44.7% selected news updates, 22.9% selected other Twitter followers, 15.4% of participants selected BGSU responses and 11.2% BGSU questions. Thirty-six participants specified other reasons and are included in the Appendix K. Table 7 below displays the participant’s response to the most useful features of BGSU’s Twitter.

Table 7

Participants’ most useful features of BGSU’s Twitter

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGSU Event updates</td>
<td>72.3%</td>
<td>136</td>
</tr>
<tr>
<td>BGSU news updates</td>
<td>44.7%</td>
<td>84</td>
</tr>
<tr>
<td>BGSU questions</td>
<td>11.2%</td>
<td>21</td>
</tr>
<tr>
<td>BGSU responses</td>
<td>15.4%</td>
<td>29</td>
</tr>
<tr>
<td>Other BGSU Twitter followers</td>
<td>22.9%</td>
<td>43</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>answered question</td>
<td>n=188</td>
<td></td>
</tr>
<tr>
<td>skipped question</td>
<td>158</td>
<td></td>
</tr>
</tbody>
</table>

There are several communication purposes of the BGSU HTML emails and 310 participants responded to the question of useful features of HTML emails and 36 participants did not respond. Of the 310 participants who responded 80.3% of participants find campus update HTML emails useful, 77.4% of participants selected BGSU events, and 71.6% selected reminders. Four participants specified other reasons and are included in the Appendix L. Table 8 below displays the participants’ response to the most useful BGSU HTML emails.
Table 8

Participants’ most useful features of BGSU’s HTML emails

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGSU Events</td>
<td>77.4%</td>
<td>240</td>
</tr>
<tr>
<td>BGSU Reminders</td>
<td>71.6%</td>
<td>222</td>
</tr>
<tr>
<td>BGSU Campus Update</td>
<td>80.3%</td>
<td>249</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

answered question n=310
skipped question 36

BGSU social media users can pose questions on the BGSU social media pages and 334 participants responded to if they had ever posed a question on a BGSU social media page and 12 participates skipped the question. Of the 334 participants who responded 65% of participants have not posed a question, 34.1% have posed a question, and 0.9% selected no response. Table 9 below displays the participants’ responses to if they had posed a question on a BGSU social media page. If participants responded that they did not pose a question on a BGSU social media page they were asked to skip the next three questions. The participants who did pose a question on a BGSU social media page were then asked if they had received a response from that question. One hundred and sixty-nine participants responded to this question and 177 skipped this question. Of the 169 participants who responded 65.1% of them selected yes that they had received a response, 5.3% of participants responded no that they did not receive a response and 29.6% responded no response. Table 10 below displays the participants’ responses to if they received a response from their question on a BGSU social media page.

The following question was directed towards the participants who had posed a question on a BGSU social media page and had received a response and of those participants169
responded to whether or not the response they received was helpful and 177 skipped the question. Of the 169 participants who responded 60.9% of those responded yes the response they received on BGSU’s social media page was helpful, 5.3% of participants said the response they received was not helpful, and 33.7% said no response. Table 11 below displays the response from participants to whether or not the response they received was helpful. The last question was regarding students who pose questions on BGSU’s social media pages if they use social media often to get their questions answered. One hundred and seventy-eight responded to the question and 168 did not respond. Of the 178 participants who responded 44.4% responded yes, 39.3% responded no, and 16.3% selected no response. Table 12 below displays participants’ responses to seeking information from BGSU’s social media pages.

Table 9

Participants’ response to posing questions on social media

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34.1%</td>
<td>114</td>
</tr>
<tr>
<td>No</td>
<td>65.0%</td>
<td>217</td>
</tr>
<tr>
<td>No response</td>
<td>0.9%</td>
<td>3</td>
</tr>
</tbody>
</table>

answered question  n=334
skipped question   12
Table 10

Participants’ Response to Response Received on BGSU Social Media

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>65.1%</td>
<td>110</td>
</tr>
<tr>
<td>No</td>
<td>5.3%</td>
<td>9</td>
</tr>
<tr>
<td>No response</td>
<td>29.6%</td>
<td>50</td>
</tr>
</tbody>
</table>

answered question | n=169
skipped question  | 177

Table 11

Participants’ Response to Helpfulness of Response

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60.9%</td>
<td>103</td>
</tr>
<tr>
<td>No</td>
<td>5.3%</td>
<td>9</td>
</tr>
<tr>
<td>No response</td>
<td>33.7%</td>
<td>57</td>
</tr>
</tbody>
</table>

answered question | n=169
skipped question  | 177

Table 12

Participants’ Response to Seeking Information using BGSU Social Media

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>44.4%</td>
<td>79</td>
</tr>
<tr>
<td>No</td>
<td>39.3%</td>
<td>70</td>
</tr>
<tr>
<td>No response</td>
<td>16.3%</td>
<td>29</td>
</tr>
</tbody>
</table>

answered question | n=178
skipped question  | 168
Social Media to Support Academic Work

The social media to support academic work section presented questions based on frequency and to what extent are participants using social media to support their academic experience. Participants were asked how frequently they use social media to support their studies a week and 328 participants responded and 18 did not respond. Of the 328 participants 54.3% responded they use social media to support their studies one to three times a week, 28% responded zero times a week, 10.4% responded four to six times a week, 1.8% responded seven to nine times a week, and 5.5% responded ten or more times a week. Chart 12 below displays participants’ frequency of social media to support their studies.
There are multiple ways to use social media to support academic work and 285 participants responded to how they use social media to support their studies and 61 did not respond. Of the 285 participants 70.9% responded they use e-mail to support their studies, 48.8% responded collaborate on projects, 42.5% responded student-teacher communication, 41.4% responded watch videos, 39.6% responded sharing documents, 34.7% responded connecting, and 29.8% responded instant messaging. Table 13 below displays how participants use social media to support academic work.
Participants’ Uses for Social Media to Support Academic Work

<table>
<thead>
<tr>
<th>How do you use social media to support your studies? (Choose multiple if applies)</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate on projects</td>
<td>48.8%</td>
<td>139</td>
</tr>
<tr>
<td>Watch videos</td>
<td>41.4%</td>
<td>118</td>
</tr>
<tr>
<td>Student-teacher communication</td>
<td>42.5%</td>
<td>121</td>
</tr>
<tr>
<td>Connecting</td>
<td>34.7%</td>
<td>99</td>
</tr>
<tr>
<td>Sharing documents</td>
<td>39.6%</td>
<td>113</td>
</tr>
<tr>
<td>Instant Messaging</td>
<td>29.8%</td>
<td>85</td>
</tr>
<tr>
<td>E-mailing</td>
<td>70.9%</td>
<td>202</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

answered question n=285
skipped question 61

Participants where asked if the online learning environment is better or worse than face-to-face learning environment; 328 participants responded and 18 did not respond. Of the 328 participants, 61% responded that an online environment is less beneficial than a face-to-face learning environment, 25.6% responded both are equal, 9.1% responded no opinion, and 4.3% responded an online learning environment is better than face-to-face. Four participants specified other reasons and are included in the Appendix M. Table 14 below displays participant’s responses to whether or not face-to-face learning environments are better or worse than online learning.
Social media can be used to actively exchange ideas; 328 participants responded to how frequently they use social media to exchange ideas with group members and 18 did not respond. Of the 328 participants, 43.3% responded they are neutral, 26.8% responded they agree, 18.9% responded they disagree, 7% responded strongly disagree, and 4% strongly agree. Chart 13 below displays the participants’ responses to whether or not they actively exchange ideas with group members.
Participants were also asked if social media is helpful in supporting their studies; 328 participants responded and 18 did not respond. Of the 328 participants who responded, 47.3% responded as neutral, 29% agreed, 14.3% disagreed, 5.5% strongly disagreed, and 4% strongly agreed. Chart 14 below displays participants’ perceptions if social media is helpful toward their studies.
Rate BGSU’s use of Social Media

The next three sections of the survey were asking participants to rate their experience with BGSU’s social media and specific tools. Participants were asked what BGSU social media could be doing better to address their needs; 292 responded to the question and 54 did not respond. Of the 292 participants, 74.3% responded they would like more updates about campus and student life, 39.7% responded they want shorter posts with links to more information, 24.7% responded that they would like more student communication and 15.4% responded they would...
like longer posts with all information included. Chart 15 below displays what students want for BGSU’s social media.

Chart 15

Participants Needs from BGSU’s Social Media

Participants were asked what would be more beneficial to the University’s social media posts; 300 participants responded and 46 did not respond. Of the 300 participants who responded, 46% responded they would find it beneficial in social media posts to have an abstract of an article and link to read more, 37.7% responded they would find it beneficial to have the title of the article and a link to more information, and 16.3% responded that they would find it beneficial to have the full article on the social media page. Six participants specified other
reasons and are included in Appendix N. Table 15 below displays participants’ responses to most beneficial social media posts.

Table 15

*Participants’ Response to Most Beneficial Social Media Posts*

<table>
<thead>
<tr>
<th>What would you find more beneficial in social media posts?</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of article with link to read more</td>
<td>37.7%</td>
<td>113</td>
</tr>
<tr>
<td>Abstract of article with link to read more</td>
<td>46.0%</td>
<td>138</td>
</tr>
<tr>
<td>Full article</td>
<td>16.3%</td>
<td>49</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

answered question n=300

skipped question 46

Rate BGSU’s use of Facebook

Participants were asked to rate the frequency of posts/updates a week from BGSU’s Facebook; 223 participants responded and 23 did not respond. Of the 223 participants who responded, 43.1% selected BGSU’s frequency of posts/updates was good, 21.1% responded somewhat good, 35.6% responded indifferent, 0.9% responded somewhat bad, and 0.3% responded bad. Chart 16 displays participants’ rating of BGSU’s amount of Facebook posts a week.
Participants were asked to rate the timeliness of BGSU’s Facebook posts about campus events; 323 participants responded and 23 did not respond. Of the 323 participants who responded, 41.2% responded good, 30% responded indifferent, 25.1% responded somewhat good, 3.1% responded somewhat bad, and 0.6% responded bad. Chart 17 below displays the participants’ rating of the timeliness of BGSU’s Facebook posts about campus events.
Participants were asked to rate the value of BGSU’s Facebook posts about academic programs/services; 323 participants responded and 23 did not respond. Of the 323 participants who responded, 34.1% responded good, 33.4% responded indifferent, 28.5% responded somewhat good, and 4% responded somewhat bad. Chart 18 below displays participants’ rating of the value of BGSU’s Facebook posts about academic programs/services.
Participants were asked to rate the value of BGSU’s Facebook posts about other information; 323 participants responded and 23 did not respond. Of the 323 participants who responded, 38.1% responded good, 30.3% responded indifferent, 29.4% responded somewhat good, 1.9% responded somewhat bad, and 0.3% responded bad. Chart 19 below displays the participants rates of the value of BGSU’s Facebook posts about other information.
Participants were asked to rate the value of BGSU’s Facebook photos; 323 participants responded and 23 did not respond. Of the 323 who responded, 40.2% of participants responded indifferent, 31.6% responded good, 24.1% responded somewhat good, 2.5% responded somewhat bad, and 1.5% responded bad. Chart 20 below displays the participants’ rating of the value of BGSU’s Facebook photos.
Participants Rate the Value of BGSU’s Facebook Photos

![Chart showing the value of Facebook photos posted, with 40.2% rating it indifferent, 31.6% rating it good, 24.1% rating it somewhat good, 2.5% rating it somewhat bad, and 1.5% rating it bad.]

Rate BGSU’s use of Twitter

Participants were asked to rate the frequency of posts/updates a week on BGSU Twitter; 319 participants responded and 27 did not respond. Of the 319 participants who responded, 68.7% responded indifferent to the amount of posts/updates BGSU makes to Twitter a week, 17.9% responded good, 11.6% responded somewhat good, 1.3% responded somewhat bad, and 0.6% responded bad. Chart 21 displays participants’ ratings of BGSU’s frequency of Twitter posts a week.
Participants were asked to rate the timeliness of BGSU’s Twitter posts about campus events; 319 responded and 27 did not respond. Of the 319 participants who responded, 67.7% responded indifferent, 20.1% responded good, 9.7% responded somewhat good, 2.2% responded somewhat bad, and 0.3% responded bad. Chart 22 below displays the participants’ ratings of the timeliness of BGSU Twitter posts about campus events.
Participants were asked to rate the value of BGSU’s Twitter posts about academic programs/services; 319 responded and 27 did not respond. Of the 319 participants who responded, 68.4% of participants responded indifferent, 14.7% responded good, 12.5% responded somewhat good, 3.8% responded somewhat bad, and 0.6% responded bad. Chart 23 below displays participants’ ratings of the value of BGSU’s Twitter posts about academic programs/services.
Participants were asked to rate the value of BGSU’s Twitter posts about other information; 319 responded and 27 did not respond. Of the 319 who responded, 65.2% of participants responded indifferent, 16.6% responded somewhat good, 16.3% responded good, 0.9% responded somewhat bad, and 0.9% responded bad. Chart 24 below displays participants’ ratings of the value of BGSU’s Twitter posts about other information.
Participants were asked to rate the value of BGSU’s Twitter photos; 319 participants responded and 27 did not respond. Of the 319 participants who responded, 71.2% of participants responded indifferent, 16% responded good, 9.4% responded somewhat good, 3.1% responded somewhat bad, and 0.3% responded bad. Chart 25 below displays the participants’ ratings of the value of BGSU’s Twitter photos.
Rate BGSU’s use of HTML emails

Participants were asked to rate the amount of HTML emails they receive; 317 participants responded and 29 did not respond. Of the 317 participants who responded, 54.9% responded good to the amount of HTML emails they receive a week, 26.2% responded somewhat good, 11% responded somewhat bad, 6% responded indifferent, and 1.9% responded bad. Chart 26 displays participants’ ratings of BGSU’s amount of HTML emails a week posts.
Participants were asked to rate the timeliness of BGSU’s HTML emails; 317 responded and 29 did not respond. Of the 317 participants who responded, 55.2% responded good, 28.4% responded somewhat good, 10.1% responded indifferent, 4.7% responded somewhat bad, and 1.6% responded bad. Chart 27 below displays the participants’ ratings of the timeliness of BGSU HTML emails.
Participants were asked to rate the value of BGSU’s HTML emails about academic programs/services; 317 participants responded and 29 did not respond. Of the 317 participants who responded 57.7% of participants responded good, 27.8% responded somewhat good, 10.1% responded indifferent, 3.5% responded somewhat bad, and 0.9% responded bad. Chart 28 below displays participants’ ratings of the value of BGSU’s HTML emails about academic programs/services.
Participants were asked to rate the value of BGSU HTML emails about other information; 317 responded and 29 did not respond. Of the 317 who responded, 58.4% of participants responded good, 23.7% responded somewhat good, 13.9% responded indifferent, 3.5% responded somewhat bad, and 0.6% responded bad. Chart 29 below displays participants’ ratings of the value of BGSU’s HTML emails about other information.
Chart 29

*Participants Rate the Value of BGSU’s HTML Emails About Other Information*

Demographics

The survey demographic questions include age, race, gender, academic standing, and amount of campus activity involvement. Participants were asked their gender; 317 participants responded and 29 did not. Of the 317 participants who responded 74.8% of participants were female and 24.9% were male. Chart 30 below represents the gender of the participants.
Participants were asked their age; 317 participations responded and 29 did not respond.

Of the 317 participants that responded, 49.8% selected 18 years old, 28.1% of participants are 19 years old, 12.6% selected 20 years old, 8.8% are 21 years of age or older. Chart 31 displays the age of participants of the survey.
Participants were asked their race; 317 participants responded and 29 did not. Of the 317 participants who responded 83.6% selected White/Caucasian, 8.8% selected African American, 3.2% selected two or more races, 1.9% selected Hispanic, and .6% selected Asian. Chart 32 represents the race of participate of the study.
The academic standing question in the survey represents the academic year that participants are currently in; 317 people responded to the academic standing question and 29 did not. Of the 317 participants who responded, 55.2% selected freshman, 28.4% of participants were sophomores, 11.7% of participants were juniors, and 4.7% were senior-level students. Chart 33 below represents the academic standing of participants.
The last demographic question is related BGSU sponsored campus activities and how many the survey participates are currently involved in. Three hundred and seventeen participants answered the question and twenty-nine did not respond. 53.9% of participants responded they were involved in 1-2 campus activities, 26.5% are involved with 3-4 campus activities, 13.2% are involved with no campus activities, and 6.3% are involved 5 or more campus activities. Chart 34 below represents the campus involvement of participants in the study.
Summary

Presented in this chapter were the results and analysis of the study to identify students’ perceptions on social media at Bowling Green State University. Results were categorized in sections including social media interaction, BGSU social media interaction, rate BGSU’s use of social media, rate BGSU’s Facebook use, rate BGSU’s Twitter use, rate BGSU’s HTML email use and Demographics. These questions included open-ended, qualitative, quantitative, and demographics. See Appendix for additional statements and results.
CHAPTER V: SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

Survey results including demographics, qualitative, quantitative and open-ended results were included in the previous chapter. This chapter will include the summary of the study and present the conclusions and recommendations.

Summary

The purpose of this study is to examine Bowling Green State University’s students’ perception and common use of social media communication and perception of impact on retention communication. Seven research questions will be addressed and summarized.

Research Question 1: To what extent will student involvement influence responses to attitudes about social media?

To identify if students who are actively participating in campus activities affect how they perceive social media, students were asked in the study how many campus activities they are currently involved in. In questions related to Twitter, students who were not involved in campus activities spent more time on Twitter. Participants who do not participate in campus activities were more indifferent in BGSU’s Facebook timeliness, value, and quantity. Although both involved and non-involved participants had the same response to BGSU’s Twitter use and HTML emails.

Students’ who participated in campus activities also used social media toward their academic work but did feel face-to-face communications was more effective than online collaboration, as did students who were not involved. Overall being involved in campus activities does not affect students’ perceptions and attitudes toward social media.

Research Question 2: To what extent will gender affect college students’ attitudes toward social media?
To identify if students’ gender will affect how they perceive social media, students were asked in the study to identify their gender. In questions regarding how much time was spent on different media, women would respond with higher numbers. For instance, the amount of time spent on Facebook for females, the majority responded over 5 hours, and males spent 2-3 hours. Both women and men favored Facebook as their most-used social media, and both genders visit the BGSU Facebook page 1-3 times a week. Both women and men also agreed that they use BGSU social media for campus activity information. Both males and females had similar responses to social media to support studies and their use of Twitter and LinkedIn. A test of significance was not performed.

Men and women disagreed on news-related questions including the media the individual uses as primary news source; a large majority of females chose social media compared to males who used online newspapers. Men and women also disagreed on tools for campus news, where females used the morning Campus Update email, and males used the BGSU website as their primary news source.

General social media questions and questions about BGSU’s social media were mostly consistent across gender except rating BGSU’s use of Facebook. For example, men were more indifferent to BGSU’s Facebook use in terms of quality, timeliness and value as opposed to women who were responded to good in these categories. Their differences were strictly to Facebook as the majority was the same for Twitter and HTML emails.

Men and women have different opinions that affected some aspects of this study and students’ attitudes and perceptions toward social media. Male participants were more likely to use the BGSU website for their BGSU news source compared to females who were more likely to use Campus Update email and social media. Although there were some differences for gender,
the majority of the study has shown that both genders have similar perceptions and attitudes toward social media.

**Research Question 3: To what extent will number of years in school affect students’ attitudes toward social media?**

To identify if students’ academic year would affect how they perceive social media, students were asked to identify their current academic standing. Students who were sophomores or second-year students used Campus Update more than other forms of BGSU communication versus freshman students who mainly used the BGSU website. Freshman-level students also wanted titles of articles versus abstracts of articles with links to read more which sophomores and higher-level students preferred. Overall results indicate that students perceive social media the same regardless of academic standing.

**Research Question 4: To what extent will using social media as a primary news source affect attitudes toward social media?**

To determine if students who actively use social media as their primary news source would affect how they perceive social media, participants were asked what was their primary news source. Participants that use social media as their main new source spent more time on social media than other participants who selected online newspaper and newspaper for their primary news source. Participants who use social media as their main news source versus participants who used other sources had the same responses towards social media usage. They had the same results of social media in the classroom and BGSU’s Facebook use, Twitter use and HTML emails. There was no conclusive indication that using social media as a primary news source affected how students perceive social media.
Research Question 5: To what extent will campus students perceive that they use social media to support their studies?

To distinguish how students perceive using social media to support their studies, multiple questions focused on social media to support academic work. A majority (54.3%) of participants used social media to support their studies 1-3 times a week and 72% of participants used social media to support their studies over 1 time a week. Participants indicated they use all social media features to support their studies including emailing, collaborating on projects, student/teacher collaboration, watching videos, connecting, sharing documents and instant messaging. Only four participants responded other and specified they do not use social media to support their studies. Although participants were actively using social media to support their studies a majority agreed that the collaborative learning environment in an online environment is less effective than a face-to-face environment. Most participants were neutral when the topic of actively exchanging ideas online was asked. Participants were also neutral on whether social media is helpful in supporting their studies.

Overall students do use social media to support their studies weekly. Although when directly asked students, remained neutral on the subject of whether social media is helpful in supporting their studies.

Research Question 6: Which are the perceived benefits and limitations of using social media for educational purposes as compared to other means?

Participants responded that they use social media to support their studies by collaborating on projects, watching videos, student-teacher communication, connecting, sharing documents, instant messaging and emailing. They also responded that they use social media to support their studies 1-3 times a week. When asked directly about collaborative learning environments versus
face-to-face learning a majority of participants prefer face-to-face learning. This information was surprising because of the amount of time students spend on social media and how often they use it to support their academic work.

There could be several reasons why students prefer face-to-face learning over collaborative learning environments including students aren’t accustomed to the phrase collaborative learning environment. In further studies a clear explanation to this form of learning should be included. Also, instructors might not use social media in their academic work and students are not familiar with this type of learning. In future studies more questions about social media in academic work would be helpful to determine more student perceptions on this topic.

Research Question 7: Which factors are most important relative to students' perceptions about the effective use of social media in communications they receive and collaborative learning?

To identify the important factors students perceive about effective uses of social media in communication the survey based most of its questions on the amount of social media the participants use and what specifically they use the media for. Participants were very active on Facebook and not as much on Twitter or LinkedIn, as a result communication distributed on those platforms is not effective. Participants also use BGSU’s Facebook regularly as opposed to BGSU’s Twitter or BGSU LinkedIn, which would result in failed communication on those media. Students do use social media to find out about campus life, the university calendar, and campus news. Participants responded that they use social media to keep informed and not to ask questions or respond to others’ posts. Also, a majority of participants were using BGSU social media pages to read interesting articles and news, review campus activities, and for reminders. Participants found BGSU Facebook and BGSU Twitter updates and events the most useful tools
BGSU’s social media offers. Participants also found BGSU’s HTML emails helpful for campus updates, reminders and events.

**Recommendation**

The data collected from this survey will impact several recommendations for BGSU Marketing and Communications. Students spend more time and value Facebook more than LinkedIn and Twitter, which would change the amount of posts and information that BGSU Marketing and Communications posts on Facebook. Participants were asked about what BGSU could do better to address their needs, and they responded with 74.3% requesting more updates about campus and student life. To meet this need Marketing and Communications could use Facebook events to promote different events on campus. Marketing and Communications has carefully selected events to promote as to not over-saturate students with information on social media. With this data Marketing and Communications can promote more events on Facebook and social media using the event tool and increase posts to notify students about this information. Should BGSU Marketing and Communications invest in a social media campaign for current students, they should primarily use Facebook as the platform for a campaign. Students also perceived BGSU’s use of HTML emails as good across all questions, thus BGSU Marketing and Communication can continue to spend the time to create these emails and invest in better tools to get these emails out to students. Campus Update, a daily email to students listing events and programs on campus, was highly used by this group of participants, which was also surprising. Since the Campus Update email is important to students, resources should be put in place to redesign the email to be mobile friendly and more accessible to students.

Data collected will also assist BGSU campus communications. Retention communication can rely on HTML emails and Facebook posts to reach the student population. Students are also
using social media to support their studies weekly. If instructors were to include these media in their course work, it could benefit the learning experience. Students prefer face-to-face learning, but with students spending large amounts of time on these media, it’s important to harness its value in the classroom.

Future research will be necessary to be responsive to new technology and different demographics. This study focused primarily on undergraduate on-campus students because of the retention issues this demographic has on BGSU’s campus. If BGSU needs to communicate with alumni or other older demographics new research will be needed to communicate effectively to these groups. Also, technology and new media is consistently evolving, and students adapt to these technologies quickly. To reinforce the information gathered from this survey it is important to implement future studies to gain more knowledge about the technology students perceive as successful forms of communication.

**Conclusion**

This study displays the perceived value of Facebook to current on-campus BGSU students. These students spend large amounts of time on this media and use it to support their academic work and to find out more about BGSU communications. This data also shows the importance of HTML emails on campus. This information will influence the amount of resources given to these media at BGSU Marketing and Communication. To provide strong retention and other information to students this data is valuable to determining the right use of social media.
REFERENCES


http://etd.ohiolink.edu/send-pdf.cgi/Abell%20AnneMarie.pdf?osu1250561794


http://www.nber.org/papers/w16881


http://www.bgsu.edu/offices/ir/page16137.html


http://www.bgsu.edu/offices/mc/page105440.html


http://etd.ohiolink.edu/view.cgi?acc_num=bgsu1288225682


http://www.pcmag.com/encyclopedia_term/0,1237,t=YouTube&i=57119,00.asp


Dear Student,

You are invited to be in a research study on the perception of social and digital media including Facebook, Twitter and LinkedIn. I am Beth Voorhees and gathering information as part of my thesis study for my Masters in Education in the College of Technology. I work as the Creative Manager for Web and New Media at BGSU's Marketing and Communication. The purpose of this study is to examine Bowling Green State University's students' perception and common use of social media communication and perception of impact on retention communication. The study will benefit social and digital media use at BGSU as well as future communication students receive.

You will be given the opportunity to be in a drawing for a $50 MasterCard at the end of the survey. The winner will be drawn randomly during the Fall 2012 semester and the winner will be contacted through his or her email address. The odds of winning the $50 MasterCard are .00015 percent.

Please consider participating in this short, 10-15 minute survey.
• You must be 18 years or older to participate
• Your responses will be kept confidential and in my possession until destruction after study is complete.
• Risks of participation are no greater than that experienced in daily life
• Your participation in the study is voluntary
• You may refuse to participate in the survey or withdraw and discontinue participation without penalty or without affecting your relationship with the University.

Please remember to clear your browser's cache and page history after you submit the survey in order to protect your privacy. The survey will remain anonymous and survey responses will only
Electronic Survey – Page 1 continued

be assessed by my Terry Herman, Fred Connor, Larry Hatch and myself.

If you have any questions or concerns about your participation you may contact Beth Voorhees at vbeth@bgsu.edu or 419-563-4681 or my project advisor Dr. Terry Herman, at herman@bgsu.edu. If you have any questions regarding risks as a research participant you may contact the Human Subjects Review Board at BGSU 419-372-7716 or hscr@bgsu.edu.

Thank you for your consideration in participating in this study.
Sincerely,
Beth Voorhees
vbeth@bgsu.edu
419-372-2376

Please click next to proceed with survey or exit browser to discontinue. By continuation and completion of the survey you are verifying you are 18 years of age or older and indicating your consent to participate in the survey.
1. How much time do you spend a week on Facebook?
   - 0
   - 0-1 hours
   - 2-3 hours
   - 4-5 hours
   - over 5 hours

2. How much time do you spend a week on Twitter?
   - 0
   - 0-1 hours
   - 2-3 hours
   - 3-4 hours
   - over 5 hours

3. How much time do you spend a week on LinkedIn?
   - 0
   - 0-1 hours
   - 2-3 hours
   - 3-4 hours
   - over 5 hours

4. What media do you use as a primary news source? (Choose multiple if applies.)
   - Television
   - Newspaper
   - Online Newspaper
   - Social Media
   - Radio
5. What BGSU sponsored social and digital media tools have you interacted with before?
(Choose multiple if applies.)
- Facebook
- Twitter
- LinkedIn
- None of the above
- Other please specify

Other (please specify)

6. How many times a week do you visit the BGSU Facebook?
- 0
- 1-3
- 4-6
- 7-9
- 10 or more

7. How many times a week do you visit the BGSU Twitter?
- 0
- 1-3
- 4-6
- 7-9
- 10 or more

8. How many times a week do you visit the BGSU LinkedIn?
- 0
- 1-3
- 4-6
- 7-9
- 10 or more
9. To find out about campus life what tools do you use? (Choose multiple if applies.)
   - The BGSU Website
   - Facebook
   - Twitter
   - YouTube
   - HTML Emails
   - None of the above
   - Other please specify
   Other (please specify)  

10. To find out the University schedule what tools do you use? (Choose multiple if applies.)
    - The BGSU Website
    - BGSU Calendar
    - Facebook
    - Twitter
    - HTML Emails
    - None of the above
    Other (please specify)  

11. What tools do you use most to find out about Campus News? (Choose multiple if applies.)
    - The BGSU Website
    - BG News
    - Facebook
    - Twitter
    - Campus Update
    - None of the above
    Other (please specify)  

12. What types of activities do you use BGSU social media for? (Choose multiple if applies.)
    - Ask questions
    - Respond to others posts
    - Just to keep informed
    Other (please specify)
13. What information do you want from the BGSU social media pages? (Choose multiple if applies.)

- Interesting articles/News
- Campus Activities
- Reminders
- Student Success
- Other (please specify)

14. What did you find most useful on BGSU's Facebook? (Choose multiple if applies.)

- BGSU Facebook updates
- BGSU Facebook wall posts from other students
- BGSU Facebook wall posts from BGSU faculty or staff
- BGSU Facebook Discussion boards
- BGSU Facebook videos
- BGSU Facebook photos
- BGSU Facebook Events
- BGSU Facebook Info
- Other (please specify)

15. What did you find most useful on BGSU's Twitter? (Choose multiple if applies.)

- BGSU Event updates
- BGSU news updates
- BGSU questions
- BGSU responses
- Other BGSU Twitter followers
- Other (please specify)

16. What did you find most useful on BGSU's HTML emails? (Choose multiple if applies.)

- BGSU Events
- BGSU Reminders
- BGSU Campus Update
- Other (please specify)
17. Have you ever posed a question on a BGSU social media page? If no go to question 21.
   - Yes
   - No
   - No response

18. When you posed the question did you get a response?
   - Yes
   - No
   - No response

19. Was the response you received helpful?
   - Yes
   - No
   - No response

20. Do you use social media often to get questions answered about BGSU?
   - Yes
   - No
   - No response
21. How frequently do you use social media (Facebook, Twitter, etc.) to support your studies in a typical week?
- 0
- 1-3
- 4-6
- 7-9
- 10 or more

22. How do you use social media to support your studies? (Choose multiple if applies)
- Collaborate on projects
- Watch videos
- Student-teacher communication
- Connecting
- Sharing documents
- Instant Messaging
- E-mailing
- Other (please specify)

23. Collaborative learning experience in an online environment is ______ a face-to-face learning environment.
- Better than
- Equal to
- Less than
- No opinion

24. I actively exchange my ideas with group members online.
- Strong disagree
- Disagree
- Neutral
- Agree
- Strongly agree
25. Social media is helpful in supporting my studies.

- Strong disagree
- Disagree
- Neutral
- Agree
- Strongly agree
26. What could the University do better on social media to address your needs? (Choose multiple if applies)
- More updates about campus and student life
- Shorter posts with links to more information
- Longer posts with all information included
- More student to student communication
Other (please specify)

27. What would you find more beneficial in social media posts?
- Title of article with link to read more
- Abstract of article with link to read more
- Full article
Other (please specify)
28. The amount of Facebook updates/posts each week
   - Good
   - Somewhat good
   - Indifferent
   - Somewhat bad
   - Bad

29. The timeliness of Facebook posts about campus events
   - Good
   - Somewhat good
   - Indifferent
   - Somewhat bad
   - Bad

30. The value of Facebook posts about academic programs/services
   - Good
   - Somewhat good
   - Indifferent
   - Somewhat bad
   - Bad

31. The value of Facebook posts about other information
   - Good
   - Somewhat good
   - Indifferent
   - Somewhat bad
   - Bad
32. The value of Facebook photos posted

- Good
- Somewhat good
- Indifferent
- Somewhat bad
- Bad
33. The amount of Twitter updates/posts each week
   - Good
   - Somewhat good
   - Indifferent
   - Somewhat bad
   - Bad

34. The timeliness of Twitter posts about campus events
   - Good
   - Somewhat good
   - Indifferent
   - Somewhat bad
   - Bad

35. The value of Twitter posts about academic programs/services
   - Good
   - Somewhat good
   - Indifferent
   - Somewhat bad
   - Bad

36. The value of Twitter posts about other information
   - Good
   - Somewhat good
   - Indifferent
   - Somewhat bad
   - Bad
37. The value of Twitter photos posted

- Good
- Somewhat good
- Indifferent
- Somewhat bad
- Bad

Prev  Next
RATE BGSU'S HTML EMAIL USE

38. The amount of emails you receive each week
   - Good
   - Somewhat good
   - Indifferent
   - Somewhat bad
   - Bad

39. The timeliness of emails
   - Good
   - Somewhat good
   - Indifferent
   - Somewhat bad
   - Bad

40. The value of emails about academic programs/services
   - Good
   - Somewhat good
   - Indifferent
   - Somewhat bad
   - Bad

41. The value of emails about other information
   - Good
   - Somewhat good
   - Indifferent
   - Somewhat bad
   - Bad
Demographics

**42. Gender**
- Female
- Male
- No Answer

**43. Age**
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25 or older

**44. Race**
- Hispanic
- White/Caucasian
- Black/African American
- American Indian or Alaskan Native
- Native Hawaiian or Pacific Islander
- Asian
- Two or more races
- No Answer

**45. Academic Standing**
- Freshman
- Sophomore
- Junior
- Senior
46. How many University sponsored campus activities are you currently involved in?

- 0
- 1-2
- 3-4
- 5 or more
Thank you

Your email has been sent. I appreciate your participation.
Dear Student,

You are invited to be in a research study on the perception of social and digital media including Facebook, Twitter and LinkedIn. I am Beth Voorhees and gathering information as part of my thesis study for my Masters in Education in the College of Technology. I work as the Creative Manager for Web and New Media at BGSU’s Marketing and Communication. The purpose of this study is to examine Bowling Green State University’s students’ perception and common use of social media communication and perception of impact on retention communication. The study will benefit social and digital media use at BGSU as well as future communication students receive.

You will be given the opportunity to be in a drawing for a $50 MasterCard at the end of the survey. The winner will be drawn randomly during the Fall 2012 semester and the winner will be contacted through his or her email address. The odds of winning the $50 MasterCard are .00015 percent.

Please consider participating in this short, 10-15 minute survey.

• You must be 18 years or older to participate
• Your responses will be kept confidential and in my possession until destruction after study is complete.
• Risks of participation are no greater than that experienced in daily life
• Your participation in the study is voluntary
• You may refuse to participate in the survey or withdraw and discontinue participation without penalty or without affecting your relationship with the University.

Please remember to clear your browser’s cache and page history after you submit the survey in order to protect your privacy. The survey will remain anonymous and survey responses will only be accessed by me, Terry Herman, Fred Connor, Larry Hatch and myself.

If you have any questions or concerns about your participation you may contact Beth Voorhees at vbeth@bgsu.edu or 419-563-4881 or my project advisor Dr. Terry Herman, at hermant@bgsu.edu. If you have any questions regarding rights as a research participant you may contact the Human Subjects Review Board at BGSU 419-372-7716 or hsrb@bgsu.edu.

Thank you for your consideration in participating in this study.

Sincerely,

Beth Voorhees
vbeth@bgsu.edu
419-372-2378
APPENDIX C: Human Study Review Board Approval Letter

DATE: September 21, 2012
TO: Beth Voorhees, M.Ed
FROM: Bowling Green State University Human Subjects Review Board
PROJECT TITLE: [373240-2] STUDENT PERCEPTIONS ON SOCIAL MEDIA AT BOWLING GREEN STATE UNIVERSITY
SUBMISSION TYPE: Revision
ACTION: APPROVED
APPROVAL DATE: September 19, 2012
EXPIRATION DATE: September 16, 2013
REVIEW TYPE: Expedited Review
REVIEW CATEGORY: Exempt review category # 2

Thank you for your submission of Revision materials for this project. The Bowling Green State University Human Subjects Review Board has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

Reviewer Comment: You may wish to clarify who Terry Herman, Fred Connor and Larry Hatch are in the consent document. (my thesis committee, Terry Hatch, Fred Connor and Larry Hatch.)

Please add the text equivalent of the HSRB IRBNet approval/expiration date stamp to the "footer" area of the electronic consent document.

The final approved version of the consent document(s) is available as a published Board Document in the Review Details page. You must use the approved version of the consent document when obtaining consent from participants. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receives a copy of the consent document.

Please note that you are responsible to conduct the study as approved by the HSRB. If you seek to make any changes in your project activities or procedures, those modifications must be approved by this committee prior to initiation. Please use the modification request form for this procedure.

You have been approved to enroll 600-1200 participants. If you wish to enroll additional participants you must seek approval from the HSRB.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIES AND UNEXPECTED adverse events must be reported promptly to this office. All NON-COMPLIANCE issues or COMPLAINTS regarding this project must also be reported promptly to this office.

This approval expires on September 16, 2013. You will receive a continuing review notice before your project expires. If you wish to continue your work after the expiration date, your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date.
Good luck with your work. If you have any questions, please contact the Office of Research Compliance at 419-372-7716 or hscr@bgsu.edu. Please include your project title and reference number in all correspondence regarding this project.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Bowling Green State University Human Subjects Review Board’s records.
APPENDIX D: BGSU sponsored social media tools (Other)

<table>
<thead>
<tr>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reddit.com/r/bgsu</td>
</tr>
<tr>
<td>pinterest, stumbleupon</td>
</tr>
<tr>
<td>Instagram</td>
</tr>
<tr>
<td>apps (ie Bgsu maps)</td>
</tr>
<tr>
<td>guidebook</td>
</tr>
<tr>
<td>skype</td>
</tr>
<tr>
<td>Tumblr</td>
</tr>
<tr>
<td>Instagram</td>
</tr>
<tr>
<td>Instagram</td>
</tr>
<tr>
<td>Falcon Mail and MyBGSU Portal</td>
</tr>
<tr>
<td>Email</td>
</tr>
<tr>
<td>BG News</td>
</tr>
<tr>
<td>Instagram</td>
</tr>
<tr>
<td>Myspace</td>
</tr>
</tbody>
</table>
APPENDIX E: Campus Life Tools (Other)

<table>
<thead>
<tr>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word of mouth</td>
</tr>
<tr>
<td>BGSU New App for iPhone</td>
</tr>
<tr>
<td>Flyers</td>
</tr>
<tr>
<td>E-mail</td>
</tr>
<tr>
<td>Updates I get through e-mail.</td>
</tr>
<tr>
<td>On campus</td>
</tr>
<tr>
<td>Newspaper, print advertisements</td>
</tr>
<tr>
<td>The Guidebook App</td>
</tr>
<tr>
<td>Flyers. Residence Halls.</td>
</tr>
<tr>
<td>word of mouth, tumblr.</td>
</tr>
<tr>
<td>Posters</td>
</tr>
<tr>
<td>campus update</td>
</tr>
<tr>
<td>word of mouth</td>
</tr>
<tr>
<td>The BG News</td>
</tr>
<tr>
<td>Posters</td>
</tr>
<tr>
<td>Instagram</td>
</tr>
<tr>
<td>Newspaper</td>
</tr>
<tr>
<td>Word of mouth, flyers, etc.</td>
</tr>
<tr>
<td>Campus Update Emails (I'm not sure if that's a HTML email or not)</td>
</tr>
<tr>
<td>Campus Updates</td>
</tr>
<tr>
<td>dz chapter meetings</td>
</tr>
<tr>
<td>Communicating with friends</td>
</tr>
<tr>
<td>OrgSync</td>
</tr>
<tr>
<td>campus update emails</td>
</tr>
<tr>
<td>Google</td>
</tr>
</tbody>
</table>
### APPENDIX F: University Schedule (Other)

<table>
<thead>
<tr>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>mybgsu</td>
</tr>
<tr>
<td>Posters</td>
</tr>
<tr>
<td>Campus Update and Falcon Mail</td>
</tr>
</tbody>
</table>
### APPENDIX G: Campus News (Other)

<table>
<thead>
<tr>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The BG News App for iPhone</td>
</tr>
<tr>
<td>Advertisements</td>
</tr>
<tr>
<td>Posters</td>
</tr>
<tr>
<td>email</td>
</tr>
<tr>
<td>email</td>
</tr>
<tr>
<td>HTML Emails</td>
</tr>
<tr>
<td>email</td>
</tr>
<tr>
<td>BG24 News</td>
</tr>
<tr>
<td>email</td>
</tr>
</tbody>
</table>
APPENDIX H: Activities for Social Media (Other)

<table>
<thead>
<tr>
<th>Other (please specify)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What's going on around campus.</td>
<td></td>
</tr>
<tr>
<td>I don't</td>
<td></td>
</tr>
<tr>
<td>I don't use BGSU social media</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX I: Information from Social Media (Other)

<table>
<thead>
<tr>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The key points of break (residence hall closing times, changing dining hall times, what other services are limited during this time.</td>
</tr>
<tr>
<td>Details of Organizations</td>
</tr>
</tbody>
</table>

APPENDIX J: Most Useful Facebook Feature (Other)

Other (please specify)

Never use it
Never been
i dont have face bookx
I don't have a facebook
I don't use it.
none
nothing
## APPENDIX K: Most Useful on Twitter (Other)

<table>
<thead>
<tr>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not have a twitter</td>
</tr>
<tr>
<td>Don't use twitter</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>Don't have a twitter</td>
</tr>
<tr>
<td>Nothing, I don't use Twitter.</td>
</tr>
<tr>
<td>Never use it</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>I don't have a Twitter</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>NA</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>don't have a twitter</td>
</tr>
<tr>
<td>None of the above</td>
</tr>
<tr>
<td>Never been</td>
</tr>
<tr>
<td>I don't use or follow BGSU on twitter</td>
</tr>
<tr>
<td>i dont have twitter</td>
</tr>
<tr>
<td>I don't use it.</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>Didn't use twitter</td>
</tr>
<tr>
<td>Don't use twitter</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>I do not have a Twitter</td>
</tr>
<tr>
<td>I don't use Twitter</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>don't have twitter</td>
</tr>
<tr>
<td>I have no clue, I've never even seen the BGSU's twitter</td>
</tr>
<tr>
<td>Don't have a Twitter</td>
</tr>
<tr>
<td>nothing</td>
</tr>
<tr>
<td>Don't use twitter</td>
</tr>
<tr>
<td>I do not follow bgsu on twitter.</td>
</tr>
<tr>
<td>I do not use Twitter</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>dont use twitter</td>
</tr>
<tr>
<td>None</td>
</tr>
</tbody>
</table>
APPENDIX L: Most Helpful BGSU HTML Emails (Other)

<table>
<thead>
<tr>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
</tr>
<tr>
<td>VERY helpful as long as you check your email frequently.</td>
</tr>
<tr>
<td>Not Applicable</td>
</tr>
<tr>
<td>campus update is too long</td>
</tr>
</tbody>
</table>
APPENDIX M: Social Media to Support Studies (Other)

<table>
<thead>
<tr>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>Social media does not support my studies.</td>
</tr>
<tr>
<td>Not are applicable</td>
</tr>
</tbody>
</table>
APPENDIX N: University Social Media Needs

Other (please specify)

- Use Tumblr
- Doing fine.
- less posts
- Fix their website
- E-mail and myBGSU should be easier to navigate and customize
- Details on Organizations/Volunteer Events