

**1. Proposal Cover Page**

2006 AIR/NPEC RESEARCH GRANT PROPOSAL

**The Relationship between College Costs, Local Labor Market Conditions and Persistence  
among Community College Students**

*Dataset of Interest:*  
National Education Longitudinal Study of 1988-2000

*Grant Amount Requested:* \$30,000

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## 2. Project Summary

A number of factors are taken into consideration when students are deciding to enroll in college and remain enrolled until completion of a degree program. The most notable are the direct and indirect costs and benefits of postsecondary education. Community college students tend to be more sensitive to changing college costs and labor market conditions than four-year college students, since the former are more likely to be from lower socioeconomic backgrounds and work full-time while enrolled. Previous research has found that the characteristics of the local economy play an important role in the enrollment decisions of community college students. However, the relationship between community college costs and re-enrollment decisions has not been formally tested.

The proposed study seeks to close the gap in the literature by focusing on the year-to-year enrollment decisions faced by a cohort of traditional-aged students who attended community colleges in the early 1990s from National Education Longitudinal Study of 1988. The project has two objectives:

- (1) Develop and test a new model of community college persistence that takes into account the continuous cost-benefit analysis that postsecondary students conduct while they are enrolled in college; and
- (2) Test the robustness of this new model by estimating the impact of direct and indirect college costs within quartiles of the socioeconomic distribution.

Ultimately, two innovations to the existing literature on college persistence are introduced in this study. First, a new dynamic model of postsecondary persistence is developed to estimate the influence of time-dependent direct and indirect costs on student decision-making. This approach will allow estimating the probability of persisting in postsecondary education

based on students' sensitivity to annual changes in in-state tuition and shifts in local labor market conditions after controlling for a number of demographic and family background variables. This study will test whether the costs in tuition and external employment opportunities have a negative and stronger effect on the persistence of community college students from low socioeconomic backgrounds. The second contribution to the existing literature of this study is the application of a unique demarcation of local labor markets called commuting zones.

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## 4. Project Description

### a. Statement of Problem

A number of factors are taken into consideration when students are deciding to enroll in college and remain enrolled until completion of a degree program. Traditional economic theory claims that the most notable are the direct and indirect costs and benefits of postsecondary education (Becker, 1967; Mincer, 1974). The direct costs are mainly composed of the tuition and living expenses that students incur during their studies, while the indirect costs mostly refer to the opportunity costs of not receiving the salary for the hours devoted to studying. The benefits are, in general, the increase in future earning related to additional years of education. The assumption is that students view costs (direct and indirect) and benefits as jointly determined, such that changes in costs are weighed simultaneously against changes in benefits. For example, a tight labor market may see wages increase, but the opportunity costs to the individuals also rise and, in doing so, could affect the likelihood of certain students to either temporarily stop out or drop out completely from postsecondary education.

Community college students tend to be more sensitive to changing college costs and labor market conditions than four-year college students, since the former are more likely to be seeking a credential in an occupational field and combine school and work (Bailey et al., 2004). Previous research has found that the characteristics of the local economy play an important role in the enrollment decisions of community college students (Betts and McFarland, 1995; Grubb, 2002), but there has been a paucity of studies that have formally linked direct and indirect college costs to the persistence of community college students.

Additionally, individuals consider the costs and benefits not only when deciding *whether* to enroll in college but *when* (Light, 1996). Implicit in this statement is a warning about the time-

dimension problem as students can change their enrollment behavior over the schooling period. However, most researchers rely on estimation strategies that largely fail to account for these changes over the course of the enrollment period. Thus, to properly model students' transitions through postsecondary education, time-varying covariates and time-dependence correlation must be taken into account.

In this project, we propose to develop a new model to study college persistence. This new model is dynamic, and allows us to control for covariates that change as the students experience postsecondary enrollment. Our model also includes economically rational measures of the direct and indirect costs of pursuing additional education, and allows us to estimate the interrelationship between them. This new model will be tested on a sample of first-time community college students. Since these students are most likely to be at the margin between college and work, we expect them to be most affected by changing college costs and labor market conditions. Finally, we will test the robustness of this dynamic persistence model by estimating the impact of direct and indirect college costs within quartiles of the socioeconomic distribution. Our hypothesis is that the effects of indirect and direct college costs should be larger for students from lower socioeconomic backgrounds.

The primary objectives of this study are to:

- (1) Develop a new model of college persistence. This dynamic model will allow us to estimate the effect of changes in local labor market characteristics and in-state tuition on the drop-out and re-enrollment decisions of community college students; and
- (2) Test whether direct and indirect college costs have a differential impact on community college students from different socioeconomic backgrounds.

In order to define a local labor market, we use an innovative unit of geography, called *commuting zones*, to demarcate a local labor market.

## **b. Literature Review**

Most of the models discussed in the student persistence literature have explored the contribution of high school academic preparation, opportunities for academic and social integration into the postsecondary institution, ample guidance and counseling efforts, and alignment of educational and occupational expectations on the probability of staying in college and, ultimately, attaining a degree (Adelman, 1999; Pascarella and Terenzini, 2005; Tinto, 1993). These models have been expanded to include the impact of financial aid on college persistence (Cabrera, Nora, and Castaneda, 1992; DesJardins et al., 2002 and St. John et al., 1995). However, the models used in these studies were designed with the traditional four-year college student in mind and perform rather poorly when used to explain the enrollment behavior of community college students (Bailey and Alfonso, 2005). Also, none of the studies have taken into account how year-to-year changes in direct and indirect college costs affect student persistence.

While the counter-cyclical relationship between labor market conditions and postsecondary enrollment is well-established (Betts and McFarland, 1995; Grubb, 2002; Rouse, 1994), the connection between wages, unemployment and employment growth on student persistence has been the subject of less empirical research. Gustman and Steinmeier (1981) use the 1976 Survey of Income and Education dataset to argue that wages have a larger impact on postsecondary re-enrollment decisions than on initial college enrollment. Using National Longitudinal Study of the Youth, Light (1996) finds that higher wages, working more hours a

week, and increased school costs significantly reduce the probability of college re-enrollment. Her results suggest that enrollment and persistence should be affected by unemployment rates and college costs. More recently, Arkes (2005) uses the 1980 Census microsample and finds that higher unemployment rates lead to increased educational attainment. His finding suggests that unemployment affects educational attainment through a substitution effect—a higher unemployment rate lowers the opportunity cost of schooling—rather than through an income effect—which posits that a higher unemployment rate leads individuals to drop out to help supplement family income. Lastly, using the Beginning Postsecondary Longitudinal Survey of 1989, Stratton et al. (2005) find that a higher unemployment rate increases the probability of remaining continuously enrolled in college.

A limitation of these studies is that their measurements of labor market conditions are either at the national or state level. Labor market conditions vary considerably within and across states and, thus, national or state unemployment rates cannot fully capture the true opportunity costs of attending college. An additional limitation is that they do not distinguish between enrollment at two-year and four-year colleges, although college choice studies suggest that students who enroll in community colleges are more sensitive to college costs than those who choose a four-year college (Alfonso, 2005; Manski and Wise, 1983; Ordovensky, 1995; Rouse, 1994).

Thus, this study will develop a new model of college persistence by focusing on the continuous cost-benefit analysis that students face every year that they are enrolled in college, which could better explain re-enrollment and transitional behavior of community college students. This study will also contribute to the economics literature by applying a new measure of local labor market conditions that takes into account community college students' areas of



residency, instead of the aggregate state level labor market characteristics, and by accounting simultaneously for the impact of local labor markets and tuition costs.

### **c. Proposal of Work**

#### *c.1. Empirical Methodology*

Accounting for variation in the local economy is a crucial factor that can explain student persistence in higher education, but it is rarely examined. Measures of labor market vitality are especially relevant when examining educational outcomes of community college students because such institutions are uniquely tied to local business and industry (Grubb, 2002). With constantly changing economic conditions, it is reasonable to assume that students reevaluate their costs and benefits after each year (Light, 1996 and Stratton et al., 2005). Thus, time-dependent models of postsecondary enrollment with information on local labor market conditions that vary over time are necessary (Kienzl and Diehl, 2005).

To estimate our persistence model, we will rely on a technique, *generalized estimating equations* (GEE), that allows the correlation between observations—correlation that arises from the nature of the longitudinal process and the existence of repeated observations of a given student—to be modeled and used to characterize the marginal expectation of a set of outcomes as a function of a set of explanatory variables.

In this study, the outcome will be measured as persistence towards a degree for a sample of student who began at a community college. A general model for these students can be expressed in a multilevel cost-benefit (or utility maximization) process as follows:

$$y_{it}^* = \beta_0 + X_i' \beta_1 + X_{it}' \beta_2 + v_{it} \quad (i = 1, \dots, N; t = 1, \dots, j, \dots, T) \quad (1)$$

$$y_{it} = 1 \text{ if } y_{it}^* > 0 \text{ and } = 0 \text{ otherwise}$$

where  $y^*$  is the unobservable individual propensity to persist in postsecondary education,  $y$  is the observed binary outcome,  $i$  denote each student and  $t$  is the time period, which in this study will be an academic year. The complete set of covariates should include  $X_i$ , a vector of individual characteristics, fixed or assumed fixed over time, like gender, race, ability or parental background; and  $X_{it}$ , a vector of local labor market characteristics and college costs that vary over time.

The statistical method we will use to model outcomes of community college students is an extension of the single risk discrete-time hazard model (Allison, 1984; Singer and Willett, 2003). Rather than one observation per student, we will have a person-period dataset with  $n$  observations per student—one for each academic year enrolled (see Singer and Willett, 2003, chapter 2, or Scott and Kennedy, in press). Time-invariant variables remain constant for each person in each period, and time-varying variables can take on different values in different time periods. The most basic analyses only require a specified event in which we are interested (the *whether* question) and a specification for time (the *when* question). Our event is persistence and in our framework we will say that students are “at risk” of persisting after each academic year enrolled.

### *c.2. Data*

This study will rely on data from National Education Longitudinal Survey of 1988 (NELS:88). NELS:88 is a nationally representative dataset that samples 8<sup>th</sup> graders in 1988 and follows them for 12 years. One of the advantages of NELS:88 is that students are followed for 8 years after their high school graduation. This is a sufficient length of time for students to attain a postsecondary credential, but it also gives us enough time to observe some of the students who leave but later on return to college.

Another advantage of NELS:88 is the inclusion of college transcripts, which allow for precise documentation of when students attend college and where they attend (Adelman et al., 2003) and for reducing measurement errors in college transitions inherent in self-reports. A final advantage of NELS:88 is that it contains information on students' location in high school, as well as throughout their time in college. Geographic information on all of the postsecondary institutions attended is used to place students within a given commuting zone, which will be described in more detail below.

We will complement the individual information from NELS:88 with data for each year from 1991 to 2000 provided by the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) and the U.S. Department of Labor's Current Employment Survey (CES). We will use IPEDS to compute in-state tuition, which measures the direct costs of college. We will use CES to compute the local economic information that is used to measure the opportunity costs of college.

Our sample will consist of students who start postsecondary education at a community college. Of the more than 12,100 students in NELS that were interviewed in all waves of the survey, 3,278 started their postsecondary education at a community college as evidenced by their transcript records. We will further restrict our sample to high school graduates (or with a high school equivalency diploma) who delayed their college entrance by no more than 3 years after high school graduation. This restriction allows us to observe students for 5 to 8 years, and we will include only those students for which there is complete information in each of the variables described below. Our final sample is estimated of approximately 2,000 community college students.

Since we will use a dynamic persistence model, our file of 2,000 community college students will be converted into a person-period file. A period in this study is defined as an academic year, starting on July 1<sup>st</sup> of a year and ending on June 30<sup>th</sup> of the following year. This means that we will have up to eight periods per student. Our person-period file, after the restrictions explained above, will include approximately 7,000 observations.

### *c.3. Variables*

Our dependent variable will be a dichotomous variable that equals 0 if the student drops out prior to attaining a credential and 1 if the student is continuously enrolled or still enrolled by the end of the data collection period. We include two time-dependent explanatory variables. They are the annual in-state tuition of public two-year colleges in the state where the student first attended college (direct costs) and the average wage in the local labor market (indirect costs). Given that measures of the economic conditions of the area in which an institution is located are central to this analysis, a unit of geography is needed that is large enough to include employment opportunities in a reasonable commuting distance. In this study we will use *commuting zones* as our geographic unit of analysis. Commuting zones are geographic units somewhere between counties and metropolitan statistical areas (MSAs) in size (Tolbert and Sizer, 1996), and there are 741 of these geographic units in the United States. In addition to being one of the few empirically based definitions of “local,” commuting zones cover every county in the country. Moreover, they are based on a contiguous cluster of counties, so county-level employment information can be aggregated. The specific measure of local economic vitality in this study will be the average wage in the commuting zone.

Given that the sample is based on students who have presumably already decided that the benefits of acquiring additional education outweigh the costs, it is necessary to capture the

*relative* change in costs and benefits. To accomplish this, we will calculate the ratio between the in-state tuition of public two-year colleges and the average wages in the commuting zone. The rationale behind the inclusion of this variable is that, at the margin, if the increase in tuition outpaces increases in the average wage in the commuting zone, students are likely to leave postsecondary education—either permanently or return when conditions improve.

This study will also use a common set of student background characteristics: race/ethnicity, sex, test scores from the 12<sup>th</sup> grade, type of high school diploma, the student's educational expectations, and the socioeconomic status of the student as measured in 1992. We will also use the socioeconomic quartiles to separate the sample of community college students into four sub-samples to estimate the impact of direct and indirect college costs within each socioeconomic group.

#### **d. Dissemination Plan**

The findings from this study will be disseminated through a variety of presentation and publication outlets. We will present project findings at the AIR Annual Forum and at the AIR/NPEC Conference on Student Success. We anticipate submitting presentation proposals based on this research project to the annual meetings of the Association for the Study of Higher Education (ASHE) and the American Educational Research Association.

The PI and co-PIs of this project are affiliated with research centers that distribute information to all ASHE members and to a wide audience of community college professionals and researchers. Updated news of the findings from this research project will be published in the Center for Higher Education Policy (CHEPA)'s, the Center for Urban Education (CUE)'s and the Community College Research Center (CCRC)'s newsletters and mailed to their list

recipients. CHEPA, CUE and CCRC maintain updated websites, and we will use these websites to publish working papers based on this project.

All co-PIs have published in education and economic journals, such as the *Education Evaluation and Policy Analysis*, *Economics of Education Review*, and *Research in Higher Education*. Manuscripts based on this proposed study will be submitted for publication to at least one of these scholarly journals.

#### **e. Policy Relevance**

There is a growing interest among policymakers on the declining affordability of college, as evidenced by the panel recently convened by the U.S. Department of Education to study this issue, among others (Field, 2005). College affordability can easily be equated to tuition and opportunity costs, which constitute the bulk of college costs and significantly impact college enrollment, persistence, and degree completion.

This study will inform federal, state and local policymakers how sensitive are community college students to changing conditions in the local labor market, to increases in tuition, and to changes in the perceived cost and benefits of postsecondary education. This information will allow education policymakers to coordinate policies with labor and economic development policymakers that better reflect the inter-relationship between the labor market, the local economy, and the training of future workers.

Results from this research project will also be useful to community college administrators and institutional researchers. The research that can be conducted by institutional researchers on the factors contributing to student persistence is limited by the type of information these researchers can collect, which is basically institutional policies and data on students'

characteristics. Thus, this research project can expand the knowledge available to community college administrators on those factors external to the institution that have significant impacts on student persistence.

#### **f. Innovative Aspects of the Project**

The proposed project contains three main innovations. First, we develop a *new* model of postsecondary persistence to estimate the influence of time-dependent direct and indirect costs on student decision-making. This dynamic model will allow us to estimate the effect of changes in local labor market characteristics and in-state tuition on the drop-out and re-enrollment decisions of community college students, who are those most likely to be at the margin between college and work and most affected by direct and indirect college costs. Second, we will apply a unique local labor market demarcation scheme, called *commuting zone*, which takes into account community college students' areas of residency instead of the aggregate state level labor market characteristics. A final innovation of this project is that we will be accounting *simultaneously* for the impact of local labor markets and tuition costs, assuming that at the margin, if the increase in tuition outpaces increases in the average wage in the commuting zone, community college students are likely to leave postsecondary education—either permanently or return when conditions improve.

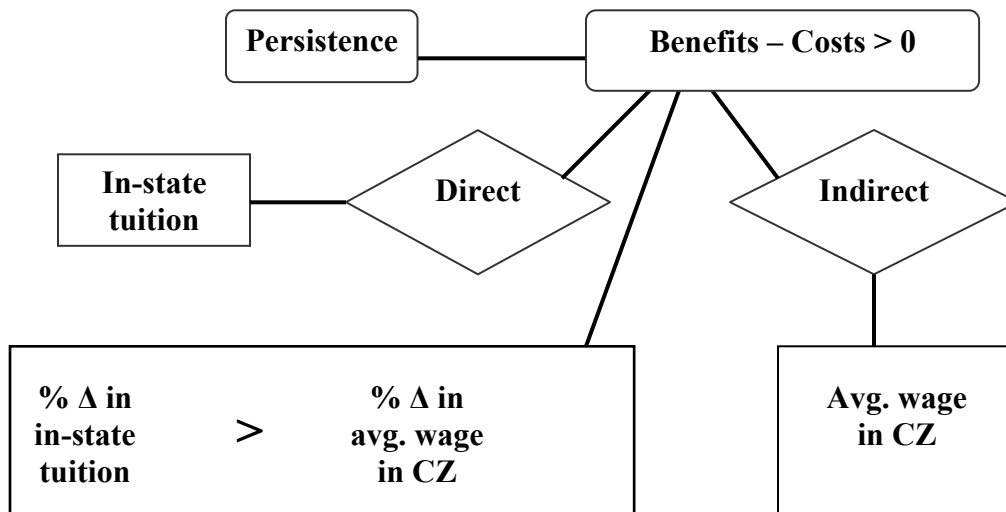
#### **g. Audience**

The new model we propose to develop and estimate will be of interest to researchers in the fields of higher education, economics, and sociology. The findings from this study should be of interest to federal, state, and local policymakers in the areas of postsecondary education, labor,

and economic development. Findings should also be of interest to community college administrators and institutional researchers trying to understand the factors external to their institutions that affect student re-enrollment behaviors.

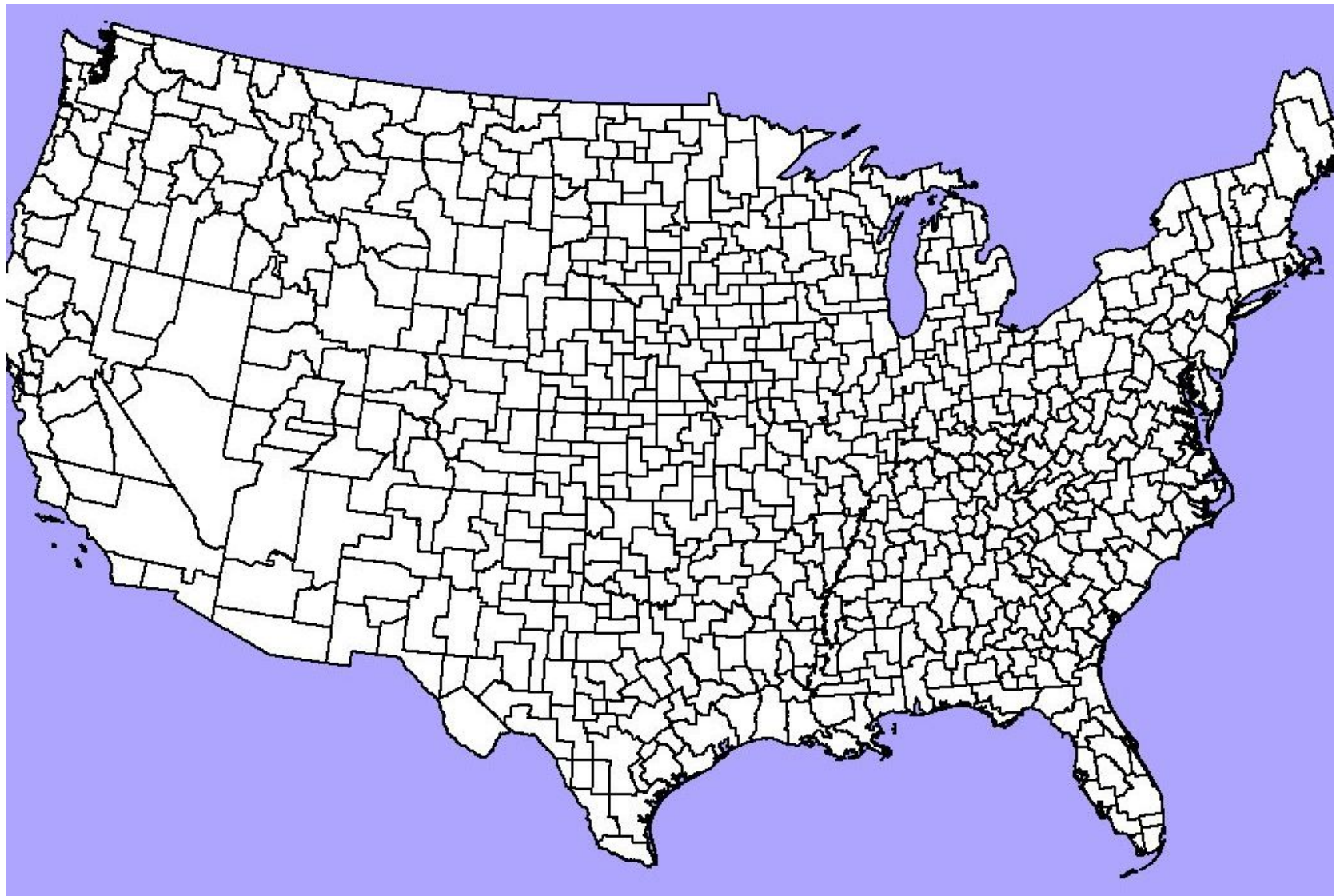
## **h. Appendix**

### *h.1. Conceptual Framework*



### *h.2. Map of Commuting Zones*





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## 6. Biographical Sketches

### a. Tatiana Melguizo

Tatiana Melguizo (PI) is an Assistant Professor at the University of Southern California in the Rossier School of Education. She received a Ph.D. in Economics of Education from Stanford University and an M.A. in Social Policy from the London School of Economics. Her research interests have focused on educational outcomes of minorities, the impact of community colleges on minority college completion and future earnings and gender differences in faculty productivity and earnings. Previously, she worked for the SPHERE Institute on research and evaluation of projects for the State of California. She teaches higher education courses in quantitative analysis, multiple regression, the economics of higher education and accountability. She has conducted an extensive study on the impact of types of postsecondary institution attended on students' educational outcomes, using HS&B and NELS:88.

### ***PUBLICATIONS***

#### **WORKING PAPERS**

Melguizo, T. (2005) "Quality matters: assessing the impact of selective institutions on minority college completion rates over the last two decades." Submitted to *Economics of Education Review*.

Melguizo, T., and Strober, M. (2005) "The effects of research output on faculty salaries: differences by institution type, gender and age" Submitted to *Research in Higher Education*

Melguizo, T. (2005) "Why were Hispanic community college transfer students receiving less bachelor's degrees in the 1990s than in the 1980s?"

Melguizo, T. and Dowd, A. (2005) "Are community college transfer students better off transferring to a selective four-year institution?"

Dowd, A. and Melguizo, T. (2005) “Low-income community college transfer students at selective four-year colleges: Synthesis of the literature.”

Kienzl, G., Alfonso, M. and Melguizo, T. (2005) “The effect of local labor market conditions in the 1990s on the likelihood of dropping out of a community college.”

Melguizo, T. (2005) “Will Hispanics graduate from college if they take more math in high school?”

## **REPORTS**

Melguizo, T. and Flórez, C. (2000) “Evaluation of the institutional quality of El Rosario University,” Centro de Estudios para Desarrollo Económico, (CEDE), Los Andes University, April, 2000, Bogotá.

Tenjo, J., and Melguizo, T. (1998) “Analysis of the determinants of the quality of secondary education for a sample of students of the program SABER,” Centro de Estudios para el Desarrollo Económico (CEDE), Los Andes University, March, 1998, Bogotá.

Flórez, C., and Melguizo, T. (1998) “Towards an evaluation of the institutional quality of Los Andes University,” Centro de Estudios para el Desarrollo Económico (CEDE), Los Andes University, March, 1998, Bogotá.

## ***HONORS/PROFESSIONAL DEVELOPMENT***

**Marquis Who’s Who in Education**

2006

**Higher Education Finance Roundtable**

May, 2004

Nominated and selected to participate in the 2004 Houston Roundtable on Higher Education Finance. This roundtable is sponsored by the University of Houston Law Center's for Higher Education Law and Governance (IHELG).

## ***RESEARCH GRANTS AND FELLOWSHIPS***

**Ewing Marion Kauffman Foundation**

\$250,000, June 2006

Evaluation of the Kauffman Scholars Inc. (KSI) program. KSI is a comprehensive, multi-year program designed to help promising, yet challenged, low-income urban students in Kansas City prepare for and complete a college education. Principal Investigator: William Tierney. In collaboration with Adrianna Kezar and Tatiana Melguizo.

**Jack Kent Cooke Foundation,**

\$516,721, March 2005

**Lumina Foundation for Education and Nellie Mae Education Foundation**

Economic, Informational, and Cultural Barriers to Community College Transfer Enrollment at Selective Institutions. Principal Investigators: Alicia Dowd and Glenn Gabbard. In collaboration

with Estela Bensimon Director of the Center for Urban Education, Tatiana Melguizo and the Tomas Rivera Policy Institute.

**University of Southern California** \$30,000, March 2005  
 Urban Lecture Series Grant “Metropo[latinization]: The Emerging City.” Lecture given to Estela Bensimon. In collaboration with Tatiana Melguizo, Dowell Myers and Harry Pachon of the USC School of Policy, Planning, and Development and Leland Saito of USC College, Sociology.

**American Education Research Association (AERA)** \$20,000, 2001  
 Dissertation grant (two-year).

**Spencer Foundation Research and Training Grant** \$4,000, 2001  
 One quarter half tuition

**Leo Rowe Fund, Organization of American States** \$5,000, 1999  
 Competitive interest free loan

**Colombian Foundation for Postsecondary Education (COLFUTURO)** \$60,000 1998  
 Competitive Loan/Grant

**Colombian National Science Foundation (COLCIENCIAS)** \$16,000, 1998  
 Grant for project on education and development, (Colombian National Institute for the Sciences)

***PROFESSIONAL SERVICE AND MEMBERSHIPS***

**MEMBER**

Association for the Study of Higher Education	Current
American Education Research Association	Current
American Education Finance Association	Current
Council for the Study of Community Colleges	Current
Comparative and International Education Society	Current

Association for the Study of Higher Education	
General Conference proposal reviewer	2006
Mentor to the ASHE/Lumina dissertation fellows	2006

American Education Research Association	
Annual Conference Proposal Reviewer	2003, 2004, 2006

University of Los Andes, Economics Department	
Jury for the award for best undergraduate monograph	2003, 2004

Regional Conference on International Comparative Education	Fall 2001
Organizer the conference at Stanford University	

International Comparative Education 2000  
Editor, (ICE) Newsletter

### **OTHER SERVICE**

Faculty Search Committee, for Associate Spring 2005  
Professor of higher education, member  
Volunteer after school program, Garfield Middle School 2002  
Financial Officer, Colombian Student Association at Stanford 2003

### ***SELECTED PRESENTATIONS***

#### **REFEREED CONFERENCE PRESENTATIONS**

“The effect of local labor market conditions in the 1990s on the likelihood of dropping out of a community college.” Kienzl, G., Alfonso, M., and Melguizo, T. Paper presented at meeting of the Association for the Study of Higher Education, Philadelphia, November 2005.

“Comparing the college completion rates of Hispanic students who transferred from a two-year college to a four-year college in the 1980s and in the 1990s.” Paper presented at the annual meeting of the Council for the Study of Community Colleges, Boston, April 2005.

“A prestige model of the determinants of full-time faculty salaries at four-year institutions in the U.S.” Paper presented at the annual meeting of the American Education Finance Association, Louisville, March 2005.

“Should Hispanics be diverted from attending community colleges?” Paper presented at the annual meeting of the American Education Research Association, (AERA), San Diego, April 2004.

#### **INVITED**

Harvard University, Graduate School of Education Fall 2005  
Latinos and Education Speaker Series  
Why did the college completion rates of Hispanic transfer students decrease in the early 1990s?

Stanford University, Economics of Education Seminar Fall 2005  
Why were Hispanic community college transfer students receiving fewer bachelor’s degrees in the 1990s than in the 1980s?

New York University, Steinhardt School of Education Spring 2005  
Sociology and Economics of Education Seminar  
Why were Hispanic community college transfer students receiving less bachelor’s degrees in the 1990s than in the 1980s?



## **b. Gregory S. Kienzl**

Gregory S. Kienzl (co-PI) is a Research Analyst at the Education Statistics Services Institute of the American Institutes for Research (AIR), and is a Research Affiliate at the Community College Research Center (CCRC), Teachers College, Columbia University. Dr. Kienzl received his Ph.D. from the Economic and Education program at Teachers College, Columbia University. He received an M.A. in Public Policy and Management from the H. John Heinz III School of Public Policy and Management, Carnegie Mellon University and a B.A. in Political Science from Moravian College.

During his time as a Research Assistant for the American Association of Community Colleges, Dr. Kienzl published the findings of three national studies on technology at community colleges; the labor market participation of sub-baccalaureate degree holders; and the impact of welfare on two-year institutions. More recently, he has co-authored articles on the influence of individual and institutional effects on the graduation rate of four-year colleges, as well as the determinants of the two- to four-year transfer.

His research interests include estimating the economic benefits of postsecondary education, mapping the various educational transitions taken by students in higher education, and examining the impact of labor markets on the educational achievement of college students.

## **PUBLICATIONS AND BOOK CHAPTERS**

### *Peer-reviewed Publications*

Hudson, L., Kienzl, G., and Diehl, J. (forthcoming, 2006). *Students entering and leaving postsecondary occupational education: 1995-2001* (NCES 2005-033). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

Kienzl, G. and Boachie-Ansah, G. (forthcoming, 2006). *Economic outcomes of high school completers and non-completers 8 years later* (NCES 2006-463). U.S. Department of Education, Washington, DC: National Center for Education Statistics.

- Kienzl, G., Boachie-Ansah, G., Lanahan, L., and Holt, E. (forthcoming, 2006). *Arts education in general elementary classrooms in the first and third grades* (NCES 2005-138). U.S. Department of Education, Washington, DC: National Center for Education Statistics.
- Dougherty, K. and Kienzl, G. (forthcoming, 2006). New light on transfer from community colleges to four-year colleges. *Teachers College Record*.
- Bailey, T., Scott, M., and Kienzl, G. (forthcoming, 2006). Relative success: Determinants of college graduation rates in public and private colleges. *Research in Higher Education*.
- Hudson, L., Aquilino, S., and Kienzl, G. (2005). *Postsecondary participation rates by sex and race/ethnicity: 1974-2003* (NCES 2005-028). U.S. Department of Education, Washington, DC: National Center for Education Statistics.
- Marcotte, D., Bailey, T., Borkoski, C., and Kienzl, G. (2005). The returns to education at community colleges: Evidence from the National Education Longitudinal Survey. *Education Evaluation and Policy Analysis*, 27(2), 157-175.
- Kienzl, G. (in press, 2005). *The triple helix of education and earnings: The effect of schooling, work and pathways on the economic outcomes of community college students*. New York: The College Board Press.
- Bailey, T., Calcagno, J., Jenkins, D., Leinbach, T., and Kienzl, G. (accepted, 2005). Is student-right-to-know all you should know? An analysis of community college graduation rates. *Research in Higher Education*.
- Bailey, T., Calcagno, J., Jenkins, D., Kienzl, G., and Leinbach, D. (submitted, 2005). Community college student success: What institutional characteristics make a difference? *Economics of Education Review*.

#### *Book Chapter*

- Orr, M., Bailey, T., Hughes, K., Kienzl, G, and Mechur-Karp, M. (under review, 2005). The National Academy Foundation's career academies: Shaping postsecondary transitions. In D. Neumark (Ed.), *School-to-Career Programs and Transitions to Employment and Higher Education*. New York: Russell Sage Foundation.

#### *Non-referred Publications*

- Bailey, T. and Kienzl, G. (1999). *What can we learn about postsecondary vocational education from existing data?* Washington, DC: U.S. Department of Education, Policy and Program Studies Services, National Assessment for Vocational Education.
- Kienzl, G. (1999). *Community college involvement in welfare*. Washington, DC: Community College Press.
- Kienzl, G. and Woods, T. (1998). *Hot programs at community colleges*. Washington, DC: Community College Press.
- Kienzl, G. and Li, Y. (1997). *Computer and network usage at community colleges*. Washington, DC: Community College Press.
- Kienzl, G. (1997, September 9). Most colleges do not track students on welfare. *Community College Times*, pp. 1, 8-9.

Devereux, E. and Kienzl, G. (1997, June 1). What a county council could look like (take 2). *Pittsburgh Post-Gazette*, p. E4.

Devereux, E., Briones, A., Kienzl, G., and Smith, J. (1997, May 4). What a county council could look like. *Pittsburgh Post-Gazette*, p. E4.

#### *Working Papers*

Kienzl, G. "New insights into the schooling and work behaviors of young adults."

Calcagno, J. and Kienzl, G. "Discrete-time hazard models with unobservable heterogeneity: A semi-parametric approach for higher education outcomes."

Farrell, P. and Kienzl, G. "The effect of non-need, merit-based scholarship programs on college attendance and retention of high school graduates."

Melguizo, T. and Kienzl, G. "The hidden costs of transferring from a two-year college to a four-year college."

Kim, M. and Kienzl, G. "Determinants of institutional financial aid by type of college attended."

Kim, M. and Kienzl, G. "Estimating the effect of institutional aid on degree completion."

Wang, L. and Kienzl, G. "Predicting technical and comprehensive college choice in Taiwan."

#### **SELECTED PROFESSIONAL PRESENTATIONS**

Kienzl, G., Alfonso, M., and Melguizo, T. (2005, November). The effect of local labor market conditions in the 1990s on the likelihood of dropping out of a community college. Presented at meeting of the Association for the Study of Higher Education, Philadelphia, PA.

Calcagno, J. and Kienzl, G. (2005, November). Higher education outcomes and temporal dependence. Presented at meeting of the Association for the Study of Higher Education, Philadelphia, PA.

Farrell, P. and Kienzl, G. (2005, November). State non-need, merit-based scholarship programs: Impact on attending and keeping students in state for college. Presented at meeting of the Association for the Study of Higher Education, Philadelphia, PA.

Kienzl, G. (2005, September). The community college student in the new millennium. Keynote address delivered at the 2005 Faculty Convocation at Passaic County Community College, Paterson, NJ.

Bailey, T., Alfonso, M., Calcagno, J., Jenkins, D., Kienzl, G., and Leinbach, D. (2005, April). Democratizing or diverting dreams in U.S. higher education? Community colleges and postsecondary access, attainment and outcomes. Presented at meeting of the American Educational Research Association, Montreal, CN.

Kienzl, G. (2005, April). The effect of schooling, work, and educational pathways on the economic outcomes of community college students. Presented at meeting of the Council for the Study of Community Colleges, Boston, MA.

- Kienzl, G. and Diehl, J. (2005, April). The effect of local labor market conditions on the education and economic outcomes of community college students. Presented at meeting of the Council for the Study of Community Colleges, Boston, MA.
- Kienzl, G. (2004, November). The triple helix of education and earnings: The effect of schooling, work and educational pathways on the economic outcomes of college students. Presented at meeting of the Association for the Study of Higher Education, Kansas City, MO.
- Kienzl, G. and Kim, M. (2004, November). Does institutional financial aid affect college degree completion? Presented at meeting of the Association for the Study of Higher Education, Kansas City, MO.
- Kienzl, G. (2004, September). First-time students entering and leaving postsecondary vocational education. Presented at meeting of the Data on Vocational Education Technical Review Panel, Washington, DC.
- Bailey, T., Alfonso, M., Jenkins, D., Kienzl, G., and Leinbach, D. (2004, March). Institutional determinants of student success at community colleges. Presented at the Low-Wage Workers Conference, Columbus, OH.
- Dougherty, K. and Kienzl, G. (2003, April). Transfer from community colleges to four-year colleges: Temporal and geographic variation. Presented at meeting of the American Educational Research Association, Chicago, IL.
- Kienzl, G. (2003, March). The educational outcomes of non-traditional community college students. Presented at meeting of the Comparative and International Education, New Orleans, LA.
- Kienzl, G. and Dougherty, K. (2002, November). New light on transfer from community colleges to four-year colleges. Presented at meeting of the Association for the Study of Higher Education, Sacramento, CA.
- Kienzl, G. (2002, October). Is the most popular path the most profitable path? Presented at meeting of the National Council for Workforce Education, Portland, OR.
- Kienzl, G., Bailey, T., and Alfonso, M. (2002, April). Educational and economic outcomes of sub-baccalaureate students. Presented at meeting of the American Association of Community Colleges, Seattle, WA.
- Bailey, T. and Kienzl, G. (2001, April). A national portrait of students in occupational education at community colleges. Presented at meeting of the American Association of Community Colleges, Chicago, IL.

## **FUNDED RESEARCH PROJECTS AND AWARDS**

*Council for the Study of Community Colleges Dissertation of the Year*, Broome Community College, 2005

*Community College Research Fellowship*, Dissertation Research Grant, The College Board, 2005, 2002-2003

*Achieving the Dream: Assessing the Educational Performance of Low Income and Minority Students*. Lumina Foundation for Education, 2003-2004

*Community Colleges and Minority Degree Attainment.* Ford Foundation, 2003-2004

*Influences of the National Academy Foundation Career Academy.* National Academy Foundation 2002-2003

*Credential Attainment Among Participants Enrolled in Associate Degree Programs.* U.S. Department of Education, National Assessment of Vocational Education, 2002

*A Study to Assess the Participation and Outcome Patterns in Postsecondary Occupational Education.* U.S. Department of Education, National Assessment of Vocational Education, 2000-2003

*Community Colleges and the Growth of For-Profit Postsecondary Educational Institutions.* National Center for Postsecondary Improvement, 1999-2000

## **PROFESSIONAL AFFILIATIONS, ACTIVITIES, AND SERVICE**

### *Member*

American Educational Research Association, 2004-present

Association for the Study of Higher Education, 2004-present

Council for the Study of Community Colleges, 2004-present

National Postsecondary Education Cooperative, 2004-present

National Technical Review Panel, Data on Vocational Education, 2004-present

National Technical Review Panel, Beginning Postsecondary Students Longitudinal Survey, 2004-present

National Technical Review Panel, Secondary School Taxonomy, 2004-present

National Technical Review Panel, National Study of Postsecondary Faculty, 1998

### *Reviewer*

*Education Evaluation and Policy Analysis*, 2004; *Teachers College Record*, 2003; *ERIC Clearinghouse*, 2002; American Educational Research Association, conference proposal reviewer, 2005; *ED Tabs*, National Center for Education Statistics, Publication reviewer, 1998

### *Service*

Vice President, Society for Economics and Education, Teachers College, Columbia University, 2002-2003

Mentor, WISE Quality of Life Program, Bronx High School of Science, New York, 2004

### **c. Mariana Alfonso**

Mariana Alfonso (co-PI) is a Postdoctoral Research Associate in Public Policy at Brown University's Taubman Center for Public Policy and American Institutions. She is also a Research Affiliate at the Community College Research Center, Teachers College, Columbia University, and a Faculty Affiliate at the Center for Latin American Studies, Brown University. She received her Ph.D. in Economics and Education from Teachers College, Columbia University and a B.A. in Economics from Universidad Nacional de Córdoba, in Argentina.

Dr. Alfonso conducts research on postsecondary access and attainment. Her dissertation, titled “The Role of Educational Expectations and College Choice in Transfer and Baccalaureate Attainment of Community College Students,” was partly financed by a research fellowship from the College Board, and analyzed (1) what contributes to the formulation of baccalaureate degree expectations, (2) how students with B.A. expectations choose to enroll at a community college, and (3) the impact that this decision has on the probability of attaining the B.A. degree using NELS:88. Articles derived from this dissertation are being published in academic journals and have been presented at several academic conferences. Dr. Alfonso is currently working on a research project funded by Princeton University to study the impact of changes in affirmative-action admission policies on minority enrollments at public universities of different selectivity levels in the state of Texas.

Before coming to Brown, Dr. Alfonso worked as a Senior Research Assistant at CCRC. At CCRC she worked on several projects that used NCES datasets such as NELS:88, Beginning Postsecondary Student Longitudinal Study of 1989 and 1995, and National Household Education Study of 1995, 1999 and 2001. One of these projects, funded by the U.S. Department of Education, analyzed the impact of occupational postsecondary education on degree attainment.

She also participated in projects funded by the Ford Foundation and by Lumina Foundation, analyzing issues of higher education access and attainment by low-income and minority students.

Dr. Alfonso has published single-authored and co-authored papers in a variety of journals such as *Economics of Education Review*, *Review of Higher Education*, *Research in Higher Education* and *Teachers College Record*. She has also published funded research in edited books and peer-reviewed institutional reports.

## **PUBLICATIONS**

### **Peer-Reviewed Journal Articles**

- Alfonso, M. (forthcoming). The impact of community college attendance on baccalaureate attainment. *Research in Higher Education*, 47(8), 2006.
- Alfonso, M., Bailey, T. R., & Scott, M. (2005). The educational outcomes of occupational sub-baccalaureate students: Evidence from the 1990s. *Economics of Education Review*, 24(2), 197-212.
- Anderson, G., Alfonso, M., & Sun, J. (2006). Rethinking cooling out at public community colleges: An examination of fiscal trends in higher education and the rise of statewide articulation agreements. *Teachers College Record*, 108(3), 422-451.
- Anderson, G, Sun, J., & Alfonso, M. (forthcoming). Effectiveness of statewide articulation agreements on the probability of transfer: A preliminary policy analysis. *The Review of Higher Education*, 19(3), 2006.

### **Book Chapters**

- Alfonso, M. (forthcoming). Hispanic educational attainment in sub-baccalaureate educational programs. In C. Horn, S. Flores & G. Orfield (Eds.), *Community colleges and Latino educational opportunity: New directions for community colleges*. San Francisco, CA: Jossey-Bass.
- Alfonso, M. (in press). Private resources in educational finance and equality implications: Evidence from Peru. In K. L. Biraimah, W. Gaudelli, & J. Zajda (Eds.), *Globalisation, comparative education and policy research. Volume 6: Education and social inequality in the global culture*. Dordrecht, The Netherlands: Kluwer Academic Publishers.

### **Reports**

- Alfonso, M. (forthcoming). *Understanding community college transfer rates: The role of educational expectations in the transfer process*. New York, NY: The College Board.
- Bailey, T. R. & Alfonso, M. (2005). Paths to persistence: An analysis of research on program effectiveness at community colleges. *Lumina Foundation for Education New Agenda Series*, 6(1). Indianapolis, IN: Lumina Foundation for Education.

- Bailey, T. R., Alfonso, M., Calcagno, J. C., Kienzl, G. S., & Leinbach, D. T. (2004, November). *Improving student attainment in community colleges: Institutional characteristics and policies*. New York, NY: Community College Research Center, Teachers College, Columbia University. Available at <http://www.tc.edu/ccrc>
- Bailey, T. R., Alfonso, M., Scott, M., & Leinbach, D. T. (2004). *The educational outcomes of occupational postsecondary students*. Washington, DC: National Assessment of Vocational Education, US Department of Education. Available at <http://www.ed.gov/rschstat/eval/sectech/nave/ed-outcomes.pdf>
- Bailey, T. R., Leinbach, D. T., Scott, M., Alfonso, M., Kienzl, G. S., & Kennedy, B. (in press). *The characteristics of occupational sub-baccalaureate students entering the new millennium*. Washington, DC: National Assessment of Vocational Education, US Department of Education.

## **WORKING PAPERS AND WORK IN PROGRESS**

### **Working Papers**

- Alfonso, M. (2005). *What students of different racial/ethnic groups do after high school: An empirical analysis with focus on why students attend two-year colleges*. Providence, RI: Taubman Center for Public Policy, Brown University.
- Alfonso, M. (2004). *An exploratory analysis of the factors that influence the formulation of bachelor's degree expectations*. Under review.
- Alfonso, M. (2003). *Educational attainment of Hispanics in sub-baccalaureate education*. Cambridge, MA: The Civil Rights Project at Harvard University.
- Alfonso, M. (2003). *Argentina's "colegios universitarios": Understanding their origins and examining their potential impacts*. New York, NY: Community College Research Center, Teachers College, Columbia University. Available at <http://ccrc.tc.columbia.edu/Publication.asp?UID=129>
- Alfonso, M. (2001). *Wage discrimination against Hispanic women in the U.S.* New York, NY: Program of Economics and Education, Teachers College, Columbia University. Available at <http://www.tc.columbia.edu/students/see/events/Alfonso%20-%202010-30-01.pdf>
- Alfonso, M. (2000). *Estimating the determinants of fertility using aggregate data. An application to Latin America and the Caribbean*. New York, NY: Program of Economics and Education, Teachers College, Columbia University. Available at <http://www.utdt.edu/congresos/economia/pdfs-pob-dis/alfonso-.pdf>

### **Work in Progress**

- Changes in affirmative action policies or demographic shift? Understanding variations in minority enrollment at public universities in Texas*
- Financial aid and its impact on community college students: Evidence from Florida* with Juan Carlos Calcagno.
- Transfer or transitory? The role of community colleges in students' multi-institutional enrollment* with Thomas R. Bailey and D. Timothy Leinbach



## **EXTERNAL RESEARCH SUPPORT**

2005 – 2006	Texas Higher Education Opportunity Project, Princeton University (\$16,000)
2005	The College Board (\$1,500)
2003 – 2004	The College Board (\$22,500)
2003	Harvard Civil Rights Project and Pew Hispanic Center (\$2,000)

## **RESEARCH PRESENTATIONS**

2005	American Educational Research Association; Council for the Study of Community Colleges
2004	Association for the Study of Higher Education; Latin American Studies Association; Comparative and International Education Society.
2003	Association for the Study of Higher Education; The Civil Rights Project at Harvard University; American Educational Research Association; Latin American Studies Association; NALEO Educational Fund; American Association of Community Colleges; Comparative and International Education Society
2002	WB/IADB/LACEA Poverty Net at Universidad Torcuato Di Tella; Comparative and International Education Society
2001	WB/IADB/LACEA Poverty Net at Universidad Torcuato Di Tella
2000	WB/IADB/LACEA Poverty Net at Universidad Torcuato Di Tella

## **HONORS/AWARDS**

2003-2004	Community College Research Fellow, The College Board
2002	Donald G. Tewksbury Memorial Award, Teachers College, Columbia University
1999-2002	International Development Scholar, Teachers College, Columbia University
1999-2001	Fulbright Commission and Ministry of Education of Argentina Scholar, Buenos Aires, Argentina
1998	Fulbright Commission and Council of Science and Technology Grantee, Córdoba (declined)
1997	University Honor Prize in Economics, Universidad Nacional de Córdoba Honor Prize in Economics, School of Economic Sciences, Universidad Nacional de Córdoba

## **OTHER INFORMATION**

### **Professional Memberships**

Association for the Study of Higher Education, 2003-present  
Comparative and International Education Society, 2002-present  
Council for the Study of Community Colleges, 2004-present  
Latin American Studies Association – Education and Educational Policies Section, 2003-present

### **Service as Referee**

Economics of Education Review, 2005  
Revista de Economía y Estadística, 2005  
Annual Graduate Student Conference *Education Across the Americas*, 2003-2004

### **Participation in Multi-institutional Research Projects**

Summer Data Workshop, Texas Higher Education Opportunity Project, *Office of Population Studies, Princeton University*, July 2005  
Achieving the Dream – Community Colleges Count, financed by *Lumina Foundation for Education*, 2004-2005  
Community Colleges and Minority Degree Attainment, financed by *Ford Foundation*, 2003-2005  
National Assessment of Vocational Education, financed by *U.S. Department of Education*, 2000-2003

### **Leadership Skills**

President, Society for Economics and Education, Teachers College, Columbia University, 2000-2004  
Alumni Affiliate, Association of Latin American Scholars, Teachers College, Columbia University

### **Recognitions**

Biography included in *Who's Who in America 2006 Edition*  
Biography included in *Who's Who in American Education 2006 Edition*  
Biography included in *Who's Who of American Women 2006 Edition*

### **Volunteering Work**

Representative of Asociación Incluir

## 7. Budget

### a. Itemized Budget

**UNIVERSITY OF SOUTHERN CALIFORNIA**  
2006 AIR/NPEC RESEARCH GRANT PROPOSAL

**The Relationship Between College Costs, Local Labor Market Conditions and Persistence**  
**Among Community College Students**

June 1, 2006 – May 31, 2007

*Salaries*

Tatiana Melguizo	12.5% Effort, \$51,000 2006-07 AY Base	\$6,375
Fringe Benefits	32% of Salary	\$2,040
<b>Total Salaries and Fringe Benefits</b>		<b>\$8,415</b>

*Consultant*

Gregory S. Kienzl		\$8,000
Mariana Alfonso		\$8,000
<b>Total Consultants</b>		<b>\$16,000</b>

*Travel to Conferences*

AIR Annual Forum		\$920
2 nights	Air travel: \$500 Lodging: \$320 Registration: \$100	
AERA		\$920
	Air travel: \$500 Lodging: \$320 Registration: \$100	
ASHE		\$920
	Air travel: \$500 Lodging: \$320 Registration: \$100	
<b>Total Travel</b>		<b>\$2,760</b>

*Other Direct Costs*

	9 hours at \$60 per	
Editing of publishable material	hour	\$540
STATA Software	\$715 initial copy, \$210 per extra copy	\$1,135
Office Supplies	\$96/ month x 12 mos	\$1,150
<b>Total Other Direct Costs</b>		<b>\$2,825</b>
 <b>Total Grant Amount Requested</b>		 <b>\$30,000</b>

**b. Budget Justification**

*b.1. Project Time Frame*

This is a 12-month project, proposed to begin on June 1, 2006 and end on May 31, 2007. The estimated total project costs being sought from AIR/NPEC are \$29,998. These include remuneration for the personnel described below; traveling to professional conferences; editing of reports and other publications; and software supplies.

*b.2. Personnel*

*Tatiana Melguizo*, principal investigator, will spend 12.5 percent of the academic year 2006-2007 on this project. She will be co-responsible for overall guidance of the project. She will analyze the results produced by Kienzl; write reports and journal articles; write proposals for participation at professional conferences; and prepare presentations of the research products.

*Gregory Kienzl*, senior research advisor, will act as consultant during the academic year 2006-2007 on the project. He will manage the data, design the regression models suited for the analyses proposed in this project, and conduct the statistical analyses. Kienzl will write the technical methodological portions of any reports and papers resulting from the project.

*Mariana Alfonso*, senior research advisor, will act as consultant during the academic year 2006-2007 on this project. She will be co-responsible with Melguizo for the overall guidance of the project. She will analyze with Melguizo the results produced by Kienzl; write reports and

journal articles; write proposals for participation at professional conferences; and prepare presentations of the research products.

*b.3. Fringe Benefits*

These costs are calculated for Tatiana Melguizo only at a rate of 34 percent.

*b.4. Subcontracts*

The University of Southern California will subcontract consultants Gregory S. Kienzl and Mariana Alfonso. A contractual arrangement will be agreed with American Institutes of Research for Kienzl's time, and with Brown University for Alfonso's time.

*b.5. Travel*

The PI and Senior Research Advisors will travel to three academic conferences (AIR, ASHE and AERA) to present findings from this study. All travel expenses included in this item are based on actual expenditures from attending these conferences in the past.

*b.6. Other Direct Costs*

This budget includes the services of an editor that will help us prepare manuscripts for publication. It also includes funds to purchase the computer program, STATA, that will be used to conduct all statistical analyses related to this project. A monthly general office supplies budget is requested for paper, inkjet cartridges, phone cards, and mailing.

## **8. Current and Pending Support**

### **Tatiana Melguizo**

Source: Ewing Marion Kauffman Foundation

Project: *Evaluation of the Kauffman Scholars Inc. (KSI) program*

Amount: \$250,000

Duration: June 2005 – May 2006

Melguizo's time: 10%

Source: Jack Kent Cooke Foundation, Lumina Foundation for Education and Nellie Mae Education Foundation

Project: *Economic, Informational, and Cultural Barriers to Community College Transfer Enrollment at Selective Institutions*

Amount: \$516,721

Duration: March 2005 – January 2006

Melguizo's time: 25%

### **Gregory S. Kienzl**

Source: Education Statistics Services Institute-Statistics

Project: *Vocational Education Support*

Amount: \$15,000,000 per year (renewable for 10 years)

Duration: January – December 2006

Kienzl's time: 80%

### **Mariana Alfonso**

Source: Texas Higher Education Opportunity Project, Princeton University

Project: *Changes in Affirmative Action Policies or Demographic Shift? Understanding Variations in Minority Enrollment at Public Universities in Texas*

Amount: \$16,000

Duration: January – August 2006

Alfonso's time: 4.5 FTE months

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

The proposed study will be conducted at the Rossier School of Education, University of Southern California (USC), at the Taubman Center for Public Policy, Brown University, and at American Institutes for Research. These three institutions provide the computer and library support needed to carry out the project. The co-PIs offices are equipped with a personal computer, a laptop computer, a printer, a photocopier, and telephone, fax, and internet services.

The three co-PIs have licenses from the National Center for Education Statistics to conduct research based on the restricted NELS:88 dataset at their home institutions.

USC's Center for Higher Education Policy Analysis and Center for Urban Education, and the Community College Research Center will provide dissemination assistance.