The purpose of this study was to develop an instrument for higher education administrators to assess their social media practices during the admissions cycle. The instrument collects data from students on their perceptions about the quality of the institution’s social media activities. A review of relevant literature was completed, and experts were consulted to develop an instrument. The instrument was distributed to 2,000 students at three different four-year public institutions for a total of 6,000. Response rates differed by institution with the highest at 19% and the lowest 6.4%.

Exploratory Factor Analyses were run on the data from two of the schools. Using a replication strategy, the final model was replicated between the two EFAs. Using that model, using the data from the third sample a Confirmatory Factor Analysis was performed, also confirming that the data supported the model from the EFA. The data showed that social media was not influential in the college choice process. The final 12-item model also had high internal consistency reliability. The final instrument is an effective tool for administrators to assess their social media practices.