

Public Abstract

First Name:Kristen

Middle Name:

Last Name:Alley

Adviser's First Name:Phillip

Adviser's Last Name:Messner

Co-Adviser's First Name:

Co-Adviser's Last Name:

Graduation Term:SP 2011

Department:Educational Leadership

Degree:EdD

Title:LOGISTICS REGRESSION TO DETERMINE THE INFLUENCE OF BEAN AND METZNER'S PERSISTENCE FACTORS AS DEFINED BY THE COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE) ON NONTRADITIONAL STUDENTS

The purpose of this study was to explore Bean and Metzner's (1985) persistence factors as defined by items on the Community College Survey of Student Engagement (CCSSE) to determine their impact on nontraditional student persistence. This quantitative study measured the relationship in behavior of nontraditional students, as defined by items on the CCSSE and persistence at a community college in the Midwest using archival data.

The independent variables included 40 CCSSE items that related to variables that comprised factors in the Nontraditional Undergraduate Student Attrition Model. The dependent variable was persistence. Data were analyzed using a validity panel, descriptive statistic analysis, chi square tests, and logistic regression.

The validity panel determined if persistence factors could be defined by CCSSE items and results indicated items seemed to parallel the persistence factors. Descriptive statistics explored frequency and percentages. A chi square test was employed to investigate whether the distribution of answers to each selected CCSSE question differed from one another according to the dependent variable. There were four items found to be statistically significant, however they had a small effect size indicating little practical significance. Finally, logistic regression was used to determine if a model of CCSSE independent variables could be constructed to predict persistence of nontraditional students within the factors under study. There were no items found to be statistically significant.

Based on findings, it can be concluded that there is no profile of the nontraditional student. The nontraditional student population seems to be fluid and their behavior tends to be unpredictable.