

Ventures in Social Media

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Abstract

Academic libraries are actively involved in social media platforms as part of their campus communities. They have moved past the debate of whether to participate in social media and are focusing on strategies to develop engaging content and assessment of their efforts. Social media use in the campus classroom continues to grow with more faculty using social media in academic context. Given the widespread adoption of social media on the University of San Diego campus Copley Library formed a Social Media Committee (SMC) to manage the library's social media presence with a mission to promote the library's services and events. After establishing Facebook and Twitter accounts the committee sought to expand their presence on other platforms. To determine which social media platforms undergraduates were using, the committee designed and administered a survey in the fall of 2013. The survey confirmed that USD undergraduates were still using Facebook and showed 56% now use multiple social media sites including Twitter, Pinterest, Tumblr, and Instagram. The SMC diversified onto Instagram and Pinterest platforms to interact with students on visual platforms.

Keywords: social media, academic libraries, survey, demographics, Facebook, Pinterest, Instagram, Twitter

Introduction

Facebook, Flickr, Instagram, Pinterest, Tumblr, Twitter, and YouTube: these are examples of networks, blogs, microblogs, video, and image sites. Academic libraries use these tools to promote their libraries and interact with their users. Many libraries have Facebook and Twitter accounts. Social media is a popular topic at library conferences with attendees desiring to learn how to improve their social media presence. Librarians have moved beyond the discussion of “Should we participate in social media?” to “How do we improve our presence and analyze the results?” Rather than just reacting to where users are, it is time to look ahead and diversify onto other social media sites. This article will discuss the successes and challenges of implementing four social networking platforms: Facebook, Twitter, Instagram, and Pinterest as used by the Social Media Committee at the University of San Diego (USD) Copley Library. In addition, it will address the results of a survey created and administered to USD undergraduate students and how they are reflected in broader demographic trends.

Social media is a vague, yet widely used term. Librarians can readily identify traditional social media networks such as LinkedIn, My Space, Google+, and Facebook. These are platforms where users create a profile, produce, share and respond to content with others on the platform. Junco et al. (2011) defined social media as “a collection of internet websites, services, and practices that support collaboration, community building, participation, and sharing.” Kaplan and Haenlien (2010) clarified the meaning of social media and provided a classification system including “collaborative projects, blogs, content communities, social networking sites, virtual game worlds, and virtual social worlds.” Academic institutions are communities that translate well onto many of these social media platforms.

Background

The University of San Diego is a private, Roman Catholic institution with 5665 undergraduates and 1774 graduate/paralegal students. USD's Helen K. and James S. Copley Library serves the entire undergraduate and graduate population with 16 librarians and 14 staff. Copley Library formed a Social Media Committee (SMC) in the fall of 2012 to develop and manage the library's social media presence. The committee is comprised of eight members of the library faculty and staff representing all four departments within the library: Access and Outreach Services, Archives/Special Collections, Reference, and Technical Services. The diverse committee yields an abundance of ideas from multiple points-of-view and allows for exploration of new platforms.

At the first meeting, there was discussion about whether the library needed to become part of the larger social media world. The SMC quickly determined there was a need if only because others were using the USD Copley Library name on multiple social media platforms. In addition, the SMC researched the online presence of USD and realized that Copley Library would be one of the last entities on campus to join the online conversation. The first step to joining the various social media sites was to find the sites others had created with our identity with the goal of reporting them and getting them taken down. In the meantime, work was done to create consistent, recognizable profiles. Images of the exterior of the library and of the Mother Rosalie Hill Reading Room were integrated into these profiles as they both visually represent the Copley Library. The SMC determined to initially limit the focus to Facebook and Twitter because the University had over 150 official social media sites primarily on these platforms. As committee members and users of social media, members read the literature, observed other

libraries' activities, attended conference presentations, surveyed students, and ventured onto new platforms.

The SMC started small and had measureable goals: 300 Facebook likes by December 2013 and 500 likes by December 2014. To reach these goals, the decision was made to “follow” and “like” everyone in the campus community: sports teams, faculty members, deans, academic departments, first-year communities, Student Support Services, and even Diego Torero, the USD mascot. This brought Copley Library's profile to the attention of students who already followed these pages and they in turn started following Copley Library. “Follow us” links were included on the library homepage, in LibGuides, on bookmarks, in library workshop brochures, and printed on all promotional materials. In addition, flyers were handed out at the Alcala Bazaar, an event held each semester to promote various university programs, clubs, and services.

After the initial use of Facebook and Twitter, the SMC started venturing into other social media platforms. Subcommittees were created to explore specific social media platforms and report back on their viability. Platforms explored included Vine, WordPress, Pinterest, Flickr, YouTube, and Instagram. Observing the social media trends on campus, reviewing statistics on social media users, and a formal survey of USD students guided these decisions.

Social Media and the Campus Community

Academic librarians see students on Facebook, tweeting, and otherwise actively engaging in social media. Walking through Copley Library, one can observe students on Facebook, Twitter, and Instagram. The Pew Research Center Social Media Update 2013 provides statistical evidence supporting this observation. Ninety percent of online 18- to 29-year-olds are using social media (Duggan & Smith, 2014). A survey at two Long Island universities, found that 11.4% of students used social media in the library; this was the second most common behavior

observed in the library (Paretta & Catalona, 2013). Facebook is still the most prevalent platform in social media and claims to have more than one billion active users. Although Facebook has dominated the social media network thus far, it is not the only site through which users are actively participating. Forty-two percent of online adults now use multiple social networking sites (Duggan & Smith, 2014).

Students are increasingly engaging in social media in their academic lives. A study of faculty by Pearson Learning Solutions and the Babson Survey Research Group found that “two-thirds of all faculty have used social media during a class session” (Moran et al., 2011). They have posted content, assigned students to comment on social media sites, and believe that social media sites offer value to their teaching. Some examples from USD faculty include using Twitter to generate conversation during film presentations and creating communities for foreign language courses in Facebook. Stoeckel and Sinkinson (2013) stated, “There is increasing data that demonstrates that students live and interact with social media in their personal, civic, and informal learning contexts.” Additionally, there is evidence that students are engaging with social media in formal learning contexts.

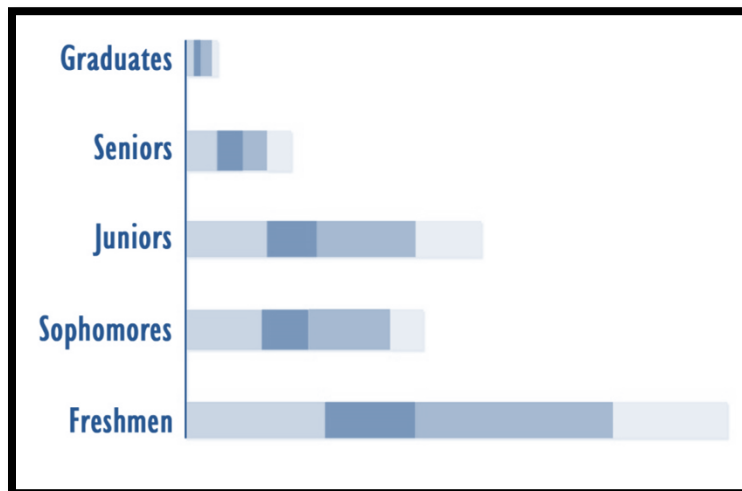
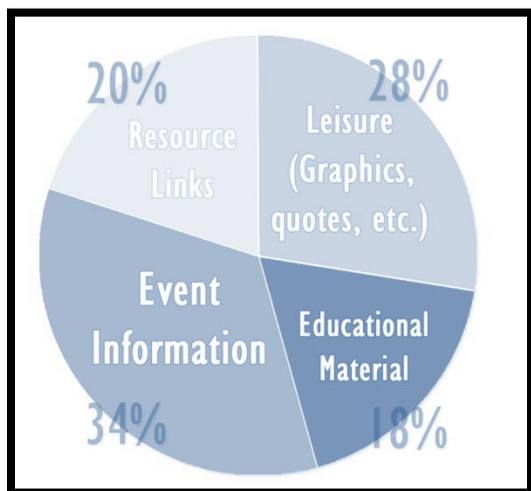
Academic libraries are increasingly active in the social media community of their campuses. Collins and Quan-Haase (2014) in their study in Ontario, Canada, found two-thirds of academic libraries maintained a social media presence on at least one platform. There were similar results from a survey of respondents in Asia, North America, and Europe with 71% of academic libraries reporting using social media (Chu and Du, 2013). Having this information is important when planning which social media platforms to venture onto.

The Survey

Copley Library sought to invest time and effort where students and the other members of the campus community were already interacting. The committee informally observed students and asked student workers of Copley Library about their social media preferences. Rather than rely on only this anecdotal evidence, the committee designed a survey (see Appendix) to determine which social media platforms undergraduates were using. The committee discussed various ways to distribute the survey including handing it out in the library and at campus events. The goal was to reach as many undergraduates as possible, not just students who already visit the library. To ensure a broad range of results, the committee decided to distribute the survey at a campus-wide event. In fall of 2013, the committee created a short four-question survey. The half-page paper survey was distributed and collected at the Alcala Bazaar on September 10, 2013. This was an event hosted by Associated Students to promote more than 180 USD clubs and organizations. Copley Library had a booth and distributed information about the library, workshops, services, and provided free snacks. The SMC used this event to distribute and collect the survey. Students completed one hundred surveys of the one hundred distributed. The response rate was 100% because of enthusiastic staff who asked students to voluntarily complete the survey. There were no rewards or incentives provided for completing the survey.

The Results

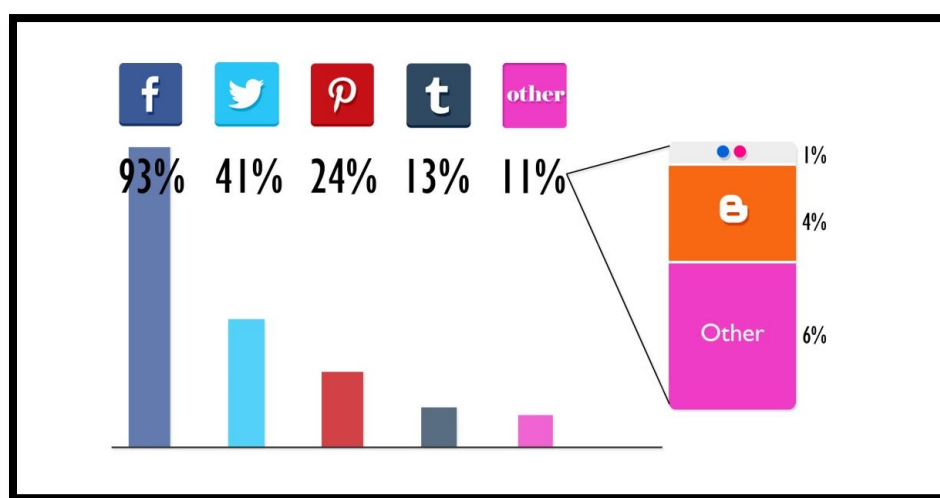
The committee obtained a 100% survey completion rate. Surveys were returned by a cross-section of students. Freshman completed 48% of the surveys, sophomores 16%, juniors 23%, seniors 9%, and graduate students submitted the remaining 4%.



Note. Graphs created by Pham, A., (2013). University of San Diego

Students indicated they were most interested in event information, followed by leisure content, and resource links. The last survey question asked if they would be interested in contests, to which 71% responded with “yes.” The committee viewed the survey as a success in connecting directly with undergraduate students and confirming the social media platforms they were participating on.

Reviewing the results, the committee discovered students overwhelmingly participate on Facebook and 56% of students participate on multiple social networks. Below is a chart of the



Note. Graph created by Pham, A., (2013). University of San Diego

breakdown of the social networks listed on the survey and the percentage of students who stated they used that social media platform. Figures do not add up to 100% due to multiple responses. Six percent of students wrote in Instagram in the space provided for “Other.” Given Instagram’s visual aspects and the demographics it attracts, the committee might have anticipated students using this platform. Based on these results, the SMC will include Instagram as an option on future surveys.

Comparing the survey results to the Social Media Update 2013 survey by the Pew Research Center showed that USD’s students are more active on social media than the nationwide number of the social media users. In the Pew survey, 84% of 18- to 29-year-olds used Facebook while on USD 93% of students responded to using Facebook. The SMC survey results showed 56% of students on multiple platforms while the Pew Research Center survey listed 42% of users diversified onto multiple platforms. Thirty-one percent of 18- to 29-year-olds use Twitter while 27% use Pinterest according to the Pew survey (Duggan & Smith, 2014). Forty-one percent of USD students use Twitter while 24% of students use Pinterest. The SMC survey did not list LinkedIn or Instagram as options for social media platforms. Therefore, no evidence is available to compare the relation of USD students’ use of those specific platforms to the Pew Research Center survey.

The results indicate that a cross-section of the students at the University of San Diego responded to our survey. Respondents were primarily freshman and sophomores, who were not necessarily library users. The SMC viewed this as a successful survey. The committee only printed 100 surveys. In the future, the committee will print more surveys, list more social media platforms, and distribute the surveys at multiple events.

Demographics of Social Media Users

The Social Media Update 2013 by the Pew Research Center provides a useful breakdown of user demographics of the various social media sites. Twitter and Instagram are two of the most popular sites after Facebook. Both attract younger users (18- to 29-year-old), urban dwellers, and ethnically diverse populations (Duggan & Smith, 2014). There is a substantial overlap between these two user bases. These sites have a high level of user engagement with 57% (Instagram) and 46% (Twitter) accessing the site daily and approximately 30% accessing multiple times per day (Duggan & Smith, 2014). LinkedIn is an attractive site for graduating seniors as they enter the job market. Pinterest attracts four times as many women as men (Duggan & Smith, 2014). Between 2012 and 2013, LinkedIn, Pinterest, Twitter, and Instagram all increased their number of users and the percentage of online users on their sites. The largest growth was by Pinterest followed by Instagram (Duggan & Smith, 2014).

Facebook is not attracting younger teens and for the last three years there has been a consistent decline in the number of young people creating accounts (Saul, 2014). Salomon (2013) in *C&RL News* wrote about moving to Instagram to connect with undergraduates. Demographically, these sites are attracting younger users than other social media sites (Duggan & Smith, 2014). In contrast, adult use of Facebook is growing with an increase in users over the age of 65 (Duggan & Smith, 2014). By using smaller platforms, users can control who information is being shared with, and, based on demographics, they won't bump into their parents or grandparents.

Facebook

Facebook, founded in 2004, is a social networking site that allows users to create profiles, share photos and videos, and send messages. According to its website its mission is to allow

users to "...stay connected with friends and family, to discover what's going on in the world, and to share and express what matters to them." Facebook has more than one billion active users, with 180 million American users.

One of the committee members attended the American Library Association Midwinter Meeting 2013 where Ben Bizzle presented a variety of successful marketing strategies, including a 30-day campaign to increase the number of Facebook followers. He shared a Dropbox folder filled with compelling library-related images. The SMC took the idea of a 30-day campaign and implemented it for Copley Library. An engaging image was posted everyday for 30 days with a focus on library issues and information. This campaign was given a budget of \$300 by the Dean of the University Library. The money was used to promote posts at a rate of \$10 per day. This campaign had the net result of increasing "Likes" by 200% and the SMC met its goal for 2013 by reaching 300 likes.

After the 30-day campaign ended, the committee determined that posting three times per week would be sufficient for the library to interact with USD students. The content typically falls under three main categories: highlighting library content, this day in literary history, and pertinent campus events. Currently, the SMC is working to increase "likes" by hosting monthly contests with questions like, "Where is your favorite place to study in Copley?" and "What is your favorite quote?" The contest rules state participants must be a current USD student and must "like" the Copley Library Facebook page. The winner receives a \$10 gift card for the Torero Bookstore, Jamba Juice, or Starbucks. A photo of the winner is posted on Facebook. Facebook is also used to support university events including Mom's Weekend, Homecoming, sporting events, and library events and workshops.



To help verify when specific posts go viral and other posts are not as popular, Facebook offers analytics called Facebook Insights. These statistics can help set a tone and help identify items that are engaging for users. This data can also ascertain what time of day to post so that items appear on users' newsfeeds when they are most likely on Facebook. In addition, it can show comparisons of total reach from week to week. Facebook Insights show how many people each post reached as well as social engagement in the post. These analytics were particularly useful for the Dean of the University Library as they clearly showed the results of the \$300 advertising budget. The Dean could see exactly how much the Copley Library's Facebook audience had grown during the 30-day campaign.

Baggett and Williams (2012) surveyed students at Shenandoah University. Students suggested expanding the use of Facebook by posting at least daily. Students would not visit a page that was not updated on a regular basis. The survey revealed that students used the library's website to find the library's hours, information about events, and new materials. Combining this data leads to the supposition that posting about the library's events, hours, and new materials on

social media will help drive users to Facebook (Baggett & Williams, 2012).

In addition, students insisted that the library needed to post engaging material or risk being “unliked.” Posting often helps get posts on patrons’ newsfeed, but it is important to keep in mind that users may not always see it or they just skim through it if it doesn’t look interesting. Nancy Dowd (2013) explains, “you can use that space as a way to entice people to click on a link to learn more...” The important part is getting users the information in whatever social media platform they are using.

Libraries that are using Facebook well include the University of Central Florida Library and The British Library. As of July 6, 2014, University of Central Florida Library has 3,772 likes and 30,796 visits. In addition, it has links to library relevant apps like WorldCat, JStor, and CiteMe, and photos of recent events in the library. The British Library has 167,350 likes and 56,585 visits. It is particularly good at highlighting the contents of the library as well as new items on exhibit. Each of these libraries have substantial likes and visits to their pages, they post appealing content frequently, and they are engaging in conversations with their users.

Twitter

Twitter is an online social networking and micro-blogging service that enables users to send and read short 140-character text messages, called "tweets." Messages are quick and to the point. Twitter has been around since 2006. This micro-blogging service attracts young users and minority populations (Duggan & Smith, 2014).



Twitter is widely used on the USD campus. The SMC found that there were over 50 official Twitter accounts ranging from departments, deans, and campus organizations, to sports teams. In March 2012, the committee ventured onto Twitter. The SMC started by following all official Twitter accounts on campus. Many of the USD campus Twitter accounts followed @CopleyLibrary and retweeted tweets relevant to USD students. Initially, the committee did not establish a goal or criteria for success. The SMC was focused on building a presence on Twitter by posting three times a week.

It is easy to use Twitter to publicize events, tweet changes in hours, and generally push content to users. The SMC worked on creative short posts, using link shorteners such as Bit.ly or Tinyurl, and tweeting information to benefit students. By using link shorteners, links were provided directing students to the library website. The SMC linked accounts to generate the same content across multiple platforms. Committee members discussed maintaining a professional, yet engaging tone, with the goal of attracting and keeping followers.

As simple as it is to push content, it is essential to remember Twitter is a social media site and it is just as important to listen to what users are saying as to post relevant content. The SMC scheduled individual members throughout the semester to tweet three times a week. That

member was responsible for monitoring the Twitter online presence. To do this, one uses the search feature and hashtags to monitor the conversation that is occurring. A hashtag is the pound symbol followed by a series of characters without spaces to identify a specific topic. The committee found USD students use #copleylibrary, #usdlibrary, and other variations. Since there is more than one Copley Library, the SMC identified tweets relevant to USD's Copley Library. Below is a sampling of tweets from USD students about Copley Library

- “First book I check out from @CopleyLibrary! Finally made it to the stacks”
- “Love this” #CopleyLibrary
- “Doh! Just paid \$6 in late fees for books I never used in my lit review! @Copley Library”

USD students tweet about library hours, the noise level, the temperature, artwork in the building, and library workshops. Bell, in “Students tweet the darndest things about your library – and why you need to listen,” wrote “[e]ven if an academic librarian posts not a single tweet about his or her library, if Twitter is being ignored all together than a golden opportunity to connect with members of the library community is going to waste” (2012, 217). It is estimated that 40% of USD students are using Twitter based on the survey conducted and the high level of engagement on the USD campus. This platform allows the committee to immediately hear what users are saying about Copley Library. Not every tweet requires a response, but the SMC strives to listen to students. Anecdotally, the SMC responded directly to a student regarding a comment about the building's temperature. The undergraduate student deleted his original tweet. Graduate students on the USD campus, however, were willing to engage in a conversation. There is a balance between responding and having students feel tweets were too intrusive. The SMC

learned to provide a tweet updating students on building temperature issues rather than replying to a single student.

The “first piece of controlled experimental evidence that using Twitter in educationally relevant ways can increase student engagement and improve grades, and thus, that social media can be used as an educational tool to help students reach desired college outcomes” was conducted by Junco, Heiberger, & Loken (2011, 130). There are benefits for using Twitter in classrooms, by universities, and by academic libraries to increase student engagement. Although there are benefits using Twitter in an educational setting, many libraries are struggling with this platform. Bosque, Leif, and Skarl (2012) analyzed 296 Twitter accounts from a random sample of academic institutions. They found only one-third were using Twitter, with the majority not using features such as hashtags or direct messages. Additional problems with academic library twitter accounts included not tweeting frequently, leaving their account entirely dormant, and unprofessional communication directed at students. The SMC has not yet formally assessed the Twitter account. The initial goals for the account included establishing the library’s Twitter presence on the USD campus, tweeting relevant information, and listening to students. This goal was met by the end of the 2013-2014 academic year.

Hundreds of public and academic libraries are on Twitter. Library of Congress @librarycongress is worth following with frequent tweets on all things library related. In the Southern California region, following the University of Southern California Libraries @usclibraries provides frequent tweets on historical images of California, highlights of their collection, and more.

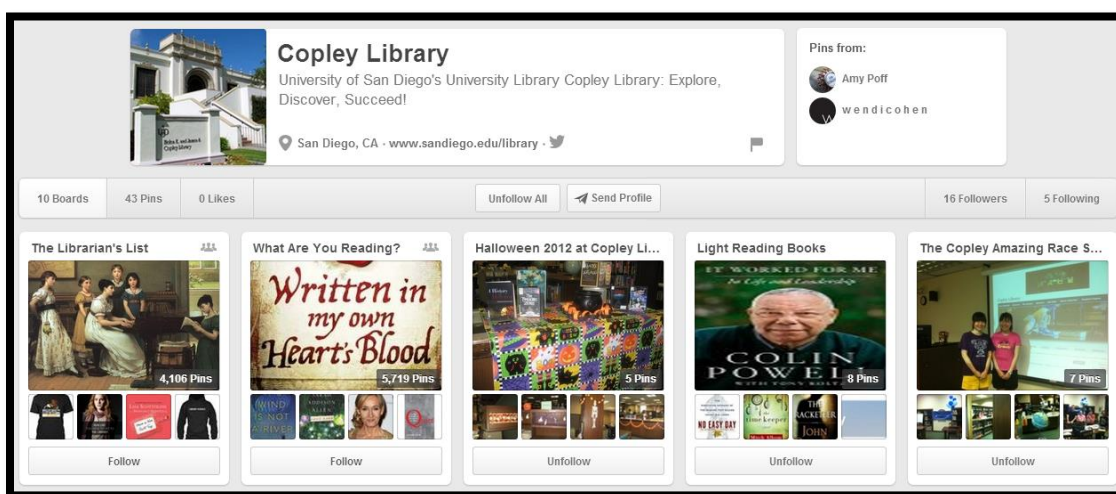
After establishing accounts with Facebook and Twitter, the committee ventured into visual platforms. It explored Tumblr, Flickr, Instagram, Pinterest, and Vine. It was difficult to

conceptualize how these platforms could be effectively used by academic libraries to interact with users.

Pinterest

Pinterest, launched in March 2010, is one of the fastest growing social media platforms with 70 million users. It's a social media platform used to bookmark favorite sites onto one account. From the beginning, Pinterest has been viewed as a place where people can plan a wedding, redecorate a home, find new recipes, or all of the above. Based on peoples' perception of Pinterest, it was difficult for the SMC to imagine how a social media platform focused on gathering images for a wedding dress can be integrated in a library.

Copley Library is in the beginning phases of filling a Pinterest page and adding different pins that will attract more patrons. Several committee members were familiar with Pinterest and created an account for the library in fall 2012. The first board featured the library's Halloween decorations and displays. Since then, the SMC has created 10 boards featuring displays from our campus-wide reading program, "USD Just Read!," Copley Library's Light Reading Collection, databases, and more. The SMC is in the process of launching the Pinterest page and plans to launch by fall 2014.



A helpful feature with Pinterest is that it is not time specific and lacks a time stamp. Users cannot see what time someone pinned something or when a board was created. Unlike Twitter and Facebook where material must be added several times a week or daily to keep users current with information, Pinterest boards remain and more pins can be added to boards without disappearing due to time.

Pinterest appeals to students and the USD College of Arts and Sciences have numerous boards ranging from Campus Couture, Vintage USD, campus events, and more. The visual nature is a useful platform to display vintage photos and archived materials. As more libraries participate and share content on Pinterest it will be worthwhile to explore ways to provide access to closed collections.

Wilkinson (2013) provides several ideas for libraries to explore unique social media like Pinterest. Her helpful ideas describe how Pinterest can be beneficial to libraries. Libraries can showcase Libguides, YouTube videos, or other online resources that encourage users to identify ways the library can assist them. Users can bookmark different links that assist them with their research and class assignments. Wilkinson also encourages libraries to interact with each other by sharing ideas, events, and resources currently being used to stay current with their student population. Although it may be easier to attract librarians and libraries as an audience, the SMC's primary goal is to interact with the USD community.

Libraries can model their social media presence after successful institutions. For inspiration and ideas, libraries can look to New York Public Library (NYPL). It has almost 30,000 followers. It has 31 boards including NYPL loves U, Picture of the Day, Little Lions, NYPL Collections, *Downton Abbey*, and more. The University of Nevada, Las Vegas Architecture Studies Libraries is an academic library that effectively uses Pinterest to advertise

new materials received, from print material to online resources such as eBooks and online journals. Both sites effectively model how libraries can use Pinterest to engage with their users.

Instagram

Instagram is a mobile app that allows users to upload pictures and share them with their followers. Users are able to take pictures in real time or grab pictures from their phone's photo album and enhance them by cropping and using filters. According to Instagram, it has over 150 million users and the numbers are growing at a rapid pace. When it began in 2010, it was only available for Apple smart devices such as the iPod Touch, iPhone, and iPad. In April 2012, Instagram was made available to all android devices and Facebook purchased the platform for \$1 billion (Rusli, 2012). These two factors played a huge role in Instagram becoming popular overnight. Instagram "got a million downloads in the first 12 hours" of releasing the Android version (Kosner, 2012). In June 2013, Instagram integrated the use of sharing videos onto their platform as a way to compete with Vine, a video app that allows users to record and share 6-second looping videos. Instagram allows users to create or use existing videos on their phone to share 15-second videos. Although Instagram is a mobile app, it is also viewable on the web. Web users cannot add, edit, or remove pictures from their profile, however, they can view, like, and comment on photos.



Different programs at the University of San Diego are gradually joining Instagram as a way to interact with the student population. Some of the more popular Instagram accounts at USD are USD Study Abroad, University of San Diego, USD Associated Students, and USD Dining. The Social Media Committee created an Instagram account in early 2014. Before advertising the Instagram account to the library's Facebook page and Twitter, it was important to have enough images to draw the student population in. Some of the images include behind-the-scenes look at Copley Library, current news and events, and materials available. In the near future, the SMC plans to have student contests on Instagram. One way students can submit their Instagram photo is by including a specific hashtag the committee will create specifically for that contest.

Hashtags are hyperlinked and searchable on Instagram. Users can easily do a search for a specific hashtag under the "explore" icon or they can click on the hyperlink, which will direct them to images categorized in that particular hashtag. By using a prevalent hashtag, that image

may be more visible to Instagram users. Moreover, creating hashtags for the library is essential when branding the library. Before creating hashtags, investigate and make sure those hashtags are not currently being used negatively. Most students have smartphones with high quality cameras and take pictures of everything and anything, even at the library. Before the SMC created its account, some relevant hashtags that already existed include: #usdlibrary, #coplib, and #copleylibrary. #copleylibrary is mostly images of the Boston Central Library in Copley Square, but quite a few USD students used that hashtag to reference USD Copley Library.

Third-party applications are also available to augment an Instagram account's performance. Images can be enhanced by integrating other applications that are designed to make your images more appealing by creating collages, adding animated images and colorful captions. There are also other applications that assist in creating a more productive Instagram account by gathering statistics and analytics and promoting the Instagram account.

The University of California, Los Angeles Powell Library's Instagram site is worth reviewing as a model of how an academic library successfully uses it to engage with students. Salomon (2013) from UCLA clearly sees the value of diversifying onto additional social media platforms and stated "Instagram has breathed new life" into their social media presence. At UCLA they "prize Instagram for being the place where we have the most rewarding interactions at the moment" (Salomon, 2013).

Conclusion

At the age of ten, with a billion followers, and attracting fewer teens, it is not time to abandon library Facebook profiles. The SMC will continue to maintain a Facebook presence given that 93% of USD students are using the platform. However, it is time to diversify and adopt new platforms including Instagram and Pinterest. The SMC will continue to monitor the

official social media presence across the university and seek to implement new platforms based on feedback from students.

The SMC has successfully established a social media presence on Facebook and Twitter by creating a diverse committee from all library departments, establishing posting schedules, and promoting library events and services. USD has an active official social media presence and by interacting with the campus community the SMC increased “followers” and “likes” on both platforms.

The survey created by the Social Media Committee was successful in obtaining a sample of the social media platforms used by USD students. USD students participate on multiple platforms, widely use Facebook and Twitter, and many have profiles on visual platforms: Pinterest, Tumblr, and Instagram. Future surveys will seek information about other social media sites to identify the best platforms to engage with students.

Based on survey results, reviewing demographics of social media users from Pew Research Center, and social media platforms used at USD the SMC diversified and added Pinterest and Instagram accounts. The SMC will continue to provide library event information and resources based on the survey requests results of content the students requested.

In the future, it will be important to maintain an awareness of social media trends, have the flexibility to transition to new platforms, follow other academic libraries venturing onto new platforms, and engage with USD campus community on the platforms used by students.

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Appendix

Social Media Usage Survey

Are you a:

Freshman Sophomore Junior Senior Graduate Student

Which of the following social media do you use? (Circle all that apply):

Facebook Twitter Tumblr Pinterest Flickr Blogs Other (Please specify)_____

What would you like to see most on the library's social media pages? (Circle one):

Leisure (Graphics, quotes, etc.) Educational Material Event Information Resource Links

Would you be interested in participating in contests on the library's social media pages?

Yes No