

## Introduction

## 1. Facilitator Introduction

- a. Currently a grad student at IUP in SAHE, working for OHRL as the GA for Training and Student Leadership
- b. Before that, worked at WPU, put together social media strategies for over half-a-dozen departments
- c. Thesis – researching the relationship between Facebook use and student involvement, recently finished my lit review (which provided all the sources for today’s program), starting my study next month

## 2. Today, we’ll be talking about

- a. What the literature and some research studies tell us about social media use and student development
- b. Student engagement as it relates to social media use
- c. Diversity and Accessibility issues with social media
- d. Then we'll jump right in to discussing the Fundamental Values of using social media, a Framework for how to create your own specific social media strategy, and a Toolkit, to provide some pragmatic, hands-on tools to help you with very specific ways to start using social media as it fits in with your own specific strategy
- e. Then if we've got time I'm hoping we can have a group discussion about this, implementing such strategies, and how social media impacts our work with students; and I'll share some of the results of my assessments and how you can do the same on your campus

## 3. Research that I’ve conducted so far

- a. National Association of College and University Residence Halls
  - i. Held a focus group at a national conference of residence hall student leaders, with a national representation of social media power-users and complete newbies who wanted more info; Asked 2 main question, How doe student leaders USE social media, and How does social media impact student leaders?
- b. Focus Group of Paraprofessional Staff of Housing at IUP, after summer training with the theme ‘Wanna Connect?’ on how to use social media
- c. Welcome Weekend at IUP
  - i. We put together a social media campaign for IUP’s Welcome Weekend, to increase participation and conduct assessment as to the link between social media & attendance at Welcome Weekend to Social Integration and retention to the 2<sup>nd</sup> semester

Social Media & Student Development (from my lit review)

1. Negatives

a. Depression

- i. The way to think of Facebook Depression is “is happier than me, which makes me sad”
- ii. If posts don't receive enough attention, that results in sadness, and begins to trigger things like narcissism

b. Narcissism

- i. 2 studies on this, the first by Buffardi & Campbell Found that students can easily pick out narcissistic users based on their profiles, which leads to social outcasting
- ii. Saculla and Derryberry found that increased levels of Facebook usage were significantly correlated with higher scores of narcissism

c. Stress

- i. Gemmill and Peterson found that increased access to a larger and more spread out social group increased the amount of demands for favors and social support, which caused stress among students who were already struggling with other things

d. Drinking and Partying

- i. The Higher Education Research Institute, the first people to find a correlation between Facebook and engagement in 2007, also found a significant correlation between level of Facebook use and amount of time spent drinking and partying

e. Distraction

- i. Junco and Cotten found that Facebook acts as a large distraction, particularly from academic responsibilities, and is directly tied to a decreased GPA, moreso than other forms of distraction

2. Positives

a. Democratization of opportunities to participate in developmental activities

- i. Many scholars have discussed the possibilities of using social media to increase exposure to opportunities for involvement on campus

b. Eased Transition

- i. Martinez Aleman & Wartman, and Heiberger and Harper cited a few examples of schools using social media to connect with students before they arrive on campus (like an Orientation Leader), to ease their transition
- ii. Also, Ellison, Steinfield, and Lampe found that the ability to stay connected to their home social support network while away helped ease the transition and decrease stress

c. Access to Diversity

- i. At Boston College, Ericson found that minority students on their campus were among the highest users of social media, and they were successfully using it to increase exposure and involvement in their activities
- ii. Silverman found the same thing on a highly diverse campus

d. Facebook Therapy

- i. Some researchers, Buechel & Berger, and Ferrell, have noted that Facebook can be useful in maintaining psychological equilibrium and serving a homeostatic function for those who are psychologically or emotionally unstable, in that the perception of social support increased their well-being

e. Social Capital

- i. Ellison, Steinfield and Lampe have done extensive research on social capital
- ii. Basically, social media use is linked to an increase in all kinds of social capital, from building deeper social relationships, to maintaining social networks even over vast geographic locations, and even to building social capital with individuals or group with whom individuals are not yet connected.
- iii. They found that this all tied directly into an increase in offline social life

f. Offline Social Life

- i. Many studies have found that social media use is directly connected to increased offline social life
- ii. In Barkhuus & Tashiro's study, participants directly said that they use social media to increase their offline social life
- iii. The results of HERI showed a correlation between social media use and time spent with peers in face-to-face settings
- iv. Silverman, Martinez Aleman & Wartman, and Heiberger & Harper all found the same things

## Student Engagement

Christopher S. Weiss

More information at <http://wp.me/p1yUwY-2q>

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1. HERI

- a. In 2007 analyzed CIRP's Your First College Year, found a significant correlation between amount of time using social media and amount of time spent interacting with peers and participating in clubs and organizations

2. Heiberger & Harper

- a. In 2008, found that those who were among high users of social media were involved in by far more campus activities and were much more greatly satisfied with their institution than those who were among low users

3. Junco, Heiberger, & Loken

- a. In 2010 used Twitter in a classroom setting, compared to a control class, and found that those who used Twitter had a much stronger connection to faculty, developed more social relationships outside of class (initiated through impromptu study groups), and had higher GPAs in the class

4. Junco

- a. The most recent literature, which supports previous literature, says that social media on the whole is related to increases. A very specific study on Facebook found that non-communicative activities decrease engagement, while communicative activities increase engagement. Non-communicative activities = playing games, checking up on friends (aka 'Facebook Stalking'), and posting photos  
Communicative activities = commenting on content, creating or RSVP'ing to events, and viewing pictures

## Diversity & Accessibility

1. Diversity

- a. Traditionally underrepresented students typically constitute more of the "heavy social media user" groups, within the setting of a predominantly majority group population, and those students who are among high users of social media are typically more involved in campus activities
- b. Ericson (2011) hypothesized that this was because students were uncomfortable seeking opportunities for involvement among the campus, but felt comfortable and safe on social media websites, and could explore their opportunities and more easily find what else their friends of similar group membership were involved with

**c. Research is still limited on this, but what do you think?**

2. Accessibility

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- a. When we think of technology in general, we think of all the tools that make information accessible to individuals with disabilities. This is NOT the case with social media.
- b. According to a recent test by Accessibility Web, a company who tests different services for their compliance with web accessibility standards, there is NO social media service that is accessible to all individuals with auditory, visual, motor, or cognitive impairments (think dyslexia or other learning disabilities)
- c. LinkedIn is the best, achieving 4 of the 16 requirements, and Twitter is the worst, achieving None
- d. In addition to the American's with Disabilities Act, The Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability, was amended by Congress in 1998 and then again in 2007, so that all federal and state funded organizations have to make all forms of communication (specifically through information technology or the internet, including social media) equally accessible to individuals with disabilities.
- e. The National Federation of the Blind has been suing any school that switches to Google Apps, because adoption of Google Apps discriminates against the blind because it is not accessible enough to them (think Gmail). So any public institution that switches to Google Apps is at risk for being sued as well.  
(<http://www.nfb.org/NewsBot.asp?MODE=VIEW&ID=771>)
- f. Ways that social media increases access to students?
  - i. HTML-only version of Facebook (<http://m.facebook.com/>)
- g. In an Ideal world, this is the great democratizer of opportunities for students with disabilities
  - i. No need to see the bulletin board
  - ii. Don't need to have social connections with an 'in' crowd or programming board
  - iii. Don't even need to leave your room to know what's going on, don't even need to leave your room to Participate in some cases

## Social Media Strategy

### 1. Fundamental Values

- a. **INTERACT** with your audience
  - i. Implies that you must first gain an audience
  - ii. Bi-directional communication, not a platform to broadcast updates
- b. **SHARE** awesome content
  - i. Means you must be generating awesome content
  - ii. Tease your audience, don't give it to them all at once...

### 2. Framework to create your own strategy

- a. **HUB & SPOKES** approach
  - i. What are your FEEDERS or INPUTS?

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1. Handbills
  2. QR codes
  3. Other traditional PR techniques like Flyers or Postcards
- ii. Leading IN to the HUB
    1. Could be your departmental homepage
    2. Primary social media profile
    3. Blog/website
    4. Funny/Quirky perogatory page to build excitement and engagement (Wordpress website with a funny youtube video and then a forwarding link - <http://iupwelcomeweekend.wordpress.com/>)
  - iii. Which is where you will share your content and interact with your audience, direct them to the rest of your online presence
- b. How to IMPLEMENT the Hub & Spokes approach
- i. Set a goal or purpose for using social media (NOT just 'Because everybody else is doing it' or 'Because that's where our students are' – they also spend lots of time in bars, I don't see you over there with them...)
  - ii. Should be SMART goals (Specific Measurable Attainable Relevant Time-specific)
  - iii. Some typical goals include:
    1. Marketing/Promoting your program or services
    2. Raising awareness of a topic or issue
    3. Answer Questions your students might have (this is where the 'Meet them where they are' approach works..sometimes..)
    4. Advocacy
    5. Drop-box for student input
  - iv. Set a timeline
    1. Not less than 1 month, but not more than 1 year
    2. Primary goal for this timeline is to test it out, not get overwhelmed (or overwhelm your supervisors), and do enough to get results and assess your effectiveness to put together a full proposal for a long-term solution
  - v. Determine how you are directing people to your online presence
  - vi. Determine where you are sending people, so that you can interact with them and share your awesome content
  - vii. Evaluate how effectively you are achieving your goal, generating interaction, and distributing awesome content; Set a new course to achieve your goals better

### 3. How to decide what platforms to use **3 QUESTIONS**

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- a. What is the level of person-power and skill among the personnel you have?
- b. What is popular and being used on your campus?
- c. What social media platforms are designed specifically to meet your needs? (They all have specific purposes and missions, some are broader than others)

### Toolkit

1. In recognizing that every social media strategy for every institution will be different, and in order to save time at my earlier presentations, I put together a complete list of all the resources I've found on every different kind of social media I've encountered being used in higher education. I made it so that I could talk about these big-picture ideas, but then leave people with the specific tools they need after they identify exactly what they're looking for, without needing to spend 10 years doing it during every presentation (but now I've been asked to cover the toolkit, so maybe I failed at that...)
2. I made it by taking everything I've found, finding resources that I would trust based on my research and experience, and getting everything else out of my brain so that anybody can jump right to what they need without me needing to explain everything to everybody
3. Which is important and useful for you to find exactly what tools apply to your situation, and get started working on them. Of course everything will be different and more detailed after you know what you're doing and what works and doesn't work, but hopefully this helps get you out of the gate and moving so you can find what will work best for you.
4. So let's look at it real quick:
5. First I have a section on Facebook, since this is by far the #1 option of college students I spent the most time finding as many resources to help you take advantage of as much as Facebook has to offer, though you certainly don't need to use it if you choose not to
  - a. The resources range from ways to integrate Facebook into your departmental websites, how to get people to 'like' you, how to put together a successful page and assess the impact, and some advanced level uses
6. Then a similarly long section on using Twitter, though a recent report by Noel Levitz says that only 9% of college students use Twitter, and of those only 19% said they would use it to connect with their college or university
  - a. Includes what Twitter is, basics on how to get started, and then how to use some critical functions of it like hashtags and saved searches
7. Then we go into more specific tools
8. I strongly recommend you start using bit.ly for EVERYTHING, their analytics are incredible and they even make QR codes for you
9. Email is not dead (yet), but unfortunately a majority of our students don't actually check their official school accounts so it depends on your community whether or not to use this technique
10. FourSquare is the new hot thing to get into, just officially got up and running this summer, lots of cool opportunities here
11. Text message services are among the top 3 ways students want to find out about student activities and services, but it isn't easy to set up for free, but it IS possible
12. Online contests, by far the best way to build your audience and increase engagement, especially among students who typically are among the most disengaged college students, cuts across all the boundaries of involvement, leadership, and initiative (who doesn't want free stuff?)

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13. QR codes are cool, they're like the new flashy thing to plaster on everything, but the jury is still out on whether or not they actually work in driving student traffic
14. And then some other awesome resources that I've used that didn't really fit into any of those categories

#### Participant Strategies & Discussion

1. What strategies, or sections of the strategies, can you envision working at your specific institution?
2. What are the obstacles to implementing these strategies?
3. What are the benefits?
4. How does this impact our work with students?
5. \*Need to become effective educators in providing information that students need to know about using social media (Privacy, bullying, intimacy, etc – Aboujaoude, 2011; Junco & Chickering, 2010)
  - a. Should we meet them where they are, or pry them away from their computers?
  - b. Depends on how they/we are using social media; we need to reinforce and model the positive behaviors

#### HOW TO STAY UP TO DATE ON MY RESEARCH ABOUT THESE TOPICS

- i. Chris' blog! [Csweiss.wordpress.com](http://Csweiss.wordpress.com)
- i. Chris: [www.about.me/CSWeiss](http://www.about.me/CSWeiss) & @Chris\_S\_Weiss & [CSWeiss.wordpress.com](http://CSWeiss.wordpress.com)

#### IF THERE'S TIME

1. Results of my research and assessment
  - a. NACURH Focus Group
    - i. Results: Students use social media, it increases engagement and opportunities to connect with residents, but it adds stress for student leaders
    - ii. Protocol: Did a roundtable presentation at the national conference, talked briefly about what social media is, what researchers say about how students use it, and its benefits and negative sides.
    - iii. Then I asked the students what they thought, focusing pretty much entirely around the questions of
      1. 'How do you use social media?' and
      2. 'What is the impact of social media on your role as a student leader and as a student'
  - b. CA Focus Group
    - i. Results: They recognize the importance of social media, but are not effective teachers of it, and want more assistance in how to use it effectively and how to teach their peers
    - ii. Protocol: Random sample of 15 CAs who participated in training, 8 responded and attended.
    - iii. Focused questions around:

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1. 'What did you think of how we used social media during training?',  
and
  2. 'How have you used social media now during the semester?'
- c. Welcome Weekend
- i. The jury is still out on the results
  - ii. Procedure: Sent an online survey to a random sample of first-year students, asked if they
  - iii. participated in welcome weekend activities and to what degree,
  - iv. if they knew about our social media promotions and to what degree they interacted with use,
  - v. and a social integration scale by Pascarella and Terenzini. In a few weeks we'll get their retention data and see what we find!
2. How is student affairs using social media
- a. Arcadia Office of Student Engagement – Roughing the storm!
  - b. IUP Welcome Weekend
    - i. Stats:
    - ii. FACEBOOK (from 7/29/2011 - 8/27/2011)
    - iii. Monthly Active Users: 1,407
    - iv. Post (statuses, pictures, videos, etc) Views: 103,156
    - v. Post Feedback (comments, likes, etc.): 1,558
    - vi. RSVP's to Event: 2,012
    - vii. Fans (or Likes) of our page: 612
    - viii. Total Page Views: 8,001
    - ix. Primary Referrer: www.google.com
  - c. Marketing techniques
    - i. Postcard mailing
    - ii. QR codes at Orientation
    - iii. IUP general social media outlets all pointed to us
    - iv. Website
3. How are students using social media
- a. Facebook
  - b. Twitter
  - c. Myspace
  - d. YouTube
  - e. Google Buzz
  - f. FourSquare
  - g. LinkedIn
  - h. Delicious
  - i. Flickr
  - j. Tumblr
  - k. StumbleUpon
  - l. HeyNACURH
  - m. Ping
  - n. Blogger
  - o. Reddit

- p. Myspace
- q. Xenga
- r. LiveJournal
- s. Daily Booth
- t. StudentCenter
- u. Websites
- v. Text message subscription services
- w. Facebook Ads