

**AIR/NCES/NSF/NPEC Grant Proposal**

**The Effects of Schools on the Educational Expectations of Children of Immigrants**

**Dataset of interest:** Educational Longitudinal Study (ELS)

**Grant Amount Requested:** \$15,000

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## **The Effects of Schools on the Educational Expectations of Children of Immigrants**

### **Project Summary**

In a reenergized climate concerning immigration in the United States, the children of immigrants have largely been forgotten. In the field of education, issues and policies concerning the children of immigrants are crucial. Many immigrant students, especially those of lower socioeconomic status, experience high dropout rates and low educational attainment due, in part, to schools which are not suited to their needs. In response to this challenge, this study investigates these inequities by examining students' expectations for higher education because student educational expectations are good predictors of eventual educational attainment and overall status attainment. High expectations are a necessary, though insufficient, step toward postsecondary education. Past research has largely shown that immigrant students come to this country with expectations that are higher than those of their non-immigrant peers, but that these expectations are lowered over time. Although there may be family, societal, and peer influences, the school environment also plays a significant role in forming student expectations.

This study is grounded in a status attainment theoretical framework and informed by assimilation theory, and examines how schools affect immigrant students' expectations for higher education. Five research questions drive the analyses:

1. How do the social contexts and policies of secondary schools affect immigrant students' educational expectations in comparison to non-immigrant students?
2. How do the social contexts and policies of secondary schools affect the *changes* in the educational expectations of immigrant students, compared to non-immigrant students, from 10<sup>th</sup> to 12<sup>th</sup> grade?
3. How do the social contexts and policies of secondary schools affect the educational expectations of first- and second-generation immigrant students respectively, in comparison to non-immigrant students?
4. How do the social contexts and policies of secondary schools affect the equitable distribution of expectations between immigrant and non-immigrant students?

5. How do the social contexts and policies of secondary schools affect the equitable distribution of changing expectations (raising or lowering) between immigrant and non-immigrant students?

To address these questions, this study uses multi-level regression techniques and data from the Educational Longitudinal Study (ELS). The ELS dataset contains information from 13,452 12<sup>th</sup> grade students in 757 schools, which when weighted represent 2,856,653 students. Children of immigrants make up 3380 students of the total sample, representing 569,415 students when weighted. In other words, children of immigrants in 2004 comprised approximately 17% of the 12<sup>th</sup> grade population, demonstrating the importance of children of immigrants in schools.

Results of this study will have implications for a variety of audiences. Policymakers at all levels will be able to directly manipulate some factors that are shown to affect expectations. Administrators, teachers, and citizens at large can better understand and respond more effectively to the needs of a growing immigrant student population. Specifically, this study extends the literature in five innovative ways by its: 1) examination of the effects of school policies and contexts on expectations more thoroughly than has been done in the past, 2) examination of the children of immigrants specifically, who have often been overlooked, 3) use of newer data than that used in past research on this subject, 4) use of greater methodological rigor than that used in past research, which allows the researcher to examine the equitable distribution of expectations and changes in expectations, and 5) advancement of sociological theory by addressing how schools affect expectations and also exploring how school, family, and individual characteristics interact to change expectations. This study is a critical first step on the path toward higher educational attainment and social mobility for the children of immigrants.

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## **Project Description**

### **A. Statement of Problem**

Recent events in the United States have reenergized and polarized the discussion about immigration policy. In the wake of this heightened debate, the children of immigrants are largely forgotten. In the field of education, however, issues and policies concerning the children of immigrants are crucial. Census data reveal that nearly one out of every five school children is from an immigrant family. Many of these children are enrolled in schools which are unsuited to their needs. For children of immigrants from low socioeconomic backgrounds especially, this is evidenced by higher average dropout rates and lower educational attainment (Portes & Rumbaut, 2006; Rumbaut & Portes, 2001). Ten years ago, the state of California faced “a large, new, highly diverse wave of immigrant children, in resource-short public schools that are, in general, poorly prepared to understand and respond effectively to the special needs of such students, within a political and public opinion context that has become overtly hostile to immigrants and their offspring” (Cornelius, 1995, p. 1). The same can now be said of the whole country.

The fact that schools are ill-equipped to deal with the country’s changing demographics is especially troubling since enrolling in college and attaining a college degree is important for social mobility in U.S. society. There is a large and growing disparity in earnings premiums and rates of return on investment between those who receive a bachelor’s degree and those who do not (Leslie & Brinkman, 1988; Murphy & Welch, 1989; Pascarella & Terenzini, 2005; Paulsen, 1998; Perna, 2003). Individuals benefit from higher education in other ways too: cognitive development, personal growth and change, enhanced social status, better health, longer life, more fulfilling work, higher savings levels, and higher employment mobility (Baum & Payea, 2004, 2005; Bowen, 1996; Institute for Higher Education Policy, 2005; Pascarella & Terenzini, 1991,

2005). Since expectations are a necessary first component to eventual degree attainment, and degree attainment has inherent gains for individuals, then it is true that “one of the most important early predictors of social mobility is how much schooling an adolescent expects to obtain” (Schneider & Stevenson, 1999, p. 4).

In response to these facts, this study uses nationally representative data to examine how social contexts and policies of schools in the United States affect the higher education expectations of children of immigrants. High expectations are necessary, though insufficient, for postsecondary educational attainment and related social mobility (Hossler & Stage, 1992). This study expands research concerning schools’ effects on student expectations, and fills a gap in the literature concerning these effects for the children of immigrants specifically. The results of this study will help educational policy makers, administrators, and teachers to understand and effectively respond to the needs of a growing immigrant student population.

Specifically, this study examines one overarching question: How do schools affect immigrant students’ expectations for higher education? Within this broad topic, five questions drive the analyses:

1. How do the social contexts and policies of secondary schools affect immigrant students’ educational expectations in comparison to non-immigrant students?
2. How do the social contexts and policies of secondary schools affect the *changes* in the educational expectations of immigrant students, compared to non-immigrant students, from 10<sup>th</sup> to 12<sup>th</sup> grade?
3. How do the social contexts and policies of secondary schools affect the educational expectations of first- and second-generation immigrant students respectively, in comparison to non-immigrant students?
4. How do the social contexts and policies of secondary schools affect the equitable distribution of expectations between immigrant and non-immigrant students?
5. How do the social contexts and policies of secondary schools affect the equitable distribution of changing expectations (raising or lowering) between immigrant and non-immigrant students?

This study combines literature from three areas: college choice, status attainment, and immigration studies. Research has recognized a “predisposition” to higher education (Hossler, Braxton, & Coopersmith, 1989; Hossler & Gallagher, 1987; Hossler, Schmit, & Vesper, 1999), necessarily including high expectations, as the first component of a successful navigation of college requirements, enrollment, attendance, and eventual degree attainment. The “path to college” (Cabrera & La Nasa, 2001), or “pipeline to higher education” (Horn & Carroll, 1997), recognizes the expectation of college as a critical initial step in the college choice process. Legislated college preparation programs, such as the TRIO programs and GEAR UP (see Perna, 2002; Perna & Swail, 2001), explicitly include student expectations as an integral component. A report commissioned for the 2006 National Symposium on Postsecondary Student Success in Washington D.C. created a model of student success with ten key indicators, the first of which was high expectations (Perna & Thomas, 2006). This is evidence that expectations are known to be vital for a student’s progression to, and success in, higher education and are important considerations for policies related to the college transition.

Status attainment research demonstrates that student educational expectations are good predictors of eventual educational and occupational attainment. This research tradition also shows that expectations are largely determined by socioeconomic status, academic ability, and the socialization influences of significant others (e.g., Blau & Duncan, 1967; Buchmann & Dalton, 2002; Duncan, Haller, & Portes, 1968; Sewell, Haller, & Ohlendorf, 1970; Sewell, Haller, & Portes, 1969). Extensions to the status attainment model include the impact of external influences which may limit students’ expectations (Kerckhoff, 1976). These constraints may include the policies and social contexts of schools. Studies have addressed school effects explicitly for expectations, with mixed results (e.g., Alwin & Otto, 1977; Khattab, 2005; Meyer,

1970). My research will extend this general framework by studying school effects as determinants of students' expectations more thoroughly than has been done in the past.

Relatively few studies have specifically addressed educational expectations for the children of immigrants. Research which has focused on children of immigrants indicates that they come to the US with high educational expectations – higher than those of their non-immigrant peers (Goyette & Xie, 1999; Gupta, 1977; Hao & Bronstead-Bruns, 1998; Kao & Tienda, 1995; Marjoribanks, 2002; Portes & Rumbaut, 2001; Rumbaut & Portes, 2001; St. Hilaire, 2002).

However, research also shows that students who reside in the country longer often have lowered expectations (Goyette & Xie, 1999; Hao & Bronstead-Bruns, 1998; Rumbaut, 1995; St. Hilaire, 2002; Suárez-Orozco & Suárez-Orozco, 1995; Valenzuela, 1999). Although family, peer, and societal influences affect the expectations of immigrant students, schools also play a significant role. Educational researchers can have the most impact by explicitly studying the contribution of schools themselves to the expectation-formation process. The policies and contexts of schools play a role in forming and perhaps lowering student expectations, and therefore may equally play a role in sustaining high expectations. Since high expectations are necessary but not sufficient for higher education attainment, “the sufficient condition may be in the school context” (Solorzano, 1991, p. 185). Following this logic, my research examines the ways in which the policies and contexts of secondary schools in the United States affect immigrant students' expectations for higher education.

## B. Proposal of Work

In order to address the questions driving this research, I utilize data from the Educational Longitudinal Study (ELS). The National Center for Education Statistics collected data from a

nationally representative sample of students in 10<sup>th</sup> grade in 2002, and re-administered surveys to the same students in their 12<sup>th</sup> grade year in 2004. Using data from both years, I analyze school characteristics as determinants of immigrant students' educational expectations. Preliminary descriptive results indicate the importance of children of immigrants in schools in the United States. The ELS dataset contains information from 13,452 12<sup>th</sup> grade students in 757 schools, which when weighted represent 2,856,653 students. Children of immigrants make up 3380 students of the total sample, representing 569,415 students when weighted. In other words, children of immigrants in 2004 comprised approximately 17% of all 12<sup>th</sup> grade students.

To examine school effects, I employ hierarchical linear modeling (HLM). This multi-level approach has many advantages over more basic regression techniques which have been used in the past. Because students clustered within schools are not statistically independent observations, regular regression techniques may underestimate the standard errors, which may lead to incorrect interpretations of statistical and substantive differences (Luke, 2004; Raudenbush & Bryk, 2001; Snijders & Bosker, 1999).

This study uses a dependent variable to indicate whether or not a student expects to attend higher education. Guided by past literature, I include several variables of interest at the school level and relevant control variables at the student level. The figure and tables in the appendix of this section fully describe the variables from the ELS dataset which are used in this analysis.

The initial HLM model includes a dummy variable for immigrant vs. non-immigrant status, in response to my first research question: how do schools affect immigrant students' expectations in comparison to non-immigrant students? I also run separate immigrant and non-immigrant models for each analysis, to examine further the differences in determinants of expectations between the groups.

In addressing my second research question, how do schools affect the *changes* in the educational expectations of immigrant students, I include a variable to account for expectations in the 10<sup>th</sup> grade in this model. This demonstrates how variables affect 12<sup>th</sup> grade expectations assuming that 10<sup>th</sup> grade expectations were all equal – i.e., showing how school characteristics affect the changes in expectations from 10<sup>th</sup> to 12<sup>th</sup> grade. I then include a dummy variable for generational status (first- or second-generation) to indicate which group, on average, has higher expectations. This addresses the third research question: how do schools affect the educational expectations of first- and second-generation immigrant students respectively?

Multi-level regression methods produce more accurate results when studying school effects. These methods also allow the researcher to randomly vary the slopes of variables, rather than holding them fixed. Using this feature, I address my fourth research question, concerning how schools affect the *equitable distribution* of expectations. For example, socioeconomic status is positively associated with high educational expectations. Multi-level models with varying slopes can determine which school variables are associated with a minimization of this effect – i.e., which characteristics of schools are more likely to allow students of all socioeconomic backgrounds to develop positive expectations for higher education. I study the effects of socioeconomic status as well as immigrant status.

Similarly, I model the change in expectations from 10<sup>th</sup> to 12<sup>th</sup> grade using models with varying slopes, in response to my final research question: how do schools affect the equitable distribution of changing expectations? Assuming that my models are consistent with past research and demonstrate that immigrant expectations are lowered over time, these models indicate which school characteristics diminish the lowered-expectation effect relative to non-immigrants. The results will be important in finding ways for schools to retain immigrant

students' initially high expectations for higher education. The use of varying slopes in multi-level models represents an important methodological advance in status attainment research since it gives clues concerning how schools can be more socially equitable across students of varying backgrounds, and specifically how they can more positively (or less negatively) affect immigrants' expectations.

During the funding period I plan to complete the research described above, defend my dissertation, and begin the dissemination process described below. This research will inform, and be informed by, other research that I am conducting which examines the educational expectations of students cross-nationally to determine the effects of labor markets. This project is well-timed as school effects research is reemerging with the use of multilevel techniques, and as studies concerning immigration take on increased importance in the country as well as in academic literature. This project relates to my longer term goals as I prepare to be a faculty member at a research institution. I will follow up this project with studies of the college enrollment, persistence, and degree attainment of children of immigrants.

### C. Dissemination Plan

The dissemination plan includes the normal, limited dissemination of the dissertation itself as a bound library copy and in digital form. In addition, I will write three papers suitable for publication in peer-reviewed journals and which I will present at national conferences. The first paper will focus on the ways that higher education institutions can assist with the transition of children of immigrants to higher education. Information concerning how their secondary schooling experiences influenced their expectations for college will inform recruitment and bridging programs. I will present this paper at the 2008 annual conference for the Association

for Institutional Research and submit it to *Research in Higher Education*, *The Review of Higher Education*, or *The Journal of College Student Development*.

My second paper will address federally funded programs, such as GEAR UP and Upward Bound. I will examine the effect of these programs on immigrant students' expectations and will study how schools that have these programs, versus those that do not, affect expectations. I will present this paper at the 2008 annual conference for the Association for the Study of Higher Education (ASHE) and submit it to *Research in Higher Education*, *The Review of Higher Education*, or *The Journal of Higher Education*.

The final paper will focus on the context of the secondary schools and the ways in which factors such as aggregate socioeconomic status, racial composition, and aggregate ability levels affect immigrant students' expectations. Since this is partially related to secondary education as well as higher education, and because it more directly addresses sociological theory, I will present this paper at the 2008 annual conference of the American Sociological Association (ASA). I will then submit this paper to *Sociology of Education* or *Research in Social Stratification and Mobility*.

#### D. Description of Policy Relevance

This study will inform policies intended to allow all students, but especially the children of immigrants, to form and maintain positive expectations for higher education. Importantly, this study extends these general implications in two ways. First, it examines how school contexts and policies may allow immigrant students to retain the high expectations which many of them already have when they come to school. Second, it examines the ways in which schools can provide an equitable distribution of high expectations based on immigrant status and/or

socioeconomic status. Although this study targets the structures and practices of secondary schools, it has policy implications at three levels: K-12 schools, government educational policy, and higher education.

At the K-12 level, administrators and teachers will better understand the ways that schools affect the expectations of immigrant students. This study will help K-12 personnel to understand how their school context (e.g., size, aggregate socioeconomic status, private/public control) affects educational expectations, especially for children of immigrants. With this information they can adjust school policies to better meet their needs. The study also examines factors which are more immediately under administrators' control. By examining policies dealing with vocational enrollment, admissions, GPA requirements, peer tutoring, pre-college program access, and graduation proficiency test requirements, administrators can modify these practices to match what is demonstrated to have positive outcomes for educational expectations.

For governmental policy makers, the effects of school factors such as the racial/ethnic composition of the teaching staff or the percentage of the teaching staff that is certified will help to prioritize and target future policy interventions. More directly, as policymakers better understand the ways in which schools affect immigrant students' expectations there will be implications for government sponsored programs such as GEAR UP and Upward Bound, which explicitly claim to help students form high expectations. Specifically, the results will inform policies concerning the attributes of schools with which these programs have the most success and how the implementation of these programs in schools affects the expectations of immigrants specifically.

There are also policy implications for higher education. Since expectations for college are the first step in a college choice process, understanding the ways that immigrant students form

their expectations is useful. These implications are less direct, as higher education administrators and staff can not manipulate any of the factors directly. Nevertheless, the results will help to inform policies targeting immigrant students in efforts such as bridging and recruitment programs. Admission and retention policies can also be better suited to the needs of immigrant students based partly on how they formed their expectations and how the characteristics of the school that they attended supported or hindered that process.

#### E. Innovative Aspects of the Research

This research project includes several innovative aspects. Although there is a rich history of status attainment research, a substantial body of literature concerning college choice, and an increasingly valuable body of scholarship concerning immigration, this study is the first to combine them in this way. I examine the effects of school policies and contexts on expectations more thoroughly than has been done in the past, and I do so for the children of immigrants specifically, who are often overlooked. Lastly, I use newer data than has been used in past research on this subject.

Theoretically this study offers innovation as it not only addresses how schools affect expectations, but also explores how school, family, and individual characteristics interact to change expectations. Methodologically this project offers the greatest innovation in relation to the subject being studied. School characteristics have been studied for their effects on expectations, but I examine the determinants of changes in students' expectations, and use multilevel techniques to examine the equitable distribution of expectations and changes in expectations.

#### F. Audience for the Project

The results of this project will be of value to many groups. First, policymakers at institutional and governmental levels will be provided with direct findings concerning what can positively impact educational expectations for the children of immigrants. Similarly, administrators, instructors, and staff in higher education and secondary education will learn how schools impact immigrant students and may adjust practices to better suit their needs and produce the best possible educational outcomes.

This project is relevant to researchers and academics. Quantitative researchers will be interested in the use of HLM for a study of school-level effects as applied to immigrant students specifically. Scholars from the areas of sociology, education, and immigration studies will also find this project to be important to both advance past theories and to develop a greater understanding of immigrant schooling for future research projects.

Lastly, society at large can learn how schools are helping, or hurting, the education of the children of immigrants. This is valuable since the success of this growing segment of the population impacts society locally and globally. Anyone concerned with the educational success and/or equitable social outcomes for the growing population of immigrants will be interested in this project.

G. Appendix

Figure 1 – Multi-level Model for School Effects on Student Educational Expectations

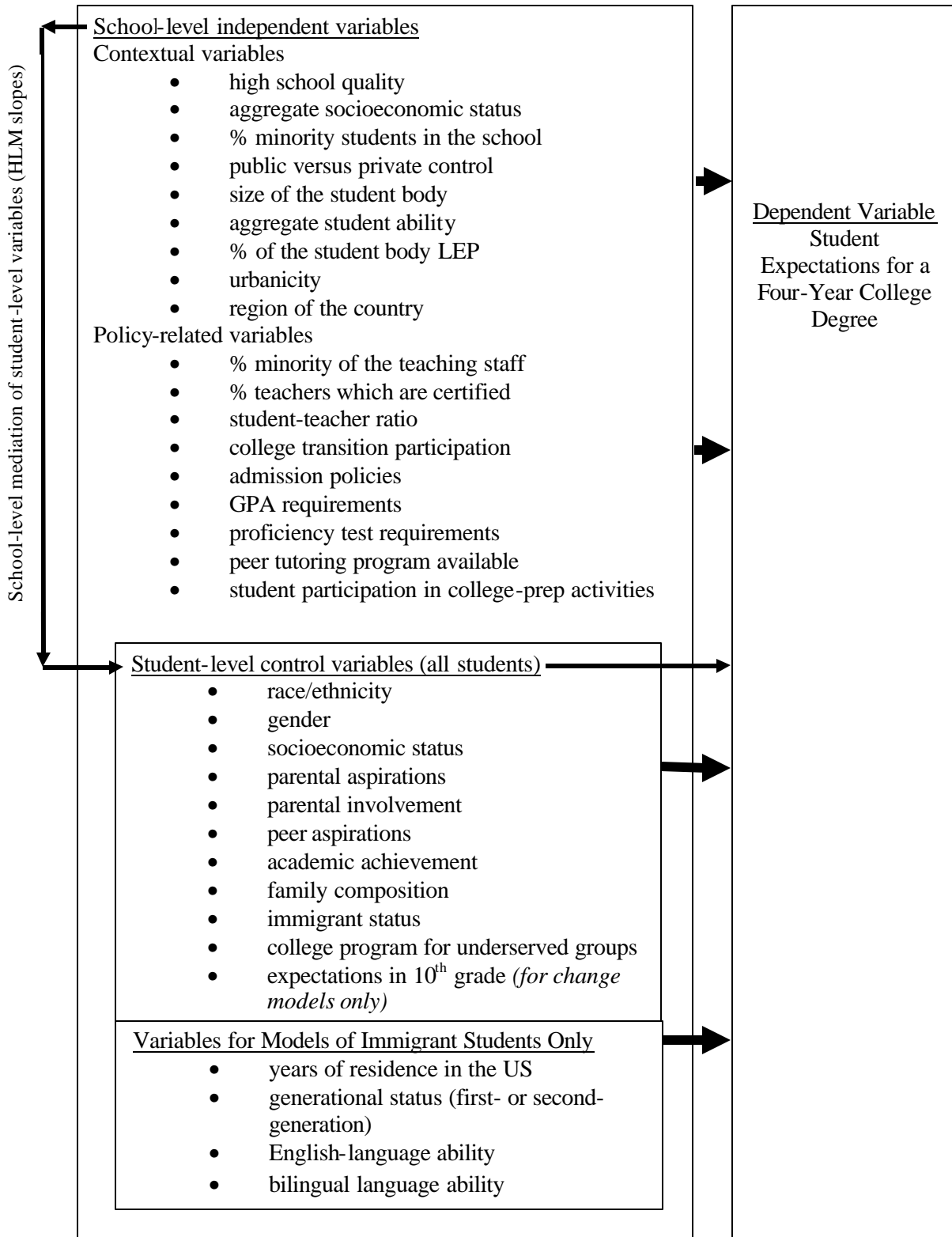


Table 1. Descriptive Statistics for Variables  
ELS database

| Variable                          | Derived from | Variable Description  |
|-----------------------------------|--------------|---|
| <i>Dependent Variable</i>         |              |   |
| Educational expectations          | F1STEXP      | Binary dependent variable (1= expect to complete at least a four-year college degree; 0 = expect less than completion of a four-year degree)  |
| <i>Individual-level variables</i> |              |   |
| Female                            | FISEX        | Dummy variable (1=female; 0= male) (reference category = white)   |
| Asian                             | F1RACE       | Dummy variable (1=Asian; 0= non-Asian) (reference category = white)   |
| Hispanic                          | F1RACE       | Dummy variable (1= Hispanic; 0= non- Hispanic) (reference category = white)   |
| African American                  | F1RACE       | Dummy variable (1= African American; 0= non-African American) (reference category = white)  |
| SES                               | F1SES2       | Socioeconomic status of the student's family.   |
| Parental aspirations              | F1S43A-B     | Dummy variable (1=at least one parent expects the student to attain a bachelor's degree or higher; 0=no parent expects a bachelor's degree or higher)   |
| Parental involvement              | F1S64A-J     | Factor score representing the involvement that a parent had in the student's high schools life  |
| Peers' college plans              | F1S65D       | Dummy variable (1= most or all of the student's friends plans to attend a four-year college or university; 0= none, few, or some of the student's friends plan to attend a four-year college)         |
| Achievement                       | BYTXCSTD     | Composite score of standardized reading and math scores   |
| Immigrant                         | BYP17-24     | Dummy variable (1= child of at least on immigrant parent; 0= non-immigrant)   |
| Pre-college program               | F1S23 & 24   | Dummy variable (1= participated in a college preparation program for disadvantaged students such as Upward Bound, Talent Search, or GEAR UP; 0= did not participate in a college preparation program) |
| Family composition                | F1FCOMP      | Dummy variable (1= student lives in a "traditional" family with her mother and father; 0= student lives in a different family arrangement)  |

|  |                          |   |
|--|--------------------------|---|
| Expectations in 10 <sup>th</sup> grade | BYSTEXP                  | Dummy variable (1= expect to complete at least a four-year college degree in 10 <sup>th</sup> grade; 0 = expect less than completion of a four-year degree in 10 <sup>th</sup> grade)                                   |
| Years in U.S.                          | BYP24                    | Number of years the students has lived in the United States   |
| First-Generation                       | BYP17-24                 | Dummy variable (1 = Immigrant student was foreign born; 0 = non-first generation) (reference category = third generation or higher)   |
| Second-Generation                      | BYP17-24                 | Dummy variable (1 = Immigrant student was not foreign born but has as least one parent who was; 0 = non-second generation) (reference category = third generation or higher)  |
| English ability                        | BYS70A-D                 | Dummy variable (1=student understands, reads, writes, and speaks English very well; 0 = student does not do all four activities very well)  |
| Bilingual ability                      | BYS67,69,70              | Dummy variable (1 = student speaks and uses a foreign language and also has high English language ability; 0 = student does not speak and/or use or foreign language, or student does not have a high level of English) |
| <i>School-level variables</i>          |                          |   |
| High school quality                    | F1A19A                   | Percentage of the high school's students that attended a four-year college  |
| Private                                | BYSCTRL                  | Dummy variable (1= private control; 0= public control)  |
| Size                                   | F1SCENP                  | Total enrollment of the high school.  |
| % LEP                                  | F1A22B                   | Percent of the student body with limited English proficiency.   |
| SES                                    | aggregated from F1SES2   | An aggregate measure of the socioeconomic status of the student body.   |
| Ability                                | aggregated from BYTXCSTD | An aggregate measure of the academic ability of the student body.   |
| % minority students                    | aggregated from F1RACE   | The percent of the student body that is non-white and/or Hispanic.  |
| Urban school                           | BYURBAN                  | Dummy variable (1= urban school; 0= non-urban) (comparison group = suburban)  |
| Rural school                           | BYURBAN                  | Dummy variable (1= rural school; 0= non-rural) (comparison group = suburban)  |
| Northeast region                       | BYREGION                 | Dummy variable (1= school is in the Northeast; 0= school is not in the Northeast) (comparison group = Midwest)  |

|                                    |                  |  |
|------------------------------------|------------------|--|
| Southern region                    | BYREGION         | Dummy variable (1= school is in the South; 0= school is not in the South) (comparison group = Midwest)   |
| Western region                     | BYREGION         | Dummy variable (1= school is in the West; 0= school is not in the West) (comparison group = Midwest)   |
| Student-teacher ratio              | F1SCENP & F1FTTP | Average number of students per one teacher in the school.  |
| % minority teachers                | F1A32 & 33       | The percentage of the teaching staff which is non-white and/or Hispanic.   |
| % certified teachers               | F1A34A-D         | The percentage of the teaching staff which is certified to teach in the subject which they teach   |
| Race-based Admission policy        | F1A05C           | Dummy variable (1= admission is at least partly based on racial/ethnic composition; 0= admission is not based on this factor)  |
| Test-based admission policy        | F1A05D           | Dummy variable (1= admission is at least partly based on test scores, audition, or similar practices; 0= admission is not based on this factor)  |
| Lottery admission policy           | F1A05E           | Dummy variable (1= admission is at least partly based on a lottery or random assignment; 0= admission is not based on this factor)   |
| GPA requirements                   | F1A09            | Dummy variable (1= a minimum GPA is required to participate in school activities; 0= there is not a GPA requirement for participation)   |
| Proficiency test                   | F1A14            | Dummy variable (1= the graduating class of 2004 was required to pass a minimum competency or proficiency test in order to receive a high school diploma; 0= there was not a proficiency test for graduation) |
| % participate pre-college programs | F1A20F-H         | Percentage of 12 <sup>th</sup> graders who participated in a college preparation program for disadvantaged students such as Upward Bound, Talent Search, or GEAR UP  |
| Peer tutoring                      | F1A21C           | Dummy variable (1= a peer tutoring program is offered at the school; 0= there was no such program offered)   |
| Dropout prevention program         | F1A23            | Dummy variable (1= school has a dropout prevention program; 0= there was no such program offered)  |
| Participation in college programs  | F1A20A-E         | Factor score representing the involvement that a students had in college fairs, test prep programs, financial aid programs, etc.   |

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- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research* (Vol. 2). San Francisco: Jossey-Bass.
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- Perna, L. W. (2003). The private benefits of higher education: An examination of the earnings premium. *Research in Higher Education*, 44, 451-471.
- Perna, L. W., & Swail, W. S. (2001). Pre-college outreach and early intervention. *Thought & Action*, 17(1), 99-110.
- Perna, L. W., & Thomas, S. L. (2006). *A framework for reducing the college success gap and promoting success for all* (Commissioned Report for the National Symposium on Postsecondary Student Success: Spearheading a Dialogue on Student Success). Washington DC: National Postsecondary Education Cooperative (NPEC).
- Portes, A., & Rumbaut, R. G. (2006). *Immigrant America: A portrait* (3rd ed.). Berkeley, CA: University of California Press.
- Portes, A., & Rumbaut, R. G. (Eds.). (2001). *Legacies: The story of the immigrant second generation*. Berkeley, CA: University of California Press.
- Raudenbush, S. W., & Bryk, A. S. (2001). *Hierarchical linear models: Applications and data analysis methods*. Thousand Oaks, CA: Sage Publications.
- Rumbaut, R. G. (1995). The new Californians: Comparative research findings on the educational progress of immigrant children. In R. G. Rumbaut & W. A. Cornelius (Eds.), *California's immigrant children: Theory, research, and implications for educational policy* (pp. 17-69). San Diego, CA: University of California.
- Rumbaut, R. G., & Portes, A. (Eds.). (2001). *Ethnicities: Children of immigrants in America*. Berkeley, CA: University of California Press.

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- Sewell, W. H., Haller, A. O., & Ohlendorf, G. W. (1970). The educational and early occupational attainment process: Replication and revision. *American Sociological Review*, 35, 1014-1027.
- Sewell, W. H., Haller, A. O., & Portes, A. (1969). The educational and early occupational attainment process. *American Sociological Review*, 34, 82-92.
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- Solorzano, D. G. (1991). Mobility aspirations among racial minorities, controlling for SES. *Sociology and Social Research*, 75(4), 182-188.
- St. Hilaire, A. (2002). The social adaptation of children of Mexican immigrants: Educational aspirations beyond junior high school. *Social Science Quarterly*, 83, 1026-1043.
- Suárez-Orozco, C., & Suárez-Orozco, M. (1995). *Transformations: Immigration, family life, and achievement motivation among Latino adolescents*. Stanford, CA: Stanford University Press.
- Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. Albany, NY: State University of New York Press.

### **Biographical Sketch - Ryan Wells**

Ryan Wells is a PhD candidate at The University of Iowa in the department of Educational Policy and Leadership Studies. Ryan has taken several statistical and research methods courses to prepare for quantitative analysis including “Advanced Categorical Method” and “Quantitative Research for Policy Analysis.” Ryan has also worked as a research assistant for three different professors: Drs. Paul Umbach, David Bills, and David Lohman. For Dr. Umbach, Ryan used NSPOF data (as well as NSED and NSDR from NSF) to conduct research focused primarily on faculty issues within higher education, including international faculty and the academic pipeline for minority faculty in science and technology fields. For Dr. Bills, he used PISA data to conduct quantitative research grounded in sociological theories and principles pertaining to student educational aspirations, the school to college transition, the school to work transition, and labor markets. In the spring semester of 2007, Ryan will use NCES datasets with Dr. Lohman to examine the effects of accelerated learning on students’ educational and life outcomes. Papers generated from these datasets have been, and will be, presented at national conferences and submitted to peer-reviewed journals for publication. Most recently, a NELS-based study of Ryan’s was accepted for publication in the *Journal of College Students Retention*.

This project is an extension of Ryan’s professional and personal interests in improving education policies and practices, in sociological and multicultural perspectives of education, and in the global nature of education. He is able to carry out this study as proposed since it capitalizes on Ryan’s past research experience with NCES datasets and quantitative methods. He will benefit from this process by expanding his research experience, but also by allowing him to apply his quantitative skills to a policy-relevant study addressing a timely topic for education in the U.S. today.

## Brief Curriculum Vitae – Ryan Wells

### EDUCATION

- Ph.D. Educational Policy and Leadership Studies (in progress)  
The University of Iowa, Iowa City, IA
- Dissertation: *The Effect of Schools on the Educational Expectations of Immigrant Students: A Multi-level Analysis*  
Committee: Paul Umbach (advisor), David Bills (advisor), Ernest Pascarella, Michael Paulsen, Mary Noonan
- M.A. Social Foundations of Education (2004)  
The University of Iowa, Iowa City, IA
- B.S. Industrial Engineering (1995)  
Iowa State University, Ames, IA

### UNIVERSITY EXPERIENCE

- Research Assistant, Educational Policy and Leadership Studies (2006-present)  
Dr. David Bills, The University of Iowa
- Conduct quantitative research grounded in sociological theories and principles pertaining to student educational aspirations, the school to college transition, the school to work transition, and labor markets.
- Research Assistant, Educational Policy and Leadership Studies (2006)  
Dr. Paul Umbach, The University of Iowa
- Conducted quantitative research focused primarily on faculty issues within higher education, including international faculty and the academic pipeline for minority faculty in science and technology fields.
- Teaching Assistant, Human Relations for the Classroom Teacher (2005-present)  
Dr. Scott McNabb, The University of Iowa
- Instruct an undergraduate and graduate teacher education course concerning equity, racism, sexism, classism, and ethnic and socioeconomic pluralism as well their influence on American schools.
- Evaluation Consultant, Center for Evaluation and Assessment (2004-2005)  
Dr. Don Yarbrough, Center Director, The University of Iowa
- Designed and conducted evaluations for educational programs including teacher professional development, university curricula reform, and minority student recruitment programs.

### REFEREED PUBLICATIONS

- Wells, R. (in press). Social and cultural capital, race and ethnicity, and retention in higher education. *Journal of College Student Retention*.
- Wells, R. (in press). Nontraditional education abroad: Analysis of a trend. *Frontiers: The Interdisciplinary Journal of Study Abroad*.
- Wells, R. (2006). Education's effect on income inequality: An economic globalisation perspective. *Globalisation, Societies, and Education*, 4(3), pp. 371-391.
- Wells, R. & Henkin, A. (2005). Exploring the trend toward isomorphism in international education. *International Journal of Educational Reform*, 14(3), pp. 280-293.

- BOOK CHAPTERS Wells, R. (in press). International faculty in U.S. community colleges. In E. Valeau & R. L. Raby (Eds.), *International Reform Efforts and Challenges in Community Colleges*.
- BOOK REVIEWS Wells, R. & Umbach, P. (in press). Review of the book *Unique campus contexts: Insights for research and assessment*. In *The Review of Higher Education*.  
 Wells, R. (in press). Review of the book *Immigrant education: Variations by generation, age-at-immigration, and country of origin*. In *Education Review*.  
 Wells, R. (in press). Review of the book *Dilemmas of culture in African schools: Youth, nationalism, and the transformation of knowledge*. In *African Studies Quarterly*.
- INVITED PUBLICATIONS Wells, R. (in press). Peace Corps. In G. L. Anderson & K. G. Herr (Eds.), *Encyclopedia of Activism and Social Justice*. SAGE.  
 Wells, R. (in press). VISTA. In G. L. Anderson & K. G. Herr (Eds.), *Encyclopedia of Activism and Social Justice*. SAGE.  
 Wells, R. (2006). Saying goodbye to patience. In *A Life Inspired: Tales of Peace Corps Service*, pp. 162-166.  
 Wells, R. (2004). Lessons learned: A story of Peace Corps service in Samoa. *Spectator*, 38 (1), p. 10.  
 Wells, R. (2003). *Beyond community: The role of community colleges in international development*. (CCID Papers & Articles series). Community Colleges for International Development, Cedar Rapids, IA.  
 Wells, R. (2002, November). Culture club: A creative look at cross-cultural learning. *The Portable Muse*. Retrieved from portablemuse.com.
- WORK UNDER REVIEW AND IN PROGRESS Wells, R., Seifert, T., Park, S., Reed, E. & Umbach, P. (Accepted with minor revisions). Job satisfaction of international faculty in US higher education. *Journal of the Professoriate*.  
 Wells, R. (Revise and resubmit). The global and the multicultural: Opportunities, challenges, and suggestions for teacher education. *Multicultural Perspectives*.  
 Wells, R. (Under review). Education's effect on democratization: A review of the literature and a call for research in a globalised context. *Globalisation, Societies, and Education*.  
 Wells, R., Bills, D, Chen, Y., & Park, S. Labor market effects on student educational expectations: A hierarchical linear model. (In progress.)  
 Umbach, P., & Wells, R. The effects of part-time appointments on faculty job satisfaction in community colleges. (In progress.)  
 Umbach, P., Wells, R., Reed, E., & Park, S. The pipeline for academic jobs in science, technology, engineering, and mathematics. (In progress.)  
 Bills, D., Wells, R., Chen, Y., & Park, S. German credentialism: Hiring, inflation, & sheepskins. (In progress.)  
 Wells, R. Factors affecting enrollments in Uganda. (In progress.)
- CONFERENCE PRESENTATIONS Wells, R. (2007, April). *Determinants of persistence in higher education: Two-year versus four-year institutions*. Paper presented at the American Educational Research Association's Annual Meeting, Chicago, IL.  
 Wells, R. (2006, November). *Social and Cultural Capital, Race and Ethnicity, and Persistence in Higher Education*. Paper presented at the Association for the Study of Higher Education (ASHE), Anaheim, CA.

CONFERENCE  
PRESENTATIONS  
(cont.)

- Wells, R. & Wells, S. (2006, July). *eGranary Digital Library*. Exhibit presented at the Standing Conference of Eastern, Central, and Southern Africa Library and Information Associations (SCECSAL), Dar es Salaam, Tanzania.
- Wells, R. (2006, March). *Persistence in Higher Education: Effects of Social and Cultural Capital*. Paper presented at the James F. Jakobsen Conference, The University of Iowa, Iowa City, IA.
- Wells, R. (2006, January). *Social and Cultural Capital, Race and Ethnicity, and Persistence in Higher Education*. Poster presented at the Martin Luther King Jr. Diversity Symposium, The University of Iowa, Iowa City, IA.
- Wells, R. (2005, September). *Access to educational resources in Africa: An appropriate technology case study*. Paper presented at the Midwest Regional Comparative and International Education Society (CIES) Conference, Michigan State University, East Lansing, MI.
- Wells, R. (2005, August). *Education's effect on income inequality: A globalization viewpoint*. Paper presented at the International Sociological Association's Research Committee on Stratification and Social Mobility (RC28) Conference, UCLA, Los Angeles, CA.
- Wells, R. (2005, February). *IT frontiers for international learning*. Paper presented at the Association of International Education Administrators Annual Conference, Washington DC.
- Wells, R. (2004, October). *Bringing education abroad into the classroom*. Poster presented at the New Directions in International Education Conference, Beloit College, Beloit, WI.
- Wells, R. & Perkins, J. (2004, April). *International correspondents: Using study abroad students as classroom resources*. Paper presented at the Internationalizing the Curriculum Conference, University of Minnesota, St. Paul, MN.
- Wells, R. (2004, February). *Education, technology, and the developing world*. Paper presented at the Community Colleges for International Development (CCID) Annual Conference, Orlando, FL.
- Wells, R. & Liverpool, S. (2003, June). *Learning with technology and the Internet*. Paper presented at the Techno Tour 2003 (Technology conference for university decision makers from Ghana and Nigeria), The University of Iowa, Iowa City, IA.

TEACHING  
EXPERIENCE

- Muscatine Community College, Muscatine, IA (2005)  
Contemporary World Issues Instructor
- Kirkwood Community College, Iowa City Campus, Iowa City, IA (2004)  
Volunteer ESL Teacher
- The University of Iowa Athletic Department, Iowa City, IA (2002-2004)  
Tutor (Physics, Statistics, Literature, Algebra, ESL)
- Fay International Summer School, Southborough, MA (2002)  
Cross-Cultural/ESL Staff Trainer/ESL Teacher
- Hui Malama Learning Center, Wailuku, Maui, HI (2001-2002)  
Alternative Middle School Teacher / ESL Teacher
- New England School of English, Boston, MA (2000-2001)  
ESL Teacher
- Centro de Estudios Interamericanos, Cuenca, Ecuador (2000)  
EFL Teacher
- U.S. Peace Corps, Wesley College, Faleula, Samoa (1998-2000)  
Head of Science Department / Mathematics Teacher / English Camp Coordinator

PROFESSIONAL  
EXPERIENCE

The WiderNet Project, The University of Iowa, Iowa City, IA (2003 - present)  
Project Coordinator

- Planned and implemented an offline digital library and a library-based curriculum for educational institutions without the Internet. Traveled to Uganda to coordinate partnerships and develop a portal aligned to national exams.

Community Colleges for International Development, Cedar Rapids, IA (2003)  
Grant Writing Consultant

- Researched and wrote a \$400,000 proposal to establish small business development training programs worldwide.

U.S. Peace Corps, The University of Iowa, Iowa City, IA (2002-2004)  
Strategy Coordinator

- Collaborated with faculty and administrators to organize educational programming and public relations to promote the Peace Corps.

FELLOWSHIPS

Obermann Institute on Public Engagement and the Academy Fellowship (2007)

Stanley Fellowship for Research Abroad – *Crossing the Digital Divide: Factors Affecting Success or Failure in Ugandan Schools*. (2006)

Foreign Language and Area Studies (FLAS) Fellowship (2005-2006) & (2004-2005)

GRANTS AND  
AWARDS

ASHE Graduate Student Public Policy Seminar Participant (2006)

William and Flora Hewlett Foundation grant (co-author) - \$225,000 for the WiderNet Project and development of the eGranary Digital Library (2005-2006)

James F. Jakobsen Conference Presentation - 2<sup>nd</sup> Prize (2006)

Martin Luther King Jr. Research Symposium - 2<sup>nd</sup> prize (2006)

Paul Opstad Award (for commitment to international education) (2005)

College of Education Scholarship (2003)

Audrey Qualls Travel Awards (2003, 2004, 2005)

Graduate Student Senate Travel Grants (2004, 2005)

The University of Iowa Student Government Presentation Awards (2003, 2005)

UNIVERSITY  
SERVICE

College of Education Graduate Student Executive Committee (2006-present)

International Accents Advisory Board, The University of Iowa (2003 - present)

Higher Education Graduate Student Committee (2006-present)

International Programs Evaluation Committee, The University of Iowa (2005)

Study Abroad Office Volunteer Program Developer, University of Iowa (2003 - 2005)

International Studies Curriculum Development Team, The University of Iowa (2003)

MEMBERSHIPS

American Society of Higher Education (ASHE)

American Educational Research Association (AERA)

American Sociological Association (ASA)

International Sociological Association's Research Committee on Social Stratification and Mobility (RC28)

Comparative and International Education Society (CIES)

COGS (Campaign to Organize Graduate Students) – UE Local 896, The University of Iowa

**Biographical Sketch - Paul D. Umbach (Faculty Dissertation Director)**

Paul D. Umbach is an Assistant Professor of Higher Education in the Department of Educational Policy and Leadership Studies at the University of Iowa. Prior to his current position, he worked for several years in various positions in institutional research at Old Dominion University, Tidewater Community College, and the University of Maryland. After earning his Ph.D. in Higher Education at the University of Maryland, he served for two years as a Research Analyst and Project Manager at the National Survey of Student Engagement in the Indiana University Center for Postsecondary Research.

He has considerable experience analyzing national datasets, particularly NSOPF and IPEDS. After attending 1999 Summer Institute on the Databases of the National Center for Education Statistics, he has used the data to produce manuscripts for presentation at national conferences and for publication in peer-reviewed journals. This research and other work by Dr. Umbach has been published in leading higher education journals such as *Research in Higher Education*, *The Journal of Higher Education*, *The Journal of College Student Development*, *The Review of Higher Education*, and *Planning for Higher Education*. Dr. Umbach has also been a contributor to other AIR publications such as the *AIR Professional File* and *New Directions for Institutional Research* and received an AIR/NCES/NSF grant in 2005. He is a frequent presenter at the annual meetings of AIR and ASHE and has taught graduate classes on research methods and college faculty and conducted workshops on hierarchical linear modeling.

## Brief Curriculum Vitae – Paul D. Umbach (Faculty Dissertation Director)

### Professional Work Experience

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|         |   |
|---------|---|
| Ph.D.   | Higher Education, University of Maryland, 2003<br>Department of Education Policy and Leadership |
| M.S.Ed. | Higher Education Administration, Old Dominion University, 1997                                  |
| B.S.    | Psychology, Old Dominion University, 1994   |

### Professional Work Experience

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|              |   |
|--------------|---|
| 2004-present | Assistant Professor, Department of Educational Policy and Leadership Studies, The University of Iowa                              |
| 2003-2004    | Project Manager, Faculty Survey of Student Engagement (FSSE), Center for Postsecondary Research, Indiana University Bloomington   |
| 2002-2004    | Research Analyst, National Survey of Student Engagement (NSSE), Center for Postsecondary Research, Indiana University Bloomington |
| 2000-2002    | Graduate Research Assistant, Diverse Democracy Project, University of Maryland  |
| 1998-2000    | Graduate Assistant, Office of Institutional Research and Planning, University of Maryland   |
| 1996-1998    | Research Associate, Institutional Research and Assessment, Tidewater Community College  |
| 1996         | Intern, University Planning and Institutional Research, Old Dominion University   |

### Selected Publications

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#### *Journal Articles* (\* indicates refereed manuscript, + indicates invited manuscript)

- \*Umbach, P. D. (in press). Gender equity in the academic labor market: An analysis of academic disciplines. *Research in Higher Education*.
- +Wells, R. & Umbach, P. D. (in press). [Review of Book. *Unique campus contexts: Insights for research and assessment*]. *Review of Higher Education*.
- \*Smart, J. C. & Umbach, P. D. (in press). Faculty and academic environments: Using Holland's theory to explore differences in how faculty structure undergraduate courses. *Journal of College Student Development*.
- \*Kinzie, J. L., Thomas, A. D., Palmer, M. M., Umbach, P. D., & Kuh, G. D. (in press). Women students at coeducational and women's colleges: How do their experiences compare? *Journal of College Student Development*.
- \*Umbach, P. D. (2007). How effective are they? Exploring the impact of contingent faculty on undergraduate education. *Review of Higher Education*, 30(2), 91-123.
- \*Umbach, P. D., Palmer, M. M., Kuh, G. D., & Hannah, S. J. (2006). Intercollegiate athletes and effective educational practices: Winning combination or losing effort? *Research in Higher Education*, 47(6), 709-733.

- \*Porter, S. R. & Umbach, P. D. (2006). College major choice: An analysis of student-environment fit. *Research in Higher Education*, 47(4), 429-449.
- \*Umbach, P. D. (2006). The contribution of faculty of color to undergraduate education. *Research in Higher Education*, 47(3), 317-345.
- \*Umbach, P. D. & Kuh, G. D. (2006). Student experiences with diversity at liberal arts colleges: another claim for distinctiveness. *The Journal Higher Education*, 77(1), 169-192.
- \*Porter, S. R. & Umbach, P. D. (2006). Variation in student survey response rates across institutions: Implications for understanding institutional differences. *Research in Higher Education*, 47(2), 229-247.
- \*Pascarella, E. T., Cruce, T. M., Umbach, P. D., Wolniak, G. C., Kuh, G. D., Hayek, J. C., Carini, R. M., Gonyea, R. M., & Zhao, C. (2006). College selectivity and good practices in undergraduate education: How strong is the link? *The Journal of Higher Education*, 77(2), 251-285.
- \*Umbach, P. D. & Wawrzynski, M. R. (2005). Faculty do matter: The role of college faculty in student learning and engagement. *Research in Higher Education*, 46(2), 153-184.
- +Kuh, G. D. & Umbach, P. D. (2005). Experiencing diversity: What can we learn from Liberal Arts Colleges? *Liberal Education*, 91(1), 14-20.
- \*Umbach, P. D. & Milem, J. F. (2004). Applying Holland's typology to the study of differences in student views about diversity. *Research in Higher Education*, 45(6), 625-649.
- \*Milem, J. F. & Umbach, P. D., Liang, C. (2004). Exploring the perpetuation hypothesis: The role of colleges and universities in desegregating society. *Journal of College Student Development*, (45)6, 688-700.
- \*Porter, S. R. & Umbach, P. D. (2004). What works best? Collecting alumni data with multiple technologies. *AIR Professional File*, 90(1), 1-7.
- +Umbach, P. D. & Kuh, G. D. (2004). Disengaged jocks: Myth or reality. *LiberalArtsOnline*, 4, 4.
- +Kuh, G. D., Nelson Laird, T. F., & Umbach, P. D. (2004). Aligning faculty activities and student behavior: Realizing the promise of greater expectations. *Liberal Education*, 90(4), 24-31.
- \*Milem, J. F. & Umbach, P. D. (2003). Examining the perpetuation hypothesis: The influence of pre-college factors on students' predispositions regarding diversity activities in college. *Journal of College Student Development*, 45(5), 611-624.
- \*Umbach, P. D. & Porter, S. R. (2002). How do academic departments impact student satisfaction? Understanding the contextual effects of departments. *Research in Higher Education*, 43(2), 209-234.
- \*Porter, S. R. & Umbach, P. D. (2002). We can't get there in time: Assessing the time between classes and classroom disruptions. *Planning for Higher Education*, 30(2), 35-40.
- \*Porter, S. R. & Umbach, P. D. (2001). Analyzing faculty workload data using hierarchical linear modeling. *Research in Higher Education*, 42(2), 171-196.
- \*Birnbaum, R. & Umbach, P. D. (2001). Scholar, steward, spanner, and stranger: The four career paths of college presidents. *The Review of Higher Education*, 24(3), 203-217.

## Symposia, Panels, & Invited Presentations

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- Umbach, P.D. (November, 2006). *Part-time faculty and undergraduate instruction: Exploring individual and institutional effects*. Invited paper presentation at the Cooperative Institutional Research (CIRP) 40<sup>th</sup> Anniversary Symposium, University of California, Los Angeles, CA.
- Adelman, C., Goldrick-Rab, S. Y., Terenzini, P. T., & Umbach, P. D. (May, 2006). *Institutional effects analysis: A moot question in an age of mobility? If not, how do we do it?* Panel presentation at the 46<sup>th</sup> Annual Association for Institutional Research Forum, Chicago, IL.
- Umbach, P. D. (April, 2006). Faculty cultures and college teaching. Invited paper presentation at the Scholarship of Teaching and Learning in Higher Education Conference, University of Manitoba, Winnipeg, Canada.
- Umbach, P.D. (February, 2006). *Effects of faculty of color on undergraduate education*. Invited presentation at Iowa State University, Ames, IA.
- Hamrick, F. A., Renn, K. A., Ross, L. E., Saunders, K., & Umbach, P. D. (April, 2005). *Writing for the Journal of College Student Development*. Panel presentation at the Annual Convention of the American College Personnel Association, Nashville, TN.
- Umbach, P. D. (February, 2004). *Social class and access to American higher education*. Invited presentation at the International Symposium on Access and Accountability in French and U.S. Higher Education, Florida State University, Tallahassee, FL.
- Umbach, P. D. (May, 2003). *Finding fruit on the trees: The role of institutional research in assessing and enhancing institutional effectiveness*. Invited presentation at the Florida State University Institutional Research Symposium on Emerging Issues in Higher Education, Tallahassee, FL.
- Milem, J. F., Cooper, M. A., Umbach, P. D., Wathington, H. (October, 2002). *Assessing campus diversity initiatives*. Invited presentation at the Association of American Colleges and University 4<sup>th</sup> Biennial Diversity and Learning Conference, St. Louis, MO.
- Milem, J. F., Umbach, P. D., Ting, M. P., Fries-Britt, S. L. , Kelly, R. D. , Alimo, C., VanCollins, J., Hurtado, S., & Waters, R. (November, 2001). *Integrating research and practice: Learning from studies of racial climate at one university campus*. Symposium presented at the 26<sup>th</sup> Annual Meeting of the Association for the Study of Higher Education, Richmond, VA.
- Milem, J. F., Umbach, P. D., Ting, M. P., Sherlin, J., Liang, C., Kelly, R., Alimo, C., & Weisman, J. (October, 2001). *Educating students for their roles as citizens in a diverse democracy: Assessing the democratic outcomes of diversity*. Invited symposium presented at the 27<sup>th</sup> Annual Maryland Student Affairs Conference, College Park, MD.

## Grants and Awards

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- Principal Investigator*, Equity in the Academic Labor Market: An Analysis of Academic Disciplines. Research grant awarded by the Association for Institutional Research and National Center for Educational Statistics, \$27,092, 07/05-06/06.

*Principal Investigator*, Contingent faculty and undergraduate education: What are the costs?  
Old Gold Summer Fellowship awarded by the University of Iowa, \$6,000, Summer 2005.

*Seminar Participant*, Using the NELS:88 and ELS:2002 Databases for Research and Policy Analyses. July 2005, National Center for Educational Statistics, Washington, DC.

*Best Paper*, the 2003 Charles F. Elton Best Paper Award for paper presented at the 43<sup>rd</sup> Annual Association for Institutional Research Forum.

*Graduate Student Policy Seminar Participant*, Association for the Study of Higher Education, November 2000.

*Graduate Student Employee of the Year*, University of Maryland, 1999-2000 Academic Year.

*Association for Institutional Research/National Center for Educational Statistics Fellow*, Summer Institute on the Databases of the National Center for Education Statistics, June 1999.

## **Selected Service**

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### ***University Service***

|              |  |
|--------------|--|
| 2006-2007    | Member, Educational Administration Faculty Search Committee, Department of Educational Policy and Leadership Studies |
| 2006-2007    | Member, Student Computing Fee Committee, College of Education  |
| 2005-present | Member, Diversity Committee, College of Education  |
| 2005-present | Member, Research Incentives Task Force, College of Education   |
| 2005-present | Affiliate, Iowa Center for Inequality Studies  |

### ***Editorial Board Memberships and Reviewing Activities***

|                         |  |
|-------------------------|--|
| 2003-present            | Member, Editorial Board, <i>Journal of College Student Development</i>     |
| 2004-present            | Consulting Editor, <i>Research in Higher Education</i>                     |
| 2006-present            | Occasional Manuscript Reviewer, <i>Journal of Higher Education</i>         |
| 2006-present            | Occasional Manuscript Reviewer, <i>Review of Educational Research</i>      |
| 2005-present            | Occasional Manuscript Reviewer, <i>Journal of Transformative Education</i> |
| 2006-present            | Occasional Manuscript Reviewer, <i>Sociology of Education</i>              |
| 2005-present            | Occasional Grant Proposal Reviewer, <i>National Science Foundation</i>     |
| 2003-2006               | Reviewer, ASHE Conference research paper proposals                         |
| 2001-2002,<br>2005      | Reviewer, AERA Conference research paper proposals                         |
| 2001-2002,<br>2004-2005 | Reviewer, AIR Conference research paper proposals                          |

**Proposed Budget****SALARY AND WAGES**

|   |          |
|---|----------|
| Ryan Wells (UI Doctoral Student)-- 10 month stipend (\$1,200 per month X 10 months) | \$12,000 |
|---|----------|

|                               |                 |
|-------------------------------|-----------------|
| <b><i>Total Personnel</i></b> | <b>\$12,000</b> |
|-------------------------------|-----------------|

**TRAVEL**

|   |         |
|---|---------|
| Travel for GA to ASHE conference in 2008.(airfare = \$400; hotel = \$150/night x 3 nights; meals = \$40/day x 4 days; ground transportation = \$50) | \$1,060 |
|---|---------|

|   |       |
|---|-------|
| Travel for GA to AIR forum in 2008.(airfare = \$400; hotel = \$150/night x 2 nights; meals = \$40 x 3 days; ground transportation = \$50) | \$870 |
|---|-------|

|   |       |
|---|-------|
| Travel for GA to ASA conference in 2008.(airfare = \$400; hotel = \$150/night x 2 nights ;meal = \$40/day x 3 days; ground transportation = \$50) | \$870 |
|---|-------|

|                            |                |
|----------------------------|----------------|
| <b><i>Total Travel</i></b> | <b>\$2,800</b> |
|----------------------------|----------------|

**OTHER DIRECT COSTS**

|                                 |       |
|---------------------------------|-------|
| Materials and expenses          | \$100 |
| Publication/Dissemination Costs | \$100 |

|  |              |
|--|--------------|
| <b><i>Total Other Direct Costs</i></b> | <b>\$200</b> |
|--|--------------|

|                            |                 |
|----------------------------|-----------------|
| <b>TOTAL PROJECT COSTS</b> | <b>\$15,000</b> |
|----------------------------|-----------------|

### **Current and Pending Support**

The project described here currently receives no financial support from other agencies. I have also submitted proposals to the Spencer Foundation and the AERA dissertation fellowship programs, but would only accept one award if offered more than one.

### **Facilities, Equipment, and Other Resources**

The University of Iowa will provide the principal investigator with all of the computer equipment and software necessary to conduct this research.

### **Supplementary Documentation**

A letter of recommendation from Dr. Paul Umbach will be sent directly to the AIR office.