

1. 2008 AIR Dissertation Fellowship Proposal Cover Page

Title: A Historical and Predictive Examination of High School Extracurricular Participation

Data Set of Interest: ACT College Entrance Exam Database
and Institutional Data from Selected Public Four-Year Universities

Grant Amount Requested: \$20,000

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2. Project Summary

Title: A Historical and Predictive Examination of High School Extracurricular Participation

Objectives

There are two objectives for this study. The first objective is to identify the historical trends in depth and breadth of high school engagement (e.g., participation in high school extracurricular activities, and out of class accomplishments) for the years 1972-2007. Also of interest is if these historical trends differ by gender. The second objective is to determine if depth and breadth of high school engagement relate to students' readiness for college and college outcomes.

Methods Employed

Two different statistical methods will be utilized in this study. The first set of data containing Over 40 million data sets will be analyzed using trend analyses. This procedure will allow for conclusions to be drawn about historical changes over time and changes that may be a function of gender. The second set of data will be analyzed with regression analysis methods to determine the relationship between breadth/depth of high school engagement, student readiness for college and college student outcomes. Additionally, this relationship will be tested to determine any statistical moderations. Both linear and logistic regression techniques will be used depending on the outcome of interest.

Database and Sample Size

This study will utilize the ACT College Entrance Exam database (containing achievement and student profile data) and institutional data from selected public four-year universities. Over 40 million individuals have completed the ACT college entrance exam in the past 35 years. In addition to the achievement section of this test, each individual completes a student profile section.

Selected postsecondary educational institutions also collect Student Readiness Inventory (SRI) data from their incoming students. Approximately 4,000-6,000 individuals who have completed the SRI and the ACT student profile section will be included in this study for addressing questions regarding student readiness and college outcomes.

Policy Relevance

This study examines the relationship between high school engagement and college student readiness and success. Hence, the results of this study may inform policy at both the secondary and post-secondary education

levels. At the post-secondary level, institutions would be more informed about the relevance of high school engagement activities to college engagement and success, which may influence campus outreach and student service providers. At the secondary education level, administrators will better be able to assist students in preparing to attend post-secondary educational institutions by knowing the relationship between breadth and depth of high school engagement and college student readiness and success.

Innovative Aspects

The present study will examine historical trends in high school student engagement, disaggregated by gender, which will add to our understanding of the influence of historical trends and help prepare student affairs professionals to more effectively work with today's and tomorrow's students. This work will complement existing trend analysis done by Astin (1998) and others. This study also builds to the developing literature base on student readiness and success, by adding a new understanding of the importance of high school engagement.

Audience

This research is intended for members of secondary and post-secondary educational institutions. Researchers, administrators, counselors, and student success personnel will all likely benefit from this research in order to consider the relationship between high school engagement and college student readiness and success.

Significance of Proposed Activity

This project examines how high school engagement relates to student readiness for college, defined by ten non-academic predictors of performance and persistence in college, and examines the relationship of high school engagement to college student outcomes. These two components will add to high school administrators' and students affairs professionals' understanding of how depth and breadth of high school engagement for each gender relate to preparedness for college and college outcomes, like performance and persistence.

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4. Project Description

Title: A Historical and Predictive Examination of High School Extracurricular Participation

Statement of Problem and Variables

Student development continues to receive attention in the academic literature, with particular focus paid to identifying factors that predict successful transition from high school to college and ultimate college performance. Coomes (2004) states that, “Using history to understand the lives of students and tracking popular culture forms and trends will offer student affairs educators important tools for working with these students in the future” (p. 29). Changing social trends have been shown to relate to students’ career plans and values (Astin, 1998). The current generational research is hypothesizing that women and men in the Millennial generation are more socially minded and more equal in engagement for traditionally gendered activities (Howe & Strauss, 2000). The present study will examine historical trends in high school student engagement, disaggregated by gender, which will add to the field’s understanding of the influence of historical trends and may help prepare student affairs professionals to more effectively work with today’s and tomorrow’s students.

Engagement in high school extracurricular activities has been found to have a positive relationship with self-efficacy, achievement, and educational attainment (Barber, Stone, & Eccles, 2005). These activities can also promote development of interpersonal skills, social engagement, and critical thinking skills (Barber, et al.). These markers are often considered as nonacademic factors in students’ readiness for college. This dissertation will further this research to determine how high school engagement relates to student readiness for college, as defined by ten non-academic predictors of performance and persistence in college.

Kuh, Hu, and Vesper (2000) found that purposeful engagement by college students relates positively to college student outcomes. While these researchers and others have linked college engagement to outcomes, research is lacking examining the relationship of high school engagement to college student outcomes. This dissertation will attempt to strengthen our current knowledge of the impact of engagement by examining the latter relationship.

There are two objectives for this study. The first objective is to identify the historical trends in depth and breadth of high school engagement (e.g., participation in high school extracurricular activities, and out of class accomplishments) for the years 1972-2007. Also of interest is if these historical trends differ by gender. The second objective is to determine if depth and breadth of high school engagement relate to students’ readiness for college and college outcomes. These two variables will be measured by students’ scores on a measure of student readiness

(Student Readiness Inventory) and their post-secondary academic performance and persistence respectively.

Additionally, this objective addresses if these effects are moderated by gender or other demographic variables. The findings from this research will add to high school administrators' and students affairs professionals' understanding of how depth and breadth of high school engagement for each gender relate to preparedness for college and college outcomes, like performance and persistence.

Proposal of Work

Objective	Purpose	Data Source	Sample Size	Analysis
1	Develop a historical analysis of changes in high school co-curricular activities over time with the purposes of adding validity to the Millennial generation theory and informing student success professionals how high school students are currently engaging.	ACT Student Profile Section Database	Over 40 million	Trend analysis.
2	Evaluate the relationship between high school engagement, college student readiness and college student outcomes in order to add to existing validity for the Student Readiness Inventory and to provide student success professionals with information of how high school engagement relates to college student success.	Student Readiness Inventory (SRI) data from selected public four-year institutions.	4,000 – 6,000	Regression analysis utilizing moderators (i.e., GPA, SES, Race/Ethnicity, ACT Score) as necessary.

Participants

This study will utilize the ACT College Entrance Exam database and institutional data from selected public four-year universities. Over 40 million individuals have completed the ACT College Entrance Exam in the past 35

years. Each data set contains student profile answers from students regarding demographic information, areas of interest, and engagement activities.

Selected postsecondary educational institutions also collect Student Readiness Inventory (SRI) data from their incoming students. Approximately 4,000-6,000 individuals who have completed the SRI and the ACT student profile section will be included in this study for addressing questions regarding student readiness and college outcomes.

Design

This study will utilize a quasi-experimental design containing archival survey data and archival institutional data. Participants will be assigned to gender groups based on self-report.

Instruments

ACT College Entrance Exam

The ACT College Entrance Exam contains a student profile section, which all examinees complete. The profile section contains 190 questions, of which 79 questions relate directly to high school extracurricular activities and out-of-class accomplishments. These questions represent a broad range of activities and accomplishments from a variety of disciplines and interest areas. Responses to these 79 questions will be used in this study to determine breadth and depth of high school engagement.

Student Readiness Inventory (SRI)

In 2004, Robbins and colleagues identified nine broad constructs and three domains from the literature on college student performance and persistence. Le, Casillas, Robbins, and Langley (2005) then used the three domains found by Robbins and colleagues to create ten constructs in a conceptual model of college success. The Student Readiness Inventory (SRI) was developed through a rational-empirical approach with a four-step analysis procedure to determine the structure of the factors in the instrument. The final version of the SRI has 108 items with a 6-point response scale ranging from Strongly Disagree to Strongly Agree, with the purpose of measuring students' psychosocial and academic skills as they relate to academic performance and retention (Le et al.). Le and colleagues determined that outcome data from the factors show no clinically significant differences between subgroups based on gender, race/ethnicity, or educational status. Additionally, Le and colleagues found initial support for content and construct validity. Given the lack of available data, these researchers were not able to examine criterion-related

validity at the time of instrument construction. This research project will lend additional support to the criterion-related and construct validity of this instrument.

Procedure

Historical Analysis

The data to be utilized for this study has already been collected from participants via previous survey instruments. Hence, participants will not undergo any additional activities for this study. The dissertation director for this project previously worked for ACT, and has ACT approved access to the historical data files, which currently contain no identifying information and no coding mechanism with which to identify individuals through subsequent efforts. Also, the dissertation director has professional relationships with the two institutions providing student readiness and outcome data.

Analysis of High School Engagement, Student Readiness for College, and College Outcomes

The primary investigator will coordinate the data linking necessary for the study analysis. Specifically, the primary investigator will first contact ACT, Inc., and the institutions (e.g., University of Utah, Northern Arizona University), who currently hold the archival data of interest (Student Readiness Inventory scores and student academic records). Institutions will transfer their data to ACT via standard encryption protocols. Approximately 6,500 data sets will be transferred through this method. ACT, Inc., will then link this data via student identifiers to information held in their databases. Given that most students at the selected institutions complete the ACT College Entrance Exam (as compared to a competitor product), a hit rate of 80% or better is expected. Following this matching procedure, ACT, Inc., will strip the data of all personal identifying information and forward the stripped data file to the primary investigator for use in this study. The data received will contain no personal identifying information that would permit the primary investigator to identify individuals, nor would the primary investigator have the capability to seek information from ACT, Inc., or the selected institutions in order to obtain personal identifying information. Thus, all data used in this study will be stripped of all capacity to identify participants. Concern related to the transferring of academic records to ACT for the purpose of matching to ACT exam records is minimal as both institutions already conduct such transfers for the purposes of institutional enrollment planning, admissions, and under existing agreements for data sharing for the purpose of ACT research.

The procedure for this project will be completed June 2008 through May 2009. Permission to use the archival data of interest and coordination between organizations will commence in June 2008 and continue through

August 2008. Data analysis will begin in Fall 2008 once all data has been linked appropriately and forwarded to the primary investigator. Analysis procedures will be completed by December 2008, at which time, the primary investigator will begin writing the results and discussions sections of the dissertation project. The dissertation will be completed and disseminated to committee members for review by April 2009. A defense of the project will then be conducted in late spring 2009. After successful defense, the primary investigator will begin preparing manuscripts and conference presentations to disseminate the information to relevant persons of interest (see below).

Analysis

Two different statistical methods will be utilized in this study. The first set of data containing Over 40 million data sets will be analyzed using trend analysis procedures. Trend analysis is a type of time series analysis and allows for data to be explained over time (Shadish, Cook, & Campbell, 2002). This procedure will allow for conclusions to be drawn about historical changes over time and about changes that may be a function of gender. Shadish and colleagues state that many researchers only rely on visual inspection of time series data. Furlong and Wampold (1981) examined the procedure of visual inspection for single subject designs and cautioned researchers that visual analysis of a series of data points may reflect researchers' bias. Hence, data in this study will be analyzed using both visual and statistical methods. Rosenberg (1997) states that visual inspection of the data in trend analysis is a crucial step in determining the appropriate statistical method to use to determine the nature of the trend. According to Rosenberg, visual inspection allows the researcher to determine if chi-square analysis, regression analysis, or another form of analysis is best suited for the existing data. This step in the analysis ensures that proper statistical procedures will be utilized. Therefore, this study will follow a trend analysis model that first plots the data and conducts a visual inspection, then performs the statistical analyses (chi-square, regression, or other relevant analysis) best suited to the shape, distribution, and linear/nonlinear nature of the data (Rosenberg).

The second set of data will be analyzed with regression analysis methods to determine the relationship between breadth/depth of high school engagement; student readiness for college, and college student outcomes. Additionally, this relationship will be tested to determine any statistical moderations. Both linear and logistic regression techniques will be used depending on the outcome of interest.

Dissemination Plan

Findings from this study will be disseminated to the institutional research community and other important audiences via conference presentations and journal articles. During Fall 2008, a proposal for the Association for

Institutional Research 2009 Annual Forum will be submitted. This conference targets institutional research professionals who will benefit from the findings of this study. The findings will also be presented in an open dissertation colloquium and to the institutional research and student affairs personnel at the researching institution. Following these presentations and completion of the final dissertation, the research will be developed into a minimum of one journal article. Potential journals for submission include: *Research in Higher Education*, *Educational and Psychological Measurement*, and other peer-reviewed journals. Finally, the primary investigator will link the findings of this research to her future research in the area of higher education.

Policy Relevance

This study examines the relationship between high school engagement and college student readiness and success. Hence, the results of this study may inform policy at both the secondary and post-secondary education levels. At the post-secondary level, institutions will be more informed about the relevance of high school engagement activities to college engagement and success, which may influence campus outreach and student service providers. Kuh (2007) discusses the implications for this area of research stating that uncovering more information about high school engagement's relationship to student readiness for college could impact the infrastructure of institutions and promote programs aimed at assisting students earlier and targeting students for interventions. Knowing students' past engagement and the relationship between these factors and student readiness for college allows personnel to think broadly about appropriate programming on campus and informs how they may interact with students on an individual basis.

At the secondary education level, administrators will better be able to assist students in preparing to attend post-secondary educational institutions by knowing the relationship between breadth and depth of high school engagement and college student readiness and success. The link between high school engagement and high school success is well known (Barber et al., 2005), and likely informs policy at this education level. The expansion of knowledge linking high school engagement to post-secondary education has the potential to further influence policy at this education level and may assist in program development while students are still in high school.

Innovative Aspects

The present study will examine historical trends in high school student engagement, disaggregated by gender, which will add to our understanding of the influence of historical trends of today's and tomorrow's students. This work will complement existing trend analysis done by Astin (1998) and the Higher Education Research

Institute. This organization administers a freshmen survey to incoming students each year to determine current characteristics of incoming students. While this survey contains a multitude of information, it has few items related to high school engagement or student readiness for college. The proposed study can add historical data and trend analyses to this history of freshmen characteristics to provide a more complete picture of first-year students.

This study also adds to the expanding literature base on student readiness and success, by adding a new understanding of the importance of high school engagement. George Kuh, director of the Center for Postsecondary Research, has recently begun to examine the link between high school engagement and college student readiness (Kuh, 2007). His research primarily relies on the High School Survey of Student Engagement, which focuses on academic engagement in high school (Kuh). The proposed project provides a secondary dimension to this research by examining the importance of both academic and social engagement in high school. Moreover, the proposed project links these factors with a measure of student readiness for college and college outcomes. Hence, this project further develops existing research by presenting an innovative examination of student engagement.

Audience

This research is intended for members of secondary and post-secondary educational institutions. Researchers, administrators, counselors, and student success personnel will all likely benefit from this research in order to consider the relationship between high school engagement and college student readiness and success. Specifically, this research will add to high school administrators' and students affairs professionals' understanding of how depth and breadth of high school engagement for each gender relate to preparedness for college and college outcomes, like performance and persistence.

5. References

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6. Biographical Sketches

Primary Investigator: Carla M. Davey, M.Ed.

Carla M. Davey is currently a doctoral student in the department of Educational Psychology at the University of Utah. She graduated with a Bachelor of Arts, with distinction, in Communication from the University of Colorado. During her tenure at the University of Colorado, she was awarded the Thompkins Award for Excellence in Communication. This award recognizes the top graduating student from a pool of approximately 100 in the department of Communication each year.

In 2003, Carla became a research assistant for the Institute for the Future, which is an organization based at Anne Arundel Community College, helping individuals to become informed about the future. In her one-year tenure as research assistant, Carla assisted by providing surveys to individuals involved in the Institute's initiatives. She then analyzed the data using primarily descriptive and correlational methods, and wrote an organizational report which was presented at a small forum of institutional professionals.

Carla entered the Master's of Education in College Counseling program at the University of Delaware in August 2004, and completed this program in May 2006. During her tenure at the University of Delaware, Carla conducted independent thesis research on the drive for muscularity in first-year male students. Two study instruments were distributed to 352 first-year male students participating in a First Year Experience program. The research project utilized a descriptive method, and the data was analyzed using t-tests for independent means and analyses of variance. From this research project, Carla authored one peer-reviewed journal article with her advisor and presented one poster at the 77th Annual Rocky Mountain Psychological Association Convention. At the completion of this program, Carla was named the recipient of the 1st Annual Richard S. Sharf Award for Excellence in College Counseling.

Directly following completion of her master's program, Carla entered the Counseling Psychology doctoral program at the University of Utah. Carla has served on three research teams since entering the program, utilizing both quantitative and qualitative skills. Carla is currently working on two research projects: one mixed-method study on the career barriers faced by pregnant adolescents and one qualitative study examining the experiences of older lesbians. Additionally, Carla has completed a four course series aimed at developing students' quantitative analysis skills. The proposed dissertation study will require quantitative analyses that have been learned in coursework and practiced under supervision of faculty members. The proposed study will not require the use of

weighted sample survey analysis, and thus does not represent a necessary skill for this analysis. Additionally, Carla has extensive experience working with SPSS and other computer programs which will be necessary for completion of this project. Carla also has participated in conference presentations and journal article writing, which will assist in disseminating the findings of this study to interested institutional research representatives and college success personnel.

Carla M. Davey

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Education:

- | | |
|--------------------------|--|
| Ph.D. | Counseling Psychology (expected May 2010, APA Accredited)
Special Proficiency: Gender and Diversity
University of Utah, Salt Lake City, UT |
| Certificate | Higher Education Teaching Specialist (expected May 2010)
University of Utah, Salt Lake City, UT |
| M.Ed. | College Counseling (May 2006)
1 st Annual Richard S. Sharf Award for Excellence in College Counseling
Thesis: Levels of the Drive for Muscularity in the First-Year Male Population
University of Delaware, Newark, DE |
| B.A. with
distinction | Communication (May 2000)
Thompkin's Award for Excellence in Communication, May 2000
Minor: Classics, Pre-Law
Dean's List, 1996-2000
University of Colorado, Boulder, CO |

Research Experience:

- | | |
|---------------------|--|
| 8/2007 -
Present | <i>Research Team Member – Student Success</i>
University of Utah
Supervisor: Paul A. Gore, Jr., Ph.D. |
| 3/2007 -
Present | <i>Research Team Member – Aging Lesbian Study</i>
University of Utah
Supervisor: Susan L. Morrow, Ph.D. |
| 8/2006 -
5/2007 | <i>Research Team Member – Process and Outcome in Psychotherapy</i>
University of Utah
Supervisor: Takuya Minami, Ph.D. |
| 8/2005 -
5/2006 | <i>Thesis Research</i>
Title: Levels of the Drive for Muscularity in the First-Year Male Population
University of Delaware
Supervisor: Mark C. Fleming, Ph.D. |
| 9/2003 –
12/2003 | <i>Research Assistant</i>
Institute for the Future
Supervisor: Stephen F. Steele, Ph.D. |

Publications:

Davey, C. M. & Bishop, J. B. (2006). Muscle dysmorphia and creatine use: An emerging issue among college men. *Journal of College Counseling*, 9, 171-180.

Davey, C. M. (2006). *Levels of the Drive for Muscularity in the First-Year Male Population*. Unpublished master's thesis, University of Delaware, Newark.

Presentations:

Davey, C.M. (April, 2007). "Drive for Muscularity in First-Year College Males." Poster presented at the 77th Annual Rocky Mountain Psychological Association Convention, Denver, CO.

Davey, C. M. (May, 2005). "Muscle dysmorphia and creatine use in college males." Paper presented at the 20th Annual Marion H. Steele Symposium, Newark, DE.

Bergin, M. & Davey, C. M. (May, 2005). "Psychosocial and cognitive development of first-year college students: Assessment and implications." Paper presented at the 20th Annual Marion H. Steele Symposium, Newark, DE.

Teaching Experience:

8/2007 – Present *Teaching Assistant*
Department of Educational Psychology
University of Utah, Salt Lake City, UT
Course: ED PS 3110, Learning, Literacy, and Development

8/2006 – Present *Teaching Assistant*
Learning Enhancement Program
University of Utah, Salt Lake City, UT
Course: ED PS 2600, Strategies for College Success

3/2007 *Guest Lecturer*
Salt Lake Community College, Salt Lake City, UT
Course: LE 1220, Human Relations in Career Development

8/2004 – 7/2006 *Graduate/Teaching Assistant*
First Year Experience
University of Delaware, Newark, DE
Course: UNIV 301, Peer Mentor Practicum (2 sections)

Clinical Experience:

5/2007 – Present *Practicum Student*
University Counseling Center
University of Utah, Salt Lake City, UT

1/2007 – 5/2007 *Field Practicum Student*
Women's Resource Center
University of Utah, Salt Lake City, UT

8/2006 – 5/2007 *Psychology Intern*
GEAR UP, Granger High School
West Valley City, UT

1/2005 – *Volunteer*
7/2006 Sexual Offense Support
University of Delaware, Newark, DE

2/2005 – *Practicum Intern*
5/2006 Center for Counseling and Student Development
University of Delaware, Newark, DE

3/1997 – *Peer Counselor and Orientation Leader*
1/1999 Academic Advising Center and Office of Orientation
University of Colorado, Boulder, CO

5/1997 – *Tutor and Counselor*
12/1997 Foster Agency
Aurora, CO

Service:

1/2008 *Scholarship Application Reviewer*
Martin Luther King, Jr., Youth Leadership Awards

Academic Awards and Honors:

The Chancellor's List, 2004-2005, 2005-2006.
Dean's Scholarship for College of Arts and Sciences, Fall 1997 – Spring 1998

Memberships in Professional Organizations:

American Psychological Association, Student Affiliate
Division 17 Student Advisory Group Member
Association for Women in Psychology
Utah Association for Women in Psychology
Golden Key Honor Society
Phi Beta Kappa Honor Society
University of Colorado Alumni Association

Faculty Dissertation Director: Paul A. Gore, Jr., Ph.D.

Dr. Gore received his doctorate in counseling psychology from Loyola University – Chicago. Prior to coming to the University of Utah, Dr. Gore held faculty appointments at Southern Illinois University and the University of Missouri-Kansas City. He also served as the Director of the Career Transitions Research Department at ACT in Iowa City. Dr. Gore currently serves as the Chair of the Society for Vocational Psychology and on an Advisory Board to the VP of Science for the Society of Counseling Psychology. His research interests focus on the motivational aspects of high school and college students' success, and on understanding and promoting effective career and life planning.

A Selected Curriculum Vitae for Paul A. Gore, Jr., Ph.D.

Personal Information

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Educational Background

1996 Ph.D., Counseling Psychology (APA-accredited)
Loyola University, Chicago, IL

1991 M.A., Guidance and Counseling - Community and Family
Northeastern Illinois University, Chicago, IL

1988 M.S., Applied Biopsychology
University of New Orleans, New Orleans, LA

1986 B.S., Biology and Psychology (Magna Cum Laude)
Saint Louis University, Saint Louis, MO

Employment Background

2007 - present Clinical Training Director, APA Approved Counseling Psychology Program,
University of Utah, Salt Lake City, UT

2007 - present Director, Institutional Analysis, Office of Budget and Institutional Analysis,
University of Utah, Salt Lake City, UT

2006 - present Associate Professor, Department of Educational Psychology, University of
Utah, Salt Lake City, UT

2006 - present Student Success Special Projects Coordinator, Office of Student Affairs,
Office of Academic Affairs, University of Utah, Salt Lake City, UT

2003 - 2006 Director, Career Transitions Research Department, ACT, Inc. Iowa City, IA

2004 - 2006 Adjunct Assistant Professor, Department of Psychological and Quantitative
Foundations, School of Education, University of Iowa, Iowa City, IA

2003 - 2004 Associate Professor, Department of Psychology, Southern Illinois University,
Carbondale, IL

2000 - 2004	Co-Director, University 101: The Freshman Year Seminar Program, Pre-Major Advising Office, Southern Illinois University, Carbondale, IL
1999 - 2003	Adjunct Clinical Assistant Professor, Barnes School of Nursing, University of Missouri - Saint Louis, Saint Louis, MO
1998 - 2003	Assistant Professor, Department of Psychology, Southern Illinois University, Carbondale, IL
1996 - 1998	Adjunct Assistant Clinical Professor, Department of Behavioral Sciences, School of Dentistry, University of Missouri - Kansas City, Kansas City, MO
1996 - 1998	Adjunct Assistant Clinical Professor, School of Nursing, University of Missouri - Kansas City, Kansas City, MO
1996 - 1998	Adjunct Assistant Professor, Department of Psychology, University of Missouri - Kansas City, Kansas City, MO
1995 - 1998	Assistant Professor, Department of Counselor Education and Counseling Psychology, University of Missouri - Kansas City, Kansas City, MO
1994 - 1995	Psychology Intern, Counseling and Testing Services, University of Utah, Salt Lake City, UT
1994 - 1995	Adjunct Instructor, Department of Counseling and Educational Psychology, University of Utah, Salt Lake City, UT
1994 - 1995	Adjunct Instructor, Chicago School of Professional Psychology, Chicago, IL
1991 - 1994	Adjunct Instructor, Department of Psychology, Roosevelt University, Chicago, IL

Journal Articles

- Robbins, S., Allen, J., Casillas, A., Akamigbo, A., Staltonstall, M., Cole, R., Mahoney, E., & Gore, P. A., Jr. (submitted) Associations of resource and service utilization, risk level, and college outcomes.
- Gore, P. A., Jr., Kovach, H., O'Byrne, K. K. (submitted). The role of gender, interests, and self-efficacy beliefs in the career exploratory behavior of middle school students.
- Fritz, D. J., Hardin, S. B., Gore, P. A., Jr., & Bram, D. (in press). Computerized adolescent smoking cessation program: An intervention for high school smokers. *Pediatric Nursing*.
- Gupta, A., Tracey, T. J. G., & Gore, P. A., Jr. (in press). Structural examination of RIASEC scales in high school students: Variation across ethnicity and method. *Journal of Vocational Behavior*.
- Gore, P. A., Jr. (2007). Reflections on academic and workplace success. *Japan Career Development Association Journal*, 2, 11-12. (Article published in Japanese)
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Grants

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| 2001 | Strong Research Advisory Board Grant. Project to investigate students' recall of information provided during a Strong Interest Inventory Interpretation session (\$4000.00) |
| 1999 | Southern Illinois University Office of Research Development and Administration Summer Research Fellowship (\$5000.00) |
| 1999 | Principal Investigator: Career Camp - a summer research/service project for middle school students to investigate the relations among social cognitive constructs and career exploratory behavior. University of Missouri - Kansas City Faculty Research Award (\$5000.00) |
| 1996 - 1997 | University of Missouri - Kansas City School of Education Committee on Research and Scholarship Award (\$1500.00) |
| 1999 - 2000 | Co-principal Investigator with M. F. Gates. Comparison of the reliability of the Revised A-COPE and SCSJ with schoolagers and adolescents. Funded by Lambda Phi Chapter, Sigma Theta Tau, Kansas City, MO for \$500 |
| 1997 - 1999 | Co-principal Investigator with M. F. Gates Adults' perceptions of their experiences as young caregivers of adults with chronic illnesses. Funded by University of Missouri- Kansas City Faculty Research Award (\$5000.00) |
| 1997 - 2000 | Co-principal Investigator with J. Hileman and M. F. Gates. Refinement of the Home Caregiver Need Survey. Statistical and methodological consultation. Funded by the Oncology Nursing Foundation (\$12,500.00) |
| 1996 | Internship Multimedia Kiosk, University of Missouri-Kansas City Student Affairs Innovation Grant. Received to develop and distribute a multimedia kiosk describing the University of Missouri-Kansas City Counseling Center's APA-approved internship program. (\$500.00) |

7. Budget

Title: A Historical and Predictive Examination of High School Extracurricular Participation

Salaries and Wages

Principal Investigator:	9-FTE academic year months @ \$1,400/mo	\$12,600
	3-FTE summer months @ \$1,400/mo	<u>\$4,200</u>

Total Salaries and Wages \$16,800

Travel (AIR Forum, other conferences) \$2,300

Other Direct Costs

Materials and Supplies (including reference materials) \$450

Publication Costs/Documentation/Dissemination \$350

Communication with Database Administrators \$100

Total Other Direct Costs \$900

TOTAL AMOUNT OF AWARD **\$20,000**

Justification

The proposed budget contains three major items of funding. The first item (salaries and wages) contains a 12-month graduate student salary of \$1400 per month. This level of funding is consistent with graduate student salaries offered by departments at the University of Utah. This salary will allow the primary investigator of this grant to work on her dissertation without distraction. The second item (travel) contains a \$2300 budget in correspondence with the dissemination plan. This money is allocated to allow for travel to the AIR Annual Forum in 2009 and to allow for participation at other conferences as deemed appropriate. The third item (other direct costs) contains monies for materials and supplies, publication costs, and communication. A major portion of this

dissertation will require coordination of historical data files. Materials and supplies to create file back-ups, paper print-outs, and reference materials will be necessary to complete the study procedure. Also, publication costs for paper, copying, and binding will be necessary to successfully propose and defend this dissertation, as well as disseminate the findings to interested parties. Finally, the study procedure for this project will require extensive communication with the database administrators at ACT and selected public four-year universities in order to coordinate data transfer and linking.

8. Current and Pending Support

This project currently does not receive any monetary support. Additionally, the principle investigator does not currently participate in any other grant funded projects.

9. Facilities, Equipment and Other Resources

The University of Utah will provide facilities, equipment and other resources for this project, in the manner of space, access to software, access to computer and internet resources, library resources, and basic university infrastructure.

10. Special Information and Supplementary Documentation

The following documents are provided as supplements:

1. Documentation of Institution Review Board clearance.
2. Letter of recommendation from Faculty Dissertation Director (faxed separately).

IRB_00027278

PI: Carla Davey

Title: Predicting College Student Success: A Historical and Predictive Examination of High School Extracurricular Participation

Thank you for submitting your request for approval of this project. The IRB has administratively reviewed your application and has determined that your project does NOT meet the definitions of Human Subjects Research according to Federal regulations. Therefore, IRB oversight is not required or necessary for your project.

This determination of non-human subjects research only applies to the project as submitted to the IRB. Since this determination is not an approval, it does not expire or need renewal. Remember that all research involving human subjects must be approved or exempted by the IRB before the research is conducted.

If you have questions about this, please contact our office at 581-3655 and we will be happy to assist you. Thank you again for submitting your proposal.

Milana Perepyolkina
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