

**THE RELATIONSHIP BETWEEN SOCIALIZATION,
PERSISTENCE TO COMPLETE, AND CAMPUS OR
ONLINE PROGRAM TYPE OF COLLEGE OF
AGRICULTURE MASTER'S STUDENTS**

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Introduction: Graduate Retention

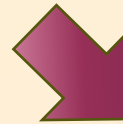
- Overall doctoral student retention 57% across disciplines – Campus and Online
- Traditionally higher drop rate for online vs. campus
- First adaptation dropout - 70-80%, other iterations 11-20% higher than campus (Bos and Shami, 2006; Carr, 2000, Parker, 1999)

Introduction

- No relationship between GPA or admission test score & dropout
- What influences campus and online graduate student retention?

Introduction: Socialization

Socialization



Academic
Integration

Social
Integration

Integration

- **Academic Integration**
 - Comes from: participation in academic events and activities
 - Helps students become integrated into system
- **Social Integration**
 - Comes from: extracurricular activities, informal interactions with peers, faculty
 - Purpose: develop friendships, support, affiliation and communication

Integration

- Academic and social integration linked to graduate student success
- Considered primary indicators of adjustment to college

Objective

- So far no study has truly explored factors relating to socialization with Masters students
- Explore factors: academic and social integration of Masters graduate students within campus and online Agriculture departments
- Are there differences in integration between campus and online programs in Colleges of Agriculture

Methods

- Research instrument: Questionnaire
 - Demographics
 - Academic Integration
 - Social Integration
 - Intention to Persist

Integration

Academic Integration



Advisor Relationship



Do you have an Advisor



My advisor cares about how I do in the program



Academic Interactions



Met with fellow students to talk about your research



43

Questions

Total

Social Integration



Peer Group Support



If I have a problem, it's easy to find someone here to help



Interactions with Faculty



I feel very comfortable in approaching faculty



Social Interactions



Attended departmental social events with other fellow students

Intention to Persist Scale

- Third Subscale: Intention to Persist
- Five questions
- Questions included:
- “I am confident I made the right decision to enroll in this program”
- “I am sure that I will complete this degree program”

Methods

- Sample:
 - Students in equivalent College of Agriculture campus and online programs
- Collection:
 - Distributed through Axio Survey
 - Survey link in student invitation
 - One follow up sent – 43n

Data Analysis

- Data downloaded and analyzed
 - Descriptive Statistics
 - Polychoric Analysis
 - ANOVA
 - Tukey's HSD
 - Academic Interactions Construct Split
 - Binary Logistic Regression
 - Socialization, academic, social integration predictor variables
 - Intention to persist criteria variable

Results

Results: Mean Scores

Table of Mean Scores

Scale		Sub Scales		
	Mean		Mean	SD
Socialization	3.57			
Academic Integration	3.53			
		Advisor Relationship	4.70	1.63
		Academic Interactions	2.35	1.38
Social Integration	3.55			
		Peer Group Support	3.91	1.60
		Interactions with Faculty	4.40	1.55
		Social Interactions	2.33	1.45
Intention to Persist	5.13			1.30

Results: Academic Integration and Intention to Persist

Polychoric Analysis			
		Academic Integration	Social Integration
Social Integration	r	0.53	
	p-value	0.05*	
Intention to Persist	r	0.68	0.41
	p-value	0.05*	0.05*

* Significant at P= 0.05

Results: Integration

Binary Logistic Regression Output						
	Intention to Persist					
	Coefficient	z	Odds Ratio	Model Chi-square	McFadden's Pseudo r ²	Correctly Predicted
Academic Integration	1.20	3.0	3.33	11.64**	0.22	76.19%

Binary Logistic Regression Output						
	Intention to Persist					
	Coefficient	Z	Odds Ratio	Model Chi-square	McFadden's Pseudo r ²	Correctly Predicted
Social Integration	1.27	2.53	3.54	8.39**	0.16	78.57%

** Statistically Significant at .01 level

Results: Campus and Online Differences

Program Type		Academic Integration	Social Integration	Intention to Persist
Campus Based	Mean	3.55a	4.22a	5.06
	SD	0.86	0.82	0.71
Online	Mean	2.55b	3.16b	5.07
	SD	1.07	0.79	0.89
Mixed	Mean	3.66a	3.61ab	5.49
	SD	0.58	0.72	0.76
	F	5.98	7.41	0.83
	P-Value	0.005**	0.002**	0.44

Range of scores are 1 (low) to 6 (high)

** Significant at P= 0.01, using Tukey's HSD

Results: Academic Integration Subscales

Program Type		Advisor Relationship	Research Interactions	Non-Research Interactions	
Campus Based	Mean	4.37	3.13a	2.56	
	SD	1.81	0.84	0.56	
Online	Mean	5.29	1.54b	2.11	
	SD	0.40	0.80	0.87	
Mixed	Mean	4.99	2.36ab	2.54	
	SD	1.37	0.95	0.71	
		F	0.98	14.68	1.87
		P-Value	0.39	0.001***	0.168

Range of scores are 1 (low) to 6 (high)

** Significant at P= 0.01, using Tukey's HSD

Results: Social Integration Subscales

Program Type		Peer-Group Support	Interactions with Faculty	Social Interactions
Campus Based	Mean	4.36a	4.72	3.07a
	SD	0.81	1.18	1.03
Online	Mean	3.24b	4.02	1.30b
	SD	1.20	1.14	0.48
Mixed	Mean	3.85ab	4.14	2.19ab
	SD	0.92	1.05	0.86
	F	5.45	1.75	17.89
	P-Value	0.008**	0.188	0.001***

Range of scores are 1 (low) to 6 (high)

** Significant at P= 0.01, using Tukey's HSD

Demographics

Demographic Variable	n	Academic	Social	Socialization	Intention to
		Integration	Integration		Persist
Program Type					
Thesis	26	3.36	3.98*	3.81*	5.11
Non- Thesis	15	2.99	3.36*	3.30*	5.19
Assistantship					
Yes	22	3.34	4.04*	3.83	4.99
No	18	3.14	3.41*	3.37	5.28
Weekly work hours					
1 to 40	20	3.55*	4.10*	3.91*	5.15
>40	20	2.85*	3.46*	3.34*	5.13
Time to graduate					
Less/same as expected	23	3.35	3.86	3.74	5.37*
Greater than Expected	17	3.08	3.74	3.55	4.86*

*Significant at P=0.05 using ANOVA

Objective: Explore factors: academic and social integration of Masters graduate students within Agriculture departments

↑ Academic Integration = ↑ Intention to Persist

- Influence:
 - Student's relationship with their advisor
 - Attending departmental seminars or discussing research

↑ Social Integration = ↑ Intention to Persist

- Influence:
 - Support felt from peers
 - Interactions with faculty and staff

Objective: Are there differences in integration between campus and online students in College of Agriculture

- Academic Integration:
 - Difference in involvement in research interactions
 - Not surprising: online students separate
 - Asked to consider online and face-to-face interactions
 - Online students do not “see” other students/faculty in hallway
- Social Integration:
 - Peer group support lower - online students
 - Lower social interactions – so not surprising
 - Social integration involves relationships and support and stems from interactions
 - Different backgrounds/locations - a lack of interaction and isolation (Paul and Brindley, 1996)

Overall Conclusions

- Illustrate integration differences in College of Agriculture campus/online students
- Also important - demographics: thesis, assistantship, hours worked
- Cannot determine directionality – definitely some important differences that need to be considered



Questions?