

Exploring the effects of ability to pay on persistence in college.

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Alberto F. Cabrera, Jacob O. Stampen, W. Lee Hansen

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Abstract

This study examines the effects of economic and noneconomic variables on college persistence, building both on economic theory and Tinto's Student Integration Model. The authors tested their predictive research design's hypotheses by means of logistic regression models with a national sample of 1,375 college students attending public four-year institutions. Findings indicate that financial variables moderate the effect of goal commitment on persistence. They explore implications both for theory and for student financial aid policy.



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During the last twenty years, a wide variety of federal, state, and institutional student aid programs have evolved, all with the expectation that they will enhance access to college, widen choice among institutions, and increase student persistence (Stampen 1980). The cost of these programs was approximately \$20 billion

Alberto F. Cabrera is an assistant professor in the Education and Human Services Department at Arizona State University—West Campus. Jacob O. Stampen is an associate professor in the department of Educational Administration at the University of Wisconsin-Madison. W. Lee Hansen is a professor in the department of Economics, also at the University of Wisconsin-Madison.

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[+1 \(410\) 516-6989](tel:+14105166989)
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