ADULT IDAHO EXTENSION 4-H CLIENTELE TECHNOLOGY USAGE
CHARACTERISTICS AND CONTENT PREFERENCES FOR COUNTY EXTENSION
4-H FACEBOOK PAGES

A Thesis
Presented in Partial Fulfillment of the Requirements for the
Degree of Master of Science
with a
Major in Agricultural Education
in the
College of Graduate Studies
University of Idaho
by
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May 2016

AUTHORIZATION TO SUBMIT THESIS

This thesis of Amanda Schachtschneider, submitted for the degree of Master of Science with a Major in Agricultural Education and titled "Adult Idaho Extension 4-H Clientele Technology Usage Characteristics and Content Preferences for County Extension 4-H Facebook Pages," has been reviewed in final form. Permission, as indicated by the signatures and dates below, is now granted to submit final copies to the College of Graduate Studies for approval.

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ABSTRACT

The use of social media as a means for reaching a targeted audience is a tool that has grown in prevalence over the last decade. The purpose of this study was to discover the Facebook usage levels and demographics of adult Extension 4-H clientele in six counties throughout Idaho. Survey sampling was used to collect data from adult 4-H clientele, who use and/or are affected by the University of Idaho Extension 4-H programs. Results were analyzed for frequencies and chi-square tests for independence of demographics and Facebook usage. The results of this study demonstrated a need to promote awareness of the county Extension 4-H Facebook Pages, and showed a relationship between respondent age and desired content of county Extension 4-H Facebook Pages.

ACKNOWLEDGMENTS

DEDICATION

This work is in dedication to my daughter, Cassidy. She is my inspiration to always be the best person that I can be. To my husband, Chris, for encouraging me to strive for more. We made it through.

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CHAPTER 1: INTRODUCTION

Now, over a decade into the 21st Century, educators and learners alike rely more than ever on electronic methods for communicating with each other. As of August 2015, 72% of all online American adults and 82% of all online adults ages 18-29 used the online, social-networking site Facebook (Duggan, 2015). According to a report in the Business Insider, Americans spent an average of 37 minutes every day using social media; more time than is spent on any other major Internet activity (Adler, 2014). Leading the way in this trend is Facebook, with U.S. users spending a total of 114 billion minutes per month on the site (Adler, 2014). Given those trends, it is logical to conclude that integrating social media such as Facebook into an organization's outreach efforts is an important strategy for reaching adult audiences. Since Facebook became open for public use in 2006, it has seen a steady increase in users. According to a report from the Pew Research Center 70% of Facebook users visited the site daily, and 43% of users logged in several times each day (Duggan, 2015). With this volume of traffic, it is clear why businesses and organizations have turned to Facebook to reach their clientele.

As sites like Facebook become increasingly integrated into the way our population interacts on a personal level, there has been a corresponding increase in companies, organizations, and government agencies using this medium to reach their respective clientele base. The University of Idaho explicitly stated on their Communications and Marketing website, "Third party community sites and social networks are relevant to extending the University of Idaho's reach with research, though [sic] leadership, alumni relations, future student recruitment, and community involvement," (University of Idaho, n.d.). As part of that strategy, in 2014 the University of Idaho Extension system encouraged each of its county offices within the state to develop and maintain a Facebook Page.

1.1 Background: History of Cooperative Extension and 4-H Youth Development

For over 100 years, land grant colleges and the Cooperative Extension Service have been responsible for communicating advances in agricultural, mechanical, family, and consumer sciences to the public. Throughout the history of these programs, ingenuity and creativity have been crucial to designing the most effective communication practices.

The Morrill Act of 1862, signed into law by President Lincoln, granted an allotment of federal land to each state for the purpose of building agricultural and mechanical colleges (Morrill Act of 1862, 2010). Congress members and citizens at that time understood that educating farmers and producers in best practices was key to the long-term economic and ecological sustainability of America's food supply. This act is now popularly referred to as the Land Grant Colleges Act; further legislation in 1890, and again in 1994 allotted federal funding to existing colleges for the purpose of expanding agricultural and mechanical education.

The original Morrill Act was reinforced soon after with the passage of the Hatch Act of 1887, whereby additional funding was provided to the Land Grant colleges for the creation and maintenance of agricultural experiment stations (Hatch Act of 1887, 2010). These stations aided the colleges in dissemination of new scientific and practical knowledge to producers who were unable to attend college. Researchers at the station provided live demonstrations for local audiences, and developed printed bulletins and leaflets in order to reach a larger audience.

Demand for demonstrations from the experiment stations surpassed what the existing structure was able to support. A great number of producers from a broad geographic area had desire to participate, but the colleges had only limited means with which to reach their

audience. To solve this dilemma, the Cooperative Extension system was proposed and established by the Smith-Lever Act of 1914, with the purpose of aiding "in diffusing among the people of the United States useful and practical information on subjects relating to agriculture, uses of solar energy with respect to agriculture, home economics, and rural energy, and to encourage the application of the same," (Smith-Lever Act of 1914, 2010). This act forged a partnership between the United States Department of Agriculture, the land grant colleges, and each state to "provide non-formal education and learning activities to people throughout the country – to farmers and other residents of rural communities as well as to people living in urban areas. It emphasizes taking knowledge gained through research and education and bringing it directly to the people to create positive changes," (National Institute of Food and Agriculture, n.d.)

Today, the results of the Smith-Lever Act are commonly referred to as the Cooperative Extension Service, and Extension offices exist in almost every county in the United States. In Idaho, there are University of Idaho Extension offices in 42 out of the 44 counties. All 44 counties are served by those Extension offices.

The activities of the experiment stations quickly gained popularity with the children of producers, even before the Cooperative Extension Service was established. In 1902, A.B. Graham, a school principal in Ohio, formed boys and girls clubs which are now considered the first 4-H clubs (Reck, 1963). The passage of the Smith-Lever Act allotted 20% of annual federal Cooperative Extension funds for those original boys and girls clubs (Reck, 1963).

The 4-H program expanded from the humble beginnings of corn clubs and nature study programs, to become the wide ranging, multi-disciplinary youth development program of today. Children and teen members of 4-H now participate in science, citizenship, healthy

living, and mentoring programs. As described on the University of Idaho 4-H website, "4-H prepares young people for challenges in their community and the world. Using research-based programs with positive youth development, 4-H youth get the hands-on, real world experience they need to become leaders," (University of Idaho, 2015).

Historically, Extension offices turned to a number of different communication methods to communicate with clientele and support educational programs, from printed publications, leaflets, and newsletters, to radio spots, and more recently to e-mail communications; each method came with its own set of benefits and drawbacks. Social media is a comparatively new addition to the communication toolbox, and Extension offices are in the early stages of adopting this tool. Extension professionals are grappling with how to effectively use social media, and Facebook in particular, to communicate with their clientele.

Currently, 37 of Idaho's 44 county Extension offices have one or more active Facebook Pages. For some county offices, one Facebook Page exists to communicate all programs and activities from that office. Other county offices in Idaho have a distinct county Extension 4-H Facebook Page, which only communicates Extension 4-H activities. While the effort is being made to connect with clientele over this comparatively new medium, many Extension professionals have limited experience utilizing social media, and there is a limited knowledge base available to help guide their efforts.

1.2 Theoretical Framework

Richard Emerson posited that all social behavior is based on each actor's subjective assessment of the costs and benefits of contributing to a social exchange (Emerson, 1976). They communicate or exchange with each other contingent on reciprocal actions from the

other communicating party, (as cited in Pan & Crotts, 2012). This was defined in Emerson's (1976) seminal paper on Social Exchange Theory as "The Success Proposition," where "for all actions taken by persons, the more often a particular action of a person is rewarded, the more likely the person is to perform that action," (p. 339).

The Social Exchange Theory can be applied to the interactions between Extension professionals and adult clientele. Washington State University Extension implemented a citizen involvement program which utilized the Social Exchange Theory as a foundation for the work (Howell, Olsen, M.E., & Olsen, D., 1987). The Extension specialists for this project stated that Extension offices must focus on three things in order to stimulate clientele participation: minimize costs to the clientele; maximize the rewards associated with involvement; and establish a climate of trust that perceived rewards will be consistently delivered (1987).

The concept of the Social Exchange Theory can be applied to the interactions between adult clientele and the county Extension 4-H Facebook Pages. The idea holds that clientele will not interact with Extension via Facebook unless benefits out-weigh costs. For example, the type and quality of the information clientele find on the Extension Facebook Page should be perceived to be of great enough value for the clientele to invest their time in seeking it out. It is the imperative of the outreach program designers to create a program that is mutually beneficial to Extension professionals and to adult clientele.

1.3 Problem Statement

As social media platforms gained popularity, Extension offices have expanded their communication strategies to utilize Facebook in addition to traditional methods of communication, such as e-mail, printed newsletters, and flyers. The adoption of social

media, such as Facebook, is in its infancy within Extension. Many Extension professionals have limited knowledge and experience with communicating through the social media platform, and resources which would facilitate training are often lacking. While it appears to be well received, research into what types of content clientele want to find, as well as knowledge of effective Facebook communication strategies, would benefit Extension professionals.

1.4 Significance of the Problem

The use of social media as a primary method of connecting with clientele is still in the beginning stages of implementation. Many county Extension offices have struggled with the best manner by which to communicate effectively using new technologies, and the extent to which these should supplant other methods of communication (Typhina, Bardon, & Gharis, 2015). Information regarding adult clientele Facebook skill level, as well as social media use behaviors and preferences would help Extension professionals understand adult clientele's communication needs and desires. Greater knowledge of the targeted audience's social media capabilities and preferences would enable Extension professionals to use social media more efficiently and effectively.

Many Extension professionals have embraced the use of social media in their programs. Gharis, Bardon, Evans, Hubbard, & Taylor (2014) stated that social media "provides Extension professionals the ability to reach new audiences, provide professional guidance and direction, and encourage peer-to-peer interactions while meeting the land-grant Extension mission of increasing knowledge, changing behavior, and assessing the impacts of their programmatic efforts," (p. 1). The authors explained that social media tools are already in use, informing the public on important events, and that many Extension

clients are willing to receive information electronically and are able to use electronic technologies.

1.5 Research Questions

1. What are the Internet and Facebook usage characteristics of adult Idaho Extension 4-H clientele in selected counties?

2. What are the content preferences of adult Idaho Extension 4-H clientele for the county Extension 4-H Facebook Pages?

3. Do adult Idaho Extension 4-H clientele content preferences for the county Extension 4-H Facebook Pages differ from their content preferences for the county Extension 4-H website?

4. Which demographic characteristics of adult Idaho Extension 4-H clientele impact content preferences for the county Extension 4-H Facebook Pages?

1.6 Definitions of Terms

The following definitions were used to maintain continuity for this study. These are commonly understood terms for professionals working in Extension, and for those working in social media management.

Cooperative Extension System. A partnership between the federal government, each state's government, and the land grant university in each state, to provide research based information informally to the public.

County Extension 4-H Facebook Page. A Facebook Page managed by the local Extension office and separate from the Extension 4-H County website.

County Extension 4-H website. Hosted by the Extension office, the website is run using a web platform such as Word Press, Sitecore, or Drupal.*Extension clientele.* The individuals targeted and served by Extension programs.

Extension professional. An employee of the Cooperative Extension System.

Facebook Page. A public profile specifically created for businesses, brands, celebrities, causes, and other organizations.

Facebook post. An update feature which allows Facebook users to discuss their thoughts, whereabouts, or important information with their followers.

Likes. A method for interacting with a Facebook post which shows approval for the content.

Logic Model. A tool used by Extension professionals in the program planning process, which outlines the program's intended inputs, outputs, and outcomes.

Social media. Websites and applications that enable users to create and share content or to participate in social networking.

Tweet. A Twitter post used as a status update or to share information which is limited to 140 characters in length.

Twitter. A social networking microblogging service that allows registered members to broadcast short posts called tweets.

CHAPTER 2: LITERATURE REVIEW

The review of literature investigated common problems with regard to adoption of social media as a platform for communicating with constituents and clientele. This analysis consisted of: (a) social media use at the local, state, and federal government level, (b) a review of existing social media programs within other state's Extension programs, (c) common barriers to adoption of social media, (d) measures of an effective social media presence, and (e) national Facebook usage statistics.

2.1 Social Media Use at Various Levels of Government

It is a challenge for businesses and organizations to engage with busy adults through the use of social media. Using social media to distribute communications at the county, state, and federal levels of government produces its own set of obstacles. In her book on social media use in the public sector, Mergel (2012) outlines the main barriers to government adoption of social media, which include: 1) systemic challenges; (2) organizational and cultural challenges arising from bureaucracy; (3) informational challenges; and (4) legal challenges arising from the use of relatively untested technologies in the public sector. Many of these same challenges trickle down to the county and regional levels for Extension professionals; for example, a 2014 study found that 75% of Extension professionals surveyed indicated that their current system of practices did not leave time to add the use of social media into existing practices (Newbury, Humphreys, & Fuess, 2014).

While Mergel's primary focus is at the level of federal government, similar constraints can be found at the state, regional, and local levels. In a study of the usage of social media by local municipalities, Bonson, Torres, Royo, and Flores (2012) stated that citizens are discussing local governments in social media platforms, whether the government

body has an online presence or not. Government bodies that are not tuned in to the dialogue are not hearing what citizens are saying about them, thereby missing an important source of information about opinions and feelings about local policy, public services and daily life.

Other public organizations, such as Extension, stand to benefit from participation in the dialogue occurring on social media. Social media platforms offer citizens the ability to create their own content and dialogue about their local governments and organizations. There is also a need for officials to serve as curators of the presented information. Research indicates that less than 10% of the U.S. population actively contributes to online content, undermining the validity of representation on user-generated content sites and leading to a quick burn-out of participants (Linders, 2012). It would not be practical to rely solely on Extension clientele to create content posts and distribute timely information. A strong central author role is necessary to create and maintain an effective Facebook presence.

2.2 Existing Extension Social Media Programs

In a study of social media utilization at the university level, Pikalek (2010) points out that the incoming generations of adults, often identified as Generations X and Y, were raised with almost constant access to and use of online technologies. Therefore, many institutions of high education are in the process of integrating these technologies into marketing and educational efforts. Over the course of four years of case studies, Pikalek determined that the best lessons to be gained out of program planning included maintaining a mix of new technologies with traditional methods, collaboration of multiple departments and specialties, and clearly defined goals at the onset of a new marketing effort or educational program. Understanding the needs of clientele from the start of the planning process facilitates the identification of these goals.

A number of Extension professionals have asserted the potential benefits of incorporating social media into Extension program planning. Mains, Jenkins-Howard, and Stephenson (2013) described a multi-dimensional impact created by Facebook, "through the sharing of educational information, establishing and improving communication, and marketing both Extension and its programs," (p. 3). Gharis et al. pointed out that social media platforms can provide Extension professionals with useful tools for measuring their programming efforts. Many social media sites include built-in metrics that track the number of visitors, fans, friends, followers, mentions, incoming links to your site, and likes (2014).

Oregon State University Extension (OSUE) has developed a strong social media presence. Their 2009 Strategic Plan for Outreach and Engagement, outlined specific strategies including to, "develop technology that supports learning within social networking communities. Identify opportunities to use technologies such as podcasts and iTunesU to deliver program and product resources," (Oregon State University, 2009, page 8). As a result, OSUE has created numerous blogs and Facebook Pages (Oregon State University, n.d.) as well as a successful Twitter account with over 3,300 followers (Twitter, 2016). OSUE uses this site to disseminate timely information about the diverse range of topics covered by Extension, as well as links to scientific news releases and publications.

The University of Missouri provided another example of incorporating social media usage into an existing web presence. The University of Missouri recommended that Extension offices embed their Facebook activity feeds onto their respective county websites (University of Missouri, n.d.). This efficient approach supports both the traditional website and the newer social media activities, and reduces redundancy of efforts for an Extension

professional. For example, if they are updating the Facebook Page frequently with timely announcements, these same announcements will appear simultaneously on the website.

In 2011, University of California Cooperative Extension (UCCE) professionals utilized social media to solicit support and donations for a wildlife research program (Kocher, Lombardo, & Sweitzer, 2013). Utilizing several social media channels including the UC Green Blog, Facebook Page, and Twitter, UCCE researchers were able to reach beyond their traditional donors and received donations from 20 states and Canada. This communication strategy was successful because it met both the goal of soliciting donations to help support wildlife research, and the goal of extending outreach to new, non-local audiences across the state, region and nation (2013).

A primary reason for an organization such as Extension to use social media is to generate clientele engagement and interaction. Doyle and Briggeman (2014) examined levels of clientele engagement with the Kansas Farmers Insurance Association's (KFIA) Facebook Page. For the study, Doyle and Briggeman measured the types of posts made by KFIA, as wells as the total number of posts, average user views per post, and average engaged user views per post for each post type (2014). The authors' conclusion was that a successful social media marketing strategy is built by first determining social media objectives, then researching the target audience, followed by creating targeted posts and staying involved on the social media site, and finally by tracking the progress made.

Many institutions are making strides toward adopting new social media techniques. However, limited research is available that assesses the effectiveness of these programs. Also, many barriers to adoption exist, both for the social media developers, as well as for the intended audiences.

2.3 Barriers to Adoption of Social Media

Several studies have described problems that have arisen from attempts to integrate social media into business communication strategies. The perceived lack of privacy when using social networks is a particular area of concern. In a case study of older adult social media users, researchers found privacy to be a frequent concern among their participants, aged 65 and older (Xie, Watkins, Golbeck, & Huang, 2012). One participant expressed concern that advertisers could access her personal data from the blogs she visited. Though the researchers in this instance were able to assuage her fears through education, the fact that this perception existed among potential audiences remains a hindrance to more widespread adoption of social media.

Working professionals also expressed a variety of concerns related to privacy when using social media. Some users worried about the widespread accessibility of their online conversations. An action research study found a desire for private chat rooms within professional development blogs (Worrall & Harris, 2013). In another study, the surveyed Extension professionals expressed fears that posting online comments might expose them to criticism (Cater, Davis, Leger, Machtmes, & Arcemont, 2013). These studies suggest that further educational efforts toward both social media developers and audiences are needed to help mitigate the privacy concerns.

Additional factors impacting the widespread adoption of social media include the organizational costs and investments necessary to make effective use of new technologies. Pilakek (2010) argued that at least 10 hours of labor were needed each week to effectively manage a social network presence. Since most social media sites are accessible free of charge, labor inputs need to be carefully considered during the program planning stage.

Cater et al. (2013) also cited workload constraints and a lack of employee time as the biggest obstacles keeping Extension professionals from integrating new forms of social media into their programs. Similarly, in a study of barriers to social media adoption for Extension professionals in New York and Wisconsin, lack of time was cited as a factor that negatively impacted both getting started with social media, as well as for maintaining content development in daily work schedules (Newbury, Humphreys, & Fuess, 2014).

Finally, Seger (2011) stated that Extension programs have an organizational structure that does not cater to the short turn-around new technologies demand, ideological generational divides among all who are affected by the organization, and overall issues with technology in general. With these common roadblocks in mind, there are a number of key strategies that local, state, and federal government programs have implemented, to mixed results.

2.4 Measures of an Effective Social Media Presence

As stated above, a primary goal of hosting a social media page is to increase clientele engagement and interaction. There are many tools available to measure social media use. For example, in the KFIA case study, Doyle and Briggeman utilized Facebook Insight Statistics, a tool within every Facebook Page, to generate their results (2014). Facebook Insights provides statistics for: 1) post reach, the number of unique people who have seen any content associated with a Page; 2) engagement, the number of people who have clicked, liked, commented on or shared a post; and 3) Page likes, the number of unique people who follow a Page (Facebook, 2016). These usage metrics are helpful to determine which posts and activities are getting the most attention.

Similar measurement techniques can be applied to assess the effectiveness of the use of Twitter to support Extension programs. A 2014 eXtension study evaluating the impact of Extension outreach through Twitter analyzed estimated reach, exposure impressions, and the number of Tweets sent by participants to more than 1,000 followers (O'Neill, 2014). The author concluded that a triangulated evaluation, incorporating multiple metrics, could provide substantial evidence of an Extension program's effectiveness.

Although it is important to track and report engagement numbers when assessing social media use, the measurement of effectiveness reaches beyond social media interaction levels. The Government Performance and Results Act of 1993 enacted the requirement that all federal agencies must focus on results and link investments to results, not just activities (Taylor-Powell & Henert, 2008). The Logic Model is a framework used by Extension professionals to measure the results of Extension programs. The Logic Model necessitates the developer to specify inputs, outputs in the form of activities and audiences, outcomes in short- and intermediate-term and finally long-term impacts (Gibson, 2001). By indicating the program's methods and the desired data to be collected during the formative assessment phase of planning, the developer identifies the impact metrics before initializing the program (McCawley, 2009). University of Idaho Extension uses the Logic Model to answer a series of formative questions, assisting in the development of programming.

Many Extension professionals have recognized the potential benefits of using social media to enhance Extension programs. Facebook can improve long-term programmatic outcomes through: 1) building personal connections; 2) providing a venue for education; and 3) marketing of programs (Mains, Jenkins-Howard, & Stephenson, 2013). Utah State University Extension professionals produced a Social Media Marketing Map, which outlined

a week-by-week marketing strategy for seven different social media tools for optimal long-term effects of program efforts (Christensen, Hill, & Horrocks, 2015). Planning for a social media event should begin 3-5 weeks prior to implementation, to ensure effectiveness.

2.5 National Social Media Usage

Of all the social media platforms, Facebook has the greatest number of users, as well as the widest range of users in terms of many demographic categories. In total, 72% of all adult Internet users used Facebook. In comparison, Twitter was used by only 23% of adult Internet users (Duggan, 2015). The average number of adult Facebook users increased to 79% of Internet users ages 30-49, and increased further to 82% of Internet users ages 18-29.

Furthermore, Facebook is commonly used by parents to form support groups and to monitor their children's activities. A 2014 survey of parents found that 80% of mothers and 65% of fathers turn to social media for parenting advice and support from online communities (Duggan, Lenhart, Lampe, & Ellison, 2015). Additionally, 79% of parents used social media to research parenting. Parents were avid users of Facebook, with 75% logging in daily, and 51% of those logging in multiple times each day (2015). Finally, 83% of parents surveyed reported that they were friends with their children on Facebook (Gao, 2015).

An increasing number of adults use social media as their main source for news consumption, and this use cuts across all demographic categories (Barthel, Shearer, Gottfried, & Mitchell, 2015). The authors found that 63% of Facebook users obtained news from the social media site. This statistic increased to 74% of Facebook users ages 18 to 34 (2015). Of adults surveyed who pay attention to posts about government and politics, 41%

have liked issue-based groups on the website (Mitchell, Gottfried, Kiley, & Matsa, 2014), showing a prevalence for Facebook use in adult's everyday lives.

Increasingly, adults are turning to social media, and Facebook in particular, for the execution of many daily tasks, including information gathering, news consumption, and parenting. With close to 75% of adults using Facebook for each of these activities on a daily basis, many organizations have concluded that the Facebook social media platform is one of the best ways to reach their target audience.

CHAPTER 3: METHODOLOGY

3.1 Limitations

The primary limitation of the study was related to the researcher's ability to communicate with the study population which consisted of adult Extension 4-H clientele. The Idaho Extension 4-H program's confidentiality policies prohibit the distribution of e-mail address information for Idaho 4-H members and volunteers to unaffiliated individuals or groups. The privacy rules required that all communication to the sample population be managed by the county-based Extension 4-H professional. As a result, there was no direct communication between the researcher and the study participants. The Extension 4-H professional in each county was ultimately responsible for distribution of the survey instrument and the follow-up reminder messages.

3.2 Delimitations

A case study approach was chosen for this study to narrow the scope of the research. A total of six counties were chosen across the state to represent a sample of different geographic and population demographics. Additionally, a non-experimental design was chosen for this study, as all counties possessed a county Extension 4-H Facebook Page. This study also determined to examine Idaho counties which already managed a county Extension 4-H Facebook Page, and not those counties without an active Facebook presence.

The social media platform Facebook was chosen for this research over other social media platforms, as it had the largest number of users nationwide. Within the Idaho Extension system, Facebook was the most widely used platform by county Extension 4-H programs to collect and disseminate information.

This research sought to examine the habits and preferences of Facebook users, and not those of the authors or Facebook content creators. Following with the research objectives for this study, information regarding content preferences for adult Extension 4-H clientele was collected to provide information to the county Extension professionals, to inform future Facebook content creation.

3.3 Population, Sample, & Sampling Method

The study population was composed of adult Idaho residents who are county Extension 4-H clientele, including parents and volunteers, from six conveniently selected counties. A total of six county offices were chosen to provide a range of geographical locations throughout the state, from the northern-most to the south, and a variety of land types, including urban areas, forests, farmland, and rangeland. This range also provided a diverse representation of county population sizes. Each of these six counties maintains an active county Extension 4-H Facebook Page. This heterogeneity purposive non-probability sampling was accomplished by contacting Extension professionals whose counties form a representative, socioeconomic sample of the state, and roughly constituted 4-H offices from one small county, one joint office of two small counties, two medium sized counties, and two of the larger counties in Idaho, as determined by total numbers of adult and youth members.

The membership numbers in Table 1 were collected by University of Idaho Extension 4-H staff using 4HOnline, an online, Extension 4-H registration tool and database (University of Idaho, 2014). County population statistics were gathered from the United States Census Bureau QuickFacts tool (n.d.). The Extension professional in each county reported the number of e-mails on their Extension 4-H listserv to the researcher.

Table 1

Population Statistics of Selected Counties in Idaho

Descriptor	Boundary	Canyon	Gem-Boise	Idaho	Kootenai	Latah
County population	10,972	203,143	16,866; 6,824	16,215	147,326	38,411
4-H Adult Members	58	233	87	86	223	54
4-H Youth Members	188	788	307	368	622	312
E-mails on listserv	143	530	181	47	492	110

3.4 Study Design

The study used a descriptive research design, and a survey instrument to collect data from the sample population (Appendix C). The questionnaire was designed to answer questions about how adult 4-H clientele use Facebook to interact with their respective county Extension 4-H programs. The respondents were asked about how often they perform a number of tasks on the Internet, as well as how often they visit their county Extension 4-H Facebook Page, and if there was specific content they wanted to find there. Respondents were asked to identify areas for improvement, and demographic data were collected.

The researcher reviewed recommendations for survey design and developed the questionnaire using Dillman, Smyth, and Christian's *Internet, Mail and Mixed-mode Surveys: The tailored design method* (2009). Recommendations were also gathered from the researcher's graduate committee and other University of Idaho faculty and staff members, including Extension 4-H professionals and survey design faculty.

The questionnaire was designed by the researcher and consisted of 30 questions, including five which gathered demographic information from the respondent, for evaluation of the research questions. Four questions were used to determine what technologies the respondent possessed, including home computers, tablets, smart phones, and Internet access

to collect a baseline knowledge of the respondents' technology access. Six Likert-type scale questions gathered information on the respondents' frequency of use of various Internet activities, such as checking e-mail, reading the news, searching for information about businesses, and entertainment. Six additional Likert-type scale questions gathered information on the respondents' frequency of use of Facebook activities, such as communicating with family and friends, searching for local companies, searching for events and activities, and clicking on links to external websites. Two of the questions were open-ended, and solicited comments from the respondent on areas to improve (a) the Extension 4-H County website and (b) the Extension 4-H Facebook Page. The remaining six questions were closed-ended and addressed the research question of which types of content respondents sought from the Extension 4-H website and from the Extension 4-H Facebook Page, including membership information, livestock information, awards, event calendars, youth projects, volunteer opportunities, forms and paperwork, adult leadership, and event photos.

The survey was constructed using Qualtrics, an online survey design and distribution program. A University of Idaho banner logo was used to show sponsorship of the survey from a legitimate authority. Validation logic was applied to end the survey if the respondent answered that they were under 18 years old. Validation logic was also used to skip all questions pertaining to Facebook use if the respondent indicated they did not have a Facebook account. Responses were not required for any question, and respondents could skip over questions and return to previous questions.

A unique cover letter was constructed for each of the six Idaho counties, and was signed by the respective county Extension 4-H professional (Appendix B). This strategy was

utilized to establish trust in the sample population, by issuing the survey from a known individual in their community. The same survey questions were used for all six counties.

3.5 Data Collection

The study was implemented in the following sequence: first, six county offices were selected to represent the sample population, and the Extension professional responsible for managing the Extension 4-H Facebook Page in each county was contacted. In some counties, the county Extension 4-H Facebook Page is managed by an Extension Educator, while a 4-H program coordinator holds that responsibility in other counties. Each Extension 4-H professional was also responsible for maintaining a list of e-mail addresses for the adult 4-H clientele in their county, either through the 4HOnline registration system or within their own e-mail client.

In the spring of 2015, the survey was administered to the adult Extension 4-H clientele e-mail listserv of each of the six counties. The e-mail contained a hyperlink to the survey, generated by the Qualtrics software. A series of follow up e-mails were sent through the listserv to remind clientele to complete the survey; these reminders to complete the survey were sent at one-week post-implementation, two-weeks post-implementation, and three-weeks post-implementation. The surveys closed and no more responses were accepted at four-weeks post-launch. Survey responses were collected in Qualtrics, then exported into Microsoft Excel spreadsheets and IBM SPSS predictive analytics software.

All communications with the sample population issued from the Extension professional responsible for managing the 4-H program in each respective county. This was due in part to Idaho Extension 4-H policies confidentiality restraints; Extension offices are not permitted to distribute member e-mails to unaffiliated individuals or groups. This

method of distribution also helped to improve reception of the survey, as it was issued from someone already known to the respondents.

3.6 Response Rate

Table 2 illustrates that response rates varied by county from 52% to 11%, with an overall total response rate of 35%. The low 11% response rate in Boundary county may have been due in part to the fact that no reminder e-mails were sent to the county listserv.

Table 2
Survey Response Rates by Idaho County

	Boundary	Canyon	Gem-Boise	Idaho	Kootenai	Latah	Total
Number of responses	16	169	58	20	213	57	533
Total e-mails sent	143	530	181	47	492	110	1503
Response rate	11%	32%	32%	43%	43%	52%	35%

3.7 Data Analysis

Statistical analyses were performed using the Statistical Package for the Social Sciences (SPSS) for Windows software. Variables were grouped into frequency distributions and percentages and descriptive statistics were used to analyze the data. Chi-square testing was used to assess the relationships between respondent demographic variables and respondent preferences for content to be found on county Extension 4-H Facebook Pages.

CHAPTER 4: FINDINGS AND RESULTS

A total of 1503 e-mail invitations to participate in the survey were distributed across the six counties. Data and results are derived from information gathered from 484 completed surveys returned from the study population who received the survey. The results were analyzed in aggregate, based on respondent demographics, and by county. The data for this study were obtained using a convenience sampling method, therefore the results are not generalizable.

4.1 Demographics

Respondent demographics were reported in Table 3. Overall, 82.4% of respondents identified as female, and 66.9% of respondents indicated that they were between the ages of 35 and 54. The majority of respondents, 56.3%, had obtained an Associate's degree or higher, and 82.9% of respondents described themselves as White/Caucasian. These demographics, when compared to U.S. Census Bureau data, vary from the overall population of Idaho, with 50.4% of adults in the state identifying as female and 89.1% of the state described as White (United States Census Bureau, 2013). Survey respondents also had on average greater educational attainment, as compared to 36.6% of the state population having obtained an Associate's degree or greater. Respondents were given the option to not answer the demographic questions.

Table 3
Idaho 4-H Adult Clientele Demographics

Characteristic	n	Frequency
Gender		
Male	54	11.2%
Female	399	82.4%
Preferred not to respond	15	3.1%
Age		
21 or under	18	3.7%
22-34	43	8.9%
35-44	167	34.5%
45-54	157	32.4%
55-64	52	10.7%
65 or older	14	2.9%
Preferred not to respond	18	3.7%
Household Annual Income		
Less than $20,000	19	3.9%
$20,000-$34,999	37	7.6%
$35,000-$49,999	61	12.6%
$50,000-$74,999	92	19.0%
$75,000-$99,999	71	14.7%
$100,000-$149,999	63	13.0%
$150,000 or greater	18	3.7%
Preferred not to respond	107	22.1%
Education		
H.S. diploma or equivalent	39	8.1%
Some college, no degree	122	25.2%
Associate degree	65	13.4%
Bachelor's degree	142	29.3%
Graduate degree	66	13.6%
Preferred not to respond	34	7.0%
Ethnicity		
American Indian / Native	4	0.8%
Black / African American	1	0.2%
Hispanic / Latino	9	1.9%
White / Caucasian	401	82.9%
Other	5	1.0%
Preferred not to respond	49	10.1%

Overall, 95.0% of respondents had Internet access in their homes (Table 4). In comparison, a 2013 report published by the U.S. Census Bureau stated that 74.4% of households surveyed had some Internet access (File & Ryan, 2014).

Table 4
Adult Idaho 4-H Clientele Technology Access

Number of respondents	n	Frequency
Have an computer at home	465	96.1%
Have a tablet or iPad	338	69.8%
Have Internet access at home	460	95.0%
Have smart phone with Internet access	393	81.2%

4.2 Frequency of Internet usage

Respondents were asked how frequently they used the Internet during the week. The majority, 82.9%, used the Internet daily, and an additional 6.4% used the Internet 5-6 times per week, as reported in Table 5. With regard to using the Internet to find information on local businesses, 89.4% of respondents indicated that they utilized the Internet for this task.

Table 5

Adult Idaho 4-H Clientele Frequency of Internet Task Performance

Used the Internet	n	Frequency
1-2 times per week	20	4.1%
3-4 times per week	31	6.4%
5-6 times per week	31	6.4%
Daily	401	82.9%
No response	1	0.2%
Checked E-mail		
1-2 times per week	42	8.7%
3-4 times per week	39	8.1%
5-6 times per week	48	9.9%
Daily	348	71.9%
No response	7	1.4%
Checked Junk Mail folder		
Never	189	39.0%
1-2 times per week	160	33.1%
3-4 times per week	34	7.0%
5-6 times per week	27	5.6%
Daily	72	14.9%
No response	2	0.4%
Read the news and current events		
Never	82	16.9%
1-2 times per week	129	26.7%
3-4 times per week	63	13.0%
5-6 times per week	58	12.0%
Daily	150	31.0%
No response	2	0.4%
Looked up local businesses		
Never	49	10.1%
1-2 times per week	219	45.2%
3-4 times per week	82	16.9%
5-6 times per week	54	11.2%
Daily	78	16.1%
No response	2	0.4%
Entertainment		
Never	154	31.8%
1-2 times per week	157	32.4%
3-4 times per week	49	10.1%
5-6 times per week	27	5.6%
Daily	96	19.8%
No response	1	0.2%

4.3 Level of Facebook usage

When asked about Facebook usage, 85.3% of respondents indicated that they had a

Facebook account, as shown in Table 6, more than the national average of 72% (Duggan,

2015). When asked how often they logged in to Facebook, 59.8% answered that they check

Facebook daily, with an additional 8.0% logging in 5-6 times per week (Table 7). This level

of Facebook usage is below the national average of 70% of Internet users over the age of 18

who log in to Facebook daily (Duggan, Ellison, Lampe, Lenhart, & Madden, 2015).

Table 6
Percentage of Adult Idaho 4-H Clientele with Facebook Accounts

Number of respondents	n	Frequency
Have an account	413	85.3%
Do not have an account	71	14.7%

Table 7
Idaho Adult 4-H Clientele Frequency of Facebook Usage

Number of times per week respondents used Facebook	n	Frequency
Daily	247	59.8%
5-6 times per week	33	8.0%
3-4 times per week	44	10.7%
1-2 times per week	68	16.5%
Never	13	3.1%
No response	8	1.9%

To assess overall Facebook usage, respondents were asked a series of questions

about the frequency of specific activities on the social media site. As shown in Table 8, a

majority of respondents, 53.0%, used Facebook to communicate with family and friends at

least three times a week, but almost half of respondents (47.9%) never used Facebook to

find information about local companies. Similarly, 43.8% of respondents had never used

Facebook to find information about local events and activities. More Facebook users

(68.5%) had at least occasionally clicked on links that lead from Facebook to external

content.

Table 8

Adult Idaho 4-H Clientele Frequency of Activities on Facebook

Communicate with family and friends	n	Frequency
Daily	133	32.2%
5-6 times per week	38	9.2%
3-4 times per week	48	11.6%
1-2 times per week	134	32.4%
Never	54	13.1%
No response	6	1.5%
Find information about local companies		
Daily	32	7.7%
5-6 times per week	16	3.9%
3-4 times per week	41	9.9%
1-2 times per week	121	29.3%
Never	198	47.9%
No response	5	1.2%
Find local events and activities		
Daily	34	8.2%
5-6 times per week	19	4.6%
3-4 times per week	37	8.9%
1-2 times per week	136	32.9%
Never	181	43.8%
No response	6	1.5%
Click on links to external sites from Facebook		
Daily	62	15.0%
5-6 times per week	24	5.8%
3-4 times per week	49	11.9%
1-2 times per week	148	35.8%
Never	123	29.8%
No response	7	1.7%

The respondents who indicated that they have a Facebook account were asked how

often they visited their county Extension 4-H Facebook Page. In four out of the six county

offices surveyed, more than 50% of respondents reported they had never visited the county

4-H Facebook Page (Table 9). This idea was further reflected in the comments gathered

from the survey. Many respondents indicated that they were not aware of the presence of a

county 4-H Facebook Page (see Appendix D).

Table 9
Adult Idaho 4-H Clientele Frequency of Interaction with Extension 4-H Facebook Page

County	Never	1-2 times per week	3-4 times per week	5-6 times per week	Daily
Boundary	57.1%	35.7%	7.1%	0.0%	0.0%
Canyon	70.0%	23.3%	4.2%	1.7%	0.8%
Gem-Boise	34.1%	46.3%	4.9%	2.4%	12.2%
Idaho	46.7%	40.0%	6.7%	6.7%	0.0%
Kootenai	62.4%	32.4%	3.5%	1.8%	0.0%
Latah	52.2%	41.3%	6.5%	0.0%	0.0%
Overall frequency	59.9%	32.5%	4.4%	1.7%	1.5%

In comparison, 56.0% of respondents reported they had visited their county

Extension 4-H website, as shown in Table 10.

Table 10
Percentage of Adult Idaho 4-H Clientele that Visit Their County Extension 4-H Website

	n	Frequency
Visit the Website	271	56.0%
Do Not Visit the Website	133	27.5%
No response	80	16.5%

4.4 Facebook Content

Table 11 illustrates the types of content respondents indicated they would like to find

on the county 4-H website, and on the county 4-H Facebook Page. No significant

relationships were found between size of county and the preferred types of content.

Table 11
Percentage of Adult Idaho 4-H Clientele that Desire Content Types by Medium

Content Type	County 4-H Facebook Page	County 4-H Website
Membership Information	33.6%	59.3%
Events Calendar	65.9%	69.4%
Forms / Paperwork	44.3%	67.7%
Youth Projects	49.0%	62.3%
Adult Leadership	30.0%	50.8%
Volunteer Opportunities	45.2%	57.0%
Livestock Information	40.0%	55.0%
Awards	37.7%	49.5%
Event Photos	50.1%	52.3%

Across all counties, the greatest number of respondents indicated a desire to find event calendars and event photos on the county 4-H Facebook Pages, with fewer respondents indicating interest in other types of content. In contrast, greater than 50% of respondents were interested in finding all relevant 4-H content, except for award information on the county 4-H website.

A chi-square goodness-of-fit test (Table 12) was performed to test for a relationship between the demographic variables and the type of content respondents desired from the county Extension 4-H Facebook Pages. Significant correlations were found which demonstrated a relationship between the age of the respondents and four of the categories for content type: events calendar, X^2 (5, N=333) = 19.9, $p < .05$; volunteer opportunities, X^2 (5, N=230) = 11.61, $p < .05$; livestock information, X^2 (5, N=203) = 12.8, $p < .05$; and event photos, X^2 (5, N=255) = 13.44, $p < .05$.

Table 12

Adult Idaho 4-H Clientele Desired Content Types by Medium Chi Square Independence Test

Content type	N	21 or under	22 - 34	35 - 44	45 - 54	55 - 64	65 or older	Chi-square	df	p-value
Membership information	174	55.6%	48.8%	42.5%	33.8%	28.8%	28.6%	9.401	5	0.094
Events calendar[1]	333	72.2%	67.4%	59.3%	51.6%	42.3%	42.9%	19.901	5	0.001
Forms / paperwork	224	72.2%	46.5%	53.3%	47.1%	40.4%	50.0%	6.909	5	0.228
Youth projects	250	72.2%	67.4%	59.3%	51.6%	42.3%	42.9%	11.025	5	0.051
Adult Leadership	152	50.0%	41.9%	32.3%	29.9%	38.5%	28.6%	5.249	5	0.386
Volunteer Opportunities[2]	230	66.7%	67.4%	52.7%	48.4%	38.5%	35.7%	11.614	5	0.04
Livestock Information[3]	203	66.7%	55.8%	48.5%	42.0%	32.5%	28.8%	12.8	5	0.025
Awards	193	55.6%	55.8%	42.5%	43.9%	28.8%	28.6%	9.555	5	0.089
Event Photos[4]	255	72.2%	69.8%	59.3%	55.4%	38.5%	42.9%	13.438	5	0.02

Notes: 1) chi2 = 19.901, df = 5, p = .001; 2) chi2 = 11.614, df = 5, p = .040; 3) chi2 = 12.8, df = 5, p = .025; 4) chi2 = 13.438, df = 5, p = .02

CHAPTER 5: SUMMARY AND DISCUSSION

Social media has become an important mode of communication in today's society and its use has increased exponentially during the past decade. Numerous businesses and organizations, including the Cooperative Extension System, have adopted the use of social media platforms, such as Facebook, to communicate and engage with their audiences and clientele. Limited research is available regarding how Extension clientele interact with their local Extension offices through social media. Understanding the specific types of information that Extension clientele seek on social media would help Extension professionals communicate more effectively. This information could also save Extension offices money in terms of labor and outreach efforts. Adult Extension 4-H clientele were chosen for this study because they are an important audience for Extension.

The specific objectives of this study were to:

1. Determine the Internet and Facebook usage characteristics of Idaho 4-H adult clientele in selected Idaho counties.

2. Identify the content preferences of Idaho 4-H adult clientele for Extension County 4-H Facebook Pages.

3. Determine whether Idaho adult 4-H adult clientele's content preferences for County 4-H Facebook Pages differs from their content preferences for information posted on County 4-H websites.

4. Assess whether Idaho adult 4-H clientele demographic characteristics, including gender, age, income, and education, impact their content preferences for Extension County 4-H Facebook Pages.

5.1 Objective 1. Determine the Internet and Facebook usage characteristics of Idaho 4-H adult clientele in selected Idaho counties.

In general, the respondents demonstrated Internet and Facebook usage above the national averages. Though not a directly comparable statistic, it is promising that 95% of respondents had Internet access in their homes when, on a national scale, there are still 16% of American adults do not use the Internet (Perrin & Duggan, 2015). Respondents to this survey also surpassed the national average in technology ownership, as 96.1% reported owning a computer, compared to the national average of 73% (Anderson, 2015).

The level of respondent Facebook usage supports the notion that the social media platform can be a good avenue for reaching Extension clientele. In this study, 85.3% of respondents reported that they had a Facebook account, and more than half logged in to the site at least 5-6 times per week. However, as 59.9% of overall respondents reported never visiting their county Extension 4-H Facebook Page, each office needs to devote more effort to promoting knowledge of the existence of these Pages.

5.2 Objective 2. Identify the content preferences of Idaho 4-H adult clientele for Extension County 4-H Facebook Pages.

Participants were asked to indicate what information they wanted to find on the County Extension 4-H Facebook Page. Respondents were able to select from eight common content categories. Only two of the eight content choice options were selected by more than 50% of the respondents. The two content types most sought after for the Extension 4-H Facebook Pages were calendar of events (65.9%), and photos from past events (50.1%). Information about youth projects was the third most popular content item and was selected by slightly less than half of the respondents (49%).

5.3 Objective 3. Determine whether Idaho adult 4-H adult clientele's content preferences for County 4-H Facebook Pages differs from their content preferences for information posted on County 4-H websites.

In addition to identifying their content preferences for the County Extension 4-H Facebook Page, participants were also asked to indicate what information they wanted to find posted on the county 4-H website. There were several differences in the content preferences for the Facebook Page and the county 4-H website. More than half of the respondents selected seven of the eight response options as being information they wanted to find on the county 4-H website (as compared to only two of eight Facebook Page content types being selected by more than 50% of respondents). Awards information was the lone website content type that was selected by less than half of the respondents and it was still selected by 49.5% of them. These results indicate that the participants would like to see more types of information posted on the county 4-H website and fewer types of information shared by county Extension 4-H program on the Facebook Page.

5.4 Objective 4. Assess whether Idaho adult 4-H clientele demographic characteristics, including gender, age, income, and education, impact their content preferences for Extension County 4-H Facebook Pages.

Analysis of the relationship between demographic characteristics and content preferences for Extension County 4-H Facebook Pages indicated that there were significant differences in respondent content choices responses based on age group. Younger respondents wanted to find more content choices available on Extension County 4-H Facebook Pages. Conversely, older respondents sought fewer types of content for the Extension County 4-H Facebook Pages.

Respondents were asked to provide additional comments or suggestions for improving their county's Extension 4-H Facebook Page. A total of 172 respondents provided comments; 50 (29.1%) offered suggestions for improvement and support, 28 (16.3%) indicated that they were unaware of the Page's existence, and 16 (9.3%) indicated an opposition to using the Facebook Page. See Appendix D for all submitted comments.

Suggestions for improvements to the Facebook Page focused primarily on the need for timely and up-to-date information. Respondents requested event and deadline reminders, as well as continuity of information between the Facebook Page and the county Extension 4-H website. Respondents also commented that the frequency of posting by the Extension office should be increased to at least daily. When asked about suggestions for improving the county 4-H Facebook Page, one respondent said, "To be really successful at getting out to your members, you need to post daily, even multiple times per day in order to reach your fan base."

Of the respondents who expressed general opposition to using the Extension 4-H Facebook Page, most indicated an overall dislike of using Facebook, but two respondents mentioned that their use of Facebook was limited by Internet access issues. Many of the respondents who commented that they had never visited the Facebook Page also noted that they would visit the Page now that they were aware of it, and mentioned the need for Extension offices to promote the Facebook Pages more.

Extension 4-H Facebook Pages are not intended to replace the Extension 4-H website for each county. More than two-thirds (67.4%) of the respondents indicated they visit the Extension County 4-H website. Furthermore, 69.8% of respondents reported they have clicked on links in Facebook that have led to external content. Thus, there are

additional opportunities to cross-promote the county 4-H website content via the Facebook
Pages.

The social exchange theory, as related to the interaction between Extension 4-H
clientele and the county Extension 4-H Facebook Pages, posits that the benefits gained by
clientele from interacting with the Page must outweigh the costs to this activity. For
example, the act of finding useful information on the county Extension 4-H Facebook Page
must be perceived as easy and yielding effective results. Likewise, the county Extension
offices must see a positive result from their Facebook Page strategies, such as in the form of
increased clientele engagement, to warrant spending time on communicating through the
social media platform.

There are many different approaches an Extension professional could use to integrate
social media platforms into their program planning. One suggestion is to utilize Facebook
content posting as an activity to achieve the desired outputs of a logic model planning
process. Outlining the goals and desired outcomes at the onset of program implementation
will help to steer the activities of Extension professionals on Facebook. For example, if the
desired short-term outcome of a program is to increase 4-H clientele attendance at events,
then providing event invitations and reminders via Facebook could facilitate this outcome.

5.5 Recommendations for Facebook strategy

Results from this study provide information to assist county Extension offices in
being more strategic in their use of Facebook for dissemination of information. Specifically,
the shared sentiment across all counties that all information should be accessible on the
county website, and only reiterated on the Facebook Page is of value. Further, many
respondents indicated a desire for county 4-H events to be posted in advance via Facebook,

where they could accept an invitation to the event and then receive reminder notices. For example, the Extension professional responsible for administering the county Extension 4-H Facebook Page would create an event for a youth program, such as livestock weigh-in, and then invite all followers of the Page to the event. Clientele could then either indicate their attendance or decline the invitation.

A majority of respondents indicated they had never visited the county Extension 4-H Facebook Page. Additional comments reinforced this lack of awareness of the Facebook Page. A number of strategies have been identified as being effective methods to increase awareness of a Facebook Page (Typhina, Bardon, & Gharis, 2015). These strategies include: 1) asking clients to like or to follow the Page; 2) including a link to the Page within e-mail signature blocks; 3) using plugins and other tools to prominently display social media postings on websites; and 4) cross promoting social media accounts in all social media feeds.

A frequent suggestion from respondents for improving the quality of the online content on county 4-H Facebook Pages and on the county 4-H website was to insure that the online material was current and uniform across all platforms. An effective method for organizing and delivering online content is to utilize planning tools like the Social Media Marketing Map, created by Utah State University Extension professionals Amanda Christensen and Paul Hill. This tool was designed to help professionals more effectively manage time spent across multiple social media platforms and the traditional website. The Social Media Marketing Map helps users "map" out a clear plan of when and where to post content. Regular and consistent postings on social media would help build relationships and improve engagements with Extension audiences (2015).

Additional online time management tools such as the If This, Then That (IFTTT) application are available to help online authors automate the collection and distribution of important content (Skrabut, 2014). Online tools such as IFTTT would enable Extension professionals to create logic rules for content posting to reduce labor costs. These logic rules automatically carry out a predefined action when another previously specified action occurs.

5.6 Future Research

Further research is needed to determine if the results from this study hold true across all counties in Idaho. The convenience sampling method used for this study targeted only six of the 42 county Extension offices in the state. Furthermore, the lack of random sampling does not allow the results to be generalized throughout the state. However, the findings from the current study serve as a guide for future research and provide background knowledge for 4-H communication strategy development at the county and state level.

Future research could also further define the types of content that clientele want to find on the county 4-H Facebook Pages. This study indicated that clientele are most interested in event reminders and event photos from the 4-H Facebook Page. Additional comparative research focused on Extension 4-H Facebook Page content could help verify the results of this study and provide more in-depth information regarding which types of Facebook Page content promote the most engagement from 4-H adult clientele.

The results of the current study indicated that some Extension 4-H County Facebook Pages generated higher than average frequency of interaction from respondents. Content analyses and comparisons of the Facebook Pages that generated the most and the least levels of engagement could yield important information about effective content strategies.

This study showed that adult 4-H clientele have distinct preferences for the types of content they wanted to find on county Extension 4-H Facebook Pages. Data collected also indicated a critical need for Extension professionals to promote awareness of their county Extension 4-H Facebook Pages. The widespread use of Facebook by respondents indicated the importance for local county Extension offices to incorporate the social media platform as a primary communication channel. Increased use of social media communication planning principles and tools will help Extension professionals communicate and engage with adult Extension 4-H clientele in a more effective and efficient manner.

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APPENDIX A

University of Idaho IRB Certification of Exemption

University *of* Idaho
Office of Research Assurances
Institutional Review Board
875 Perimeter Drive, MS 3010
Moscow ID 83844-3010
Phone: 208-885-6162
Fax: 208-885-5752
irb@uidaho.edu

To: Erik Anderson
Cc: Amanda Schachtschneider
From: Jennifer Walker
           Chair, University of Idaho Institutional Review Board
           University Research Office
           Moscow, ID 83844-3010
Date: 3/6/2015 2:34:25 PM
Title: Surveying Facebook Usage of UI Extension Clientele
Project: 15-616
Certified: Certified as exempt under category 2 at 45 CFR 46.101(b)(2).

On behalf of the Institutional Review Board at the University of Idaho, I am pleased to inform you that the protocol for the above-named research project has been certified as exempt under category 2 at 45 CFR 46.101(b)(2).

This study may be conducted according to the protocol described in the Application without further review by the IRB. As specific instruments are developed, each should be forwarded to the ORA, in order to allow the IRB to maintain current records. Every effort should be made to ensure that the project is conducted in a manner consistent with the three fundamental principles identified in the Belmont Report: respect for persons; beneficence; and justice.

It is important to note that certification of exemption is NOT approval by the IRB. Do not include the statement that the UI IRB has reviewed and approved the study for human subject participation. Remove all statements of IRB Approval and IRB contact information from study materials that will be disseminated to participants. Instead please indicate, 'The University of Idaho Institutional Review Board has Certified this project as Exempt.'

Certification of exemption is not to be construed as authorization to recruit

participants or conduct research in schools or other institutions, including on Native Reserved lands or within Native Institutions, which have their own policies that require approvals before Human Subjects Research Projects can begin. This authorization must be obtained from the appropriate Tribal Government (or equivalent) and/or Institutional Administration. This may include independent review by a tribal or institutional IRB or equivalent. It is the investigator's responsibility to obtain all such necessary approvals and provide copies of these approvals to ORA, in order to allow the IRB to maintain current records.

Principal Investigator is responsible for ensuring compliance with all applicable FERPA regulations, University of Idaho policies, state and federal regulations.

This certification is valid only for the study protocol as it was submitted to the ORA. Studies certified as Exempt are not subject to continuing review (this Certification does not expire). If any changes are made to the study protocol, you must submit the changes to the ORA for determination that the study remains Exempt before implementing the changes. Should there be significant changes in the protocol for this project, it will be necessary for you to submit an amendment to this protocol for review by the Committee using the Portal. If you have any additional questions about this process, please contact me through the portal's messaging system by clicking the `Reply¿ button at the top of this message.

Jennifer Walker

University of Idaho Institutional Review Board: IRB00000843, FWA00005639

APPENDIX B

Survey Cover Letter

On behalf of University of Idaho Extension 4-H Youth Development in Kootenai County, I'd like to request your help with an important project. As part of a larger program to evaluate the communication strategy of UI Extension, we are conducting a survey of current 4-H Youth Development clientele to ask about how they receive information about 4-H.

You were selected to be part of this project because you represent the needs of our county's 4-H membership. I know that this is a busy time of year for you and that your time is valuable, but I hope that you will take just a little time to participate in this brief, 20 minute web survey created by a UI graduate student in Agricultural and Extension Education. The results of this brief survey will provide useful information which will help shape the way UI Extension and 4-H Youth Development communicates.

Thank you in advance for your participation in this important project. If you have any questions about the administration of the survey, please contact the researcher, Amanda Schachtschneider, Department of Agricultural and Extension Education, University of Idaho at 509-770-3643 or amanda@uidaho.edu.

Follow this link to access your survey:
https://uidahoed.az1.qualtrics.com/SE/?SID=SV_9yolz4fWwLmKcgB

Sincerely,

Sharla Wilson
4-H Program Coordinator

APPENDIX C

Survey Instrument

_____

 On behalf of University of Idaho Extension 4-H Youth Development in Latah County, I'd like to request your help with an important project. As part of a larger program to evaluate the communication strategy of UI Extension, we are conducting a survey of current 4-H Youth Development clientele to ask about how they receive information about 4-H.

 You were selected to be part of this project because you represent the needs of our county's 4-H membership. I know that this is a busy time of year for you and that your time is valuable, but I hope that you will take just a little time to participate in this brief web survey created by a UI graduate student in Agricultural and Extension Education. The results of this brief survey will provide useful information which will help shape the way UI Extension and 4-H Youth Development communicates.

 Thank you in advance for your participation in this important project. If you have any questions about the administration of the survey, please contact the researcher, Amanda Schachtschneider, Department of Agricultural and Extension Education, University of Idaho at 509-770-3643 or amanda@uidaho.edu.

Sincerely,

Kelli Loftus
Associate 4-H Extension Educator

Survey

Please answer the following questions honestly. If you do not understand a question, or you prefer not to respond, you may skip to the next question.

Q1. Do you have a computer in your house?
Yes   No

Q2. Do you have a tablet or iPad in your house?
Yes   No

Q3. Do you have a smart phone with Internet access?
Yes   No

Q4. Do you have Internet access in your house?
Yes   No

For the following questions, response categories are:
1 = Never
2 = 1-2 times per week
3 = 3-4 times per week
4 = 5-6 times per week
5 = Daily

Q5. How often do you use the Internet?
1   2   3   4   5

Q6. How often do you check your e-mail?
1   2   3   4   5

Q7. How often do you check your junk mail folder for non-spam e-mails?
1   2   3   4   5

Q8. How often do you use the Internet to read the news and current events?
1   2   3   4   5

Q9. How often do you use the Internet to look up local businesses?
1   2   3   4   5

Q10. How often do you use the Internet for fun and games?
1   2   3   4   5

Q11. Do you have a Facebook account?
Yes   No
*If "No" is selected, survey will skip to demographic questions.

Q12. How often do you log in to Facebook?
1   2   3   4   5

Q13. How often do you use Facebook to communicate with your family and friends?
1   2   3   4   5

Q14. How often do you use Facebook to find information about local companies?
1   2   3   4   5

Q15. How often do you use Facebook to find local events and activities?
1   2   3   4   5

Q16. How often do you click on links in Facebook?
1   2   3   4   5

Q17. How do you view your main Facebook News Feed?
Top Stories   Most Recent   I'm Not Sure

Q18. How often do you look at your county's UI Extension 4-H Facebook Page?
1   2   3   4   5

Q19. How often do you click on links found in your county's UI Extension 4-H Facebook Page?
1   2   3   4   5

Q20. Do you only look your county's UI Extension 4-H Page if it appears on your News Feed?
Yes   No

Q21. Do you visit the UI Extension 4-H, {county name} website (separate from the Facebook Page)?
Yes   No

Q22. What information do you want to see posted on your county's UI Extension 4-H Facebook Page? Select all that apply:

Membership information
Events calendar
Forms / paperwork
Livestock information
Youth projects
Adult Leadership
Awards
Volunteer opportunities
Event Photos
Other (With a text box)

Q23. What information do you want to see posted on your county's UI Extension 4-H website? Select all that apply:

Membership information
Events calendar
Forms / paperwork
Livestock information
Youth projects
Adult Leadership
Awards
Volunteer opportunities
Event Photos
Other (With a text box)

Q24. What comments or suggestions do you have for improvement of our Facebook Page? Please use the space below.
(Large text box)

Q25. What comments or suggestions do you have for improvement of our website? Please use the space below.
(Large text box)

Q26. Please select your gender.
Male   Female   Prefer not to respond

Q27. Please select your age.
21 or under
22-34
35-44
45-54
55-64
65 or older
Prefer not to respond

Q28. Would you describe yourself as:
American Indian/Native American
Asian
Black/African American
Hispanic/Latino
White/Caucasian
Pacific Islander
Other
Prefer not to respond

Q29. Please select your household's total annual income.
<$20,000
$20,000-34,999
$35,000-49,999
$50,000-74,999
$75,000-99,999
$100,000-149,999
$150,000 or more
Prefer not to respond

Q30. What is the highest level of school you have completed?
High school degree or equivalent
Some college but no degree
Associate degree
Bachelor degree
Graduate degree
Prefer not to respond

Thank you for your participation in this study! We look forward to seeing your thoughts and opinions of the UI Extension and 4-H Youth Development Facebook Page.

APPENDIX D

Respondent Comments

_____

Question 22: What information do you want to see posted on your county's UI Extension 4-H Facebook Page?

"Do not go to the Facebook page"

"how to provide feedback to 4H on issues"

"I use Facebook for one very specific purpose with one volunteer organization I work with. I hate Facebook. I don't ever see myself looking at anything on my county's UI Extension 4-H Facebook page."

"video links for training of members and volunteers"

"Current events, awards, opportunities, photos. Links to permanent info on website. Items I can repost to show 4-H pride."

"4-H opportunities for youth and adults"

"Do not use Facebook"

"I won't read it. I rarely read anything on Facebook. I don't think I follow any 4-H anything on Facebook."

"All of the above may be good but I want to get this information in an email and I liket Lines for leaders"

"I didn't know there was a FB page :)"

"didnt know they had one"

"I prefer to keep facebook for friends and family connections exclusively"

"Upcoming 4H & Community Events reminder   "How they did" at 4H events"

"doesn't matter.............I don't go there"

"I don't want to have to use Facebook for communication! !!!!!!"

"Fair information"

"newsletter"

Question 22: What information do you want to see posted on your county's UI Extension 4-H Facebook Page?

"I wouldn't want to see EVERY post possible with all the listed subjects, but it would be nice if adult leadership information was posted so there could also be discussion with it. All events should be posted with the option to check "going" so you get a reminder... Ever photo taken should not be posted but a couple from each event so maybe the people who didn't even understand what the event was would then know if they'd be interested for next time the event comes around. Same with everything else, enough to keep people updated without overflowing their feed. I'd also like to see like a weekly "group ideas" like how to get ready for a parade, or a fun activity to do..."

"maybe links to other events like rabbit show or cow stuff."

"I wasn't aware there was a Facebook page"

"I did not know our county had a Facebook page."

"rather see all on 4-H online page"

"Any Events that would be good for youth to attend to further their experience i.e. rabbit shows etc."

"I use the website for all of this info so I'm not inclined to check FB."

"upcoming events and deadlines, current news about what other club or agriculture activities might be coming up that our members may be interested in attending"

"I did not know ui extension   had a facebook page"

"clinic's and way to communicate w/ other 4h families in the county"

"Didn't know there was a Facebook page"

"didnt know they had a fb page"

"I use email and company websites. I do not use Facebook"

"Fair schedule, costs, timelines, campervillage"

"current and up to date info."

"I don't like the idea of the extension office having a face book"

"everything"

Question 22: What information do you want to see posted on your county's UI Extension 4-H Facebook Page?

"I NEVER LOOK AT IT SO IT DOESN'T MATTER TO ME WHAT IS ON IT. I DON'T HAVE THE TIME."

"I did not even know they had a facebook page"

Question 23: What information do you want to see posted on your county's UI Extension 4-H Website?

"Any up coming events"

"A wealth of permanent info I can find easily. Good menus."

"Again, I like receiving information in my email and the lines for leaders"

"all of it !! :)"

"Upcoming National & ID District Events"

"Scholarships, and links to State site"

"don't go there"

"Fair information"

"newsletter"

"Everything that says "contact the extension office for more information" should be a link to whatever information the extension office would give."

"everything on website don't need \want to use Facebook as that is for my personal use and I look at 4-H as more business type use..."

"all"

"clinic's and way to connect other 4h families"

"list of clubs and areas they are in."

"All"

"How to get connected with a clubs within the county, what clubs exist, and what they offer/how they differ"

Question 23: What information do you want to see posted on your county's UI Extension 4-H Website?

"County, District & State event dates and locations."

"minutes from leaders council meetings"

"everything"

"I NEVER LOOK SO I DON'T CARE."

Q24. What comments or suggestions do you have for improvement of our Facebook page?

"You need someone running it that knows the ins and outs of Fb and who likes it."

"As I sometimes do not get on to FBfor weeks, I wouldn't rely on it for 4H news. 'm not interested inconnecting with 4H on F at all. I'd prefer a weekly or monthly email synopsis. Our 4H website rarely has the information I'm looking for, it can use improvement."

"Would be nice when calling the extension office that the person answering the calls would identified themselves."

"Let us go back to paper for sign up. The computer gets confusing and always is messed up."

"I am a frequent user. I appreciate meeting reminders the day-of in my FB feed."

"Post more information."

"Update it more regularly."

"What opportunities to provide feedback to 4H. I am very frustrated with the 4H mentality of top down policy"

"I have actually found out about events on your FB page, but I don't think you put everything on there that is going on. Overall, it's a good page."

"Let people know about it in the weekly news letter and post information at least weekly"

"Make sure to upload printable files instead of pictures of them."

"I hate Facebook and only use it when forced. I don't remember ever looking at the county 4-H Facebook page."

"I did not know about a facebook page. Most of my 4-h info is provided through e-mail. "

Q24. What comments or suggestions do you have for improvement of our Facebook page?

"In a recent email newsletter, we were encouraged to post photos on the FB page (without names, etc). This feature is actually unavailable to anyone who is not an administrator of the page. I would like to be able to post there, so we can see what other clubs are doing and share what we are doing."

"Put in project information, requirements, current events, and links to helpful information. Need to make sure that you have up-to-date information in this venue, or you will lose the interest in this medium."
"I haven't signed up for the UI Extension 4-H page (but will do so now) so I have no suggestions."

"I have my own business page on FB. To be really successful at getting out to your members, you need to post daily, even multiple times per day in order to reach your fan base. The current system only allows 10% of information to be shared (without buying a promo package). If you post multiple times or link backs, the chances of reaching people are higher."

"I didn't even know there was one!"

"WE have very poor internet service. We seem to be in a hole and I have tried everyone, century link, Digis, hughes net, etc... no one has service where we live. So have a broad band card and can not afford very much data for internet use. I would rather go straight to the web page rather than try and sift through and try and learn facebook or getting information regarding a business on facebook. Too many use it for useless chit chat."

"Quick informative updates, coming events and deadlines, reminders of what we can find on the main website."

"I rarely see info coming from that page and part of the problem is if I don't like an occasional post, it will fall out of my news feed. It seems to be more of a problem since I view FB much more from my iphone than from my desktop computer."

"Post things more frequently so we know it is current and being used."

"You should have had a column between NEVER and 1 to 2 days a week. Once in a while might be a good column"

"Make it interesting and personal -- with lots of photos!"

"The county calendar is not up to date, maybe would use Facebook if I knew the calendar was current."

"I don't know"

Q24. What comments or suggestions do you have for improvement of our Facebook page?

"I didn't know there was one, so I guess advertise a little better so people know to look for it."

"I don't and won't use it."

"never look at it."

"I didnt even realize there was one i will have to look ar it."

"I personally find it irritating that I have to look at 3 different locations for information. I really appreciate the weekly reminders/updates. I also enjoy the monthly newsletter. I know you are trying to provide different avenues to find information, but that is allowing opportunity for information to get lost ie it is posted here but not here sort of thing."

"I actually didn't know there was a Facebook page for the U of I 4H program. But now that I know I will definitely look at it and use it. Thank you!"

"I wasn't aware they had one set up. I will check it out."

"FAQ section for people new to 4H"

"I didn't realize we had a county 4-H facebook page. No idea. Will check to see."

"not sure"

"I find that using the Website is not very user friendly, meaning not easy to navigate. I sometimes look for items I know that are available online for nearly an hour before I find what I need. Sometimes I will go to find an item/download and it has been moved or not updated in over a year so the current version is unavailable."

"I really do NOT want to see counties go to strictly Facebook. I can only access Facebook in the evenings and don't want to miss anything since I do not have time to scroll through everything (there is alot of useless stuff out there)."

"I really like counties Facebook page. They always post about upcoming events and even post photos (if they were taken) from different events. I like how they also notify me on my news feed of dates they will be closed (which is usually just holidays). They are very organized and always updated! A fun thing they could do for improvement, is add like an inspirational quote or a fun picture either daily or a couple times a week. That is the only improvement that I see that would make it 'cooler' but I love what they post! :)"

"Just make sure the local events are listed and updated on the callendar."

Q24. What comments or suggestions do you have for improvement of our Facebook page?

"I like it just as it is"

"Thank you for even having one !!"

"My county's Facebook page is pretty up to date. They always notify on the Facebook news feed about upcoming events, papers, etc. It is well run, and pretty organized. I also like how they post whenever they won't be open (holidays as an example). Something they could do is, a couple of times a week post a fun fact about 4-H or something."

"Get the website operating. More promotion of 4h."

"Our county does a great job posting updates!!"

"Have tabs where you could click on your specific 4H project (like goat or swine) and be able to see all events and things associated with your project."

"Don't use it"

"It would be nice to look up project specific information. Have it broken down into categories i.e. goats, swine, beef so that information could be looked up quickly for what you actually are participating in."

"Post more often! Even if its just interesting facts. Its always nice to see event pictures as well."

"I have tried to find information regarding local 4-H programs on the website but have not had any luck doing so."

"I am not a big user of facebook, so I would much rather see it on your web page."

"invites make sure that info that is posted will be seen even if it is not seen on the feed."

"More about the members, and what updates on our county clubs and what their involved in. more about county deadlines and leader meetings, along with any news on what the extension office offers for workshops even in other areas of the extension program. Have more training for leadership activities along with more education with programs outside of our county. This day and age most members communicate through Facebook... may as well us it to the best of out capabilities."

"I don't even know what the fb page is"

"Find another means of communication!"

Q24. What comments or suggestions do you have for improvement of our Facebook page?

"Events should acctually be created so you can click join (this way you get a reminder). Old flyer photos (especially the duplicated ones) should be removed or at least filed into an outdated folder. I can understand how it would be handy for people to look at previous event flyers, especially when trying to create their own... but it is no fun to scroll through tons of outdated flyer photos. I guess just more organization there. We need more Cloverbud stuff. My son is getting bored with it before he's even gotten started. These youngsters are much more capable than they're being credited for."

"I didn't really know you had one - I will find it now. thank you for asking all these important questions that will improve the way you communicate with your members."

"Mobile accessible"

"none. I only use facebook to cyber stock my children :)"

"Announce at the clubs that it exists so that people know it's a valuable source of information."

"Tell people that there is a county Facebook page, would be the first"

"Not a big fan of facebook"

"I was unaware we had one, I will find and like it right now!"

"I rarely use."

"Hire a new extension agent....."

"It would be really great to know that the U of I has a face book page with 4h updates and info on kids, projects, awards etc."

"Fundraising event for clubs. Local shows that would benefit Youth to help children learn how to show their animals"

"I did not know they had a Facebook page, I will now look it up."

"Do not like Facebook"

"I just need to figure out how to make whatever is posted pop-up on may wall always!"

Q24. What comments or suggestions do you have for improvement of our Facebook page?

"I don't go to the facebook page that often. I prefer to use the website. Maybe it is just lack of knowing how to use facebook to its fullest and being able to find the information. Either way, pick one and keep it up to date with all forms available. This would make it easier for extension staff then having to remember to update several places."

"Make it easier to find forms"

"more local updates and event follow up"

"I have no suggestions since I have never visited the page."

"We don't even look at the Facebook page. It just needs to be quick and easy to use"

"I did not know ui extension had a 4h facebook page"

"Add links to forms and schedules"

"see both 4h comments posted and friends of the page - post's - not to be in separate locations"

"None at this time."

"It would be great to have 4h on facebook. I think it would be informative for all that view it."

"None I'm happy with both"

"I don't use it."

"can't comment....couldn't find page to look at it."

"unknown as I rarely look at anyhing other than just friends to kind of stay in touch maybe onc a week but when busy could be even less. Do not like to be stuck to electronics rather be out doing something"

"More photos will boost the visibility of your posts. Post when deadlined are coming up"

"I would like to see more posts"

"well I will check it out,I was unaware there was a facebook page"

Q24. What comments or suggestions do you have for improvement of our Facebook page?

"I do not use Facebook often and am VERY UNLIKELY to see any information that 4-H posts. Truthfully, there are just too many negative and inappropriate things posted and it is a complete waste of my time."

"Wasn't aware there was a Facebook page, sorry"

"Facebook makes it very easy to access information in general. It is also reminds me of events and it is very easy to message other 4-H members and leaders to get information. It makes things very convenient and I really appreciate that."

"I actually just went on and it looks great on the Facebook page, I like the links and just learned about the Healthy Living Program. Now that I like it, I will probable see things in my feed and be more connected. To be honest I would engage more likely with Facebook over the Website....I just look at Facebook way more often."

"I am not an active Facebook user. If something has to get out to me I rely on my wife to forward it on to me by email or I hear about it at meetings. I only use Facebook when forced to. I think that younger members use Facebook all the time. Older leaders like mysely don't always embrace things like Facebook."

"I didn't know they had a fb"

"Use it as a communication tool not just an after the event reporting"

"I wasn't aware that the county had a Facebook page. I think making information as available as possible is helpful especially in formats that are easy to share electronically. I have found 4H to be difficult to get information for in a timely manner. I will find the Facebook page and use it more frequently."

"Does every county have a UI Extension 4-H Facebook page? If so, probably getting the word out would be helpful!"

"I really don't like the idea of the extension office having a face book page other than using it as advertising. I only have one to keep up on what my kids are doing, their friends and my family members who are not local."

"Facebook should be used only as a last resort to get information. Not to get forms and the only way public forum to get facts and dates. More of a back up system."

"Would love to get more reminders on the Facebook page. This deadline is coming up or this event is here, etc."

"N/A because I haven't friended them yet. I will make sure I friend them tonight! :-)"

Q24. What comments or suggestions do you have for improvement of our Facebook page?

 "As a result of doing this survey, I popped over to FB and "liked" the Latah Extension 4H page. / It has appropriate info, in my opinion. / I recall the existence of this page being announced, and was hesitant to look at it. Previous discussion within our club meeting indicated that Facebook pages were not OK with 4H and lots of privacy questions existed. / I think that this FB page is a very appropriate place to announce all County wide activities, deadlines, etc. / I think there needs to be clear info on how to become a part of 4H. It is easy to get lost within UI Extension webpages. The page that is linked under ABOUT Overview and Page Info is very good. I have never seen it and I thought I had been in every corner of the UI Ext 4H site. However, this link seems tucked away within the FB page. Also, the link does not make it clear that you join at both the county and club level. For both the 4H novice and the parent who has been out of the 4H loop for 1, or 2, or 3, decades - getting fully connected with 4H is not user friendly. / The link is an excellent step in the right direction, and could be very user friendly with minor adjustments. / I think the FB page is a great way to put county activities on our radar. I think activity reminders 3-7 days before any signup deadline would be helpful. / It would be nice if individual 4H Club FB pages were on the top banner of "More pages you may like""

"Facebook is NOT the way to give out information to parents, youth, leaders or others. You can place photos on Facebook, but it is difficult to put the minutes, documents on there. Unless it changes, I do not personally want to use facebook to get my information or my clubs information from extension. I liked the website extension did have, but I understand it has changed from free press to site core and not very user friendly. I can look at that once a week or oftener and get forms I need, check out minutes from leader meetings and any updates in the calendar. I do not have time to filter through everyone's facebook account to get the necessary information I need to function in 4-H and for activities. thanks."

"I like that we currently can submit comments and photos and that our program coordinator reviews before the items are posted."

"I didn't even know there was a county UI Extension 4-H Facebook page. I know our local group has one though."

"I would like to be able to find out which projects my daughter signed up for as she is unable to remember. I can't figure out where to look."

"latah county looks great! Kelli is awesome !!"

"The county facebook page should not be the only way to get the information needed. I want the forms and documents and facebook cannot do that for us. How do you monitor who puts what on the facebook account? Is it safe if you put photos of our youth on there? Just like the county website best for my information. Not into facebook for anything but to connect to some family and see what they might be doing."

Q24. What comments or suggestions do you have for improvement of our Facebook page?

"Doing a great job!"

"Currently the website is useless as it is outdated"

"I didn't know there was a Facebook page for the county's UI Extension. I'll have to look it up."

"its good"

"HAVEN'T SEEN IT SO CAN OFFER NO SUGGESTIONS."

"I will have to look for it and then I could tell you."

"N/A"