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Social Media Preferences of Individuals Seeking Graduate Business Degrees

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Social Media Preferences of Individuals Seeking Graduate Business Degrees

by

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Peyton Boxberger & Hannah Lee

- The Walton MBA Program at the University of Arkansas currently does not have a social media marketing strategy that is tailored to each platform. Instead, they have a single marketing strategy that is applied to all four of their accounts including LinkedIn, Facebook, Twitter, and Instagram. The purpose of this thesis is to provide actionable insight to the Walton MBA Programs Office for a cohesive social media strategy that is inclusive of all audiences. This research hopes to help the Walton MBA program better understand potential and current students based on their social media behavior and learn how social media use has changed due to the global COVID-19 pandemic. This report will analyze the results of a survey crafted to better understand the social media preferences of individuals seeking graduate business degrees. From these, a social media marketing strategy can be created to tailor content to each platform based on each persona's unique characteristics and social media behavior.

Research Question

What are social media behaviors of students seeking graduate education opportunities in business?

Focused on Arkansas and neighboring states.

Overview

1. Social Media Platform Overviews
2. Unique Research and Insights
3. Social Media Recommendations
4. Further Research

Caveat: The data presented is based on significant research from key sources and an extensive data collection. This research was done in fulfillment of our honors thesis requirements, and for use by the Walton MBA Programs and Walton College of Business. For brevity, sources are not cited on the slides but are available in the notes.

References

Facebook Business Help Center. (n.d.). *About Page Insights on Facebook*. Retrieved April 12, 2020, from https://www.facebook.com/business/help/144825579583746?id=939256796236247 &ref=search_new_18.

Instagram Help Center. (n.d.). *How do I share a post with multiple photos or videos on Instagram?* Retrieved April 12, 2020, from https://help.instagram.com/269314186824048.

LinkedIn Help. (n.d.). *View Update Analytics for Your LinkedIn Page*. Retrieved April 12, 2020, from https://www.linkedin.com/help/linkedin/answer/8261.

Twitter. (n.d.). *Tweet and Video Activity Dashboards*. Retrieved April 12, 2020, from https://business.twitter.com/en/help/campaign-measurement-and-analytics/tweet-activity-dashboard.html.
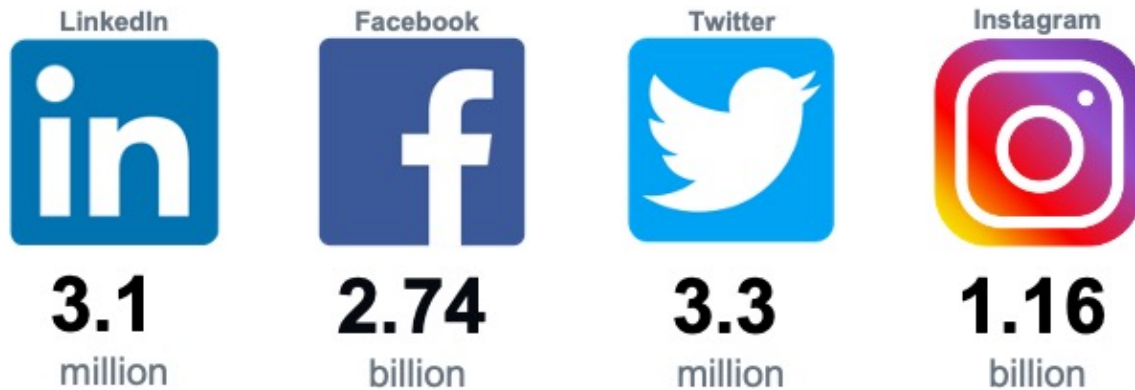
1.

SOCIAL MEDIA

Platform Overviews

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- This section will cover a literature review of platform demographics and engaging content types.

- This slide includes preliminary data that was collected prior to completing our own research through the survey. It can be used to compare Walton MBA social media specific data to the general user population on each platform.

- Monthly Active Users Per Platform:
  - LinkedIn: 3.1 million monthly active users (Iqbal, 2021).
  - Facebook: 2.74 billion monthly active users as of third quarter 2020 results (Facebook, Inc., 2020).
  - Twitter: 3.3 million monthly active users (@TwitterIR, 2019).
    - The last published figure regarding monthly active Twitter users amounted to 330 million before the company discontinued reporting on the metric in the first quarter of 2019.
  - Instagram: 1.16 billion monthly active users (Iqbal, 2021).

References

Facebook, Inc. (2020, October 29). *Facebook Reports Third Quarter 2020 Results.* Retrieved February 11, 2021, from https://investor.fb.com/investor-news/press-release-details/2020/Facebook-Reports-Third-Quarter-2020-Results/default.aspx.

Iqbal, M. (2021, March 8). *Instagram Revenue and Usage Statistics (2021).* Business

of Apps. Retrieved March 15, 2021, from
https://www.businessofapps.com/data/instagram-statistics/.

Iqbal, M. (2021, March 8). *LinkedIn Usage and Revenue Statistics (2020).* Business of
Apps. Retrieved March 15, 2021, from
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@TwitterIR (2019, April 23). *Q1 2019 Letter to Shareholders.* Retrieved February 11,
2021, from https://s22.q4cdn.com/826641620/files/doc_financials/2019/q1/Q1-
2019-Shareholder-Letter.pdf.

U.S. Platform Demographics
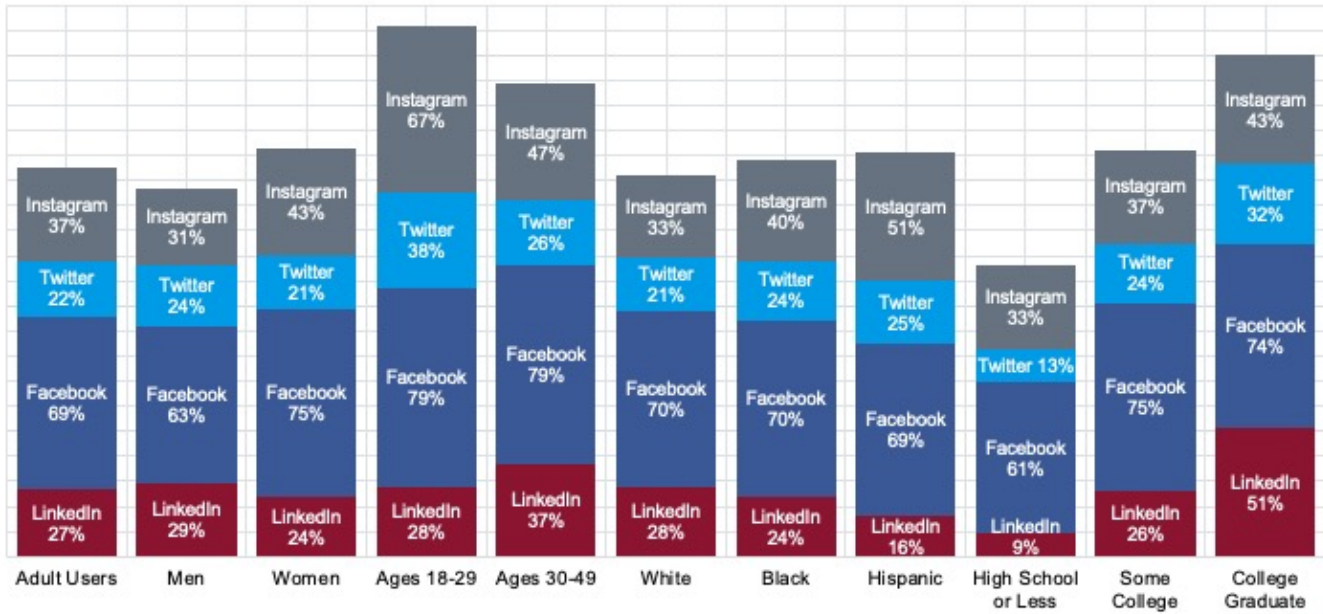
Pew Research Center: Jan. 8 to Feb 7, 2019

- This graph demonstrates a broad overview of United States specific user demographics on each of the four platforms: LinkedIn, Facebook, Twitter, and Instagram. This data was found in preliminary research that was conducted by the Pew Research Center in 2019. Looking at the "Men" column, the graph can be interpreted as 31% of all men in the United States use Instagram, 24% of all men in the United States use Twitter, and so on. The data also reflects the previous slide in that Facebook is the largest social media platform by usage followed by Instagram. It is interesting to note that a large percentage of Hispanics use Instagram compared to the other ethnic groups. However, ethnic representation on Facebook is similar across all three ethnicities included in this graph.

- **Pew research center:** nonpartisan fact tank that informs the public about issues, attitudes and trends. Conducts public opinion polling, demographic research, media content analysis and other empirical social science research.

Reference

Perrin, A., & Anderson, M. (2019, April 10). *Share of U.S. adults using social media, including Facebook, is mostly unchanged since 2018.* Pew Research Center. Retrieved December 10, 2020, from https://www.pewresearch.org/fact-

tank/2019/04/10/share-of-u-s-adults-using-social-media-including-facebook-is-mostly-unchanged-since-2018/.

Highest Usage on Each Platform

AGE RANGES	EDUCATION	DIVERSITY	GENDER
▪LinkedIn: Ages 30-49 ▪Facebook: Ages 18-49 ▪Twitter: Ages 18-29 ▪Instagram: Ages 18-29	▪LinkedIn: College Graduates ▪Facebook: Some College and College Graduates ▪Twitter: College Graduates ▪Instagram: College Graduates	▪LinkedIn: White ▪Facebook: White, Black, & Hispanic ▪Twitter: Hispanic & Black ▪Instagram: Hispanic	▪LinkedIn: Male ▪Facebook: Female ▪Twitter: Male ▪Instagram: Female

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- This slide highlights key insights from the previous graph that the Walton MBA Programs Office can consider when developing a social media strategy. For example, if the target population for a particular post is white males who are college graduates between the ages of 30-49, then the targeted content should be posted on LinkedIn. However, if the goal is to reach diverse individuals, content should be posted on either Facebook, Twitter, or Instagram.

Reference

Perrin, A., & Anderson, M. (2019, April 10). *Share of U.S. adults using social media, including Facebook, is mostly unchanged since 2018.* Pew Research Center. Retrieved December 10, 2020, from https://www.pewresearch.org/fact-tank/2019/04/10/share-of-u-s-adults-using-social-media-including-facebook-is-mostly-unchanged-since-2018/.

Engaging Content on Each Platform

LINKEDIN	FACEBOOK	TWITTER	INSTAGRAM
▪How-to and list posts perform the best ▪Videos are 5x more likely to start a conversation ▪Celebratory posts	▪Users almost exclusive use mobile devices ▪Photos create highest engagement rates for higher education	▪Tweets with a GIF get 55% more engagement than those without ▪Video and status posts	▪Carousels ▪Giveaways and contests

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LINKEDIN
- LinkedIn is primarily a site used for professional reasons such as job searches and creating professional connections. According to Omnicore Agency (2021), 6 out of 10 users are actively looking for industry insights on LinkedIn. Onmicore Agency (2021) and Rynne (2018) highlighted that content such as how-to and list posts increase engagement, posts with videos are five times more likely to start a conversation on LinkedIn versus any other format, and celebratory posts can help create more engagement. Additional things that the Walton MBA Programs can consider when posting on LinkedIn is 80% of sponsored content on the platform comes from mobile devices.

FACEBOOK
- According to Feehan (2021), photos create the highest engagement rates for higher education on Facebook. 98.3% of Facebook users almost exclusively use mobile to access Facebook (Chen, 2021). Since the majority of users access Facebook from a mobile device, it is important to make sure all videos and photos posted on this platform are mobile friendly. For instance, vertical formatted videos work best for viewing on a mobile device.

TWITTER
- Videos create the highest engagement rates on Twitter and a close second is status posts (Feehan, 2021). A typical engagement rate per post for higher education on Twitter is about 0.087%. According to Zote (2020), Tweets with a GIF get 55% more engagement than those without. Engagements are clicks anywhere on the Tweet, including retweets, replies, follows, likes, links, cards, hashtags, embedded media, username, profile photo, or tweet expansion.

INSTAGRAM
- Backed by a study done by Social Insider that examined 22 mil Instagram posts, 3 million of which were carousels, Southern (2020) claims that carousel posts lead to higher engagement on Instagram. The study found that an average single image post on Instagram calculated an engagement rate of 1.72% and carousels have an engagement rate of 1.92%. Feehan (2021) with Rival IQ also found that giveaways and contests were popular on every channel in almost every industry. This claim is supported by Easy Promo Blogs (2020) who stated that giveaways and contests can increase social media followers, raise brand awareness, and increase engagement. The average engagement rate per post on Instagram for higher education is 3.19%.

- **Omnicore Agency** is a full-service digital marketing agency. Certified to do the job by Google, Hootsuite, Bing ads, and inbound certification.
- **Rival IQ** is a robust marketing intelligence tool that you can use for in-depth competitive analysis. It allows you to enter your company along with your competitors to research website design, social media activity, and search optimization.
- **Sprout Social** is a social media management and optimization platform for brands and agencies of all sizes.
- **Hootsuite** is a social media management platform, created by Ryan Holmes in 2008. The system's user interface takes the form of a dashboard, and supports social network integrations for Twitter, Facebook, Instagram, LinkedIn and YouTube.
- **Easy Promo** is the most comprehensive and reliable platform for promotions on Instagram, Facebook, Twitter, YouTube and around the web.
- **Search Engine Journal** is dedicated to producing the latest search news, the best guides and How-To's for the SEO and marketer community.
- **Pew Research Center** is a nonpartisan fact tank that informs the public about the issues, attitudes and trends shaping the world.

- On this slide, you can click on any of the terms underlined and written in red

while in presentation mode to view examples.

References

Chen, J. (2021, February 17). *20 Facebook stats to guide your 2021 Facebook Strategy.* Sprout Social. Retrieved March 1, 2021, from https://sproutsocial.com/insights/facebook-stats-for-marketers/.

Easy Promos Blog. (2020, December 6). *Survey: How Brands Use Social Media Giveaways Today.* Retrieved February 11, 2021, from https://www.easypromosapp.com/blog/en/2019/01/survey-how-brands-use-social-media-giveaways-today/.

Feehan, B. (2021, February 16). *2021 Social Media Industry Benchmark Report.* Rival IQ. Retrieved March 1, 2021, from https://www.rivaliq.com/blog/social-media-industry-benchmark-report/#title-higher-ed.

LinkedIn. (n.d.). *The LinkedIn Pages Playbook.* LinkedIn. Retrieved January 26, 2021, from https://business.linkedin.com/content/dam/me/business/en-us/marketing-solutions/cx/2018/pdfs/linkedin-pages-playbook.pdf.

Omnicore Agency. (2021, January 6). *LinkedIn by the Numbers: Stats, Demographics & Fun Facts.* Retrieved January 26, 2021, from https://www.omnicoreagency.com/linkedin-statistics/.

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Southern, M. (2020, August 30). *Instagram Carousels Are the Most Engaging Post Type [Study].* Search Engine Journal. Retrieved February 11, 2021, from https://www.searchenginejournal.com/instagram-carousels/379311/#close.

Zote, J. (2020, July 8). *5 Strategies to amplify your Twitter Engagement.* Sprout Social. Retrieved March 1, 2021, from https://sproutsocial.com/insights/twitter-engagement/.

3.

UNIQUE RESEARCH

Data Source: Qualtrics Survey

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- This study sought to better understand social media preferences and choices of users. The information gathered helped advance the understanding of how social media usage has changed during the pandemic and better characterize the social media behaviors of specific demographic users. The survey was designed to measure who makes up the potential audience of the Walton MBA social media sites, and what specific content those audiences are interested in seeing on LinkedIn, Facebook, Twitter, and Instagram in general and in reference to graduate programs. The primary focus of this study was to gather data relevant to the Full-Time MBA cohort. This section does not contain all the data that was collected, but highlights what is believed to be most important and relevant to this thesis and the Walton MBA Programs Office. While the information included in the next few slides is preliminary data based on the responses from 304 participants, the trends displayed are expected to be present in the final data.

- A panel of 451 respondents participated in this study. Using Qualtrics' Online Panel distribution feature, respondents were selected from a targeted population. Participants were targeted based on demographic information including age, gender, location, and education. Based on characteristics of the target audience, Qualtrics provided access to a random representative sample and a Services Account Executive from Qualtrics distributed the materials to participants. All participants for the survey were selected based on their responses to the first

four demographic questions in the survey.
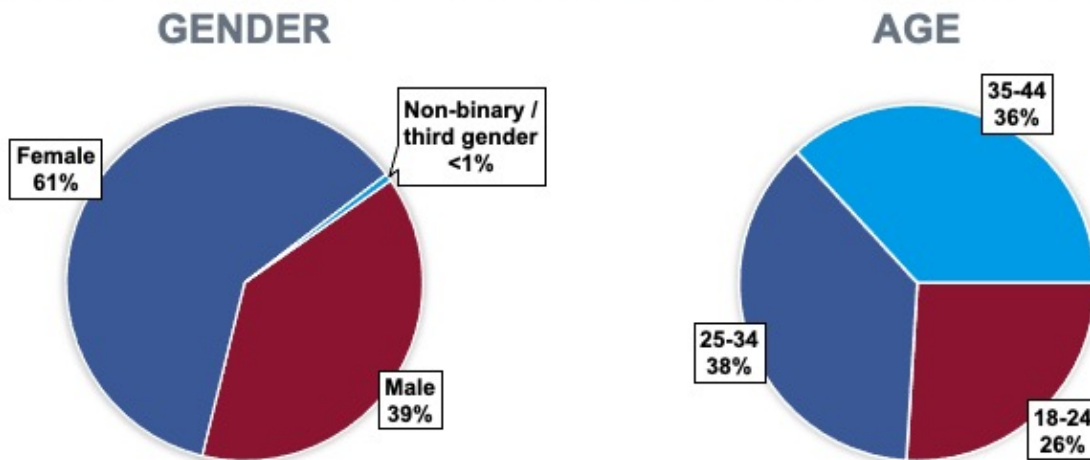
This slide references the following questions from the data collection survey:
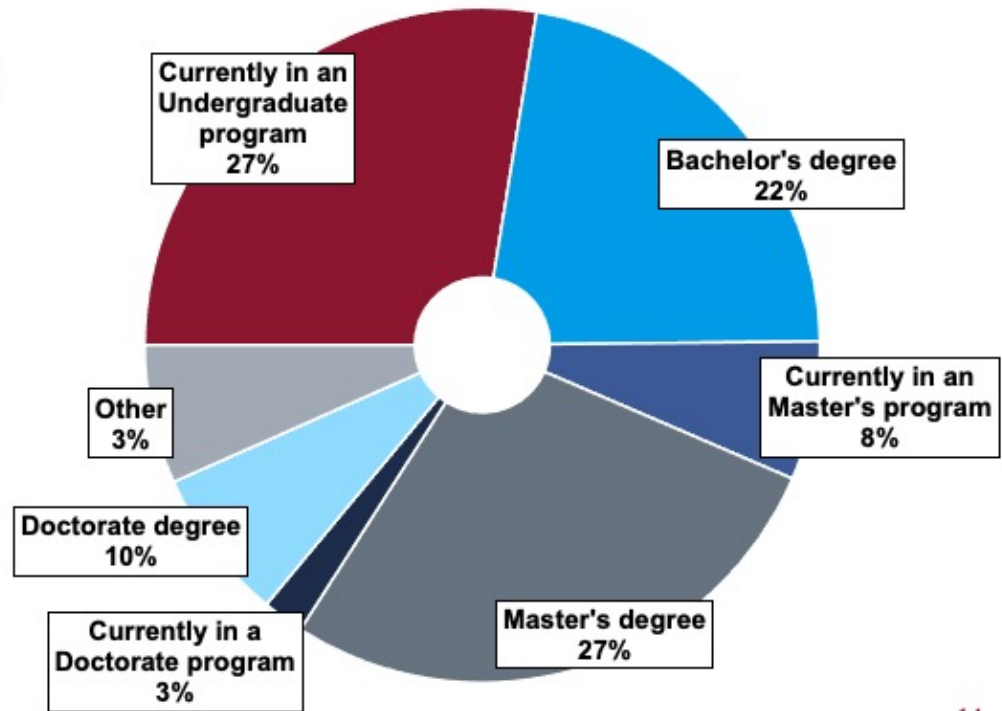   Q3: What is your current age?
        Q4: What is your gender?

- The data shown on this slide was collected from 304 respondents.

- Three questions in the survey were set with quotas, meaning that a pre-defined percentage of participants were targeted to choose a certain answer choice. Once a quota was filled, the following participants who selected that same answer choice were terminated from completing the survey thus increasing the chances to fill the remaining quotas. Quotas were placed on three dimensions of strata: gender, location, and education. After discussions with the Executive Director and Assistant Directors of the Walton MBA Programs, a gender ratio was created that represented an ideal cohort within the Full-Time MBA program. The ideal gender ratio is 50/50 for male and female. To include diversity of gender, such as third gender / non-binary, a quota was set to receive at least 45% of respondents who identify as male, at least 45% who identify as female, and the last 10% would be natural fall-out between all answer options for that question.

- Two questions were set as screener questions in the survey, meaning if

respondents selected certain answers, they would be able to continue the survey but if they chose others outside of the relevant options, they would be terminated from the survey. Screening criteria was placed on two dimensions of strata: age and location. The first screening question was based on age. After discussions with the Executive Director and two Assistant Directors of the Walton MBA Programs, we determined the age range for the Full-Time MBA program is approximately 20 to 40 years old, and the age range for the Executive MBA program is approximately 30 to 50 years old. Therefore, if a participant selected an age outside of the relevant 18- to 44-year-old range, they were forced to exit the survey and not be counted as a participant.
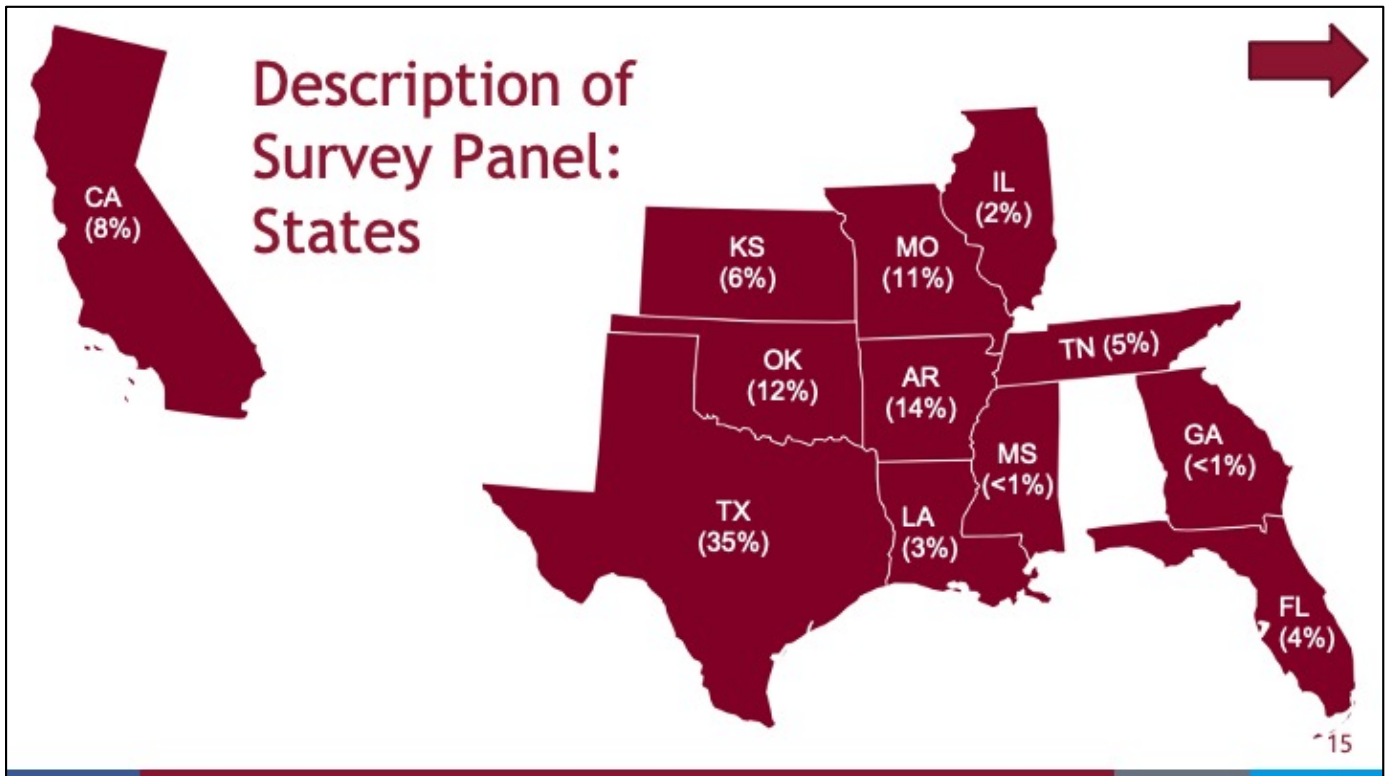
This slide references the following question from the data collection survey:

Q6: What is your current level of schooling or the highest degree you have achieved?

- The data shown on this slide was collected from 304 respondents.

- The second quota question referred to the educational background of participants. A quota was placed on the education question that required at least 20% of respondents be currently in an undergraduate program, at least 15% have earned a bachelor's degree, at least 40% be in a master's program at the time of participation, at least 15% have a master's degree, and the remaining 10% was natural fall-out.

- Upon data collection, a data insufficiency was found in recruiting participants who are currently in a master's degree program. Qualtrics found it very difficult to recruit respondents that indicated in question six (Q6) that they were currently in a master's degree program. Therefore, the quota placed on this answer option was combined with the quota for respondents who have earned a master's degree. Instead, of requiring 40% of respondents to be current master's students and 15% of respondents have a master's degree, we changed the quota to request 55% of respondents either be current master's

students or have a master's degree.

This slide references the following question from the data collection survey:
> Q5: Which state do you currently reside in?

- The data shown on this slide was collected from 304 respondents.

- The final screening question referred to the participants' location. Only participants who selected the answer option that they reside in one of the following states were allowed to continue and complete the survey: Arkansas, Texas, Missouri, Oklahoma, Kansas, Tennessee, Illinois, Louisiana, Georgia, Mississippi, Florida, and California. Those twelve states were selected for this study according to enrollment by state data in 2020 posted on the University's Office of Institutional Research and Assessment website. The highest enrollment at the university was concentrated in those twelve states.

- Location was also the final quota question. The percentage goals that were assigned to each of the twelve states were calculated by dividing the total enrollment from that state by the total enrollment at the University of Arkansas. The percentages were then rounded to the nearest whole numbers.

- While collecting the data, we found a data insufficiency for current master's students and individuals with a master's degree specifically within the state of

Arkansas. Qualtrics struggled to recruit participants within those educational groups that reside in Arkansas. Therefore, we loosened the quota to include current master's students and individuals with a master's degree in all twelve states which decreased the quota requirement placed on the state of Arkansas.

- For supplementary information, click on the red arrow in the upper right-hand corner of the slide while in presentation mode to jump to slide 43.

Reference

Enrollment | Institutional Research and Assessment | University of Arkansas. (n.d.). *Office of Institutional Research and Assessment*. Retrieved March 16, 2020 from https://oir.uark.edu/students/enrollment-state.php.
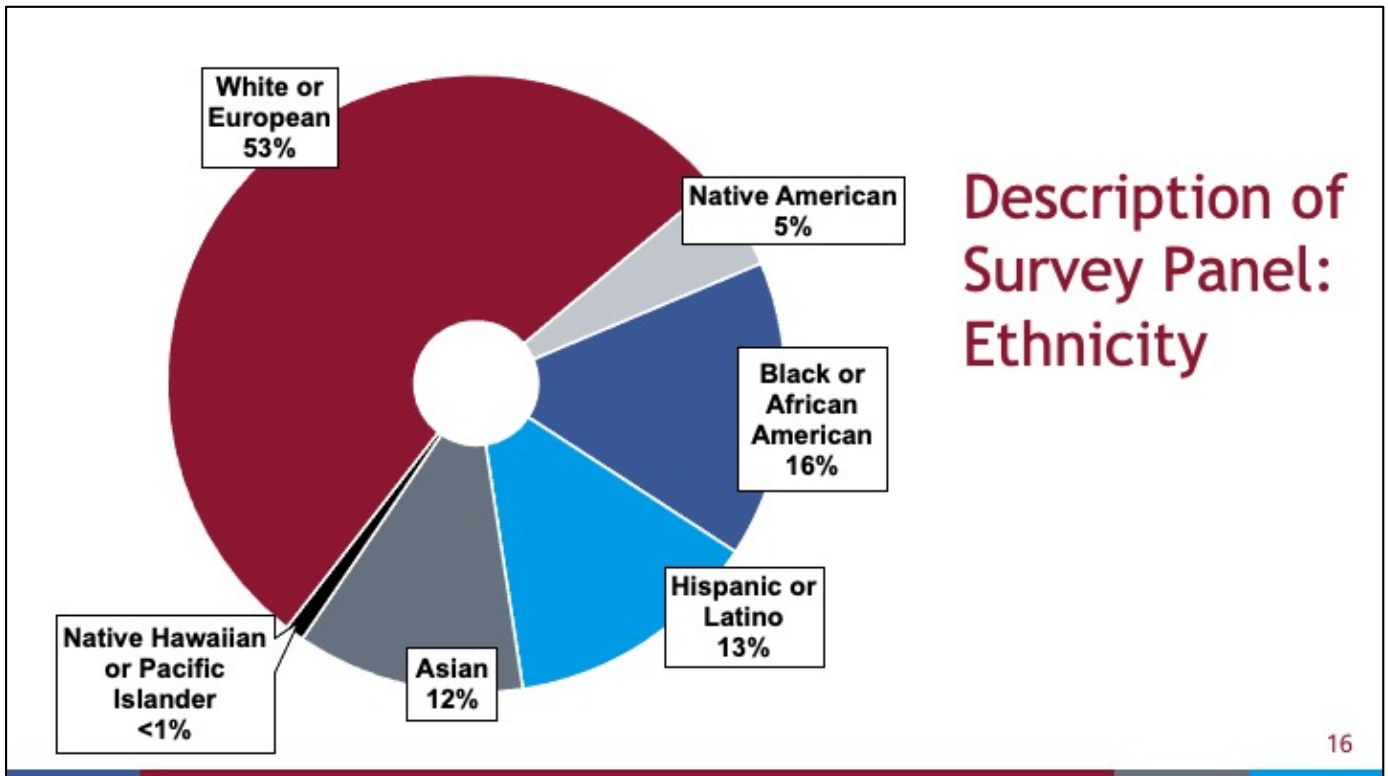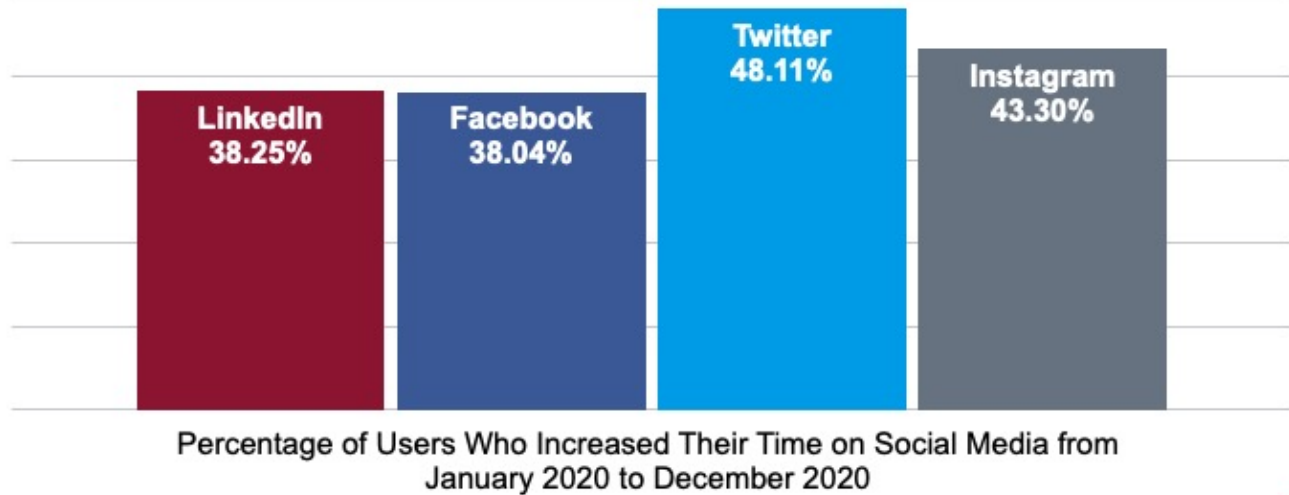
This slide references the following question from the data collection survey:
    Q7: Specify your ethnicity. Select all that apply.

- The data shown on this slide was collected from 304 respondents.

- There were no screening or quota requirements regarding ethnicity. The panel described in terms of ethnicity occurred from natural fallout of responses.

Covid-19's Impact on Social Media

Percentage of Users Who Increased Their Time on Social Media from January 2020 to December 2020

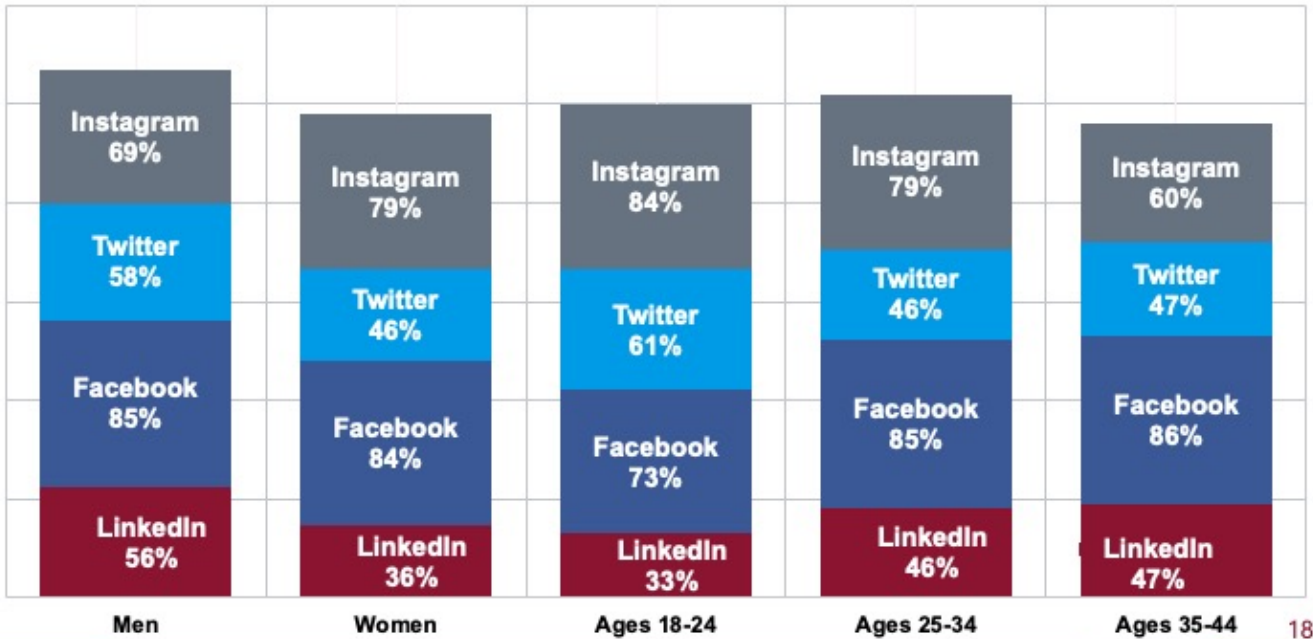This slide references the following questions from the data collection survey:

Q19: Indicate your level of social media use Pre-Covid from January 2020 to March 2020.

Q20: Indicate your level of social media use from March 2020 to December 2020.

- The data shown on this slide was collected from 304 respondents.

- We found it very interesting that our data showed that a substantial percentage of people increased their time on social media as a result of the COVID-19 pandemic, across all four platforms.

- These percentages were calculated by asking each respondent how much time they spent on each platform from January 2020 to March 2020, and the same question for March 2020 to December 2020. We then calculated the percentage change in usage for each respondent for each platform they indicated they use. If the percentage change calculated was positive, then that respondent was counted in the number of people who increased their time on social media for that platform throughout the year 2020. This number was then divided by the total number of respondents who indicated they use the platform.

- This data supports the idea that social media is a growing audience that the Walton MBA Programs should be focusing on in their marketing strategy.

Platform Usage Based on Gender and Age

This slide references the following question from the data collection survey:

Q12: Which of the following social media platforms do you currently use? Select all that apply.

- The data shown on this slide was collected from 304 respondents.

- The data collected in our survey regarding user demographic data on each platform reflects the data we found on the US platform demographics as shown on slide 9. As seen on this slide, Facebook is the most widely used platform across demographic groups with Instagram coming in as the second largest. This chart can be read by looking at for example, the "Women" column, and seeing that 79% of all the women who took our survey use Instagram, and 46% of women who took our survey use Twitter, and so on.

- The ages included in the chart represent potential student ages, student ages in the Full-Time MBA program, and student ages in the EMBA program.
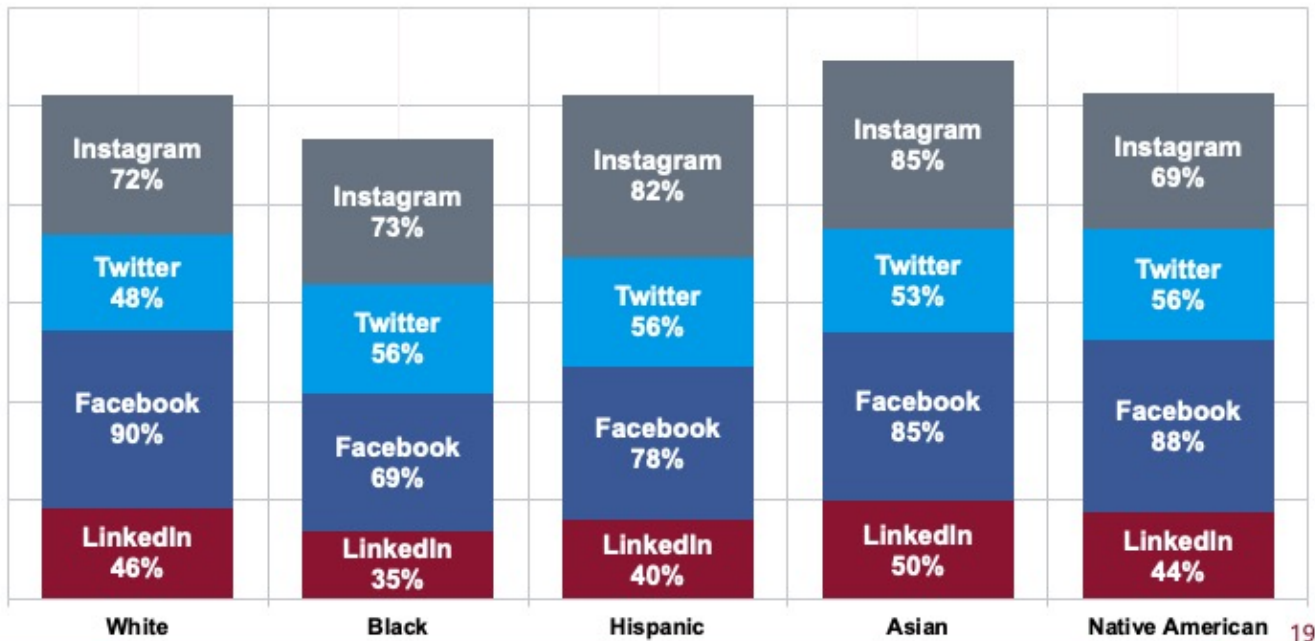
Platform Usage Based on Ethnicity

This slide references the following question from the data collection survey:

Q12: Which of the following social media platforms do you currently use? Select all that apply.

- The data shown on this slide was collected from 304 respondents.

- This chart can be read by looking at the individual columns and seeing that 90% of all Caucasian individuals who took our survey use Facebook, while only 69% of Black or African American individuals who completed our survey use Facebook. This data also shows, like the U.S. demographic data, that a large percentage of Hispanics use Instagram as compared to other ethnic groups.
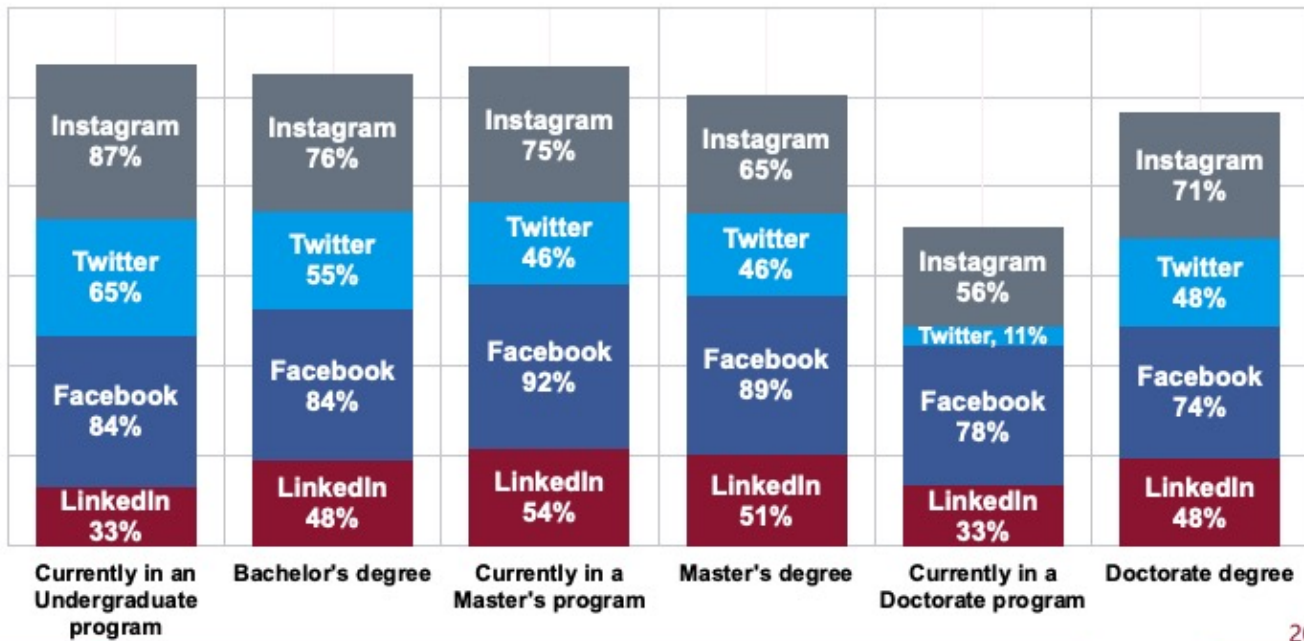
Platform Usage Based On Educational Level

This slide references the following question from the data collection survey:

Q12: Which of the following social media platforms do you currently use? Select all that apply.

- The data shown on this slide was collected from 304 respondents.

- Our primary focus for this research was to study individuals that fell into one of the first four column categories: Currently in an Undergraduate program, Bachelor's degree, Currently in a Master's program, and Master's degree. We focused on those subgroups of educational data because they are most relevant to the Walton MBA Programs as potential audiences on social media. Based on this data, the Walton MBA Programs can determine that LinkedIn is a good platform to reach individuals currently in a master's program. This makes sense that those currently in a master's program have a higher user percentage on that platform than other educational groups because most Master's programs, such as the Walton MBA, requires their students to have a LinkedIn account.

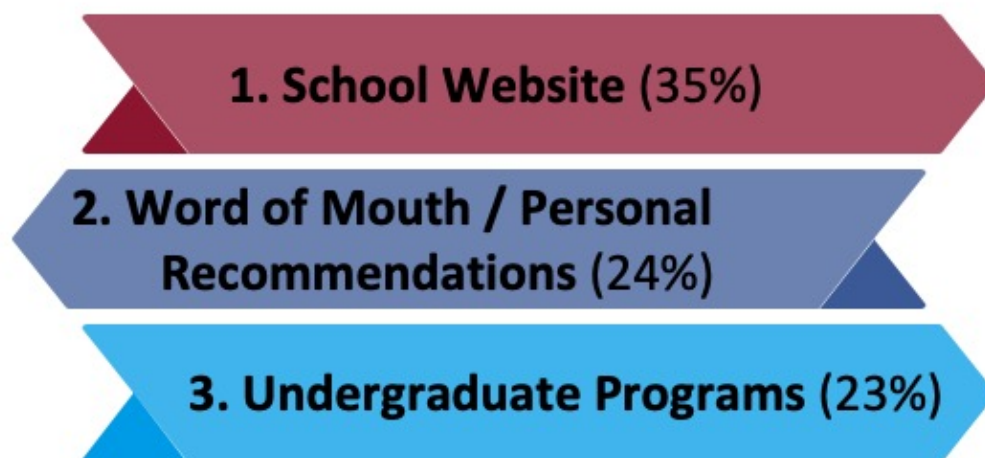This slide references the following question from the data collection survey:

Q15: What types of content would you be interested in seeing on each of the following platforms? Select all that apply.

- The data shown on this slide was collected from 304 respondents.

- The percentages on this slide represents the percentage of people who indicated they would be interested in seeing each type of content on a certain platform.

- LinkedIn is the most professional site out of the four, so it makes sense that users want to see more online workshops and educational activities on their feed. Facebook is a largely social site with the purpose to connect with friends and family so photos and videos are most popular. As for Twitter, many news organizations utilize this platform so many individuals use Twitter as a source to gain their news information, but it's also a site for entertainment purposes, so photos and videos are popular as well. Lastly, Instagram is similar to Facebook as it is primarily used to connect with friends and family, and for entertainment purposes. Therefore, the Walton MBA can display the program culture through social posts on Facebook and Instagram and share educational resources on LinkedIn and Twitter.

- By clicking on the red arrow on the bottom right side of the slide, you can jump to slide 44 for supplementary information.

This slide references the following question from the data collection survey:
Q22: How did you first hear about your Master's program?

- The data shown on this slide was collected from 304 respondents.

- Here we asked respondents who have received a Master's degree or are currently in a Master's program to indicate how they first heard about their graduate program. The top 3 most common resources were the school website, word of mouth / personal recommendations, and undergraduate programs.

- By clicking on the red arrow on the bottom right side of the slide, you can jump to slide 45 for supplementary information. As you do a deep dive into this data, it is interesting to note that targeted ads on social media do not seem to be an effective way to reach potential students for recruitment. This does not mean that they would be ineffective in bringing more traffic to the school website or increase engagement on each platform. No research in this study looked at how effective targeted ads on social media are at actually increasing the number of applicants or general website traffic.

This slide references the following question from the data collection survey:

Q23: What online sources did you use to obtain information on graduate programs before applying? Select all that apply.

● The data shown on this slide was collected from 304 respondents.

● Once students hear about a master's program and express interest, they will most likely turn to some online sources to find more information about the program. The top 4 online sources students use to obtain information on graduate programs before applying are the school website, Facebook, Non-program websites, and Instagram. Non-program affiliated websites could include ranking sites or general websites that discuss what an MBA is. A couple things are interesting to note here:
    ○ It is most common for students to hear about graduate programs on the school website as seen on the previous slide, and then they use that site to research additional information.
    ○ There are 2 social media sites within the top 4 sources used to research information on graduate programs. Therefore, the Walton MBA Programs should utilize both Facebook and Instagram to share important program information with their followers such as program cost, curriculum, financial aid, faculty, etc.

- By clicking on the red arrow on the bottom right side of the slide, you can jump to slide 46 for supplementary information.
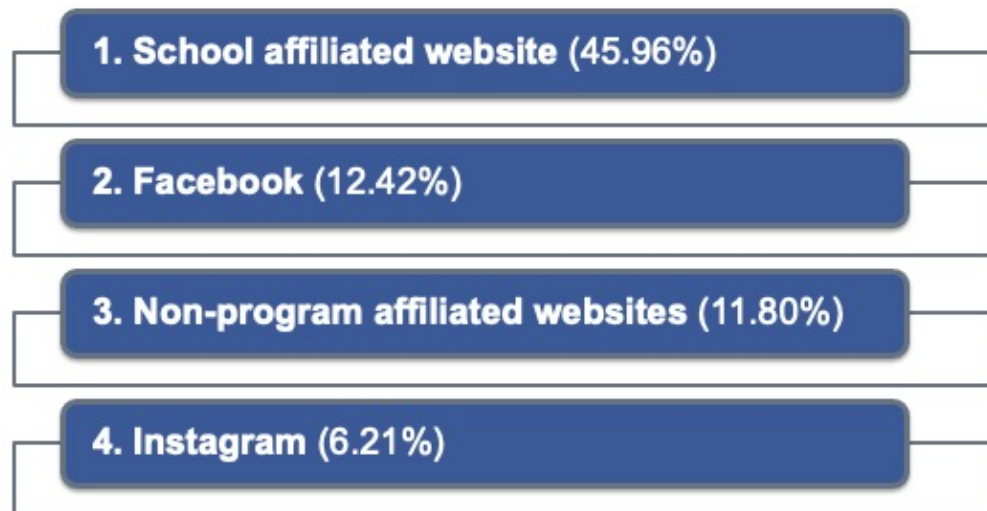
This slide references the following questions from the data collection survey:

> Q24: Rank the following factors in order of importance when selecting a graduate program with 1 being the most important and 10 being the least important.
>
> Q27: Rank the following factors in order of importance when selecting a graduate program in business with 1 being the most important and 10 being the least important.

- The data shown on this slide was collected from 304 respondents.

- Once students learn more about the programs they are interested in, they will have to figure out what factors are most important to them when selecting a final program. We found that program cost, ease of finding information, and the curriculum offered in the program were the top 3 most important factors when choosing a program to apply to. By clicking on the red arrow on the bottom right side of the slide, you can jump to slide 47 for supplementary information. Looking at the deep dive into the data, it's interesting to note that we found students first heard of their graduate programs via word of mouth as shown on slide 22, but information from other students and alumni is not a very important factor to consider when they actually choose a graduate program.

Interesting Topics to Graduate Students

1. Career Outcomes (17.48%)
2. Program Information (11.79%)
3. Finance (11.59%)
4. Business-Related Research (11.59%)
5. Local Events (10.77%)

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This slide references the following question from the data collection survey:

Q29: What topics would you be most interested to see on a graduate program's social media? Select all that apply.

- This question was only displayed to respondents who indicated they were a current graduate student, past graduate student, or a student interested in obtaining a graduate degree.

- The data shown on this slide was collected from 304 respondents.

- Once the students select a graduate program, the program would like to keep the students engaged on their social media accounts. Therefore, we asked our respondents to indicate what topics they would be most interested to see on a graduate program's social media platforms. The top 5 most selected topics are listed on this slide, but by clicking on the red arrow on the bottom right side of the slide you can jump to slide 48 for supplementary information and additional data.

4.

SOCIAL MEDIA RECOMMENDATIONS

Walton MBA Programs

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- This section will present social media recommendations specific to the Walton MBA Programs social media strategy based on the data we collected.

- After discussions with the Executive Director and Assistant Directors of the Walton MBA Programs, as well as outside social media research, we created these four social media goals for the Walton MBA Programs social media.

- Engagement rates are calculated at engagements divided by impressions.

References

ContentCal. (n.d.). *What is a Good Social Media Engagement Rate?* Retrieved April 10, 2020, from https://www.contentcal.io/blog/what-is-a-good-social-media-engagement-rate/.

Vora, Prateek. (n.d.). *How to Calculate Engagement Rate*. LinkedIn. Retrieved April 10, 2020, from https://www.linkedin.com/pulse/how-calculate-engagement-rate-social-media-platforms-prateek-vora.

- Based on the four goals created through discussions with
  the Executive Director and Assistant Directors of the Walton MBA Programs,
  as well as outside social media research, we created these three focuses for the
  development of Walton MBA Programs' social media strategy. Through these,
  we believe the four goals outlined on the previous slide can be achieved.

This slide references the following question from the data collection survey:

Q15: What types of content would you be interested in seeing on each of the following platforms? Select all that apply.

- These recommendations are based on the data presented on Slide 21.

- We recommend posting diverse content on each platform, as seeing the same content on each platform is repetitive. If the content is different across the Walton MBA Programs social media, it gives the audience a reason to be engaged on all platforms rather than just one.
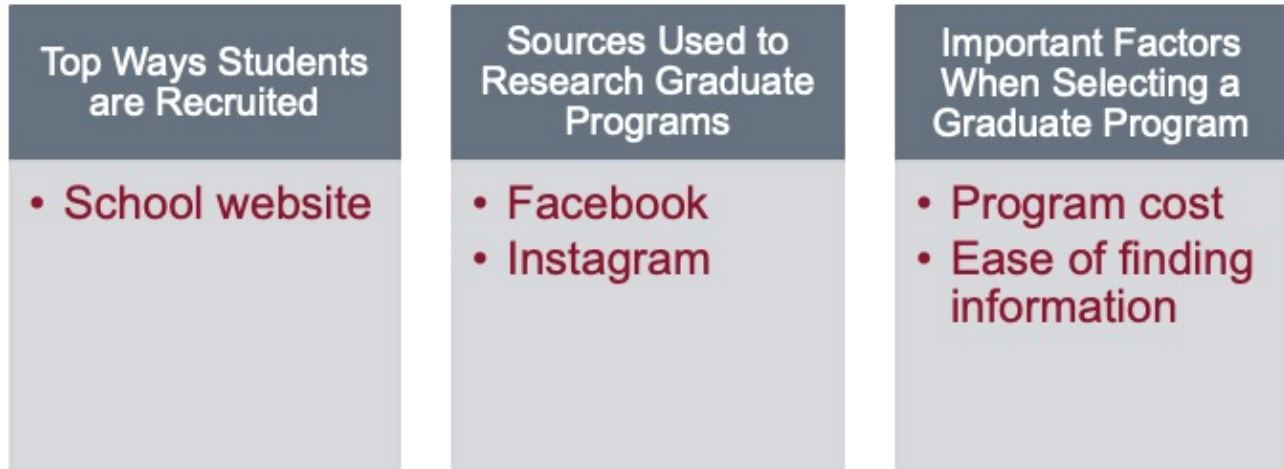
This slide references the following questions from the data collection survey:

        Q22: How did you first hear about your Master's program?

        Q23: What online sources did you use to obtain information on graduate programs before applying? Select all that apply.

        Q24: Rank the following factors in order of importance when selecting a graduate program with 1 being the most important and 10 being the least important.

        Q27: Rank the following factors in order of importance when selecting a graduate program in business with 1 being the most important and 10 being the least important.

- These recommendations are based on the data presented on Slides 22, 23, and 24.

- We recommend that the Walton MBA Programs utilize social media as a tool for recruitment. As 35% of respondents first heard of their graduate program via their school's website, Facebook and Instagram were among the top 4 online resources respondents used to research their graduate program, and program cost and ease of finding information were the top two most important factors potential students consider, the data shows that students are using social media to research potential graduate programs. Therefore, the Walton

MBA Programs should have this information readily available for potential students and updated on both their website and social media platforms.

Program Diversity Initiatives

| Increase minority representation on Facebook and Instagram. | Feature program diversity and inclusive local events. | Highlight opportunities and financial support for minority groups. |

31

This slide references the following questions from the data collection survey:

Q12: Which of the following social media platforms do you currently use? Select all that apply.

Q24: Rank the following factors in order of importance when selecting a graduate program with 1 being the most important and 10 being the least important.

Q27: Rank the following factors in order of importance when selecting a graduate program in business with 1 being the most important and 10 being the least important.

Q29: What topics would you be most interested to see on a graduate program's social media? Select all that apply.

- We recommend that the Walton MBA Programs employ diversity initiates on their social media platforms. Minority ethnic groups are large users of Facebook and Instagram, and minority users prefer to see photos and videos on their social media feed. Minority respondents also indicated that they prefer to see local event content and program information content on social media. Additionally, minority ethnic groups indicated that the cost of the program is the most important factor when selecting a graduate program. The Walton MBA Programs should include representation of minority groups on Facebook and Instagram, feature program diversity and inclusive local events, and

highlight opportunities and financial support for minority groups on their social media platforms.

6.

FURTHER RESEARCH

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- The following information can be used in further research to continue the discussion of creating a personalized strategy for the Walton MBA Programs that utilizes data from the survey and from the creation of audience personas.

- Caveat: The following information is not based on scientific research. The following six audience personas were put together after discussions with the Executive Director and Assistant Directors of the Walton MBA Programs.

- Audience personas are a marketing tool used to identify and reach specified target audiences. We sought out to create a set of audience personas for the Walton MBA Programs social media.

- We created six personas for the Full-time MBA program at the Sam M. Walton College of Business at the University of Arkansas. Created through extensive discussions with the Executive Director and Assistant Directors of the Walton MBA Programs, the Full-time MBA personas hope to encompass the majority of demographics displayed in the program. Demographic qualities such as gender, age, ethnicity, etc. were developed based on assumptions of ideal cohort demographics, as well as past program statistics. Psychometric qualities such as stress level, professional preparedness, confidence level, and career path certainty were developed through discussions with the Executive Director and Assistant Directors of the Walton MBA Programs, which included personal knowledge of current and past students.

- These personas could be utilized to craft a social media strategy that appeals to several dimensions of the Walton MBA Programs social media audience.

- Further research options include expanding these personas to include the Executive MBA Program, Walton MBA alumni, and Walton MBA corporate

recruiters. These personas can also be altered to include more scientifically based research in the assumptions.

Reference

Google. (n.d.). *Using audience personas & research in your marketing - Think with Google*. Retrieved April 20, 2020 from https://www.thinkwithgoogle.com/future-of-marketing/creativity/marketing-personas-audience-research/#:~:text=Personas%20are%20fictional%20profiles%20that,products%20at%20the%20right%20time.

Ally Persona

Ally Persona
Graduate Student at University of Arkansas - Sam M. Walton College of Business
Kansas City Metropolitan Area

University of Arkansas - Sam M. Walton College of Business

[Sign in to Connect]

About

I am a 21 year old senior honors student studying business management at the Sam M. Walton College of Business at the University of Arkansas, graduating Spring of 2021 with a 4.0 GPA. I am also in the accelerated Full-time Walton MBA program, where I will graduate in Spring of 2022. I had the opportunity to intern with Unilever the summer after my junior year, and I am excited to start my career in business. I have been enjoying the professional development opportunities in the Walton MBA program and learning from my corporate mentor. In my free time, I enjoy calling the hogs (WPS!), being involved on campus, and spending time with friends in Greek Life!

Education

University of Arkansas - Sam M. Walton College of Business
Master of Business Administration - MBA · Marketing
2020 - 2022

University of Arkansas
Bachelor's degree · Business Management
2017 - 2021

Bailey Persona

Bailey Persona
Graduate Student at University of Arkansas - Sam M. Walton College of Business
Dallas-Fort Worth Metroplex

University of Arkansas - Sam M. Walton College of Business

[Sign in to Connect]

About

I am a 22 year-old track & field student-athlete at the University of Arkansas. I am also a Full-time MBA student in the Walton MBA program, where I will graduate Spring of 2022. I studied Exercise Science at the University of Arkansas and graduated Spring of 2020 with a 3.75GPA. I have been learning a lot from the professional development opportunities in the Walton MBA program and enjoy getting involved through the Outdoors Club. In my free time, I enjoy working out and meal prepping, planning my wedding, and cheering on the Razorbacks!

Education

University of Arkansas - Sam M. Walton College of Business
Master of Business Administration - MBA · Marketing
2020 - 2022

University of Arkansas
Bachelor's degree · Exercise Science
2016 - 2020

Chitra Persona

Chitra Persona
Graduate Student at University of Arkansas - Sam M. Walton College of Business
Mumbai Metropolitan Region

University of Arkansas - Sam M. Walton College of Business

[Sign in to Connect]

About

I am a 28 year-old international student in the Walton MBA program, where I will graduate Spring of 2022. I graduated from the University of Mumbai in 2014, where I majored in International Business. I have 6 years of professional experience in the technology sector. I greatly appreciate the professional development opportunities in the Walton MBA program and I am focused on learning and growing my connections. In my free time, I enjoy spending time with my family and reading.

Education

University of Arkansas - Sam M. Walton College of Business
Master of Business Administration - MBA · Supply Chain Management
2020 - 2022

University of Mumbai
Bachelor's degree · International Business
2010 - 2014

Daniel Persona
Graduate Student at University of Arkansas - Sam
M. Walton College of Business
Bentonville, Arkansas, United States

University of Arkansas - Sam
M. Walton College of Business

About

I am a 22-year-old full-time MBA student in the Walton MBA program, where I will graduate Spring of 2022. I graduated from the University of Arkansas with a 3.9GPA in 2020, majoring in Supply Chain Management with a minor in Nonprofit Studies. Last summer, I had the opportunity to volunteer my time through an internship with the Bentonville local government. I am very passionate about giving back to my community, helping others, and social activism. I am a proud member of the LGBTQ+ community. (he/him)

Education

University of Arkansas - Sam M. Walton College of Business
Master of Business Administration - MBA - Custom Nonprofit
Management/Sustainability
2020 - 2022

University of Arkansas
Bachelor's degree - Supply Chain Management and Nonprofit Studies
2016 - 2020

Evan Persona
Graduate Student at University of Arkansas - Sam
M. Walton College of Business
Little Rock Metropolitan Area

University of Arkansas - Sam
M. Walton College of Business

About

I am a 34 year-old full-time MBA student in the Walton MBA program, where I will graduate Spring of 2022. I graduated from the University of Arkansas Little Rock in 2008 with a 3.6GPA, majoring in Industrial Engineering. I have 12 years of experience in the Logistics Consulting sector. I am looking to start my own consulting firm once I complete the MBA program. In my free time, I enjoy spending time with my wife and 2 daughters, hiking, and cycling.

Education

University of Arkansas - Sam M. Walton College of Business
Master of Business Administration - MBA - Entrepreneurship
2020 - 2022

University of Arkansas at Little Rock
Bachelor's degree - Industrial Engineering
2004 - 2008

Frank Persona
Graduate Student at University of Arkansas - Sam
M. Walton College of Business
Lewisville, Texas, United States

University of Arkansas - Sam
M. Walton College of Business

About

I am a 29 year-old full-time MBA student in the Walton MBA program, where I will graduate Spring of 2022. I graduated from the University of Texas at Dallas in 2012 with a 3.4/5GPA, majoring in Information Systems and minoring in Computer Science. I was active in the Army Reserve Officer Training Corps(ROTC) in my undergraduate and continued with the Army for 8 years after graduating. After completing the MBA program, I plan to return to my service in the Army. In my free time, I enjoy spending time with my wife, playing video games, and DIY home renovations- I am building a nursery for my future child!

Education

University of Arkansas - Sam M. Walton College of Business
Master of Business Administration - MBA - Entrepreneurship
2020 - 2022

The University of Texas at Dallas
Bachelor's degree - Information Systems and Computer Science
2008 - 2012

Psychometrics

Full-Time MBA Personas
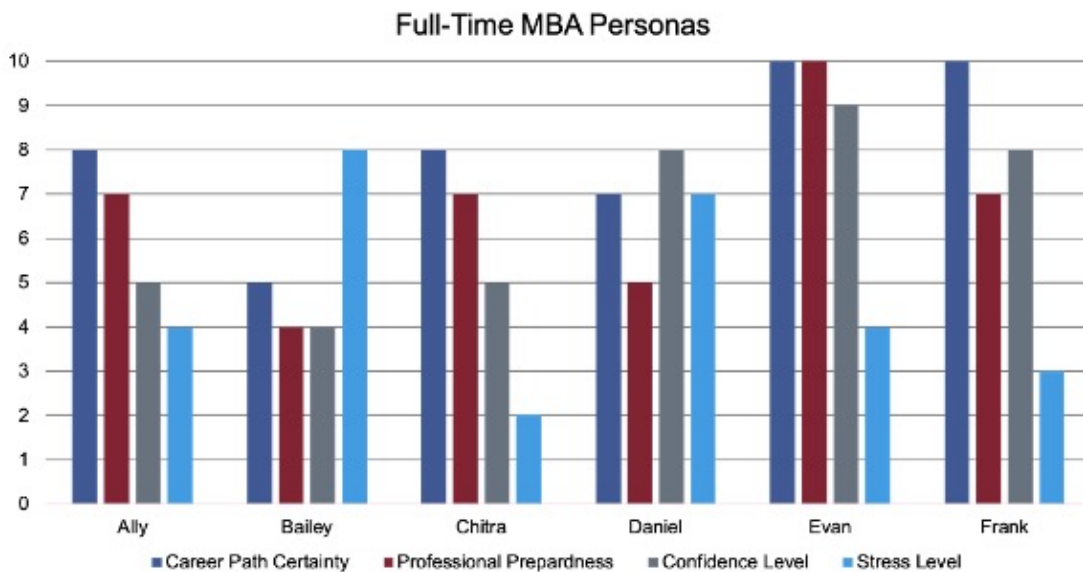
- Psychometrics refers to the science of measuring mental capacities and processes. In other words, what drives people to act or behave in a certain way. After discussions with the Executive Director and Assistant Directors of the Walton MBA Programs, we identified these four relevant psychometric characteristics of an ideal Full-Time MBA cohort:
    - Career Path Certainty: How sure the persona is of their future career goals and plans.
    - Professional Preparedness: How professionally the persona presents themselves throughout the program in terms of communications, behaviors, and appearance.
    - Confidence Level: How confident the persona is in decision making, speaking in public settings, and taking on a leadership role.
    - Stress Level: How stressed does the persona feels throughout the program due to program related and personal responsibilities.

- Each psychometric was placed on a 10-point scale where the personas could be given a certain score in terms of the psychometrics. For career path certainty, professional preparedness, and confidence level, the higher the score, the more positive the metric. The higher the score for stress levels indicates the persona experiences little stress throughout the program.

- For example, Evan is 34-year-old male with 12 years of professional working experience. We can assume that due to his prior experience, he presents himself as being highly professionally prepared and is also very confident in displaying his knowledge and skills through decision making. He often takes on leadership roles when working on group projects throughout the MBA program. It can be assumed that he is confident in his future career path since he is pursuing the entrepreneurship track in the program and plans to start his own consulting business. As for stress level, Evan experiences a fairly large amount of stress during his time in the program because he has to manage his time between school responsibilities and family time. He also may experience financial stress in regards to providing for his family since he is no longer working full time and must pay tuition as well as save up to start his own business after graduation.
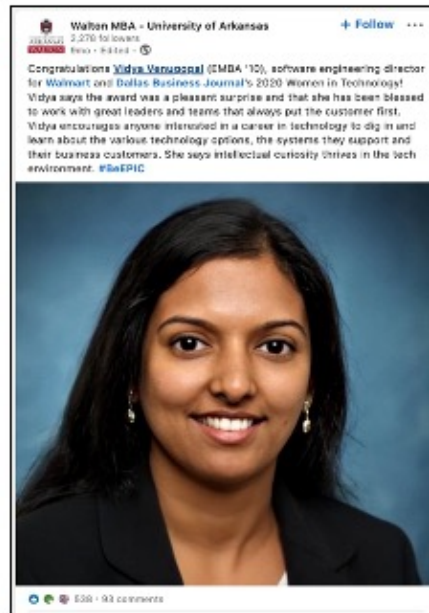
"

Questions?

37

EXTRA SLIDES

38

- The following slides include supplemental information to support claims that were made throughout the presentation.

Celebratory Post Example

- **Top Performing Post on LinkedIn:**
  - Vidya Venugopal Alumni Award
  - posted July 20, 2020

Reference

LinkedIn. (n.d.). *Walton MBA - University of Arkansas on LinkedIn: #BeEPIC: 93 comments*. Retrieved April 10, 2020, from https://www.linkedin.com/feed/update/urn:li:activity:6690987196691841024/?updateEntityUrn=urn%3Ali%3Afs_feedUpdate%3A%28V2%2Curn%3Ali%3Aactivity%3A6690987196691841024%29.
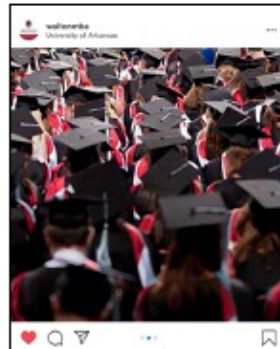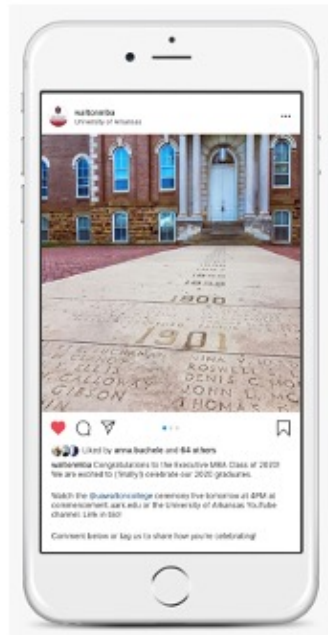
GIF Example

- **GIF** – Graphics Interchange Format
  - An animated photo

Instagram Carousel

Reference

Instagram. (n.d.) *@waltonMBA.* Retrieved April 12, 2020, from
https://www.instagram.com/p/CI8bh0hhl34/.

Reference

Instagram. (n.d.) *@campusbookstore*. Retrieved April 12, 2020, from https://www.instagram.com/p/CNc_X0zJ7OV/.

2020 State Enrollment Data

State	Percentage of All Students Enrolled
Arkansas	51.65%
Texas	22.86%
Missouri	5.64%
Oklahoma	3.58%
Kansas	2.92%
Tennessee	1.45%
Louisiana	0.81%
California	0.79%
Illinois	0.74%
Florida	0.57%
Mississippi	0.41%
Georgia	0.29%

43

This slide references the following question from the data collection survey:
Q5: Which state do you currently reside in?

- The data shown on this slide was collected from 304 respondents.

Reference

Enrollment | Institutional Research and Assessment | University of Arkansas. (n.d.). *Office of Institutional Research and Assessment*. Retrieved March 16, 2020 from https://oir.uark.edu/students/enrollment-state.php.

Desired Content on Each Platform

Question	LinkedIn		Facebook		Twitter		Instagram		None of the above		Count
Photos / Videos	15.15%	45	74.41%	221	37.37%	111	72.05%	214	4.38%	13	297
Infographics	24.92%	74	33.33%	99	29.63%	88	28.96%	86	38.05%	113	297
Podcasts	16.16%	48	39.73%	118	29.63%	88	27.27%	81	35.02%	104	297
Blog articles	24.24%	72	43.43%	129	33.33%	99	23.23%	69	28.96%	86	297
Online workshops / Educational activities	43.43%	129	42.42%	126	21.55%	64	19.87%	59	21.55%	64	297
News articles	27.61%	82	49.49%	147	42.76%	127	17.17%	51	18.52%	55	297

44

This slide references the following question from the data collection survey:

Q15: What types of content would you be interested in seeing on each of the following platforms? Select all that apply.

- The data shown on this slide was collected from 304 respondents.

Top Ways Students Are Recruited

#	Answer	%	Count
1	School website	34.62%	36
5	Word of mouth / Personal recommendations	24.04%	25
7	Undergraduate programs	23.08%	24
6	Employer resources / Professional development	4.81%	5
8	None of the above	4.81%	5
2	Posts on social media	3.85%	4
9	Other (Please specify)	2.88%	3
3	Blogs	0.96%	1
4	Targeted ads on social media	0.96%	1
	Total	100%	104

This slide references the following question from the data collection survey:
Q22: How did you first hear about your Master's program?

- The data shown on this slide was collected from 304 respondents.

Sources Used to Research Graduate Programs

#	Answer	%	Count
1	School affiliated websites	45.96%	74
2	Non-program affiliated websites	11.80%	19
3	Facebook	12.42%	20
4	YouTube	4.97%	8
5	Instagram	6.21%	10
6	Twitter	1.24%	2
7	Snapchat	0.00%	0
8	LinkedIn	4.97%	8
9	Blogs	4.35%	7
10	None of the above	4.97%	8
11	Other (Please specify)	3.11%	5
	Total	100%	161

46

This slide references the following question from the data collection survey:
   Q23: What online sources did you use to obtain information on graduate programs before applying? Select all that apply.

● The data shown on this slide was collected from 304 respondents.

Most Important Factors When Selecting a Graduate Program

Count = # of times each answer option was ranked #1.

#	Answer	Q24 Count	Q27 Count	Total	Total %
1	Ease of finding information	19	6	25	17.36%
2	Content you saw on social media	8	4	12	8.33%
3	Cost of the program	29	9	38	26.39%
4	The ranking of the program	11	6	17	11.81%
5	Interactions with staff / faculty from the program	8	1	9	6.25%
6	Information from other students / alumni	1	2	3	2.08%
7	Location of the program	10	2	12	8.33%
8	Placement rates	1	2	3	2.08%
9	Curriculum offered in the program	16	8	24	16.67%
11	Other (Please specify)	1	0	1	0.69%
	Total			144	100%

47

This slide references the following questions from the data collection survey:

Q24: Rank the following factors in order of importance when selecting a graduate program with 1 being the most important and 10 being the least important.

Q27: Rank the following factors in order of importance when selecting a graduate program in business with 1 being the most important and 10 being the least important.

- The data shown on this slide was collected from 304 respondents.

Interesting Topics to Graduate Students

#	Answer	%	Count
1	Health and exercise	7.72%	38
2	Finance	11.59%	57
3	Business-related research	11.59%	57
4	Local events	10.77%	53
5	Supply chain	3.46%	17
6	Retail	5.49%	27
7	Marketing	5.69%	28
8	Current business news	6.91%	34
9	Job opportunities	17.48%	86
10	Program information	11.79%	58
11	Leadership content	6.71%	33
12	Other (Please specify)	0.81%	4
	Total	100%	492

48

This slide references the following question from the data collection survey:

> Q29: What topics would you be most interested to see on a graduate program's social media? Select all that apply.

- This question was only displayed to respondents who indicated they were a current graduate student, past graduate student, or a student interested in obtaining a graduate degree.

- The data shown on this slide was collected from 304 respondents.

Appendix

Consent Document and Survey

- An informed consent document was used containing information about the purpose of the study, procedures, benefits and risks of participating, confidentiality, voluntary participation, and contact information of the researchers. Since no minors under the age of 18 participated in the study, a signature was not required and it was assumed that by completion of the survey, participants gave consent for their responses to be used in this research. The informed consent document was included at the start of the survey where participants were expected to read it before continuing to take the survey.

- The survey had 33-items and was compiled by two primary researchers in conjunction with a faculty advisor. The survey included nine demographic questions, none of which included identifying information. The survey also included a section that asked participants to answer questions regarding their social media usage on the following platforms: LinkedIn, Facebook, Instagram, and Twitter. Lastly, the survey asked participants questions about social media content preferences regarding graduate school programs. In presentation mode, click on "Consent Document and Survey" to view the full survey.

Social Media Preferences of Individuals Seeking Graduate Business Degrees

Survey Flow

Page Break ———————————————————————————————————

Start of Block: Consent

Q1 **Social Media Preferences of Individuals Seeking Graduate Business Degrees**
Consent to Participate in a Research Study
Principal Researchers: Peyton Boxberger and Hannah Lee
Faculty Advisor: Vikas Anand

INVITATION TO PARTICIPATE
You are invited to participate in a research study that explores social media usage and behaviors. You are being asked to participate in this study because you have had exposure to social media platforms, their intended purposes, and are knowledgeable about your behavior on social media.

WHAT YOU SHOULD KNOW ABOUT THE RESEARCH STUDY
Who is the Principal Researcher?
Peyton Boxberger – pnboxber@uark..edu
Hannah Lee – hcl002@uark.edu
Who is the Faculty Advisor?
Vikas Anand – vikas@uark.edu

What is the purpose of this research study?
The purpose of this study is to understand social medial preferences and choices of users. The information gathered in this survey will help advance our understanding of how social media usage has changed during the pandemic.

Who will participate in this study?
Approximately 500 total participants including sophomore, junior, and senior undergraduate students, current graduate students, and working professionals. All participants will reside in the

following states: Kansas, Arkansas, Tennessee, Louisiana, Texas, Oklahoma, Missouri, Georgia, Illinois, Mississippi, Florida, California

What am I being asked to do?
Your participation will require the following:
Answer questions in an online survey regarding your use of social media platforms.

What are the possible risks or discomforts?
No anticipated risks to participating.

What are the possible benefits of this study?
No anticipated benefits to the participant.

How long will the study last?
This study will include approximately a 15-minute survey created by researchers Peyton and Hannah.

Will I receive compensation for my time and inconvenience if I choose to participate in this study?
With a full survey completion, you will be compensated from your respective panels provider.

Will I have to pay for anything?
No, there will be no cost associated with your participation.

What are the options if I do not want to be in the study?
If you do not want to be in this study, you may refuse to participate. Also, you may refuse to participate at any time during the study. There will be no penalty for not participating in this study.

How will my confidentiality be protected?
All information will be kept confidential to the extent allowed by applicable State and Federal law. Only the researchers and authorized personnel will have access to this data. All participant responses will remain anonymous.

Will I know the results of the study?
At the conclusion of the study you will have the right to request feedback about the results. You may contact the Principal Researchers, Peyton Boxberger (pnboxber@uark.edu) and Hannah

Lee (hcl002@uark.edu) or the faculty advisor, Vikas Anand (vikas@uark.edu). You may print or save a copy of this form for your files.

What do I do if I have questions about the research study?
You have the right to contact the Principal Researchers or Faculty Advisor as listed below for any concerns that you may have.

Peyton Boxberger: pnboxber@uark..edu
Hannah Lee: hcl002@uark.edu
Vikas Anand: vikas@uark.edu

You may also contact the University of Arkansas Research Compliance office listed below if you have questions about your rights as a participant, or to discuss any concerns about, or problems with the research.

Ro Windwalker, CIP
Institutional Review Board Coordinator
Research Compliance
University of Arkansas
109 MLKG Building
Fayetteville, AR 72701-1201
479-575-2208
irb@uark.edu

I have read the above statement and have been able to ask questions and express concerns, which have been satisfactorily responded to by the investigator. I understand the purpose of the study as well as the potential benefits and risks that are involved. I understand that participation is voluntary. I understand that significant new findings developed during this research will be shared with the participant. I understand that I may print or save a copy of this form for my files. By completing this survey, I am giving consent for my responses to be used in this research.

End of Block: Consent

Start of Block: Purpose

Q2 This survey seeks to understand social medial preferences and choices of users. The information gathered in this survey will help advance our understanding of how social media usage has changed during the pandemic. The survey should take less than 15 minutes, and your responses are completely anonymous.

We appreciate your input!

Q3 What is your current age?

○ 17 years or younger (10)

○ 18 - 24 years old (2)

○ 25 - 34 years old (3)

○ 35 - 44 years old (4)

○ 45 - 54 years old (5)

○ 55 - 64 years old (6)

○ 65 - 74 years old (7)

○ 75 - 84 years old (8)

○ 85 years or older (9)

Skip To: End of Block If Q3 = 17 years or younger
Skip To: End of Block If Q3 = 45 - 54 years old
Skip To: End of Block If Q3 = 55 - 64 years old
Skip To: End of Block If Q3 = 65 - 74 years old
Skip To: End of Block If Q3 = 65 - 74 years old
Skip To: End of Block If Q3 = 85 years or older

Q4 What is your gender?

○ Male (1)

○ Female (2)

○ Non-binary / third gender (3)

○ Prefer not to say (4)

Q5 Which state do you currently reside in?

○ AL - Alabama (1)

○ AK - Alaska (2)

○ AZ - Arizona (3)

○ AR - Arkansas (4)

○ CA - California (5)

○ CO - Colorado (6)

○ CT - Connecticut (7)

○ DE - Delaware (8)

○ FL - Florida (9)

○ GA - Georgia (10)

○ HI - Hawaii (11)

○ ID - Idaho (12)

○ IL - Illinois (13)

○ IN - Indiana (14)

○ IA - Iowa (15)

○ KS - Kansas (16)

○ KY - Kentucky (17)

○ LA - Louisiana (18)

○ ME - Maine (19)

○ MD - Maryland (20)

○ MA - Massachusetts (21)

○ MI - Michigan (22)

○ MN - Minnesota (23)

○ MS - Mississippi (24)

○ MO - Missouri (25)

○ MT - Montana (26)

○ NE - Nebraska (27)

○ NV - Nevada (28)

○ NH - New Hampshire (29)

○ NJ - New Jersey (30)

○ NM - New Mexico (31)

○ NY - New York (32)

○ NC - North Carolina (33)

○ ND - North Dakota (34)

○ OH - Ohio (35)

○ OK - Oklahoma (36)

○ OR - Oregon (37)

○ PA - Pennsylvania (38)

○ RI - Rhode Island (39)

○ SC - South Carolina (40)

○ SD - South Dakota (41)

○ TN - Tennessee (42)

○ TX - Texas (43)

○ UT - Utah (44)

○ VT - Vermont (45)

○ VA - Virginia (46)

○ WA - Washington (47)

○ WV - West Virginia (48)

○ WI - Wisconsin (49)

○ WY - Wyoming (50)

Q6 What is your current level of schooling or the highest degree you have achieved?

○ High school (10)

○ Associates degree (11)

○ Currently in an undergraduate program (Please specify either Freshman, Sophomore, Junior, or Senior) (1) _____

○ Bachelor's degree (2)

○ Currently in a Master's degree program (3)

○ Master's degree (4)

○ Currently in a Doctorate degree program (7)

○ Doctorate degree (6)

○ Other (Please specify) (9) _____

Skip To: End of Block If Q6 = High school
Skip To: End of Block If Q6 = Associates degree

Q7 Specify your ethnicity. Select all that apply.

☐ Native American (1)

☐ Black or African American   (2)

☐ Asian (3)

☐ Hispanic or Latino   (4)

☐ Native Hawaiian or Pacific Islander   (5)

☐ White or European   (6)

☐ Other (Please specify) (7) _____

Q8 What is your marital status?

○ Single, never married (1)

○ Married or domestic partnership (2)

○ Widowed (3)

○ Divorced (4)

○ Separated (5)

Q9 Do you have kids?

○ Yes (1)

○ No (2)

○ Prefer not to say (3)

Q10 How many kids do you have?

○ 1 (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ 5 (5)

○ 6 (6)

○ 7 (7)

○ 8 (8)

○ 9 (9)

○ 10+ (10)

Q11 What is your annual household income level? If you are a dependent student, please list your parent's or guardian's income.

◯ Less than $24,999   (1)

◯ $25,000-$49,999 (2)

◯ $50,000-$74,999   (3)

◯ $75,000-$99,999   (4)

◯ $100,000-$149,999   (5)

◯ $150,000-$199,999   (6)

◯ $200,000 or more (7)

◯ Prefer not to say (8)

End of Block: Demographic Questions

Start of Block: Social Media

Q12 Which of the following social media platforms do you currently use? Select all that apply.

☐ LinkedIn (1)

☐ Facebook   (2)

☐ Twitter (3)

☐ Instagram (4)

☐ YouTube   (5)

☐ Snapchat   (6)

☐ TikTok   (7)

☐ None of the above (8)

Skip To: End of Block If Q12 = None of the above

Display This Question:
  If Q12 = LinkedIn
  Or Q12 = Facebook
  Or Q12 = Twitter
  Or Q12 = Instagram

Q13 The following questions regarding social media will only be in reference to the following platforms: LinkedIn, Facebook, Twitter, and Instagram.

Display This Question:
  If Q12 = LinkedIn
  Or Q12 = Facebook
  Or Q12 = Twitter
  Or Q12 = Instagram

Q14 What is your primary purpose for using the following social media platforms?

	To connect with friends and family. (1)	To connect with work/school colleagues. (2)	To gain access to news articles. (3)	To connect with businesses. (4)	To build a personal brand. (5)	For entertainment. (6)	I do not use this platform. (7)	Other. (8)
LinkedIn (1)	○	○	○	○	○	○	○	○
Facebook (2)	○	○	○	○	○	○	○	○
Twitter (3)	○	○	○	○	○	○	○	○
Instagram (4)	○	○	○	○	○	○	○	○

Display This Question:

If Q12 = LinkedIn

Or Q12 = Facebook

Or Q12 = Twitter

Or Q12 = Instagram

Q15 What types of content would you be interested in seeing on each of the following platforms? Select all that apply.

	LinkedIn (1)	Facebook (2)	Twitter (3)	Instagram (4)	None of the above (5)
Photos / Videos (1)	☐	☐	☐	☐	☐
News articles (2)	☐	☐	☐	☐	☐
Online workshops / Educational activities (3)	☐	☐	☐	☐	☐
Infographics (4)	☐	☐	☐	☐	☐
Blog articles (5)	☐	☐	☐	☐	☐
Podcasts (6)	☐	☐	☐	☐	☐

Page Break

Q16 Has your time spent on social media changed from January 2020 to December 2020 as a result of the COVID-19 pandemic?

○ Yes (1)

○ No (6)

Q17 Indicate the overall change in time you spent on social media from January 2020 to December 2020 as a result of the COVID-19 pandemic.

○ Increase   (1)

○ Increase significantly   (2)

○ Decrease   (3)

○ Decrease significantly   (4)

○ No change   (5)

Q18 Do you believe you will continue to spend longer amounts of time on social media?

○ Yes   (1)

○ No (2)

Q19 Indicate your level of social media use Pre-Covid from January 2020 to March 2020.

	None (1)	1-2 times per week (2)	3-5 times per week (3)	1-2 times per day (4)	3-5 times per day (5)	6+ times per day (6)
LinkedIn (1)	○	○	○	○	○	○
Facebook (2)	○	○	○	○	○	○
Twitter (3)	○	○	○	○	○	○
Instagram (4)	○	○	○	○	○	○

Q20 Indicate your level of social media use from March 2020 to December 2020.

	None (1)	1-2 times per week (2)	3-5 times per week (3)	1-2 times per day (4)	3-5 times per day (5)	6+ times per day (6)
LinkedIn (1)	○	○	○	○	○	○
Facebook (2)	○	○	○	○	○	○
Twitter (3)	○	○	○	○	○	○
Instagram (4)	○	○	○	○	○	○

Page Break

Display This Question:

> *If Q6 = Currently in a Master's degree program*
>
> *Or Q6 = Master's degree*

Q21 Have you received a degree from or are you currently enrolled in a Master of Business Administration (MBA) program?

○ Yes (Please indicate the institution you attended or are currently attending for your MBA program) (1) _____

○ No (2)

Display This Question:

> *If Q6 = Currently in a Master's degree program*
>
> *Or Q6 = Master's degree*

Q22 How did you first hear about your Master's program?

○ School website (1)

○ Posts on social media (2)

○ Blogs   (3)

○ Targeted ads on social media   (4)

○ Word of mouth / Personal recommendations (5)

○ Employer resources / Professional development (6)

○ Undergraduate programs   (7)

○ None of the above   (8)

○ Other (Please specify) (9) _____

Q23 What online sources did you use to obtain information on graduate programs before applying? Select all that apply.

☐ School affiliated websites (1)

☐ Non-program affiliated websites   (2)

☐ Facebook   (3)

☐ YouTube   (4)

☐ Instagram   (5)

☐ Twitter   (6)

☐ Snapchat   (7)

☐ LinkedIn   (8)

☐ Blogs   (9)

☐ None of the above   (10)

☐ Other (Please specify) (11) _____

Q24 Rank the following factors in order of importance when selecting a graduate program with 1 being the most important and 10 being the least important.

_____ Ease of finding information (1)
_____ Content you saw on social media (2)
_____ Cost of the program (3)
_____ The ranking of the program (4)
_____ Interactions with staff / faculty from the program (5)
_____ Information from other students / alumni (6)
_____ Location of the program (7)
_____ Placement rates (8)
_____ Curriculum offered in the program (9)
_____ Other (Please specify) (10)

Display This Question:

If Q6 = Currently in an undergraduate program (Please specify either Freshman, Sophomore, Junior, or Senior)

Or Q6 = Bachelor's degree

Or Q6 = Currently in a Doctorate degree program

Or Q6 = Doctorate degree

Or Q6 = Other (Please specify)

Q25 Are you interested in applying for a graduate program in business? (i.e. MBA, MACC, MIS, MAEcon, etc.)

○ Yes (Please list all graduate programs in business you are interested in applying to) (1)
_____

○ No (2)

Display This Question:

If Q6 = Currently in an undergraduate program (Please specify either Freshman, Sophomore, Junior, or Senior)

Or Q6 = Bachelor's degree

Or Q6 = Currently in a Doctorate degree program

Or Q6 = Doctorate degree

Or Q6 = Other (Please specify)

Q26 Have you ever considered applying to a Master of Business Administration (MBA) program?

○ Yes (Please list all institutions you have considered applying to for an MBA program) (1)
_____

○ No (2)

Q27 Rank the following factors in order of importance when selecting a graduate program in business with 1 being the most important and 10 being the least important.
_____ Ease of finding information (1)
_____ Content you saw on social media (2)
_____ Cost of the program (3)
_____ The ranking of the program (4)
_____ Interactions with staff / faculty from the program (5)
_____ Information from other students / alumni (6)
_____ Location of the program (7)
_____ Placement rates (8)
_____ Curriculum offered in the program (9)
_____ Other (Please specify) (10)

Q28 Why would you be interested in being connected to a graduate program through social media? Select all that apply.

☐ To see upcoming events (1)

☐ To connect with other students / alumni (2)

☐ To find relevant business news / articles (3)

☐ To learn about program information (4)

☐ To receive news about the surrounding area / social events (5)

☐ I am not interested in connecting with graduate programs on social media (6)

☐ Other (Please specify) (7) _____

Q29 What topics would you be most interested to see on a graduate program's social media? Select all that apply.

☐ Health and exercise   (1)

☐ Finance   (2)

☐ Business-related research   (3)

☐ Local events   (4)

☐ Supply chain   (5)

☐ Retail   (6)

☐ Marketing   (7)

☐ Current business news   (8)

☐ Job opportunities   (9)

☐ Program information   (10)

☐ Leadership content   (11)

☐ Other (Please specify) (12) _____

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Q30 Please list your undergraduate major(s).

_____

Q31 Have you had a full-time job? Do not include seasonal positions.

○ Yes (1)

○ No (2)

Q32 How many years of full-time work experience do you have?

○ 1 (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ 5 (5)

○ 6 (6)

○ 7 (7)

○ 8 (8)

○ 9 (9)

○ 10 (10)

○ 11 (11)

○ 12 (12)

○ 13 (13)

○ 14 (14)

○ 15 (15)

○ 16 (16)

○ 17 (17)

○ 18 (18)

○ 19 (19)

○ 20 (20)

○ 21 (21)

○ 22 (22)

○ 23 (23)

○ 24 (24)

○ 25 (25)

○ 26 (26)

○ 27 (27)

○ 28 (28)

○ 29 (29)

○ 30+ (30)

Display This Question:

If Q31 = Yes

Q33 Select all industries in which you have full-time work experience.

☐ Administration / Management services (1)

☐ Consumer Goods (2)

☐ Educational Services (3)

☐ Engineering (4)

☐ Financial Services (5)

☐ Healthcare (6)

☐ Information Systems (7)

☐ Manufacturing (8)

☐ Military (9)

☐ Public Sector (10)

☐ Real Estate (11)

☐ Retail (12)

☐ Technology (13)

☐ Transportation (14)

☐ Utilities   (15)

☐ Other (Please specify) (16) _____

End of Block: Education Questions