

STUDENT FREE SPEECH INTERACTION WITH
SOCIAL MEDIA IN THE MODERN AGE

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Abstract

The purpose of this Master's thesis research study was to gain an understanding of the level of knowledge higher education students have in relation to free speech and social media. Previous studies have indicated that over 80% of students ages 18 to 29 used social media on a daily basis (O'Conner & Schmidt, 2015). Educators and administrators are now having to establish guidelines and rules on the use of social for their campuses because social media usage is so prevalent. Lawsuits are starting to occur where conduct policies may be ambiguous which is causing educators and administrators to establish clear guidelines on acceptable speech (Keefe v. Adams, 2016). This thesis study used a questionnaire survey to inquire about social media usage and free speech understanding and was administered at a public university in the southwestern United States. The intention was to help provide information for educators and administrators who may be researching social media and free speech policy.

Dedication

To my parents, who have always supported me in all of my endeavors.

Acknowledgements

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Chapter One

Introduction

Educating students on the concept of free speech and social media has become an increasingly important topic for higher education administrators in recent years. The research question that will guide this study is: what knowledge do students possess regarding the relationship between free speech and the use of social media? In a 2015 study by O'Conner and Schmidt, over 80% of university students aged 18 to 29 years reported frequent use of social media. Recent highly publicized education lawsuits such as Keefe v. Adams (2014) have indicated that students may not fully understand the implications in academic and professional settings of the use of social media in their private lives.

Statement of Purpose

Educators and university administrators may not be prepared for the rapid rate of technological advancement and how it may impact their campuses. Few studies have undertaken to examine student understanding of free speech in the higher education setting. I was interested in determining student awareness in relation to social media postings which they may, or may not believe are protected as free speech.

For this study, I used a descriptive survey approach to collect data from students at a four-year, public university in the Pacific southwest of the United States. Descriptive research surveys are used to describe situations without making a specific prediction or conclusion Citation, n.d., para. 1). To obtain data from students, I created a series of questions that asked about social media usage and current student understandings relating to concepts of free speech.

Theoretical Framework

The theoretical framework used to shape this study emerged from Bolman and Deal's (2017) four organizational frames. These organizational frames are highly useful for identifying the conditions, circumstances and ideas that form organizational cultures into categories that can be understood clearly. These four frames consist of the structural, political, human resources and symbolic frames. Each frame represents a different aspect of organizational theory and will be used to interpret the results from the survey. Definitions and examples for each of the frames will be presented in Chapter 2 of this thesis.

Terminology

There are certain terms contained within this thesis that will be repeated and used throughout. The terms used are generally understood by populations residing in the United States of America. These terms are defined below.

Free speech: Free speech in this thesis is understood as what is contained in the First Amendment of the Bill of Rights in the United States of America. This legal concept allows those residing within the country to be free from government prosecution for their use of speech or expression. There are limitations to these Constitutional protections especially when the rights of others may be impinged upon. (U.S. Const. amend. I)

Social Media: In this thesis, social media is defined as any public electronic application or digital platform used to communicate with others. Social media may include cell phone or computer applications; all references will indicate a method of transmitting data by way of electronic device.

Organization of the Study

This descriptive research study is organized into five separate chapters, a reference list and an appendix. The second chapter contains the review of the literature that was used to define the research topic and informed the creation of survey questions. Chapter Three contains the methodology used to compete this research study. The fourth chapter identifies the unique responses of disaggregate groups of participants. The fifth and final chapter presents a discussion of significant findings and sets out recommendations for further consideration.

Chapter Two

Literature Review

This literature review will cover the material used to develop the research study questions as well as the questions used in the survey. The question under investigation is “what knowledge do students possess regarding the relationship between free speech and the use social media?” The university chosen for this topic is a public, four-year, Hispanic serving institution in the Pacific southwest of the United States of America. Multiple topics are covered including legality of free speech, school codes of conduct, social media usage, organizational framework concepts, along with other topics. Each section will be examined by concept and will include a problem along with literature materials that detail each issue and possibly offer solutions to each incident addressed.

Protection of free speech is an important topic for university and college administrators on campuses across the nation. Oluwale and Green (2016) described free speech as one of the defining characteristics of the United States in which they link free speech to the essence of American legal study and application. There can be great liability for higher education institutions when trying to regulate or moderate the constitutional rights of students. University administrators may find benefit in the data contained within this study to help with awareness of the trends and practices of modern social media technology and how it intersects with student free speech.

In a study by O’Connor and Schmidt (2015), it was determined that 83% of those involved in their inquiry, aged 18 to 29, frequently visited social media websites. Given the large number of individuals using social media, it is important for university administrators to understand free speech policies to ensure a safe campus.

Case Law Relating to Free Speech on Campuses

The case Keefe v. Adams (2014) pertained to a situation where a student had made remarks on his personal Facebook page that were insulting and abusive towards fellow students. These comments raised concerns by school administration regarding the student's moral fitness to be involved in an educational medical program. Students had raised complaints about the offending student that they did not feel physically safe, which resulted in an increase in inflammatory postings by the offending student. Administrators removed the student from the program and the student filed a lawsuit against the school.

The school had a strong student conduct policy in place which states what violations of the school conduct policy could cause expulsion. In this case, the violation was considered behavior unbecoming of the nursing profession, which would shield the school from liability in the lawsuit. The court ruled against the student's free speech argument in Keefe v. Adams (2014) and stated that "given the strong state interest in regulating health professions, teaching and enforcing viewpoint-neutral professional codes of ethics are a legitimate part of a school's professional curriculum that do not, at least on their face, run afoul of the First Amendment" (Keefe v. Adams, 2014., para. 28). In this instance, the student code of conduct had ethics clauses that required students to act in a professional manner. The court went on to state that the professional codes are broadly written, so they could be cited to restrict free speech.

There are some groups that have not been content with the current rate at which many university administrators are handling incidents of harassment and threats in social media. One such instance was discussed in Logue's (2015) about the Yik Yak program that resulted in a series of arrests for threats that had been posted on the website. Civil rights groups have been urging the United States Department of Education to demand that colleges monitor anonymous

Internet sites to root out what may be considered offensive conduct. Some groups have filed complaints with the Office for Civil rights inferring that the university setting is a hostile environment and that university administrators are not taking these matters seriously (Logue, 2015).

The Vice President of Legal and Public Advocacy at the Foundation for Individual Rights in Education stated that “to require universities to police anonymous speech online sets them up for failure” (Logue, 2015,. Para. 11). He further cast doubt on the legality of such restrictions explaining that the United States Supreme Court had affirmed numerous times that there is a right to anonymous free speech and that the First Amendment applies to public colleges (Logue, 2015).

Freedom of Expression on University Campuses

Ardinger (2011) conducted research on private universities and freedom of expression questioning how students respond to free speech related incidents and questions. The study’s participants consisted of 141 undergraduate students who were selected from class rosters from the Blackboard website as well as acquaintances of the research. A 10-question survey was distributed to all participants through Facebook and email.

A total of 79% of students believed they knew of their rights to freedom of expression while 21% responded that they were unaware of their rights. Interestingly, many students were unable to distinguish between free speech rights at a public university versus those attending a private university.

With social media now providing a highly visible online profile, the social media identity is now an emerging concept that intersects with the traditional identities such as race, religion, and gender. Social identity development is a topic that is currently at the forefront of higher

education. Social identities have taken a larger role in student affairs in recent times given the highly visible movements such as LGBTQ groups, Black Lives Matter, as well as modern feminist movements among others. Patton (2016) described social media identity as “the process by which people come to understand their social identities” (p. 67). She further described how the identity of a student is often molded by how they interact with others, the decisions they make, and how they live (Patton, 2016).

Ramspott's (2014) work on the modern digital identity offers a perspective on the world of students' identities in social media and the Internet. Ramspott belongs to a new group of thinkers who believe that the conversation of social identity should become a part of institutional curriculum in the hopes that universities will begin to explore this topic in first year classes. These classes would provide students with digital literacy skills and the knowledge of how to avoid making poor decisions when posting on social media. Basic skills like writing emails so that students can engage in a more professional manner as opposed to the short quick engagements that texting offers were also recommended as being part of the new curriculum. Since students can be involved in situations that can be potentially damaging to their future, many student affairs administrators need to understand not only how to protect students but how to protect the campus as well.

Jaschik's (2014) article on a student conduct incident at Brandeis University discussed a situation where a student posted an inflammatory comment about deceased police officers on social media. The student was an African American female who felt that her identity was under attack by state sanctioned violence against African Americans by police officers. She used Twitter as a platform to express her frustration by making insensitive remarks regarding deceased police officers.

The multiple postings instantly caused tremendous outcry from police and conservative groups who were greatly disturbed by the student's comments. As a result, these groups urged the administrators of the university to expel the student. The African American Studies Department of the university issued a response condemning her remarks but asked for understanding as to why the student would have made those remarks. The department's response went on to argue that onlookers need to understand the pain and frustration that many young people of color feel when evaluating potential outbursts like this. In today's highly diverse society understanding these types of incidents is important to create a more inclusive and responsive campus. The example exemplifies how the concept of free speech will not shield speakers from threats and insults from private citizens on the internet.

A study on social media and college students examined the implications of students' communications with others on the student's self-identity. The purpose of the study was to focus on the extent of social media usage among students and the relationship between familiar communication and self-identity (Sponcil & Gitimu, 2013). In total, 96 undergraduate students from a Midwestern university participated in the study. To gather data, stratified sampling was used from volunteer undergraduate students from different classes. These classes were selected to provide a stratified sampling of gender age.

Findings from this research revealed that all surveyed students used social media of some sort showing the widespread use of social media among university students. The results also showed that 50% of students used social media at least once per day. It was observed that all participants interacted with social media in some way or another and half of them were exposed to social media at least once per day.

Pempek, Yermolayeva and Calvert (2009) explained that students were found to have an average of 358 “friends” for young adults as contacts for their social media profiles and over 50% accessed social media every day. This study also confirms that 50% of students surveyed use social media. The study focused on undergraduate psychology students from two classes. A total of 92 students were surveyed at a large metropolitan private university. Only students with Facebook social media accounts were included in the study.

Nearly 50% of students logged on more than twice per day to social media sites while around 30% logged on several times per day. With this amount of exposure, students in search of self-exploration can be at risk by providing information that may or may not be of benefit to them in the public light. Many use social media for personal identity expression and cultivation, with 26% of students using social media for identity related interactions. A limitation of this study was the use of only one social media platform. A possible limitation was that participants were from a private university and many may differ greatly from students at public institutions or those with less access to fast speed Internet service.

The safety of students is always a priority for educators and the Internet has made harassment and privacy a complex matter. The results of a study by Debatin, Lovejoy, Horn, and Hughes (2009) gave some insight into the statistics of social media incidents. The researchers used an online survey was used to contact 119 college undergraduates at an American university in the Midwest. There was also a selection of eight students for in person interviews.

The questionnaire had 36 questions that were multiple choice and related to Facebook habits. Participants also responded to how long they spent on Facebook and what types of information they had made public in their profiles. Respondents were then asked to comment on negative incidents that they had experienced themselves and with others. Findings show that

around 18% of respondents had a negative experience on Facebook, such as unwanted advances, stalking, or other harassment. Forty-seven percent of respondents said they used privacy settings on their profiles to protect their personal information, which allowed only people they listed as “friends” to see their profile information. This study had some limitations including a small sample size. Similar to previous studies, there was a low survey response by males with 32% compared to females at 68% (Debatin et al., 2009).

Bolman and Deal’s Four Frames

Bolman and Deal’s (2017) introduced the four frames for analyzing people’s world views. These frames have different concepts and purposes that provide the ability to organize these perceptions into categories. Using the established frames, statistical data and situations can be analyzed. The four frames consist of the structural frame, human resources frame, political frame, and the symbolic frame. I have used these frames to assist in simplifying the information for interpretation and will refer to them again later in this study.

The structural frame explores how organization structures and functions intersect and show why social frameworks must take their environments into consideration (Bolman & Deal, 2017). The structural frame relates to ways in which goals are completed and systems are managed. The structural frame includes rules, policies and procedures that address problems within a structure where established methods do not solve the problem. This frame also relates to strategies, tasks, duties, responsibilities and more which are used to complete the goals of a business or entity. The establishment of free speech is included in the United States Bill of Rights as an inherent right of those residing in the country is part of the structural frame of American governance. Free speech rights are used as a shield for defenses against government and/or public related entities from restricting speech and expression by citizens.

The human resources frame is focused on the needs of individuals and how those needs affect performance and implementation (Bolman & Deal, 2017). The intention of free speech is to provide individuals the opportunity to speak and express themselves without fear of government reprisal. While there are some limitations on this right, mostly regarding immediate threats of violence, free speech encourages individuals to participate in actions that might make their speech or expression public. Students will inevitably interact with each other on campus with each student having their own needs and desires to express themselves. This is also true with social media, which was created to encourage community participation in a social environment.

The political frame shows competition and conflict between individuals and how they compete for resources (Bolman & Deal, 2017). The political frame focuses on the interests of individuals and groups within an organization. Free speech resides within this realm when materials either posted on social media or on campus grounds can involve political competitiveness or conflicts between different groups. This does not have to include open hostility, student groups may lobby for room space or access to supplies that would otherwise go to another group. Free speech demonstrations can involve the use of these spaces and resources, students may also compete to have their information posted on a university social media site.

The symbolic frame defines cultures and symbols that are used to bring individuals together (Bolman & Deal, 2017). The symbolic frame is related to meaningfulness and sense of purpose that individuals experience. There are many forms of symbolic free speech such as flag burning or wearing specific attire. Kneeling during a national anthem has become a form of symbolic free speech that expressed concern for social and political events in society. Social media has many concepts that have become symbolic and cultural. People will often “tweet” or

“post” about what is going on in their life, these terms have generally become common terminology.

Conclusion

Social media and higher education have been on a possible collision course for many years. Higher education administrators are moving to make the necessary changes in their programs to better serve students. This literature review shows that there is a consistent theme of students not knowing what is appropriate to share online, as well as administrators lacking the experience to appropriately deal with these types of situations. Without a sound student policy like the one used in the Keefe v. Adams (2014) case in which there were provisions to allow the college to terminate a student from their program, higher education institutions can find themselves in positions of serious compromise.

Further research into legal policy along with effectively trained leadership in place could significantly reduce the number of free speech related incidents. Administrators may need to be cautious when enacting a quick and short-sighted strategies since such policies may raise the same legal questions by silencing free speech of seemingly offensive students. It is important that administrators understand each incident without making strong decisions as the limitations on free speech are few. However, when a strong policy is in place, such as in the Keefe case, the college can be in a much stronger position when administering their judgement in social media related incidents.

Chapter Three

Methodology

The purpose of this chapter is to describe the methodology used for the descriptive survey research study. The purpose of this study was to establish an understanding of student knowledge of free speech and social media. This study was guided by the following research questions: what knowledge do students possess regarding the relationship between free speech and the use of social media? The research design section defines the type of research, population, instruments and the processes used for the study. The data analysis section will discuss the types of variables in the study and will explain how the descriptive analysis process was accomplished. The limitations section outlines some of the complications and limitations of the study that I encountered.

Research Design

To accomplish this study, I used a descriptive survey approach to collect data from a group of diverse students at an educational institution. The purpose of the descriptive survey is to describe a situation without making specific predictions or conclusions (Overview of Descriptive Research, n.d., para. 1). The instrument I used to conduct this study was an original 22-question survey created on a website using the Qualtrics software system (See Appendix 1). Respondents to my survey represented a diverse group of students from a public university in the Pacific region of the United States. My intent was to use this sampling to provide an in-depth view of the participant knowledge and experience with social media and their understanding of free speech. The analysis portion of this thesis provides a discussion of the manner in which the data were recorded and studied. The results of the research are outlined in Chapter Four where I discuss the understanding amongst students in their interactions with social media and free speech.

Coding and Analysis

Table 1

Categories and Themes of Student Free Speech Interaction with Social Media

<u>Theme</u>	<u>Category</u>	<u>Meaning</u>
Daily Life of a University Student	Daily Life Usage	The amount of social media usage by students.
	Apps Daily	The number of social media apps used daily by students.
	Number of Times Used	The number of times per day social media apps are used.
Social Media Knowledge	Knowledge of Apps	The level of knowledge student believe they possess of social media apps.
Types of Student Posting	Postings About Life	Whether or not students post about personal life, college life, and/or work life.
Knowledge of Free Speech	Familiarity with Free Speech	The level of familiarity a student believes they possess regarding free speech.
	Instruction on Free Speech	Type of instruction the student has received on free speech.
	Legal Protections	Whether or not free speech is protected by law.
School Code of Conduct	Code of Conduct	Awareness of the school's free speech policy.
Personal Life	Sharing Personal Information	Whether or not students share personal information on social media.

Site Selection

The site used for this survey was a Hispanic-serving, public university in the Pacific region that welcomes both undergraduate and graduate students. This location was selected due to the highly diverse nature of its student body on the campus and its geographical location.

Population and Sample

The target population for survey participants were actively enrolled university students from undergraduate and graduate programs at the survey site. I also selected this site given the public nature of the school. I contacted the Institutional Review Board (IRB) of the university with a thesis proposal application and received approval from the IRB to conduct this study. I also received a letter from the Office of the Vice President of Student Affairs giving me permission to survey students on the campus.

There were no specific parameters for participation in this study other than a requirement that students be currently enrolled with the university. The student population that I originally wanted to reach would have been in-person, with questionnaires filled out on the spot, but the time frame was prohibitive due to the low number of students on campus at that point in the year. This time crunch caused me to alter my approach from having access to students in-person to recruiting students by way of an online survey.

My initial contact was with Student Affairs on campus to gain permission to send a survey through to the student database. I contacted administrators and coordinators on the campus to inquire about surveying students within their departments. These departments responded that they had access to a number of student workers who were currently enrolled in various academic programs on campus.

To ensure the confidentiality of the survey responses, student emails were not included in the data export and all student responses are fully anonymous. Many of the students involved in the study were student employees of the university. This occurred due to the low number of active students on campus at the time of the survey sampling since the survey was launched during the summer of 2018. To reach a reasonable number of active students on the campus, I

contacted multiple departments that were involved in outreach and community projects during the summer. Through these contacts, I was able to enlist the help of an assistant from an administrator who was willing to send the survey to the student assistants on campus employed by their department. All 28 students who were recruited to participate in the survey through this method were active students of the university at the time the survey was distributed. The survey included questions asking gender, race, and the student's status as a freshman student, transfer, or graduate student.

Procedures

Through the Qualtrics survey, students were provided with a list of questions (See Appendix B) regarding use of social media as well as their basic knowledge of American free speech rights. Student names, emails and any personally identifying information was kept confidential. As mentioned, initially, the researcher had intended to set up a table and engage students in person with physical flyers to hand out but the lack of physical students present on campus made this extremely difficult. The difficulties that arose will be discussed in the limitations section of this methodology.

I first created a series of questions that would be used to provide an overall understanding of student knowledge of free speech and social media. The survey was created using a combination of both closed-ended and open-ended questions to illicit the most detailed picture of student understanding of free speech constraints in using social media. I avoided using “yes or no” questions wherever possible.

The survey was sent through the Qualtrics system to students as well as provided as a direct link to students who had been asked to participate in person. Using this survey method allowed the participants to be confidential. Survey results were only counted for those who fully

completed the survey and were submitted within one month of launching the survey. Raw data was then exported from the Qualtrics service into an excel spreadsheet file. The Qualtrics system also generated bar chart reports that was easier to read format than in Excel. I organized the results into a series of categories and themes (See Table 1). A required informed consent form was created and placed at the beginning of the survey (See Appendix A).

Limitations

There were multiple limitations that the researcher faced when gathering the data for the survey. The university chosen for the survey does not have a large student presence during the summer. My original intention was to set up a table at various parts of the campus to recruit participants in person. Difficulty with my original approach occurred initially when speaking with an advisor about locations that would be appropriate to setup tabling and areas of high student traffic flow to encourage survey participation. The issues referenced above made me alter the approach as to how I would gain access to students ask them to participate in the survey. The timing of the survey launch may have limited the diversity among student respondents and the small number of responses limits the likelihood that my findings are generalizable.

Conclusion

Contained within this chapter was an overview of the methodological approaches used for my research survey. My intention was to explain the processes and procedures used to establish my research inquiry, collect the data and analyze the data in preparation for writing the results and discussion sections outlined in Chapter Four. In the next chapter results from the survey questions will be provided. Chapter Five will summarize results from this survey and propose several recommendations for future consideration by college administrators, faculty and student affairs professionals.

Chapter Four

Findings

The purpose of this study was to gain a deeper understanding of the level of higher education student knowledge of free speech and social media in the United States. Students at an American higher education institution were asked to complete an online survey relating to their understanding of multiple topics regarding the interrelation between free speech and social media. The data collection technique used was a 22 question Qualtrics survey. The survey was conducted by both internet invitation and in person solicitation of students on campus.

A series of open and closed-ended questions were used to build this survey. The participants in this research survey were actively enrolled students at a Hispanic serving university in the Pacific region of the United States. The institution chosen is a public, four-year university with a highly diverse student population base. The responses of 28 students were recorded and the findings have been presented in this chapter.

The fourth chapter of this thesis is organized and presented by a series of categories and themes. The six categories for this research study include: Daily Life of a University Student, Social Media Knowledge, Types of Student Postings, Knowledge of Free Speech, School Code of Conduct, Personal Life, and Student Descriptors.

Demographics of Participants

A total of 28 students participated in the survey for this study. Seventeen of the participants identified themselves as Hispanic, six identified as white, five identified as mixed ethnicity, and one student identified as African-American. Females made up most of the respondents with a total of 23, whereas the number of male participants was a total of 5. The enrollment status of participants was 20 students who enrolled in the university as freshman, six

students who were transfer students from another university or community college, and three graduate students.

Research Question

There was a single focused topic used as the research question for this thesis. The research question was:

What knowledge do students possess regarding the relationship between free speech and the use social media?

Data Analysis and Findings

Daily life of a university student. This category was created to demonstrate the connections between students participating in the survey and their use of social media in their daily lives. As referenced earlier in the literature review, O'Connor and Schmidt's (2015) study indicated that 83% of individual surveyed aged 18 to 29 frequently visited social media website. I decided to explore further into the depth of social media usage in the daily life of a student and broke the idea down into multiple questions. I created a table in Microsoft Excel with a series of themes and categories that arose from analyzing the data from the survey.

Daily life usage. The question asked in this theme was "is social media an important part of your daily life," and inquired what number of students used social media daily. A total of 19 students, which was a majority of the 28 students surveyed, answered affirmatively that social media was an important part of their daily life. The remaining nine students responded that social media was not an important part of their daily life.

Out of a total of 22 female participants, 17 females responded that they used social media daily while five female students responded that they did not. A total of two males responded affirmatively to the question of daily use while four males stated that social media usage was not

part of their daily life. The results indicated that females were three times more likely to have social media in life. The results for males were different and indicated that twice as many males did not feel social media was an important part of their life.

Table 2

Comparison of Daily Life Usage by Gender

	Female	Male	Grand Total
No	5	4	9
Yes	17	2	19
Grand Total	22	6	28

Most students responded that social media was an important part of their daily life. A total of 19 students answered affirmatively, while nine students responded negatively. Hispanic students made up most of the respondents with a total of 17, with ten in agreement and seven disagreeing. The remaining groups of students also responded with a majority agreement, the results included white students four agreeing to two disagreeing, mixed race with four in agreement, and one African-American student also agreeing.

Table 3

Comparison of Daily Life Usage by Race

	No	Yes	Grand Total
African-American/Black		1	1
Hispanic / Latina/o	7	10	17
Mixed race/mixed ethnicity		4	4
White	2	4	6
Grand Total	9	19	28

Enrollment status indicated a total of 16 students who had enrolled as freshman used social media daily while four students did not. Transfer students were significantly different with only one student agreeing and four students disagreeing on daily usage. The final three participants were graduate students, the results were two students agreeing and one student not disagreeing.

Table 4

Comparison of Daily Life Usage by Enrollment Status

	No	Yes	Grand Total
Freshman Enrollment	4	16	20
Transfer Student	4	1	5
Other	1	2	3
Grand Total	9	19	28

Types of apps used daily. Students were asked questions relating to what specific apps they used on a daily basis. They were given the option to select more than one choice. Many of the female student indicated that they used multiple social media apps daily. Male students tended to use a less diverse group of social media platforms than females. Facebook received the highest number of total picks with Instagram being second. The results also found that most students used multiple types of social media apps daily.

Table 5

Comparison of Types of Apps Used Daily by Gender

	Female	Male	Grand Total
Facebook,Instagram,Snapchat	5		5
Facebook,Instagram,Snapchat,Twitter	5	1	6
Facebook,Instagram,Snapchat,Twitter,Other (Please indicate)	2		2
I don't use a social media app daily.	1	1	2
Instagram	1		1
Instagram,Snapchat	3	1	4
Instagram,Snapchat,Twitter	4	2	6
Snapchat		1	1
Twitter	1		1
Grand Total	22	6	28

Facebook and Instagram remained the most popular for participants of all races. The results of survey also showed that all except white students used many types of apps. A total of two white students indicated that they did not use social media apps daily.

Table 6

Comparison of Types of Apps Used Daily by Race

	African-American/Black	Hispanic / Latina/o	Mixed race/mixed ethnicity	White	Grand Total
Facebook,Instagram,Snapchat		1	2	2	5
Facebook,Instagram,Snapchat,Twitter	1	5			6
Facebook,Instagram,Snapchat,Twitter,Other (Please indicate)		1		1	2
I don't use a social media app daily.				2	2
Instagram		1			1
Instagram,Snapchat		2	1	1	4
Instagram,Snapchat,Twitter		5	1		6
Snapchat		1			1
Twitter		1			1
Grand Total	1	17	4	6	28

Times per day. The survey question asked how many times per day students would access their social media apps. Females reported the highest usage of social media with 15 total respondents, this result was over twice as many as the four that responded for mild and three that responded for moderate. Usage by males was a total one frequent user, two mild users and three moderate users. The survey results indicated that females logged into their social media apps at a much higher frequency than males.

Table 7

Comparison of Frequency of Use by Gender

	Female	Male	Grand Total
Frequent (10+ times)	15	1	16
Mild (1 to 5)	4	2	6
Moderate (6 to 10)	3	3	6
Grand Total	22	6	28

All student demographics had at least 2 participants that reported they frequently used social media with the exception of the African- American participant that selected mild usage. Hispanic and mixed race students had majority of frequent users while white participants had 2 for each category.

Table 8

Comparison of Frequency of Use by Race

	African-American/Black	Hispanic / Latina/o	Mixed race/mixed ethnicity	White	Grand Total
Frequent (10+ times)		11		3 2	16
Mild (1 to 5)	1	2		1 2	6
Moderate (6 to 10)		4		2	6
Grand Total	1	17		4 6	28

Students that enrolled as a freshman had the highest amount of daily social media activity with a total of 14 of 20 responses. Transfer students responded more toward mild with a total of four of five responses. Graduate students had one response each for each category.

Table 9

Comparison of Frequency of Use by Enrollment

	Freshman Enrollment	Transfer Student	Other	Grand Total
Frequent (10+ times)	14	1	1	16
Mild (1 to 5)	1	4	1	6
Moderate (6 to 10)	5		1	6
Grand Total	20	5	3	28

Social media knowledge. When respondents were asked about their level of knowledge of social media apps, the results showed females felt more knowledgeable than males. A total of twelve females responded that they felt very knowledgeable while 10 felt somewhat knowledgeable. The response from males was that two felt very knowledgeable as opposed to 4 that felt somewhat knowledgeable of social media.

Table 10

Comparison of Social Media Knowledge by Gender

	Female	Male	Grand Total
Somewhat knowledgeable.	10	4	14
Very knowledgeable.	12	2	14
Grand Total	22	6	28

All demographic groups had at least one member that felt very knowledgeable about social media. Hispanic students were nearly even with seven out of ten students responding that they felt very knowledgeable. Mixed race students responded with the highest self-perception of

social media knowledge counting three out of four being very knowledgeable. White students responded evenly with three for each category of knowledge.

Table 11

Comparison of Social Media Knowledge by Race

	African-American/Black	Hispanic / Latina/o	Mixed race/mixed ethnicity	White	Grand Total
Somewhat knowledge.		10	1	3	14
Very knowledgeable.	1	7	3	3	14
Grand Total	1	17	4	6	28

Students that enrolled as a freshman had the highest results of knowledge with 12 out of the 28 total participants stating they were very knowledgeable. Transfer students and graduate students responded more towards the somewhat knowledgeable response. Responses from four of the five transfer students indicated they were somewhat knowledgeable, whereas two of the three graduate students indicated less knowledge of the two choices.

Table 12

Comparison of Social Media Knowledge by Enrollment

	Freshman Enrollment	Transfer Student	Other	Grand Total
Somewhat knowledge.	8	4	2	14
Very knowledgeable.	12	1	1	14
Grand Total	20	5	3	28

Instruction on free speech. Respondents were asked what instruction they received on the concepts of free speech in the United States. Female students responded with 17 students having received instruction on free speech while five had no instruction. The results showed only

one male stating they had no knowledge while five other indicated they had previous knowledge of free speech.

Table 13

Comparison of Instruction on Free Speech by Gender

	Female	Male	Grand Total
No, I have not had instruction on the meaning of free speech rights.	5	1	6
Yes, in a college level course.	10	1	11
Yes, though a university forum or presentation.	1	1	2
Yes, through an American civics course in high school.	6	3	9
Grand Total	22	6	28

Demographic results showed that most students had received instruction on free speech during college with a total of 11 following by high school instruction with a total of nine. There were also two students that indicated they received instruction through university forum or presentation while six respondents had no instruction on free speech.

Table 14

Comparison of Instruction on Free Speech by Race

	African-American/Black	Hispanic / Latina/o	Mixed race/mixed ethnicity	White	Grand Total
No, I have not had instruction on the meaning of free speech rights.		4		1	6
Yes, in a college level course.		8		2	11
Yes, though a university forum or presentation.	1	1			2
Yes, through an American civics course in high school.		4		1	9
Grand Total	1	17		4	28

Freshman students responded with a total of 16 students having formal training of some sort on free speech, four of the students responded that they had no instruction on free speech.

Transfer students indicated that three of five had formal free speech instruction. All graduate students responded they had some form of free speech education. The results indicated 11 of the 28 respondents learned of free speech through a college level course.

Table 15

Comparison of Instruction on Free Speech by Enrollment

	Freshman Enrollment	Transfer Student	Other	Grand Total
No, I have not had instruction on the meaning of free speech rights.	4	2		6
Yes, in a college level course.	9	1	1	11
Yes, though a university forum or presentation.		1	1	2
Yes, through an American civics course in high school.	7	1	1	9
Grand Total	20	5	3	28

Legal protections. Respondents were asked if free speech is protected by law, there was no situational information given in the survey question. All males participating in the survey responded that free speech has legal protections. Most females, 17 of 22 responded affirmatively while five female respondents were unsure.

Table 16

Comparison of Free Speech Legal Protections by Gender

	Female	Male	Grand Total
I'm not sure.	5		5
Yes	17	6	23
Grand Total	22	6	28

Hispanic students reported the highest rate of agreement that free speech had legal protections. Mixed race and white students had the same number of positive responses, while

white students also had 2 that were not sure. The single African-American student indicated they believed free speech has legal protections.

Table 17

Comparison of Free Speech Legal Protections by Race

	African-American/Black Hispanic / Latina/o	Mixed race/mixed ethnicity	White	Grand Total
I'm not sure.		3	2	5
Yes	1	14	4	23
Grand Total	1	17	4	28

Freshman enrolled students had a very high rate of response indicating they believed free speech is protected by law. The results showed four out of five freshman enrolled student responded affirmatively. Transfers students also had the same rate of responses with four out of five as well. All graduate students responded affirmatively as to whether free speech is protected by law.

Table 18

Comparison of Free Speech Legal Protections by Enrollment

	Freshman Enrollment	Transfer Student	Other	Grand Total
I'm not sure.	4	1		5
Yes	16	4	3	23
Grand Total	20	5	3	28

The fourteenth question asks if free speech is protected by law. Twenty-six students (83.87%) responded affirmatively that free speech is protected by law. Zero students (0%) responded negatively to the idea that free speech is protected by law. Five students (16.13%) responded that they were not sure if free speech is protected by law.

School Code of Conduct

Higher education institutions often have student codes of conduct which regulate actions that students may make on campus. These codes of conduct are generally not laws but instead are institutional policies that students voluntarily abide by as part of admission to the school. The results of the survey indicated that nearly half of student respondents were unsure what the acceptable use of free speech was on their campus. A slight majority of female students indicated that they knew what acceptable speech was, whereas there were no males that answered affirmatively. A total of three males responded that they were unsure, and another three males responded that they did not know. The results also indicated that most students were either unsure and or did not know what the acceptable use of free speech was for their campus.

Table 19

Comparison of Code of Conduct Knowledge by Gender

	Female	Male	Grand Total
I'm not sure.	8	3	11
No	2	3	5
Yes	12		12
Grand Total	22	6	28

The results based on race were similar to those of gender which indicated that most students were either unsure or did not know their university's policy on free speech. While Hispanic students had the highest number of positive responses, they also had nearly as many unsure responses. White students indicated that the majority was unsure of the code of conduct policy. Mixed race students had the highest rate of students who indicated they had knowledge of school policy.

Table 20

Comparison of Code of Conduct Knowledge by Race

	African-American/Black	Hispanic / Latina/o	Mixed race/mixed ethnicity	White	Grand Total
I'm not sure.	1	6		1	3
No		4		1	5
Yes		7		3	2
Grand Total	1	17		4	6
					28

Students that had enrolled as a freshman at the university had the highest response rate of knowledge of school policy with just over 50%. Nearly all transfer and graduate students responded with unsure or no, however there was the exception of one Transfer Student

Table 21

Comparison of Code of Conduct Knowledge by Enrollment

	Freshman Enrollment	Transfer Student	Other	Grand Total
I'm not sure.	6	3	2	11
No	3	1	1	5
Yes	11	1		12
Grand Total	20	5	3	28

Personal life. Social media offers many ways for students to connect with other students, family and friends. There are times when students may share their personal information unwittingly in their posts online. Slightly over half of female students responded that they shared personal information on social media, four of the affirmative 15 respondents indicated they shared personal information freely.

Table 22

Comparison of Personal Posting by Gender

	Female	Male	Grand Total
No, I do not share personal information on social media.	7	5	12
Yes, I share personal information freely on social media.	4		4
Yes, I share personal information on social media, but only with friends.	11	1	12
Grand Total	22	6	28

Hispanic students were the least inclined to share personal information on social media with over 50% stating they did not share personal information on social media. White students responded evenly at 50% and mixed-race students responded three share their personal information while one does not. The single African-American student responded that they share personal information but only with their friends.

Table 23

Comparison of Personal Posting by Race

	African-American/Black	Hispanic / Latina/o	Mixed race/mixed ethnicity	White	Grand Total
No, I do not share personal information on social media.		8		1	3
Yes, I share personal information freely on social media.		3		1	4
Yes, I share personal information on social media, but only with friends.	1	6		2	3
Grand Total	1	17		4	6
					28

Slightly over half of the freshman enrolled students indicated they share personal information on social media. The results for transfers students was opposite with four out of five students responding that they did not share their personal information. Graduate students

indicated a small difference with two sharing only with their friends and one student responding that they do not share information.

Table 24

Comparison of Personal Postings by Enrollment

	Freshman Enrollment	Transfer Student	Other	Grand Total
No, I do not share personal information on social media.	7	4	1	12
Yes, I share personal information freely on social media.	4			4
Yes, I share personal information on social media, but only with friends.	9	1	2	12
Grand Total	20	5	3	28

Conclusion

The purpose of this qualitative descriptive research survey was to gain a deeper understanding of student knowledge of free speech and social media. Questions were asked relating to usage of social media, knowledge on the subject, learning, and legality. A total of six themes with ten categories were created from the final results of the survey. These categories included daily life of a student, social media knowledge, types of postings, knowledge of free speech, school code of conduct and the personal life of higher education students. Using these categories and themes will enable me to provide more detailed information. The final chapter will give a more extensive explanation of the information taken from the research survey and will include assumptions, survey methods, data analysis and study limitations. I will also be discussing the important of the results, give suggestions for future research, and address possible challenges relating to the results of the survey.

Chapter Five

Discussion and Conclusions

The final chapter of this research study discusses the implications of the findings based on an analysis of the survey data. Included in this chapter will be a discussion of the conceptual framework analysis, an overview of the survey method, an analysis of data, limitations of the analysis, discussion of significant findings, recommendations and concluding comments. This study is guided by the research question: what knowledge do students possess regarding the relationship between free speech and the use social media?

Conceptual Framework: Bolman and Deal's Organizational Framework

Bolman and Deal's (2017) organizational framework was used to interpret the results of the survey. These organizational frames are used to analyze different situations and circumstances through multiple lenses. The four types of frames are the structural, human resources, political and symbolic organizational frames. The structural frame relates to ways in which goals are completed and systems are managed. The structural frame includes rules, policies and procedures that address problems within a structure where established methods do not solve the problem. The human resources frame is focused on the needs of individuals and how those needs affect performance and implementation. The political frame focuses on the interests of individuals and groups within an organization. The symbolic frame is related to meaningfulness and sense of purpose that individuals experience.

Methodology and Limitations of Analysis

Overview of survey method. The method I used for my research was a descriptive survey that included a total of 22 questions administered through the Qualtrics survey website.

Participants were currently enrolled students at a public four-year university in the Pacific southwestern United States. Students were contacted to participate through in person request and by way of email.

The respondents were asked a series of open and closed ended questions relating to their understanding of social media and free speech. The data results were exported from Qualtrics to a spreadsheet where it was analyzed using pivot tables. Numerous themes arose through the analysis of the data and these themes have been discussed in Chapter Four to assist in understanding the results of the survey.

Limitations of the study. The limited sample size and particular site location of the survey provided a limitation to the data findings. The school chosen is a Hispanic-serving institution with a majority of female and Hispanic students. Hispanic students outnumbered all other groups. Female participants also had a significantly higher number of responses compared to males. The limitations on the diversity of the participants resulted in data that heavily leaned toward the results of female Hispanic students.

Another limitation of the research study was the lack of participation by minority students outside of Hispanic and mixed race. The results identified only one African American student while Asian/Pacific Islander, Native American, and Middle Eastern did not have any participants in the study.

The total number of respondents who completed the survey was 28, which is a small sample size. The small sample size of survey participants makes it difficult to make significant generalizations of the findings. Including another university or conducting the study at a larger school may have resulted in different conclusions.

Significant Findings

Student demographics. The results of the survey brought out numerous findings. Looking through a demographic scope, Hispanic students were most likely to respond to the survey. These students represented a significant majority of the overall participants in the survey. In addition, there was also a much higher rate of female participants than male respondents (n=23 females responding as opposed to five males). Respondent demographic are consistent with the overall demographics representation of the chosen university campus.

Social media apps and usage. In term of usage, most students responded that they used multiple social media apps daily including Instagram and Snapchat, which scored equally as the two most likely to be used social media applications. Facebook was the third most common followed by Twitter. There were also three students who indicated that social media was not a part in their daily life.

Results from the survey were similar to the results of O'Conner and Schmidt's (2015) study whereby, responses showed that 67% indicated that they used social media on a regular basis. While this finding was less than the 83% found in O'Conner and Schmidt's (2015) study, the results indicated a trend towards daily usage of social media.

Student usage of social media was relatively high with most users stating that they used social media frequently. Indeed, many users indicated that they logged into social media at least ten times per day. The extent of knowledge of social media was fairly high with half of students indicating they were very knowledgeable and the other half of students indicating they were somewhat knowledge about social media. The survey also offered an option for "not very knowledgeable," which received zero response selections. Students also indicated that the

method of learning to use social media was largely self-taught with over 66% of survey respondents answering that question.

Usage of social media for posting about personal life activity was the most commonly reported purpose for social media use. A total of 24 out of the 28 respondents indicated that they posted about their personal life on social media. When students were asked what kind of personal life posts they made on social media, most answered that their usage was related to socializing with friends and family.

Viewed through the symbolic framework proposed by Bolman and Deal (2017), it may be inferred that the high number of responses towards daily usage of social media that represents the ubiquitous usage of social media in the daily lives of many Americans. Within the political frame advanced by Bolmand and Deal (2017), most students showed concern for future jobs and potential acceptance at schools by stating in agreement that postings on social media may impact their lives.

Free speech rights. Ardinger's (2011) study indicated that a total of 79% of students responded that they were aware of their free speech rights. The results of my survey supported Ardinger's findings with almost all students responding that they were either "somewhat" or "very familiar" with free speech. Regarding the legality of free speech, all but five of the student participants responded that they believed free speech was protected by law. The remaining student respondents selected a "not sure" answer with a total of zero students selecting that free speech would not be protected by law.

The results of this study indicate that almost all students believe free speech is protected by law. However, a total of five students responded that they were not sure. While most of the

students answered that they believed free speech is protected under the law, a total of five students responded that they were not sure as to whether free speech has legal protections.

The expression of free speech by students, whether on social media or actively on campus, is part of the symbolic frame. Free speech activities such as marching, holding signs, and chanting slogans are all symbolic actions that are used to get a point across and express a message. The human resources frame includes interactions between individuals who may be vying for resources. Expression of free speech can be viewed through the human resources frame as students may end up in conflict with one another over their expression of free speech rights. Instead of a physical resource like money or land, the resource that students may be competing for might involve captivating audiences and having the peace of mind of being heard with understanding.

School code of conduct. Knowledge of the school's student code of conduct was slightly over 50% of all respondents indicating that many students on campus do not know what is appropriate free speech on campus as set out by the code of conduct. Students gave mixed responses regarding whether a student should be academically disciplined for a social media post a school might disapprove of. This survey question provided the option of choosing whether a school "should not" or "could not" discipline a student. There was no indication given as to what would stop the school from disciplining a student in the "could not" choice. Most students believed that a student either should not or could not be disciplined by their university for posts made on social media. More than one third of respondents indicated that they were unsure if the university could discipline the student.

The school code of conduct represents part of the rules, codes and procedures which assists in the successful day-to-day functions of a university. These concepts reside within

Bolman and Deal's (2017) structural frame which allows administrators to manage how the university enforces disciplinary measures. The structural frame will often include student conduct professionals who will use the codes and policies to assist in meeting the requirements of enforcing the code of conduct. Administrators implementing the structural frame will literally create organized "structure" through the use of policies and codes to increase the functional interactions between students within the political frame.

Perceived future value. Students were mixed on the results of whether social media would hold the same amount of value or be as central to the lives of respondents in the future as it seems to currently. The results of the survey showed an even split in the results. Sponcil and Gitimu's (2013) study yielded results that 50% of students used social media daily and that every student surveyed was affected by social media in some way or another. The results of their study also indicated that all students were exposed to social media at least once per day.

Recommendations

Free Speech as Part of Orientation. A significant number of students responded that they had knowledge of free speech but many also indicated they were unsure about the legality and extent of free speech. Educators and administrators may need to seek ways to include free speech into orientations and other campus engagement to raise awareness. Students are often given extensive informational materials in their university orientation meetings. Such preliminary meetings with incoming students provide a good opportunity to share information about the limits of free speech, distribute flyers and/or engage in discussion.

Making the student Code of Conduct Visible and Accessible. Posting boards are often used on campus to alert students to important messages and to disseminate information

throughout the campus. Students may be inclined to view these postings as they pass by in halls or wait for their next classes. Posting a single statement of a university's student code of conduct free speech policy on each poster board could be an easy and effective way to get students involved in learning about their rights as well as responsibilities. Universities may be uncomfortable placing a code of conduct policy on their website or in their catalog. Though taking a strong stance towards policy may be difficult, student awareness may be significantly increased. Informed students can generally be held to a higher standard of accountability due to prior notice of university codes of conduct. Furthermore, students may also feel empowered and trusted if they are given more rights and privileges while being informed of the potential consequences.

Social Media Education. The survey indicated that nearly all students had taught themselves about the use of social media. Being self-taught means that many students may not know of all of the risks and consequences of posting on social media. They also may not be aware that social media postings can be permanent and visible to the public without taking appropriate precautions to protect privacy. The data indicated that a majority of students were concerned about how their postings may affect their ability to get a job or admission into a school. Therefore, students may be inclined to participate in training programs or seminars geared towards social media privacy, legality and interpersonal interactions.

Inclusive Conduct Processes. While the data showed many students believing they had knowledge of free speech, many may not know the processes and procedures that are involved in free speech and conduct. When an incident occurs on campus, administrators will often send out alerts via email with information regarding the event. It may be beneficial to also include official

statements from the university in these emails to detail the exact violation, why it is a violation, the penalties, rights and remedies, as well as any other relevant details.

Organizational Frames. It may be helpful for administrators and those who interact with students to refer to the organizational frames advanced by Bolman and Deal (2017). The ability to break down situations and then explain them in concise and coherent political frames may be helpful in conveying data and information about occurrences, trends and interactions on campuses.

The organizational frames may also be useful in approaching situations in a manner that requires administrators to think outside-the-box, requiring a fundamental analysis of campus problems surrounding social media interactions and free speech. Understanding the differences between Bolman and Deal's (2017) organizational frames, such as differences between symbolic and political frames, may inform decision making and the ability to gain understanding in situations where a predetermined response may not be readily available.

Concluding Comments

The future of free speech on American campuses has been a point of contention for both students and university officials. The need to weigh the benefits of free speech while providing an inclusive and safe campus for all students can prove to be a complicated and difficult task. Student diversity on campuses has increased with a heightened awareness of students who, in the past, often were without a voice. With the influx of more diverse student populations in higher education institutions, many traditionally marginalized students are exercising their rights of free speech to effect change on campuses and in society as a whole.

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Appendix A

Informed Consent Form

Title: "Student Free Speech Interaction with Social Media in the Modern Age"

My name is Michael Trainor and I am in the Master of Arts in Education program at California State University Channel Islands. The culminating project that I will be completing for my master degree is a thesis. For completion of my thesis I am conducting a study titled *Student Free Speech Interaction with Social Media in the Modern Age*.

You are invited to participate in the study. The following information is provided to assist you in deciding whether you wish to participate in the study. You should be aware that you are free to decline to participate or to withdraw at any time without affecting your relationship with this university.

Purpose of Study

The purpose of this study is to analyze the level of understanding higher education students have in their interactions with social media and the exercise of free speech.

Study Procedures

Data will be collected using a brief questionnaire either by email or in person. The questionnaire has no more than 25 questions and the survey should take no more than 15 minutes.

Confidentiality

All information collected for this survey will be kept confidential and your participation will be kept anonymous. No personally identifying data that would relate to an individual student will be collected or analyzed. Feel free to ask questions about the study at any point before, during or after the study. Your name will not be associated with the research findings in any way and only the researcher will have access to your completed survey.

Risks

There are no known risks associated with this study. The expected benefits associated with your participation study are related to the interactions between students with students and students with higher education administrators.

Contact Information

For additional information about this study you may contact the researcher, Michael Trainor, at michael.trainor747@myci.csuci.edu. You may also contact my thesis advisor, Dr. Rita Sawyer, at rita.gloriasawyer@csuci.edu or 805-570-2171.

If you agree to participate in this study, please sign below.

-
- I have read and I understand the information regarding this study. I understand that my participation is voluntary and I am free to withdraw at any time without repercussion. Upon signing, I hereby agree to take part in this research study.

Signature

Date

Appendix B

Question List

1. Is social media an important part of your daily life?
 Yes
 No

2. Do you have at least one social media app that you use daily? (Check all that apply)
 Facebook
 Instagram
 Snapchat
 Twitter
 I don't use a social media app daily.
Other (Please indicate) _____

3. Do you use this social media app multiple times per day?
 Frequent (10+ times)
 Moderate (6 to 10)
 Mild (1 to 5)

4. Are your social media postings related to: (Check all that apply)
 Work environment
 School
 Personal relationships
 Other

5. How knowledgeable do you think you are about the social media app you use?

High

Low

6. Have you had instruction on the meaning of free speech rights, for example in an American civics or political science course in high school, college or other?

Yes

No

7. Did you learn about using social media through:

Self-taught

Taught by another

Other

8. Do you publicly post on social media when there are minor/major events in your life
(Check all that apply)?

In your personal life

College life

Work life

I do not post about event in my life on social media.

9. Are your posts/conversations on social media permanently saved?

Yes

No

10. For what purposes do you use social media? (Check all that apply)?

- News
- Social
- Education
- Sharing
- Photos
- Sales
- Other

11. Have you ever posted anything you wish you hadn't and had to delete it or wish you had the ability to do so?

- If yes, have you ever posted something personally you regretted?
- If yes, related to a job you regretted?
- Relating to your school you regret?
- No, never regretted a posting.

12. Do you think future and current employers/higher education recruiters look at your social media accounts?

- Yes
- No

13. Are you familiar with the term free speech?

Yes

No

a. Is free speech protected by law?

Yes

No

14. Is free speech covered under your university's student code of conduct?

Yes

No

I'm Not Sure

15. Do you know what acceptable use of social media is in your school?

Yes

No

I'm not sure.

16. Can a social media posting cause a student to be academically disciplined?

Yes No

17. Can you think of an example of a way a student could be academically disciplined?

Yes No

18. Have you ever shared personal data with someone you aren't personally acquainted with

on social media?

Yes

No

I'm Not Sure

19. Do you think social media will continue to hold as much importance in your daily lives in the future as it does today?

Yes

No

I'm Not Sure

20. Which of the following best describes you?

Female

Male

Preferred (Please Indicate) _____

21. Which of the following best applies to you?

Hispanic/Latino? Yes No

American Indian/Alaskan Native

African-American/Black

Asian

Middle-Eastern

Native Hawaiian or other Pacific Islander

White