On Campus, Online and Off-site Students’ Attitudes towards University

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The Higher Education Sector

- Rapidly growing industry
- Growing graduation rates
- Changing economy
- Reductions in government spending on education
University and Community

- Better understanding stakeholders
- University mission
Organizational Identity

• Past research
  ▫ Antecedents of organizational distinctiveness
  ▫ Organizational prestige
  ▫ Absence of intraorganizational competition

(Mael and Ashforth, 1992)
Current Study

• Purpose
  ▫ The current study aimed to capture a more accurate representation of student experience, attitudes, and opinions before students graduate and compare on campus, online and off-site students’ attitudes towards the university
Participants

- Texas A&M University-Commerce students in the last semester before graduation
  - \( N = 6199 \)
  - 62.5% women
    - \( M_{\text{age}} = 31.86 \)
    - \( SD = 9.79 \)

<table>
<thead>
<tr>
<th>Racial/Ethnic Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>European American</td>
<td>57.9%</td>
</tr>
<tr>
<td>African American</td>
<td>17.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9.8%</td>
</tr>
<tr>
<td>Asian/South Pacific Islander</td>
<td>5.6%</td>
</tr>
<tr>
<td>Central Asian/Indian/Pakistani</td>
<td>3.3%</td>
</tr>
<tr>
<td>Arab/Middle Eastern</td>
<td>2%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1.6%</td>
</tr>
<tr>
<td>Other</td>
<td>1.3%</td>
</tr>
<tr>
<td>Indigenous Peoples</td>
<td>1.2%</td>
</tr>
</tbody>
</table>
Procedure

- Participants completed measures regarding **trust** in the university, **satisfaction** with the university, and **identification** with the university.
  - Unless noted otherwise, all measures used a 7-point Likert-type response scale, from 1 = *strongly disagree* to 7 = *strongly agree*. 
Materials

• Trust
  ▫ Four items adapted from research (Hon & Grunig, 1999, 2002, 2004) to assess trust in the university ($\alpha = .92$)
  1. “I trust A&M-Commerce”
  2. “Texas A&M University-Commerce is fair and just to their students”
  3. “Texas A&M University-Commerce can be relied on to keep its promises”
  4. “Texas A&M University-Commerce has the ability to accomplish what they say they will do”
Materials

• Satisfaction
  ▫ Two items adapted from prior research (Hon & Grunig, 1999, 2002, 2004) to assess satisfaction with the university ($\alpha = .94$)
  • “I am happy with A&M-Commerce”
  • “Overall, I am satisfied with my experience at A&M-Commerce”
Materials

• University Identification
  ▫ Two items adapted from prior research (Reysen & Katzarska-Miller, 2013) to assess identification with the university ($\alpha = .88$)
    ▪ “I strongly identify with Texas A&M University-Commerce”
    ▪ “I often describe myself as an A&M-Commerce student”
## Results

*Mean Comparison between Student Locations*

<table>
<thead>
<tr>
<th>Variable</th>
<th>On Campus</th>
<th>Online</th>
<th>Off-site</th>
<th>$F(2, 6196)$</th>
<th>$p$</th>
<th>$\eta_p^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust</td>
<td>5.41 (1.30)$_a$</td>
<td>5.78 (1.09)$_b$</td>
<td>5.51 (1.27)$_c$</td>
<td>53.89</td>
<td>&lt; .001</td>
<td>.017</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>5.64 (1.35)$_a$</td>
<td>5.89 (1.17)$_b$</td>
<td>5.65 (1.35)$_a$</td>
<td>24.03</td>
<td>&lt; .001</td>
<td>.008</td>
</tr>
<tr>
<td>Identification</td>
<td>5.26 (1.49)$_a$</td>
<td>4.83 (1.54)$_b$</td>
<td>4.99 (1.58)$_c$</td>
<td>48.69</td>
<td>&lt; .001</td>
<td>.015</td>
</tr>
</tbody>
</table>

*Note.* Means with different subscripts are significantly different ($p < .05$).
Implications

• These results may be utilized in planning ongoing education endeavors, by connecting them to previous or future data. The goal of the present study was to help in better understanding the factors that influence student’s attitudes towards the university.
Thank you!

Questions?

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