Journal of the National Collegiate Honors Council --Online Archive

National Collegiate Honors Council

Fall 2018

Social Media for Honors Colleges: Swipe Right or Left?

Corinne R. Green
Purdue University

Social Media for Honors Colleges: Swipe Right or Left?

Corinne R. Green

Purdue University

INTRODUCTION

In the face of new technologies, honors faculty and staff should begin understanding the way their students interact with these technologies to apply them appropriately within the honors experience. Social media is a prominent and controversial technology that requires more research on how honors students and students with gifts and talents embrace or reject the trending innovations. Honors pedagogues express some controversy over whether the presence of online technology enhances or decreases the sense of community within their college (Alger; English; Johnson, "Meeting"; Salas), but this issue is moot if honors professionals do not seek understanding about how honors students use the technology before labeling it as right or wrong for continued incorporation in the college.

To understand how honors students use social media, I compared the self-reported social media habits of honors and non-honors undergraduate

students at Purdue University, a public, land grant institution in the American Midwest, and developed an instrument for examining collegiate social media engagement (CSME), or rather how college students engage with their college online. Once we have greater understanding of the differences, if any exist, between honors students and the average peer population's use of social media for themselves and for interacting with their colleges, honors faculty and staff can benefit from knowing how to use it with their students without detracting from the community they intend to create.

The Honors Technology Tug-of-War

In the honors literature, a disconnect appears between those attempting to embrace technology in their programs and those who wish to continue traditional pedagogies. Some faculty have come to the conclusion that social media and online forums can be a good thing when used constructively (English; Johnson, "Meeting"), others call it a distraction that takes away from the community building of the honors experience (Alger), and some who have tried to fully embrace technology experienced concerns from students who quickly realized the professors were learning along with them instead of being technology-fluent authorities (English). These issues can be balanced to understand the concept as a whole.

Honors educators need to consider the likelihood of incoming classes of students who identify as digital natives. Although being born after 1980 does not guarantee that someone identifies as a digital native, being from a developed country makes one more likely to own technology and use it frequently, therefore having greater scores on digital native measures (Akçayır, Dündar, & Akçayır). Akçayır et al. also found that people can learn to be digital natives through continued experience with technology and that requirements to use technology at the university level advances these competencies over the course of one's college experience. Students' technology preferences as freshmen can inform practitioners on the next steps for smooth application in colleges.

Honors studies have touched on students' social media preferences, but current research on social media and people with gifts and talents focuses on younger populations in middle and high school (Cross; Freeman; Gaerlan-Price; Siegle). Since the populations of honors students and students who participated in K–12 gifted and talented programs overlap, they share similar needs for academic challenges and emotional support, as described by Nicholas Colangelo in this issue of *JNCHC*. Therefore, the social media tendencies

of young students with gifts and talents may be useful in understanding the social media tendencies of their older counterparts in honors.

Social Media and Students with Gifts and Talents

Gaerlan-Price used qualitative phenomenological research to understand how high school girls with gifts and talents in leadership positions use social media. Participants reported having to sustain outstanding role model appearances in public, and some reported altering their online profiles for fear of being judged for certain intellectual or nontraditional interests. This online behavior is similar to what educational researchers see among high-achieving students in mixed classrooms, where students may act less knowledgeable to fit in socially (Colangelo; Davis, Rimm, & Siegle). Similarities of these students' behavior in online and in-person contexts indicate that other habits may also carry over to an online context. For example, Gaerlan-Price noted that a positive outcome of using social media was that it increased the girls' competence in establishing themselves responsibly online and that it also allowed them to connect with their peers in new ways, such as organizing events for the academic societies they lead. Other traits cited by researchers that could transfer to online environments include asynchronous development (Cross) and seeking mentorship for talent development (Freeman). If honors students also carry their collegiate involvement into a social media environment, benefits exist for faculty members who are willing to understand how this takes place. Therefore, discovering how they use social media on a day-to-day basis proves important in relation to the college experience.

Effective Use of Online Social Environments for Honors Colleges

Not all attempts to incorporate new technology into honors environments have been successful. When honors professors have tried to carry academic seminars over into online discussion forums, they have often found it less beneficial than in-person seminar classes (Johnson, "Meeting"), and the answers honors students gave often did not contain the depth of thought they had intended. Studies of students with gifts and talents have yielded similar results. For students to provide answers with the same depth of thought as they would in an in-person class or on paper, online assignments required highly specific instructions (Miller & Olthouse). Therefore, the value of an online setting may be limited for class discussions unless a professor is skilled

in how to support it, but this does not mean that social media lacks all educational value.

Some honors professors see the importance of online spaces such as wikis and blogs to revive course content and drive out the online distractions that other professors sometimes fear (Johnson, "Building"). To approach this divide proactively, one university instituted a Digital Literacy Initiative meant to help professors incorporate constructive technologies in the classroom and help students gain competencies they will need in their careers (English). Participating professors received training and grant support to incorporate technology skills in their standard curricula. Instructors and students felt it was an overall positive learning experience that developed their abilities to use technology resourcefully and solve problems with it. Still, some students expressed frustration over how little digital literacy their professors displayed while teaching new technologies to the students (English). For an older generation of professors, teaching accelerated learners to use technology in an innovative way can prove a challenge.

Despite the challenges of integrating online technology into the classroom, honors colleges can use social media intuitively with their students. For example, one honors college used online advising to increase retention by allowing honors students to access the details of their progress on a Google app. Since the honors students knew more general information ahead of the meeting, students could ask detailed questions during the appointment, therefore improving the value of the honors advisors' time (VanDieren). Another researcher remarked that a revitalized website can showcase the important experiences students glean from honors programs such as gratitude, the ability to appreciate nuance, and the ability to make friends who have different political perspectives (Salas). Where the internet cannot convey the full value of these in-person benefits, presentation of them online assists in college recruitment, thus facilitating future student experiences.

These two studies by VanDieren and Salas give honors professors a look into how online tools can be used to increase engagement and activity within an honors college beyond course curricula. Exploring how college students interact with their college daily via social media has scholarly value and may illuminate possibilities for continued engagement in the honors communities that professors intend to preserve. Additionally, scholars need to understand the difference, if any, between honors and non-honors use of social media so that specific and effective strategies can be implemented for the honors population. The following research questions are derived from these principles:

R1: How do honors students use social media daily, and how does that use relate to their traits as academically high-achieving students?

R2: How do the college-related social media interactions of honors college students compare to the interactions of students not enrolled in an honors program?

R3: How do these interactions help clarify how honors colleges can use social media wisely?

Measuring Social Media Interactions in Relation to Collegiate Engagement

To compare the interactions of honors and non-honors students with their respective colleges, I incorporated a survey from consumer brand research that relates closely to actions students may take while interacting with their college online. Consumer online brand engagement has become important for understanding what consumers enjoy about a product. One instrument has been grounded in the theory of motivations for consumers' online brand-related activities (COBRAs) (Muntinga, Moorman, & Smit) and can be adapted to look at how college students interact online with their college as it presents similar constructs to educational theory.

Muntinga et al. interviewed consumers through a social media platform dedicated to fans of certain companies (e.g., Puma, Volkswagen, Nintendo) to understand themes motivating COBRAs. Muntinga et al. finalized a continuum of three categories—consumption, contribution, and creation—where COBRAs could fall. These three categories describe the level of involvement people have with a brand online. For example, consumers who fall under the usage type of consumption involve themselves in COBRAs such as viewing, downloading, and reading brand-produced content. Their engagement does not involve giving feedback or commenting on the brand. The contribution type categorizes those who show deeper interaction with a brand by commenting on brand content, discussing the brand in a forum, or liking brand-related content. Finally, creation, the deepest usage type, represents consumers who create their own content related to a brand, which includes writing reviews, creating posts, or writing blogs.

This typology was used to develop the Consumer's Engagement with Brand-Related Social-Media Content (CEBSC) scale (Schivinski, Christodoulides, & Dabrowski). The scale underwent tests of validity by the researchers in a three-part study, which is discussed in detail in the methods

section of this paper. What is unique to this typology and applicable to the education sector is that the three levels of involvement can be easily mapped onto the levels of thinking in a revised Bloom's Taxonomy (Krathwohl). For every two levels of Bloom's Taxonomy, there is one related level of COBRA usage type. Consumption COBRAs relate to the two lowest orders of thinking: remember and understand. Similarly, contribution can be related to the two middle levels: analyze and apply. Finally, creation, the most involved of the activities, is directly related to the two highest levels of Bloom's Taxonomy: create and evaluate. For a more direct conceptualization of how these two theories relate, see Figure 1.

Instructors have used Bloom's Taxonomy to judge student engagement in online classes with gifted students (Miller & Olthouse) and with teachers in graduate programs for gifted education (Christopher, Thomas, & Tallent-Runnels). Miller and Olthouse found that for students to give answers involving higher-order thinking in an online class environment, they needed more structure for how their responses should be written compared to students who gave responses in writing. Christopher et al. supported the idea that more academically engaged students provided in-depth answers that showed

FIGURE 1: A COMPARISON OF COBRA TO THE REVISED BLOOM'S TAXONOMY

COBRA Usage Typology
(Muntinga et al., 2011)

Revised Bloom's Taxonomy
(Krathwohl, 2002)
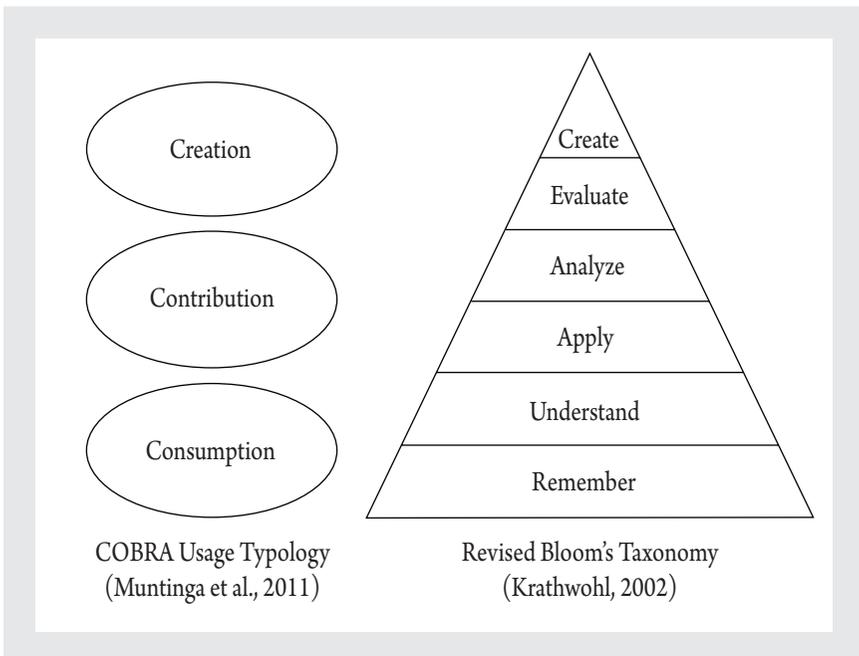
greater depth of thinking in online environments. These results support the idea that honors students may be more likely to engage with their college at a greater depth while online than average college students. The researchers also found it helpful for the instructor to use a rubric that followed the levels of Bloom's Taxonomy to analyze high-ability students' online engagement. Since the CEBSC follows a similar continuum as Bloom's Taxonomy, the next step is to test the CEBSC with a sample of college-level students to investigate whether it is appropriate for analyzing CSME.

METHODS

Participants

The sample consisted of honors and non-honors students from Purdue University. After obtaining university IRB approval, I used the university registrar email service to distribute information about the survey to 600 non-honors and 400 honors college freshmen (because honors college students are admitted from the larger pool of admitted freshmen, fewer honors students could be contacted about participation). Participants who took the 38-item, 15-minute survey had the opportunity to win one of four $10 Amazon gift cards as compensation for their time. Many students (n=117) responded to the call, about one third of whom (n=39) had entered the honors college in fall 2016 as freshmen.

The Purdue Honors College uses the Scholastic Aptitude Test (SAT) and American College Testing (ACT) scores along with personal essays to determine the eligibility of honors college applicants at the beginning of their undergraduate career. When applying to the honors college, students promise to complete rigorous coursework beyond the normal undergraduate requirements. The requirements consist of 5 preliminary credit hours, plus 19 honors elective credits, a minimum 3.5 GPA, and a culminating honors thesis or independent study project. Purdue holds high standards for non-honors students as well: the average GPA for the 2016 freshman class was 3.75, the average SAT 1783, and average composite ACT 28.1 (Purdue University, Data Digest West Lafayette). The honors class average scores of the 2016 incoming class were still greater, with the average GPA 3.79, SAT 1990, and ACT 31.28 (Purdue Honors College). While some honors and non-honors students may have similar scores upon admission, the choice of the honors students to challenge themselves with rigorous coursework sets them apart. Another unique characteristic of the Purdue honors experience is that students live within the

honors college itself, with residence halls contained in the same building as honors classrooms and professor offices. The honors freshman participants in the study spent six months living in the same community in which they learn prior to taking the survey, whereas the non-honors freshmen live in dorms separate from their academic community.

Of those who responded, 111 students, including 36 honors students, completed the adapted CEBSC and reported demographic information. Table 1 lists the gender, ethnicity, college of academic major, age, and age range during which the students began using social media, for honors and non-honors students in the sample.

The honors group contained 26 female students and 10 male students (72.20% v. 27.80%) whereas the non-honors group had 37 female students and 38 male students (48.00% v. 49.30%). The majority of both groups identified as White (72.20% & 66.70%), with fewer students in both groups who were Asian (11.10% & 13.30%), Black (8.30% & 8.00%), or mixed race (5.60% & 4.00%). While students in this sample were not asked to report their residency status, it is important to note that 46.00% of admitted freshman for fall 2016 were Indiana residents, making this sample more likely biased to the majority culture than to out-of-state (32.00%) or international students (23.00%) (Purdue University, Data Digest West Lafayette).

Students in both groups declared majors in all colleges of the university except veterinary sciences. Of the honors students who reported their major, none of them identified as undeclared, but 4.00% of non-honors students were undeclared. In addition, no honors students reported having a major in pharmacy or education. The largest college representation for both groups was engineering (30.60% & 21.30%), which was expected because engineering is a mainstay of the university. The second largest group of honors students was in the technology college (16.70%) whereas the second largest group for non-honors students was in health and human sciences (17.30%).

Differences between groups in current age and the age that they began using social media are skewed in opposite directions. Participants were 17, 18, 19, or 20 years old, and all were college freshmen. While the majority of honors students reported being 17 or 18 (63.90%), the majority of non-honors students skewed on the upper range of 19 or 20 (56.00%). Inversely, when reporting the age range when they began regularly using social media, most honors students began at the age of fourteen or older (66.60%); fewer non-honors students began at fourteen or older (54.70%), and a greater percentage (44.00%) than honors students (30.50%) began when they were thirteen or younger.

TABLE 1. DESCRIPTIVE STATISTICS OF PARTICIPANTS

Characteristic	Honors (n=36)	Non-Honors (n=75)
Gender		
Female	72.20%	49.30%
Male	27.80%	48.00%
Other/Nonbinary	0.00%	2.70%
Ethnicity		
African American	8.30%	8.00%
Asian	11.10%	13.30%
White	72.20%	66.70%
Hispanic/Latino	2.80%	8.00%
Mixed	5.60%	4.00%
College of Major		
Agriculture	11.10%	9.30%
Business	5.60%	8.00%
Education	0.00%	6.70%
Engineering	30.60%	21.30%
Health and Human Sciences	11.10%	17.30%
Liberal Arts	13.90%	4.00%
Pharmacy	0.00%	1.30%
Science	11.10%	14.70%
Technology	16.70%	13.30%
Undeclared	0.00%	4.00%
Age		
17	5.60%	0.00%
18	58.30%	44.00%
19	30.60%	50.70%
20	5.60%	5.30%
Age Began Social Media Use		
11 yrs.	11.10%	6.70%
12–13 yrs.	19.40%	37.30%
14–17 yrs.	58.30%	48.00%
18+	8.30%	6.70%
Did Not Report	2.80%	1.30%

Instrumentation

The survey used here was developed to assess everyday social media interactions along with CSME. It contained Part A with 15 items and Part B with 23 items, for a total of 38 items. I developed Part A of the survey from scratch to provide descriptive data regarding students' social media preferences, and I adapted Part B from Schivinski et al.'s CEBSC because of its similarities to Bloom's Taxonomy. Whereas Bloom's Taxonomy may guide qualitative research in online engagement, the CEBSC was designed to quantify such engagement, giving it the potential to guide the development of a college-related counterpart.

Part A asked students about the types of social media outlets they used to keep in touch with friends, family, academic college, and professors; to pursue personal interests; and to search for humorous content. Email was considered a form of social media since the colleges studied used frequent mass emails to interact with their students online. These data were gathered to assist in the interpretation of other analyses and give a general overview of what both groups of students do on social media.

Schivinski et al. developed the CEBSC using the theoretical model of Muntinga et al. The researchers created a pool of questions through online focus groups, interviews, and netnography representing the constructs of consumption, contribution, and creation of brand-related content on social media. The two quantitative studies that followed focused on providing evidence of validity. The first tested the instrument with confirmatory factor analysis using a representative sample of Polish consumers ($n=2,252$), and the second distributed the survey to a new sample of participants to validate the scale revisions made. After the researchers eliminated 14 poor-fit items in study one, construct reliability for the remaining 17 items and three constructs yielded Cronbach's alpha scores for consumption ($a=0.88$), contribution ($a=0.92$), and creation ($a=0.93$). Though the chi square showed significance, this result was likely related to the large sample size and the sensitivity of the likelihood ratio fit index (Fabrigar, & Wegener). The Comparative Fit Index, Tucker-Lewis index, RMSEA, and SRMR together showed evidence of good fit—($X^2(115)=557.47$, CFI=0.95, TLI=0.94, RMSEA=0.05, and SRMR=0.06)—and researchers found a hierarchical structure of the constructs with contribution relying on consumption ($\beta=0.61$, $p=0.02$) and creation relying on contribution ($\beta=0.81$, $p=0.02$). Researchers then used bias-corrected bootstrapping to test indirect effects, discovering contribution to be a significant mediating factor between consumption and creation.

Schivinski et al. tested validity of the CEBSC with a new sample of participants (n=416) and included additional scales of brand equity and attitudes to test if their constructs were related to already developed constructs in the field. Measures used for brand equity and attitudes are auxiliary to the CEBSC and were not used in my study but were important to its development. Theoretically, consumption, creation, and contribution should have direct relationships to popularity with and positive regard of consumers. The multifactorial confirmatory model yielded evidence of fit similar to the prior study. Again, the chi-square test statistic was significant, but the CFI, TLI, RMSEA, and SRMR indicated goodness of fit: (X^2(288)=600.95, CFI=.96, TLI=.95, RMSEA=.05, and SRMR=0.6). Cronbach alpha estimates were greater than 0.7 for brand equity (α=0.93), brand attitudes (α=0.94), consumption (α=0.88), contribution (α=0.92), and collaboration (α=0.95). These results provide evidence of the reliability and validity of the data for this instrument.

Since the colleges of the university use social media platforms to post information and to share news with students in a similar way to consumer brands, the activities measured by the CEBSC, e.g., viewing, liking, posting, and blogging, mimic the actions this sample of students uses to interact with their colleges online, e.g., liking college posts, commenting on college pictures, writing posts about the college. Even with those similarities, I modified the wording of the survey to better fit the college environment; for instance, I changed the wording from "brand" to "your academic college" or "the Honors College." A list of constructs, original items, and revised items are shown in Table 2.

Data Analyses

I completed the factor analysis with oblique rotation, Maximum Likelihood extraction, and Kaiser Normalization using SPSS. Missing data via unanswered questions were omitted with pairwise deletion. Items with loadings less than 0.5 were suppressed. After the initial factor analysis, items that loaded on two factors or none of the factors were removed and the factor analysis repeated in a trimmed model as recommended by Matsunaga. Oblique rotation was used because the factors were hierarchical and therefore associated with each other (Matsunaga). Correlations among constructs were calculated and Cronbach's alpha coefficients determined as a measure of internal consistency.

The means for non-honors and honors groups on the scale of social media engagement by each identified factor were compared in a General

TABLE 2. SURVEY QUESTIONS ADAPTED FROM THE **CEBSC** SCALE (SCHIVINSKI ET AL. 2016)

Factor	Original Item	Revised Item
Consumption	I read posts related to Brand X on social media.	I read posts related to the Honors College on social media.
	I read fan page(s) related to Brand X on social network sites.	I read fan page(s) related to the Honors College on social media websites.
	I watch pictures/graphics related to Brand X.	I view pictures/graphics related to the Honors College.
	I follow blogs related to Brand X.	I follow blogs related to the Honors College.
	I follow Brand X on social network sites.	I follow the Honors College on social network sites.
Contribution	I comment on videos related to Brand X.	I comment on videos related to the Honors College.
	I comment on posts related to Brand X.	I comment on posts related to the Honors College.
	I comment on pictures/graphics related to Brand X.	I comment on pictures/graphics related to the Honors College.
	I share Brand X related posts.	I share posts related to the Honors College.
	I "Like" pictures/graphics related to Brand X.	I "like" pictures/graphics related to the Honors College.
	I "Like" posts related to Brand X.	I "like" posts related to the Honors College.
Creation	I initiate posts related to Brand X.	I initiate posts related to the Honors College.
	I initiated posts related to Brand X on social network sites.	I initiate posts related to the Honors College on social network sites.
	I post pictures/graphics related to Brand X.	I post pictures/graphics related to the Honors College.
	I write reviews related to Brand X.	I write reviews related to the Honors College.
	I write posts related to Brand X on forums.	I write posts related to the Honors College on forums.
	I post videos that show Brand X.	I post videos that show the Honors College.

Linear Model (GLM). In the representative equation below, y represents vector of the scale mean of each CSME factor. B_0 is the intercept of the factor vector. B_1 is the coefficient for the slope of being honors or non-honors. X_1 is the binary factor of a student being honors or non-honors. B_2 and B_3 are the slopes of being either male or female in comparison to the non-binary gender. X_2 and X_3 are the conditions of being either male or not male or female or not female. B_4, B_5, and B_6, are the slope for the categorical age ranges that participants began using social media (11 or younger, 12–13 years, or 14–17 years respectively) in comparison to the category of 18 or older. X_4, X_5, and X_6 are the binary conditions of being part of each age group respectively. Finally, e_1 represents the error associated with the **y** factor vector.

$$y = B_0 + B_1 X_1 + B_2 X_2 + B_3 X_3 + B_4 X_4 + B_5 X_5 + B_6 X_6 + e_y$$

Effect size was analyzed using partial eta squared.

RESULTS

Descriptive Findings

Part A of the survey provided general information on non-honors and honors students, their use of different social media outlets, and what actions they performed to engage online for different purposes. Students reported all social media outlets they used frequently. The percentages of honors and non-honors students who used each outlet are provided in Table 3. More honors students reported using email for social media (83.30%) compared to non-honors students (66.67%). A greater percentage of non-honors students used Facebook (71.60%) and Snapchat (76.54%) compared to email. Of the students surveyed, a greater percentage of honors students reported using YouTube (61.11% vs. 51.85%), Pinterest (27.78% vs. 18.52%), Reddit (25.00% vs. 12.35%), Tumblr (25.00% vs. 12.35%), and LinkedIn (22.22% vs. 9.88%) than non-honors students. A lesser percentage of honors students used Twitter (30.56% vs. 50.62%), Tinder (2.78% vs. 7.41%), Instagram (58.33% vs. 62.96%), and Google+ (2.78% vs. 8.64%) than non-honors students. The Other category was provided to give respondents a way to list platforms used regularly but unlisted in the original options. Honors students listed GroupMe, ResearchGate, and Discord, and non-honors students listed WhatsApp, Texting, Imagr, and Grindr.

TABLE 3. TOP SOCIAL MEDIA OUTLETS USED BY HONORS OR NON-HONORS COLLEGE STUDENTS

	Honors (n=39)		Non-Honors (n=78)	
	Outlet	Percent of Sample	Outlet	Percent of Sample
All Social Media Outlets Used	Email	83.33%	Snapchat	76.54%
	Snapchat	75.00%	Facebook	71.60%
	Facebook	75.00%	Email	66.67%
	YouTube	61.11%	Instagram	62.96%
	Instagram	58.33%	YouTube	51.85%
	Twitter	30.56%	Twitter	50.62%
	Pinterest	27.78%	Pinterest	18.52%
	Reddit	25.00%	Tumblr	12.35%
	Tumblr	25.00%	Reddit	9.88%
	LinkedIn	22.22%	LinkedIn	9.88%
	Other	11.10%	Google+	8.64%
	PB	5.56%	Other	8.64%
	Google+	2.78%	Tinder	7.41%
	Tinder	2.78%	Yik Yak	1.23%
	Yik Yak	2.78%	PB	0.00%
	Other		Other	
	GroupMe	5.56%	WhatsApp	3.70%
	Research Gate	2.78%	Texting	2.47%
	Discord	2.78%	Imagr	1.23%
			Grindr	1.23%
Family Communication	Facebook	52.78%	Facebook	44.44%
	Other	25.00%	Other	35.80%
	Email	11.11%	Email	7.41%
	Snapchat	8.33%	Snapchat	4.94%
	Instagram	2.78%	Instagram	3.70%
			Yik Yak	1.23%
Friend Socialization	Snapchat	25.00%	Snapchat	46.91%
	Facebook	16.67%	Facebook	19.75%
	Instagram	11.11%	Instagram	13.58%
	Other	11.11%	Twitter	11.11%

	Twitter	8.33%	Other	6.17%
			Email	1.23%
			Tumblr	1.23%
College Communication	Email	58.33%	Email	65.43%
	Facebook	16.67%	Twitter	9.88%
	Instagram	5.56%	Facebook	8.64%
	Other	5.56%	Instagram	7.41%
	Reddit	5.56%	LinkedIn	3.70%
	Twitter	5.56%	Other	3.70%
	LinkedIn	2.78%	Nothing	1.23%
Professor Communication	Email	94.44%	Email	91.36%
	Other	2.78%	Facebook	2.47%
	Facebook	2.78%	Twitter	2.47%
			Nothing	2.47%
			LinkedIn	1.23%
			Other	1.23%
Employment	Email	72.22%	Email	70.37%
	LinkedIn	19.44%	LinkedIn	24.69%
	Facebook	5.56%	Facebook	2.47%
	Other	2.78%	Instagram	1.23%
			Other	1.23%

Students also reported their top way of using social media for the purposes of family, friends, college, talent development, humor, and employment. These are reported in Table 4. No major differences were found in how the groups communicated with family on social media since many honors and non-honors students marked private messaging as their most preferred form of online family communication (51.43%, 43.75%), with reading and observing posts and discussions as the second most preferred way (22.86%, 12.50%). Similar observations held true for socializing with friends and communicating with one's college categories.

Within honors and non-honors groups, about 80% reported reading and observing other posts and discussions as their preferred way of engaging in talent development (80%, 85.53%), with sharing content being the second most preferred way (11.43%, 6.58%). Differences between groups were identified in the category of communicating with employers. Although both groups marked reading and observing posts as the primary preference

T<small>ABLE</small> 4. T<small>OP</small> W<small>AYS OF</small> U<small>SING</small> S<small>OCIAL</small> M<small>EDIA BY</small> I<small>NTENDED</small> P<small>URPOSE</small>

Purpose	Action Taken	Honors	Non-Honors
Communicating with Family	Posting Original Content	17.14%	10.00%
	Sharing Content	2.86%	8.75%
	Private Messaging	51.43%	43.75%
	Comment on posts	5.71%	12.50%
	Read/Observe other posts and discussions	22.86%	12.50%
	Manage Pages and interact with groups	0.00%	0.00%
Socializing with Friends	Posting Original Content	8.57%	21.05%
	Sharing Content	14.29%	13.16%
	Private Messaging	45.71%	32.89%
	Comment on posts	5.71%	15.79%
	Read/Observe other posts and discussions	22.86%	17.11%
	Manage Pages and interact with groups	2.86%	5.26%
Communicating with College	Posting Original Content	5.71%	10.67%
	Sharing Content	0.00%	2.67%
	Private Messaging	48.57%	32.00%
	Comment on posts	0.00%	5.33%
	Read/Observe other posts and discussions	37.14%	49.33%
	Manage Pages and interact with groups	8.57%	6.67%
Engaging in Talent Development	Posting Original Content	0.00%	0.00%
	Sharing Content	11.43%	6.58%
	Private Messaging	0.00%	3.95%
	Comment on posts	2.86%	3.95%
	Read/Observe other posts and discussions	80.00%	85.53%
	Manage Pages and interact with groups	5.71%	5.26%
Finding Humorous Content	Posting Original Content	5.71%	1.30%
	Sharing Content	14.29%	14.29%
	Private Messaging	0.00%	1.30%
	Comment on posts	2.86%	7.79%
	Read/Observe other posts and discussions	74.29%	75.32%
	Manage Pages and interact with groups	2.86%	3.90%
Communicating with Employers	Posting Original Content	5.71%	2.90%
	Sharing Content	2.86%	4.35%
	Private Messaging	17.14%	24.64%

	Comment on posts	0.00%	1.45%
	Read/Observe other posts and discussions	45.71%	66.67%
	Manage Pages and interact with groups	28.57%	15.94%

for employer communication (45.71%, 66.67%), the second greatest prefer-ence for the honors group was managing pages and interacting with groups (28.57%), and the second greatest preference for the non-honors group was private messaging (24.64%). Additional information on the ways honors and non-honors students used social media for these purposes can also be found in Table 4.

Instrument Development Findings

In the first factor analysis, the Kaiser Normalization test resulted in a *KMO*=0.87 and Bartlett's test of Sphericity significance of *p*<0.0001 ($X^2(136)$=2073.82, *p*<.0001), meaning the sampling adequacy condition and correlation matrix condition were met. Three factors were uncovered in the model, explaining 78.49% of the variance in CSME. These three factors consisted of items similar to the Consumer Brand Engagement model; the first factor, explaining 58.3% of the variance, resembled the factor of Creation with one item moved from Contribution; this includes the actions of sharing posts from a student's college as well as advanced actions such as creating blog posts about the college. The second factor, explaining 14.12% of the vari-ance, resembled Consumption with actions such as reading and liking posts. The final factor resembled Contribution and explained 6.07% of the variance in CSME with all items loading related to commenting on college posts, vid-eos, and pictures.

Due to two items not loading on the Consumption factor (Reading Col-lege Fan Pages and Following College Blogs) and two items cross-loading onto the Creation Factor and the Contribution factor (Writing Posts about College and Posting Videos Showing College), it was necessary to rerun the model with those elements removed. The four subsequent factor analyses dropped these items from the model, one by one, until a model with 13 items and two factors remained. To better suit the binary structure found in the data, the factors were renamed as Passive and Active College Social Media Engagement. Passive CSME describes the actions of reading and liking col-lege posts, along with following college-related pages, while Active CSME describes the actions of writing reviews and creating new posts about the col-lege or continuing discussions about college topics via comments. Students

displaying passive engagement are open to receiving new knowledge about the college but do not take any steps to do more with that information online. Students displaying active engagement are interacting with the new information about their college through overt and observable actions that the college and other students can respond to in kind. Any student can display both passive and active CSME at different times, but it should not be assumed that the observable behaviors described by the factors represent the inner thinking of the students.

A Kaiser Normalization test resulted in a *KMO*=0.85 and Bartlett's test of Sphericity significance of *p*<0.0001 ($X^2(78)$=1656.96, *p*<.0001), again meaning the sampling adequacy condition and correlation matrix condition were met. The two revised factors explained 77.36% of the variance in CSME. Passive CSME explained 60.90% of the variance in CSME, with factor loadings ranging from 0.59 to 0.99. Active CSME explained 14.17% of variance in CSME, with factor loadings for each item ranging from 0.65 to 0.96. Overall, the revised model accounted for 1.13% less variance in CSME than the original 17-item model but is more concise in its 13-item form. The final rotated factor loadings are displayed in Table 5.

Due to the change in factor structure comparatively to the CESBC, it cannot be said that the college-based model matches the theoretical structure of

TABLE 5. SURVEY ITEM FACTOR LOADINGS

Item	Loadings	
	Passive	Active
(16.10) Like Pictures	0.99	
(16.11) Like Posts	0.95	
(16.5) Follow College on Social Network Sites	0.81	
(16.1) Read Posts	0.59	
(16.15) Write Reviews on College		0.97
(16.16) Write Posts on College		0.96
(16.13) Initiate Posts on Social Network Sites		0.95
(16.14) Post College Pictures		0.86
(16.12) Initiate Posts		0.85
(16.7) Comment on Posts		0.74
(16.6) Comment on Videos		0.72
(16.8) Comment on Pictures		0.69
(16.9) Share Posts		0.65

the consumer-based model. A comparison of the original and revised model can be found in Table 6.

Response percentages and alpha reliability estimates can be found in Table 7. Under the item column, the number following "16." represents the item's order of appearance in the survey. For example, "16.1" corresponds with the first item in the CSME survey, which is "I read posts related to my college on social media." A list of all the items in the order presented can be found in the Appendix.

Respondents reported their likelihood to engage in one of the action items on a frequency scale from zero to seven, zero representing "not at all," one representing "not very often," four representing "somewhat often," and seven representing "very often." Internal consistency estimates, measured by Cronbach's alpha, for each factor were greater than $a=0.90$, indicating good reliability of the data and remained above $a=0.87$ if any one item was deleted. The means of each item response ranged between $=0.63$ and $=2.83$. Zeros were averaged into the item mean, which explains why the means are low on a 7-point scale. Therefore, the item responses were not normally distributed as it was more common for participants to report not performing an action at all or to perform that action somewhat often, especially for actions related to the Active factor.

The two factors had a moderate correlation at 0.51; this is greater than the usually acceptable 0.30, which would satisfy the idea that the factors must be each representing a significant portion of variance on their own (Tabachnick & Fidell). Since the factors were theoretically known to be dependent on each other, this result is less concerning; it is unlikely that someone would be engaging in higher levels of CSME, like sharing and creating posts, without also engaging in lower levels of CSME such as reading posts.

Group Comparison Findings

The multivariate GLM compared the means of the two groups on Active and Passive CSME. The model analysis indicated significant differences between honors and non-honors CSME on both factors. Non-honors students had greater mean scores than honors students on the Passive Factor ($t_1=$ -1.17, $\sigma_{\bar{x}}=.44$, $p=.009$, $\eta_p^2=.07$) and on the Active Factor ($t_1=-.94$, $\sigma_{\bar{x}}=.29$, $p=.002$, $\eta_p^2=.10$). Therefore, non-honors students were more likely to interact with their college online than were honors students. Parameters for the control variables of gender and age that participants began using social media showed significance in certain groups, but not all groups. Post Hoc Tukey test showed

TABLE 6. PRINCIPAL AXIS FACTORING OF COLLEGIATE SOCIAL MEDIA ENGAGEMENT

Original Model	Revised CSME Model
Consumption	**Passive**
I read posts related to College X on social media	I "Like" pictures/graphics related to College X
I read fan page(s) related to College X on social media	I "Like" posts related to College X
I watch pictures/graphics related to College X	I follow College X on social network sites
I follow blogs related to College X	I read posts related to College X on social media
I follow College X on social network sites	**Active**
Contribution	I write reviews related to College X
I comment on videos related to College X	I write posts related to College X on forums
I comment on posts related to College X	I initiate posts related to College X on social network sites
I comment on pictures/graphics related to College X	I post pictures/graphics related to College X
I share College X related posts	I initiate posts related to College X
I "Like" pictures/graphics related to College X	I comment on posts related to College X
I "Like" posts related to College X	I comment on videos related to College X
Creation	I comment on pictures/graphics related to College X
I initiate posts related to College X	I share College X related posts
I initiate posts related to College X on social network sites	**Eliminated Items**
I post pictures/graphics related to College X	I read fan page(s) related to College X on social media
I write reviews related to College X	I follow blogs related to College X
I write posts related to College X on forums	I watch pictures/graphics related to College X
I post videos that show College X	I post videos that show College X

Table 7. Response Percentages and Alpha Reliability

Construct	Item	Response Percentage								M (SD)	Cronbach's Alpha with Item Deleted	Alpha Reliability
		0	1	2	3	4	5	6	7			
Passive	16.10	25.20	13.50	8.10	9.90	13.50	12.60	4.50	11.70	2.83(2.44)	0.88	0.93
	16.11	25.20	12.60	9.90	7.20	16.20	10.80	5.40	9.90	2.79(2.41)	0.88	
	16.50	25.20	12.60	9.90	9.00	11.70	13.50	5.40	9.90	2.83(2.41)	0.91	
	16.10	18.00	25.20	9.90	7.20	21.60	5.40	7.20	4.50	2.60(2.15)	0.93	
Active	16.15	68.50	13.50	7.20	2.70	2.70	1.80	1.80	0.90	0.87(1.48)	0.95	0.96
	16.16	73.00	11.70	6.30	1.80	2.70	1.80	0.90	0.90	0.94(1.49)	0.95	
	16.13	62.20	16.20	7.20	2.70	5.40	2.70	0.90	1.80	0.92(1.47)	0.95	
	16.14	61.30	16.20	6.30	4.50	5.40	3.60	0.90	0.90	1.44(1.93)	0.96	
	16.12	62.20	11.70	7.20	3.60	5.40	2.70	1.80	3.60	0.73(1.48)	0.95	
	16.70	54.10	24.30	5.40	5.40	3.60	2.70	0.90	0.90	0.63(1.37)	0.95	
	16.60	57.70	23.40	5.40	0.90	5.40	5.40	0.00	0.90	0.93(1.64)	0.95	
	16.80	54.10	26.10	6.30	2.70	5.40	2.70	0.90	0.90	0.93(1.55)	0.95	
	16.90	45.00	22.50	10.80	2.70	7.20	4.50	4.50	1.80	1.08(1.89)	0.95	

that though female students scored greater on Passive CSME than male students (t=1.20, $\sigma_{\bar{x}}$=.40, p=.009, 95% *CIs* [2.15, 2.49], there was no difference between genders in the Active factor of CSME. Non-binary participants did not differ from male or female participants on either factor. Participants who began using social media at ages 12–13 and 14–17 scored significantly less on the Active (t_3=-1.64, $\sigma_{\bar{x}}$=.52, p=.002, η_p^2=.09; t_3=-1.36, $\sigma_{\bar{x}}$=.50, p=.008, η_p^2=.073) factor than those who started using social media at 18 years of age or older, but those who began at 18 or older did not differ in Active CSME from those who began at 11 or younger; this means that the honors and non-honors scores on CSME remained significantly different on both factors even after taking gender and the age at which they began using social media into account.

Overall, the GLM indicates that non-honors students score significantly greater on Active and Passive CSME than honors students. Therefore, no evidence within these data show that honors students show more collegiate social media engagement than their peers outside the honors college.

DISCUSSION

Previous studies have not specifically focused on how honors students engage with social media in their daily lives nor how they use it to interact with their college. Information about this topic will help honors administrators and professors as they try to make informed decisions concerning social media use for the college and classroom. Despite reasons to believe that honors students, or students with gifts and talents, would be more likely to use social media for academic purposes, such as the need to lead school organizations (Gaerlan-Price), the evidence generated here does not support this idea. Honors students may be more likely to bring deeper levels of thought to a classroom setting as do students with gifts and talents (Miller & Olthouse), but this characteristic does not directly transfer to online social environments among students in this study. This finding becomes clear in the students' answers about general social media habits as well as their answers on the CSME scale in comparison to their peers who are not in the honors college.

In Part A of the Survey, more honors students reported using email as a form of social media for school communication than non-honors students. Email does not allow students to comment, contribute, or create and share information about one's college for other students and faculty to see. Rather, the major actions students can take with email are simply to receive information sent by the college, read and understand the information, and then contact someone if they have questions. Mass emails from the college may

provide invitations to participate in new opportunities and activities going on elsewhere in the college but do not provide a forum for students to share ideas concerning the academic environment and initiate ideas for new ventures within the college community. This finding contrasts with statements given by gifted high school girls described in the work of Gaerlan-Price, in which the participants mention that one of the benefits of social media is using it to organize academic-based groups and honor societies. In the transition from high school to an honors college setting, something seems to outweigh the benefits of social media's organizational properties in favor of a mostly one-way communication platform. Since the participants were all freshmen, they possibly had less to contribute to leading groups and were still depending on the authority of the college or older students to provide structured events and activities; this would line up with the findings of Akçayır et al. that college students are more likely to develop as digital natives as they progress through college, but it would not explain why non-honors freshman are more likely to display active CSME than those in the honors college.

Non-honors students were more likely to report using Facebook for connecting with their college, with email as a second choice. Facebook provides more avenues for engaging with groups online, and this preference is later reflected in their CSME scores, which reveal that non-honors students were more likely to actively engage with their college by sharing content, reviewing different aspects of their college, or creating new college-related content.

This finding was unexpected given the amount of academic motivation honors students present to be admitted to the college, but it makes sense when considering the known social characteristics of K–12 students with gifts and talents. These characteristics include their tendency to hide their academic ability in front of others to gain social acceptance (Davis et al.). They may also wish to avoid a fabricated sense of self that comes from interacting with peers online (Gaerlan-Price). Honors students may be just as sensitive to these issues as younger students with gifts and talents and may be unwilling to interact with their college on mediums that are available for others to see. Female students were more likely to use Passive CSME than male students. The fabricated sense of self mentioned in Gaerlan-Price is possibly stronger for female students than male students, causing them to take fewer risks of peers evaluating their posts as could result with Active CSME.

Interesting information also came through the "Other" outlets students reported using that were not included in the original list. The honors students reported using GroupMe, ResearchGate, and Discord; the first is for small group discussion, and the latter two are related to special interests in research

and gaming respectively. The non-honors students reported using WhatsApp, Texting, Imagr, and Grindr, which are all outlets related to socializing and dating. This finding supports Cross's and Siegle's suggestions that high-ability students may be more motivated to seek out websites to help develop their talents since the honors students mentioned platforms that support specific talents and interests in comparison to the non-honors students' more generalized platforms. English discovered that honors students criticized their professors for trying to increase digital literacy for technology and software on which they were not experts. But by learning subject-specific platforms that students use regularly, honor professors can make better pedagogical decisions for inclusion in the classroom when implementing programs such as the Digital Literacy Initiative by capitalizing, for instance, on students' knowledge of ResearchGate within the context of a leadership class. In this way, course activities can extend from the programs students already know instead of introducing an entirely new software from scratch at the same time they are learning new course content.

Returning to the factor analysis, a two-factor model was identified from the data rather than a three-factor model. The students' activity clustered mainly around the Passive factor, with fewer students reporting habits of the Active factor. The finding was unexpected but maybe understandable when we consider findings such as those by Christopher et al., where online prompts used in the class discussion forum did not predict varying levels in student response, partially because of the small variation in the level of thought the prompts required. If the statuses and posts produced by colleges at Purdue do not encourage active participation, the likelihood that students respond with Active CSME is low. Possibly, the students who scored higher on Active CSME were more likely to encounter college social media posts that encourage them to interact online; this would account for the binary nature of the factor analysis results.

Even so, students displaying Passive CSME are not necessarily lacking engagement. VanDieren suggested that honors professionals could be using the online applications to enhance face-to-face time such as class time, counseling meetings, and special events. Therefore, honors students' use of passive CSME can still be useful by providing students with information they need to succeed. Additionally, Miller and Olthouse found that giving more structure to online prompts is better for engaging students in forums. If honors administrators are willing to post structured prompts on social media such as polls and discussions, they could increase online student interactions and make better decisions about college programming.

Limitations and Future Research

Caution should be taken in generalizing these findings due to the sample size. Replication is needed to provide evidence that the CSME scale can yield valid and reliable data, and samples from other universities are warranted. Additionally, the honors group of this sample only included 10 male freshmen compared to 26 female freshmen whereas the non-honors participants were evenly split between men and women. Therefore, this study's results may not be robust for male honors students, and researchers should aim to include more male students in future studies.

Regarding the instrument and its usefulness in the future, using a confirmatory factor analysis to explore whether the factor model holds with more diverse populations could add evidence to its ability to yield valid data. A sample that includes all levels of college honors students from freshmen to seniors would also be helpful to see how use of social media changes over the course of the students' careers and whether it varies with in-person engagement and program completion. Qualitative interviews with students about their social media habits would also introduce more depth and clarity about how and why they interact online.

Conclusions and Implications

Though labeling social media as wholly good or bad for honors colleges creates a problematic ideology for using it most effectively, the evidence from the current study shows that honors students interact less with their college online than their non-honors counterparts. Social media seems less important to their honors experience than to the non-honors students represented.

Different reasons might explain why these honors students engage with social media technology less than their non-honors peers. Within Purdue, honors students tended to be older than non-honors students when beginning to use social media, which may mean that their parents prevented them from using the technology at a younger age. Therefore, these students might approach social media with greater caution and a certain amount of wisdom about its advantages and disadvantages.

Second, honors students are busy. Given the rigor of their program and the dedication they have to their studies, the lack of social media interaction with their college could be a direct effect of the amount of work the program requires along with other responsibilities an honors student may have. Honors students belong to two colleges, including the college of their major; along with their advanced honors assignments, they must complete every

requirement of their major. This significant amount of work may prevent students from socializing online. Perhaps they would rather take part in more relaxing opportunities online than continue to focus on academic pursuits in the little free time they have. Additionally, since the surveyed honors students were housed in the honors college itself, they may have had less need to stay in touch with the college online given plenty of resources in the building where they live.

Social characteristics of high academic ability also play a part in less social media use, such as the fear of looking too intelligent in front of classmates. If honors colleges choose to use social media for interaction with their students, setting the page to private may encourage honors students to interact with the college as they could feel free to express their academic ideas without fear of judgment from outsiders. Also, by using private group settings, honors colleges can capitalize on the use of social media for organizing student events and increasing in-person engagement without outside interference.

The findings of the present study also indicate why honors researchers must consider the developmental traits of younger students with gifts and talents as they carry over into honors settings. Honors professionals should aim to be sensitive to these traits because if honors students avoid technology for fear of ostracism, they may miss out on learning critical technology skill sets that are required for new careers. Social media may not be most advantageous or necessary for honors colleges since in-person discussions and experiences have always been central to honors culture and remain the most important component in developing critical thinkers. However, openness to understanding new trends and how they affect advanced learners will help honors colleges stay fruitful in their mission to produce visionary leaders in society.

REFERENCES

Akçayır, M., Dündar, H., & Akçayır, G. (2016). What makes you a digital native? Is it enough to be born after 1980? *Computers in Human Behavior, 60,* 435–40.

Alger, J, (2015). Building an honors education for the twenty-first century: Making connections in and outside of the classroom. *Journal of the National Collegiate Honors Council, 13*(2), 59–63.

Christopher, M. M., Thomas, J. A., & Tallent-Runnels, M. K. (2004). Raising the bar: Encouraging high level thinking in online discussion forums. *Roeper Review, 26*(3), 166–71. doi:10.1080/02783190409554262

Cross, T. T. (2013). Uncharted territory. *Gifted Child Today, 36*(2), 144–45. doi:10.1177/1076217513475450

Davis, G. A., Rimm, S. B., & Siegle, D. (2014). Understanding and counseling gifted students. In *Education of the gifted and talented: Pearson new international edition* (pp. 451–84). Harlow, Essex: Pearson Education Ltd.

English, J. A. (2016). A digital literacy initiative in honors: Perceptions of students and instructors about its impact on learning and pedagogy. *Journal of the National Collegiate Honors Council, 17*(2), 125–55.

Fabrigar, L. R., & Wegener, D. T. (2014). Exploratory factor analysis. Retrieved from <https://ebookcentral.proquest.com>.

Freeman, J. (2016). Possible effects of electronic social media on gifted and talented children's intelligence and emotional development. *Gifted Education International, 32*(2), 165–72.

Gaerlan-Price, E. (2015). Meet, prey, like: A study of gifted girls' interactions with social media. *APEX: The New Zealand Journal of Gifted Education, 19*(1). Retrieved from <http://www.giftedchildren.org.nz/apex>.

Johnson, M. L. (2009). Building a better honors learning community through technology. *Journal of the National Collegiate Honors Council, 10*(2), 45–48.

Johnson, M. L. (2013). Meeting the aims of honors in the online environment. *Journal of the National Collegiate Honors Council, 14*(1), 83–99.

Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy: An overview. *Theory into Practice, 41*(4), 212–18.

Matsunaga, M. (2010). How to factor-analyze your data right: Do's, don'ts, and how-to's. *International Journal of Psychological Research, 3*(1), 98–111.

Miller, M. T., & Olthouse, J. (2013). Critical thinking in gifted children's offline and online peer feedback. *Contemporary Educational Technology, 4*(1), 66–68.

Muntinga, D. G., Moorman, M., & Smit, E. G. (2011). Introducing COBRAs: Exploring motivations for brand-related social media use. *International Journal of Advertising, 30*(1), 13–46.

Purdue Honors College. (2016). *Honors College 2016 Incoming Class Profile*. Retrieved from Purdue Honors College Office of Admissions.

Purdue University, Data Digest West Lafayette. (2017). *New First-Time Beginner Profile.* Retrieved from <https://www.purdue.edu/datadigest>

Salas, A. M., (2012). Articulating the distinctiveness of the honors learning experience. *Journal of the National Collegiate Honors Council, 13*(2), 29–31.

Schivinski, B., Christodoulides, G., & Dabrowski, D. (2016). Measuring consumers' engagement with brand-related social-media content: Development and validation of a scale that identifies levels of social-media engagement with brands. *Journal of Advertising Research, 56*(1), 64–80.

Siegle, D. (2011). Facing Facebook: A guide for nonteens. *Gifted Child Today, 34*(2), 14–19.

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA: Allyn & Bacon.

VanDieren, M. (2016). Effectiveness of online advising on honors student retention and engagement. *International Journal of Information & Communication Technology Education, 12*(2), 51–67. doi:10.4018/IJICTE.2016040105

_____

The author may be contacted at

green252@purdue.edu.

APPENDIX

Survey Questions

Q1. What are the top social media outlets you use on a regular basis?

☐ Facebook   ☐ Twitter   ☐ Instagram
☐ Snapchat   ☐ LinkedIn   ☐ Yik Yak
☐ Email   ☐ Personal blog   ☐ Tinder
☐ StumbleUpon   ☐ Pinterest   ☐ Reddit
☐ Google+   ☐ YouTube   ☐ Tumblr
☐ Other _____

Q2. On what platform do you prefer to interact with family?

☐ Facebook   ☐ Twitter   ☐ Instagram
☐ Snapchat   ☐ LinkedIn   ☐ Yik Yak
☐ Email   ☐ Blog   ☐ Tinder
☐ StumbleUpon   ☐ Pinterest   ☐ Reddit
☐ Google+   ☐ YouTube   ☐ Tumblr
☐ Other _____

Q3. On what platform do you prefer to interact with friends?

☐ Facebook   ☐ Twitter   ☐ Instagram
☐ Snapchat   ☐ LinkedIn   ☐ Yik Yak
☐ Email   ☐ Blog   ☐ Tinder
☐ StumbleUpon   ☐ Pinterest   ☐ Reddit
☐ Google+   ☐ YouTube   ☐ Tumblr
☐ Other _____

Q4. On what platform do you prefer to interact with your academic college?

☐ Facebook   ☐ Twitter   ☐ Instagram
☐ Snapchat   ☐ LinkedIn   ☐ Yik Yak
☐ Email   ☐ Blog   ☐ Tinder
☐ StumbleUpon   ☐ Pinterest   ☐ Reddit
☐ Google+   ☐ YouTube   ☐ Tumblr
☐ Other _____

Q5. On what platform do you prefer to interact with your professors?

☐ Facebook ☐ Twitter ☐ Instagram
☐ Snapchat ☐ LinkedIn ☐ Yik Yak
☐ Email ☐ Blog ☐ Tinder
☐ StumbleUpon ☐ Pinterest ☐ Reddit
☐ Google+ ☐ YouTube ☐ Tumblr
☐ Other _____

Q6. On what platform do you prefer to interact with your potential employers?

☐ Facebook ☐ Twitter ☐ Instagram
☐ Snapchat ☐ LinkedIn ☐ Yik Yak
☐ Email ☐ Blog ☐ Tinder
☐ StumbleUpon ☐ Pinterest ☐ Reddit
☐ Google+ ☐ YouTube ☐ Tumblr
☐ Other _____

Q7. Do you keep multiple accounts of any of the aforementioned platforms to separate interactions with different groups of people (e.g., having two Facebook accounts, one for family and one for friends)?

☐ Yes
☐ No

Q8. If you do keep multiple accounts, which platforms do you keep multiples of, and who is the intended audience for each account?

_____

Q9. What is the most common way you interact with family through social media?

☐ Post original content
☐ Share content from other websites
☐ Have private message discussions
☐ Comment on posts/participate in discussions by commenting
☐ Read/observe other posts and discussions
☐ Manage and interact on group/event pages

Q10. What is the most common way you interact with friends through social media?
☐ Post original content
☐ Share content from other websites
☐ Have private message discussions
☐ Comment on posts/participate in discussions by commenting
☐ Read/observe other posts and discussions
☐ Manage and interact on group/event pages

Q11. What is the most common way you interact with your academic college through social media?
☐ Post original content
☐ Share content from other websites
☐ Have private message discussions
☐ Comment on posts/participate in discussions by commenting
☐ Read/observe other posts and discussions
☐ Manage and interact on group/event pages

Q12. What is the most common way you explore your own interests (e.g., social activism, religion, politics, technology, sciences, arts) through social media?
☐ Post original content
☐ Share content from other websites
☐ Have private message discussions
☐ Comment on posts/participate in discussions by commenting
☐ Read/observe other posts and discussions
☐ Manage and interact on group/event pages

Q13. What is the most common way you use social media to engage with humorous content (e.g., comics, memes, videos, etc.)?
☐ Post original content
☐ Share content from other websites
☐ Have private message discussions
☐ Comment on posts/participate in discussions by commenting
☐ Read/observe other posts and discussions
☐ Manage and interact on group/event pages

Q14. What is the most common way you use social media to seek out career opportunities and interact with potential or current employers?
☐ Post original content
☐ Share content from other websites
☐ Have private message discussions
☐ Comment on posts/participate in discussions by commenting
☐ Read/observe other posts and discussions
☐ Manage and interact on group/event pages

Q15. What is your academic college?
(Note: If you are an Honors College student, please designate the Honors College instead of your Academic Major college)
☐ Agriculture
☐ Education
☐ Engineering
☐ Exploratory Studies
☐ Health and Human Sciences
☐ The Honors College
☐ Liberal Arts
☐ Krannert School of Management
☐ Pharmacy
☐ Purdue Polytechnic Institute
☐ Science
☐ Veterinary Medicine

Q16. Consider how often you participate in the following activities related to the Purdue Honors College when engaging in online social media. Rate the following activities on how often you participate in them from (1) not very often, to (7) very often, or (0) not at all.

	not at all (0)	not very often (1)	(2)	(3)	some-what often (4)	(5)	(6)	very often (7)
I read posts related to the Honors College on social media. (1)	☐	☐	☐	☐	☐	☐	☐	☐
I read fan pages related to the Honors College on social media websites. (2)	☐	☐	☐	☐	☐	☐	☐	☐

I view pictures/graphics related to the Honors College. (3) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I follow blogs related to the Honors College. (4) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I follow the Honors College on social network sites. (5) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I comment on videos related to the Honors College. (6) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I comment on posts related to the Honors College. (7) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I comment on pictures/graphics related to the Honors College. (8) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I share posts related to the Honors College. (9) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I "like" pictures/graphics related to the Honors College. (10) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I "like" posts related to the Honors College. (11) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I initiate posts related to the Honors College. (l2) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I initiate posts related to the Honors College on social network sites. (13) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I post pictures/graphics related to the Honors College. (14) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I write reviews related to the Honors College. (15) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I write posts related to the Honors College on forums (16) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I post videos that show the Honors College. (17) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Q16 Consider how often you participate in the following activities related to your academic college when engaging in online social media. Rate the following activities on how often you participate in them from (1) not very often, to (7) very often, or (0) not at all.

	not at all (0)	not very often (1)	(2)	(3)	some- what often (4)	(5)	(6)	very often (7)
I read posts related to my academic college on social media. (1)	☐	☐	☐	☐	☐	☐	☐	☐
I read fan pages related to my academic college on social media websites. (2)	☐	☐	☐	☐	☐	☐	☐	☐
I view pictures/graphics related to my academic college. (3)	☐	☐	☐	☐	☐	☐	☐	☐
I follow blogs related to my academic college. (4)	☐	☐	☐	☐	☐	☐	☐	☐
I follow my academic college on social network sites. (5)	☐	☐	☐	☐	☐	☐	☐	☐
I comment on videos related to my academic college. (6)	☐	☐	☐	☐	☐	☐	☐	☐
I comment on posts related to my academic college. (7)	☐	☐	☐	☐	☐	☐	☐	☐
I comment on pictures/graphics related to my academic college. (8)	☐	☐	☐	☐	☐	☐	☐	☐
I share posts related to my academic college. (9)	☐	☐	☐	☐	☐	☐	☐	☐
I "like" pictures/graphics related to my academic college. (10)	☐	☐	☐	☐	☐	☐	☐	☐
I "like" posts related to my academic college. (11)	☐	☐	☐	☐	☐	☐	☐	☐
I initiate posts related to my academic college. (l2)	☐	☐	☐	☐	☐	☐	☐	☐
I initiate posts related to my academic college on social network sites. (13)	☐	☐	☐	☐	☐	☐	☐	☐

I post pictures/graphics related to my academic college. (14)	☐	☐	☐	☐	☐	☐	☐	☐
I write reviews related to my academic college. (15)	☐	☐	☐	☐	☐	☐	☐	☐
I write posts related to my academic college on forums (16)	☐	☐	☐	☐	☐	☐	☐	☐
I post videos that show my academic college. (17)	☐	☐	☐	☐	☐	☐	☐	☐

Q17 At what age did you begin using social media regularly?
☐ 11 years of age or less
☐ 12–13
☐ 14–17
☐ 18+

Q18 What is your current age?
☐ 17
☐ 18
☐ 19
☐ 20

Q19 What is your ethnicity?
☐ African American
☐ Asian
☐ White
☐ Mixed
☐ Native American
☐ Hispanic/Latino

Q20 What is your gender?
☐ Male
☐ Female
☐ Non-Binary

Q21 What is your major?

_____

Q22 What is your projected graduation year?

_____

Q23 Would you be interested in participating in a follow up interview to discuss social media and how you use it on a daily basis?
☐ Yes; My email is _____
☐ No

Q24 Please enter a valid email if you would like to participate in a drawing for one of four $10 amazon gift cards.

_____