ASSOCIATION FOR INSTITUTIONAL RESEARCH
2009 DISSERTATION GRANT APPLICATION

Application ID: DG 09-293

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Title of Proposal

Ethnic and Racial Difference in Higher Education Attainment: Effects of Family Resources OR Effects of School Resources?

Statement of the research problem and national importance

Statement of Problem

College attainment has been claimed to be the important path to social and economic opportunities in adulthood. It is also the main factor used for upward mobility. Because college enrollment has such important implications for social equality, income, and status mobility much recent research has focused on how these benefits can result from broad access to postsecondary schooling. For example, one researcher claimed the average rate of economic return for an additional year of schooling resulted in 6 to 10 percent in additional earning (Card, 1999). Recognition of this is shown as a majority of students today who graduate from high school aspire to higher education (Schneider and Stevenson, 1999). Thus, educational policies look for ways of increasing social and vocational opportunities by preparing a larger, more racial/ethnically diverse population of students to transition to college (e.g., early intervention programs and pre-collegiate outreach programs).

As American education policy generally has been to promote all students to their highest level of achievement, many government and school related programs have attempted to improve college attainment opportunities across groups, as research has reflected public recognition that minority groups, such as Latinos and African-Americans, are consistently under represented in college as compared to their national population percentage. Despite the rising demand for postsecondary education from students of color, stratification in college enrollment continues to reflect disadvantages for these groups. For instance, in 2003, 42 percent of White, 32 percent of Black, and 23 percent of Hispanic 18-to 24-year-olds were enrolled in college (NCES 2005). In their efforts to explain the inequality in access to postsecondary education, researchers referred to social, economic, and educational resources (Bourdieu, 1977, 1984, Coleman, 1988, Karen, 2002, Lareau, 1989). Though many studies have indicated the importance of family resources, some studies concluded that students' college enrollment depends less on the social and cultural resources of their family than on school structure (Dupriez & Dumay, 2006). Yet, other research that examined the extent to which school context was a major influence suggested that the effects operated through both a school's formal structure (e.g., guidance resources and curriculum) and through organizational norms that communicate values and establish practices that are related to college enrollment (Alexander and Eckland, 1977; Meyer, 1970).

Although existing research on the relationships between family or school factors and college enrollment is extensive, few studies have analyzed the transition from high school to college enrollment in simultaneously accounting for the effects of family resources and school resource across racial/ ethnic groups. Also, despite program designed to overcome claimed factors responsible for unequal access to college, there still exists the inequity across racial/ethnic groups. Findings from this study thus may provide information that policy makers and educational authorities can apply to effectively diminish the current "higher education gap". In addition, this study will illuminate how social and cultural factors apply differently to the selected four groups: White, Latino, African-American, and Asian. This information can then lead to effective methods of intervention appropriate to each group. Since these four groups differ in college enrollment, different intervention approaches should be tried that would raise the disadvantaged groups (Latino and African-American), by focusing on those factors relevant to each group's situation that any solution must take account of.

The purpose of this study is then to expand on the existing research literature on post-secondary education attainment, and to test a more comprehensive conceptual model for understanding the relationship between educational resources, as a form of family resource and school resource, and college enrollment. The analysis focuses on examining differences relating to two levels of interest: the family level and the school level, for four racial and ethnic groups, Black, Latino, Asian, and White. Using a large sample of data and multilevel analytic method, this study models the effects of family and school resources on college enrollment to see how these effects may differ for ethnic group students.

Review the literature and establish a theoretical grounding for the research

Researches have shown that characteristics of students and families affect college enrollment, and high school's characteristics also matter for college transitions as well (Alexander and Eckland, 1977; Coleman and Hoffer, 1987; Falsey and Heyns, 1984). Much of the literature has also documented that race, ethnicity, and socioeconomic status (SES) are associated with postsecondary outcomes in ways that continue to reflect less favorable outcomes for historically disadvantaged groups (Alexander, Holupka, and Pallas 1987; Beattie, 2002; Hearn, 1984, 1991; Karen, 1991, 2002; Sewell and Shah 1967; Thomas, Alexander, and Eckland 1979; Baker and Velez 1996). It is already well known that SES has continued to draw the interest of educational researchers and policy makers out of concern that it may heighten inequity in learning environment. Children whose parents make more money and have higher-status jobs tend to attain higher levels of education than do other children. Also the socioeconomic composition of schools has been recognized as an important school effect since the Coleman Report found that it had greatest impact on student achievement of any school factor (Coleman et al., 1966). However, few studies have analyzed college enrollment within a comprehensive model which focused on both family and school resources which may directly influence college enrollment. Bourdieu's work (1984) provides the notion of resource perspectives in three factors: economic capital; social capital; and cultural capital. As mentioned above, while it has been shown (Alexander, Holupka, and Pallas, 1987; Alexander et al., 1982, 1987; Karen, 2002; Thomas, Alexander, and Eckland, 1979) that economic capital, such as family SES and socioeconomic composition of schools, has a strong and positive effect on postsecondary outcomes, this study is interested in what factors above beyond economic capital influence college enrollment and how much the other two capitals in both family and school influence college enrollment. This research is guided by this two part capitals influence by modeling a conceptual framework in which social and cultural capitals will be analyzed on two levels: family and school. Appendix Figure 1 illustrates how these capitals work to influence student college enrollment. The conceptual model shows that college enrollment is the result of both family factors as well as school factors.
Family- level resource

Cultural capital refers to the system of attributes, such as cultural knowledge and mannerisms, that is derived in part from one's parents and that defines an individual's class status (Bourdieu, 1986; Bourdieu & Passeron, 1977). Bourdieu and Passeron (1979) claimed that educated parents view school achievement as a reward for investing their resources (i.e. cultural capital) leading to economic success through well paid occupation for their children. Thus, educated parents strongly emphasize their children get the most education. As demonstrated by Jacobs & Harvey

(2005), parental education and aspirations for their children's education become strong determinants of students' school achievement.

Social capital refers to both informal social relationships and more formal organization structure in which people are embedded (Shinn, 2007). Parental encouragement and involvement is reflected not only in the academic emphasis and high school preparation of the child, but also by parents' access to information about college curriculum and costs (Berkner and Chavez, 1997; Flint, 1993, 1997; Horn, 1997, Hossler, Schmit, and Vesper, 1999; Perna, 2000; Swell and Hauser, 1975; Stage and Hossler, 1989; St. John, 1990). Perna and Titus (2005) also suggested that parental involvement is positively related to college enrollment regardless of the level of individual and school resources. Also much study argued that parents maintain high educational expectations for their children and become involved in school matters, discuss college plans with their children, and save for college costs (Flint, 1992, 1993; Henderson and Berla, 1994; Hossler and Vesper, 1993; Miller, 1997; Perna, 2000; Stage and Hossler, 1989).

School- level resource

School effects on college enrollment is reflected in factors such as schools' resource structures and organizational norms (such as communicating values and establishing practices) that are related to college going as the mechanism through which schools influence college enrollment (Hill, 2008). School systems encourage and help their students to access university entrance by providing information and resources, as well as maintaining a high academic and disciplinary climate.

Falsey and Heyns (1984) argued that disparities in college enrollment between schools are attributable, in part, to "the mechanisms at the disposal of a school, such as counseling programs, that encourage application to and entry into postsecondary institutions." Karen (2002), who analyzed the postsecondary destination of American high school graduates, found that while socio-demographic characteristics retained their influence, schools still contributed to college enrollment. Huang and Weng (1998), who in analyzing the effect of ethnic desegregation on minorities' post-secondary attendance, incorporated the curricular placement of students and the academic orientation of schools as predictors of postsecondary attainment. They concluded that a quality curriculum was crucial for improving minorities' postsecondary attendance.

Figure 1. Conceptual model
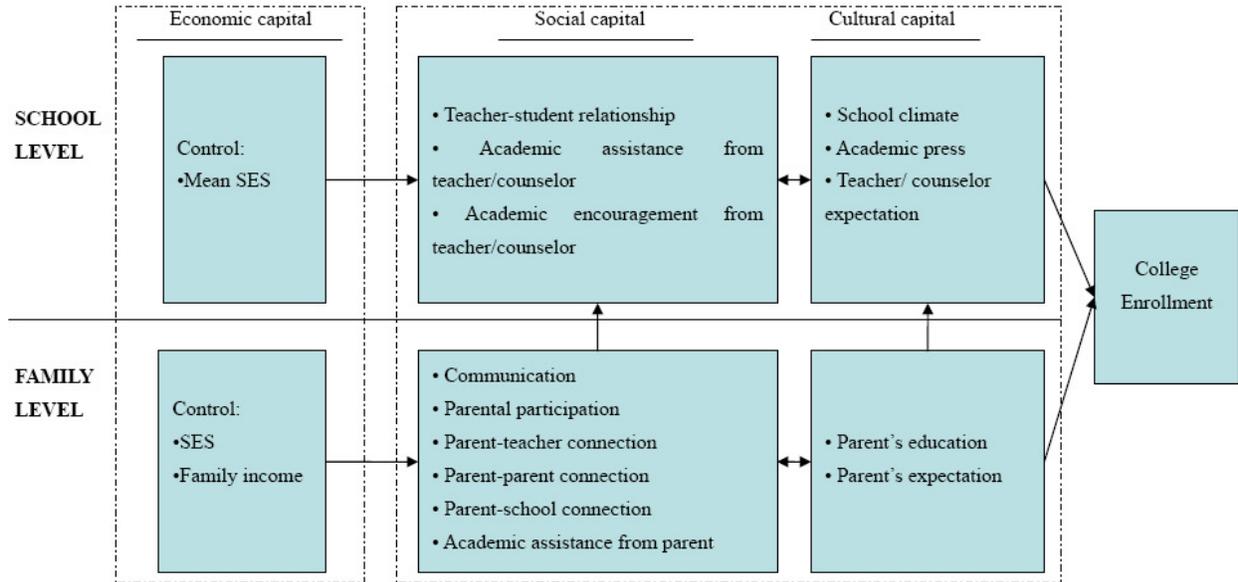
Based on the literature review, this study will address the following questions:

1. What aspects of family resources and school resources are primarily associated with higher college enrollment?

2. Which specific factors most influence a student's higher education attainment?

3. How do these factors differ across four ethnic groups?

Describe the research method that will be used

Research Methods

Data and Samples This study will be based on data from the Education Longitudinal Study (ELS). ELS is a national longitudinal study of the representative sample of U.S. high school sophomores collected by the National Center for Education Statistics. In the base year, ELS tested high school sophomores' achievement and collected information about their attitudes and experiences. The same students were again surveyed and tested again in 2004. Information has been obtained not just from students and their school records, but also from their parents, teachers, and administrators of their high school, including the principal and library media center director. In 2006, there was the third round of data collection when most students began their postsecondary education or got jobs. Information was collected about colleges applied to and aid offers received, as well as enrollment in postsecondary education (2006). Data for the present study is drawn the ELS sample of 751 public and private school students who completed the survey during all three data collection waves. The ELS data allow us to map out what percentage of the senior class of 2004 enrolled immediately in college and those who enrolled later, in 2006, as well as type of the college.

Variables Dependent variable: Dependent variable is a three-category measure: not enrolled in college, enrolled in a two-year college, and enrolled in a four year college. Several studies (Alexander, Holupka, and Pallas, 1987; Thomas, Alexander, and Eckland, 1979) focused on the distinction between two-year and four-year colleges.

Independent variables: Variable selection for independent variables is based on the conceptual framework in Figure 1. A list of independent variables is provided in Appendix Table 1. Family level independent variables include parent education-according to Bourdieu and Passeron (1979) – parental education and their educational aspiration reflect the degree of cultural capital -- and parental involvement-according to Coleman (1988), parental involvement is a form of social capital that may promote college enrollment. School level independent variables are based on Falsey and Heyns (1984) and McDonough (1997). They found school resources and organizational norms that are relevant for helping students navigate the transition to college as one of the mechanisms through which schools influence the college-linking process. Cultural capital for school is measured by variables that reflect school values and norms about education such as schools' climate, academic press and teacher and counselor expectation. School social capital is measured by the relationships or significant persons that may promote college enrollment, such as the relationships between teachers and students, academic assistance and academic encouragement from teacher and counselor.

Control variables: Before looking for significant influence on inequalities in resources at family- and school-level, it is important to distinguish between the influence of the economic context underlying each level and the influence of resources. Thus economic capital variables at each level will be controlled.

Variables	Item descriptions
Family-level variables	
Economic capital (Control)	
SES	Socio-economic status composite (BYSES1)
Income	Total family income (BYINCOME)
Social capital	
Communication	Composite (BYS86A, BYS86B, BYS86C, BYS86D, BYS86F, BYS86G) 1) How often discussed school courses with parents (BYS86A) 2) How often discuss school activities with parents (BYS86B) 3) How often discuss things studied in class with parents (BYS86C) 4) How often discussed grades with parents (BYS86D) 5) How often discussed prep for ACT/SAT with parents (BYS86F) 6) How often discussed going to college with parents (BYS86G)
Participation	Composite (BYP53H, BYP54A, BYP54B, BYP54C, BYP54D, BYP54E, BYP57A) 1) Parent contacted school about fund-raising/volunteer work (BYP53H) 2) Belong to parent-teacher organization (BYP54A)

	3) Attend parent-teacher organization meetings (BYP54B)
	4) Take part in parent-teacher organization activities (BYP54C)
	5) Act as a volunteer at the school (BYP54D)
	6) Belong to other organization with parents from school (BYP54E)
	7) Attended school activities with 10th grader (BYP57A)
Parent-teacher connection	Composite (BYTE08E, BYTM08E, BYTE35L)
	1) Spoke to parents about accomplishments (English) (BYTE08E)
	2) Spoke to parents about accomplishments (math) (BYTM08E)
	3) How often use computer to communicates with parents (BYTE35L)
Parent-parent connection	Composite (BYP60A, BYS25GA)
	1) Friend's parent gave advice about teachers/courses (BYP60A)
	2) Parents know 1st friend's parents (BYS25GA)
Parent-school connection	Composite (BYP53B, BYP53C, BYP53D, BYP53H, BYP53I)
	1) Parent contacted school about school program for year (BYP53B)
	2) Parent contacted school about plans after high school (BYP53C)
	3) Parent contacted school about course selection (BYP53D)
	4) Parent contacted school about fundraising/ volunteer work (BYP53H)
	5) Parent contacted school about helping with homework (BYP53I)
Academic assistance from Parent	Composite (BYTE09, BYTM09, BYP56A, BYP56B, BYS59D)
	1) Parents' level of involvement in academic performance (English) (BYTE09)
	2) Patents' level of involvement (math) (BYTM09)
	3) Provide advice about selecting courses or programs (BYP56A)
	4) Provide advice about plans for college entrance exams (BYP56B)
	5) Has you gone to parent for college entrance information (BYS59D)

Cultural capital

Parental education	Parents' highest level of education (BYPARED)
Parental expectation	Composite (BYP79, BYP65A, BYP65B)
	1) How far in school wants 10th grader to go (BYP79)
	2) How far in school mother wants 10th grader to go (BYP65A)
	3) How far in school father wants 10th grader to go (BYP65B)

School-level variables

Economic capital (Control)

Mean SES	Mean of student variable (BYSES2)

Social capital

Teacher-student relationship	Composite (BYS20E, BYTM07, BYS20A, BYS20F)
	1) The teacher is good (BYS20E)
	2) Student talks with teacher outside of class (BYTM07)
	3) Students get along well with teachers (BYS20A)
	4) Teachers are interested in students (BYS20F)
Academic assistance from teacher/counselor	Composite (BYS59A, BYS59B)
	1) Has gone to counselor for college entrance information (BYS59A)
	2) Has gone to teacher for college entrance information (BYS59B)
Academic encouragement from teacher/counselor	Composite (F1A38K, BYS20G)
	1) Counselors/teachers encourage students to enroll in academic classes (F1A38K)
	2) Teachers praise effort (BYS20G)

Cultural capital	
School climate	Composite (FIA38F, BYS20J, BYS20P, BYS20L, BYS20K, BYA51A) 1) Discipline is emphasized (F1A38F) 2) Does not feel safe at this school (BYS20J) 3) Other students often disrupt class (BYS20P) 4) Misbehaving students often get away with it (BYS20L) 5) Disruptions get in way of learning (BYS20K) 6) Student morale is high (BYA51A)
Academic press	Composite (BYP77E, BYA51A, BYA51B, BYA51D, F1A38K) 1) School preparing students well for college (BYP77E) 2) Students expected to do homework (BYA51E) 3) Teachers press students to achieve (BYA51B) 4) Learning is high priority for students (BYA51D) 5) Students are encouraged to compete for grades (F1A38K)
Teacher/counselor expectation	Composite (BYTE20, BYTM20, BYS27H, BYS66E, BYS66F) 1) How far teacher expects student to get in school (English) (BYTE20) 2) How far teacher expects student to get in school (math) (BYTM20) 3) Teachers expect success in school (BYS27H) 4) School counselor's desire for 10th grader after high school (BYS66E) 5) Favorite teacher's desire for 10th grader after high school (BYS66F)

Statistical Analysis

Since students in the ELS: 2002-06 data are collected with sampling designs that involved more than one level (i.e., sampling students from sampled schools), rather than a simple random design, multilevel modeling will be used for this study. Students from the same school in such designs were not independent of one another. The estimates, which were based on assumptions for simple random design, might generate misleading results such as reducing of the variance of statistics and producing of liberal results in significance tests (Bryk & Raudenbush, 1992). Multilevel modeling is especially useful for handling the data sampling-designed with more than one level. For this study, thus, a two-level multinomial logistic regression model which estimates the effects of family resources, and school resources on college enrollment (0= no college; 1= 2-year college; 2= 4-year college) is going to be employed. For this, several models are going to be estimated: 1. fully unconditional model, which contains only the outcome measure without any explanatory variables at either the student or school level. The purpose of this model is to address the question of whether significant variance exists between schools to justify the modeling of between-school variance, providing a baseline for comparisons with later models. 2, the second model introduces a series of family-level predictors (economic capital, social capital, cultural capital) to the within-school model based on the conceptual model. This model will help examine which family resource has the strongest effect in high school students' college enrollment. 3, a series of school-level variables on between-school variations in the college enrollment will be examined sequentially by entering school economic, social, and capital variables. Only the significant variables from the proceeding step being retained in the subsequent model. For both levels, economic capital variables, which can account for a substantial amount of the observed difference in college enrollment, will be controlled by centering those predictors. In this study, five models is going to be analyzed: All, White,

Hispanic, African-American, and Asian. All five models is going to involve the same set of family-level and school-level independent variables.

On the ELS 2002 data file, a number of weights are included to compensate for unequal probabilities of selection of schools and students into the base-year sample to adjust for the fact that not all schools and students selected into the sample actually participated. Because HLM is unable to use student-level sample weights in the multilevel multinomial analysis; it will thus not be used here. Instead, M-plus 5.2 will be used for this study.

A multinomial model with three-category measure dependent variable (0= not enrolled in college; 1= enrolled in a two-year college; 2= enrolled in a four year college) has three probabilities,

$$\Pr ob(Y_{ij} = 2 \mid \beta_j) = \Phi_{1ij},$$
$$\Pr ob(Y_{ij} = 2 \mid \beta_j) = \Phi_{2ij},$$
and $\Pr ob(Y_{ij} = 3 \mid \beta_j) = \Phi_{3ij} = 1 - \Phi_{1ij} - \Phi_{2ij},$

with a multinomial sampling model. To specify all three dependent categories, it is necessary to estimate only two probabilities, with Category 1 (0=not enrolled in college) serving as a reference category. Accordingly, two Level 1 (family-level) models will be estimated:

$$\log[\Phi_{2ij} / (1 - \Phi_{1ij})] = \eta_{2ij} = \beta_{0j(2)} + \beta_{1j(2)} X_{1j} + \cdots + \beta_{pj(2)} X_{pj}$$

and $\log[\Phi_{3ij} / (1 - \Phi_{1ij})] = \eta_{3ij} = \beta_{0j(3)} + \beta_{1j(3)} X_{1j} + \cdots + \beta_{pj(3)} X_{pj},$

along with two sets of Level 2 (school-level) models will be estimated:

$$\beta_{0j(2)} = \gamma_{00(2)} + \gamma_{01(2)} W_{1j} + \cdots + \gamma_{0q(2)} W_{qj} + u_{0j(2)}$$

$$\beta_{pj(2)} = \gamma_{p0(2)}$$

$$\beta_{0j(3)} = \gamma_{00(3)} + \gamma_{01(3)} W_{1j} + \cdots + \gamma_{0q(3)} W_{qj} + u_{0j(3)}$$

$$\beta_{pj(3)} = \gamma_{p0(3)}$$

Will you use a NCES target dataset?
Yes

Will you use a NSF target dataset?
No

Please select the datasets that you intend to use:
NCES-Educational_Longitudinal_Study_of_2002_(ELS:_2002)

Explain why each dataset best serves this research.
Include a variable list for each dataset used.

By ninth grade most students have already developed occupational and educational aspirations (Eckstrom, 1985; Stage and Hossler, 1989). Also, it is in the senior secondary year where specific decision all for certain post-secondary opportunities to become possible. During the final two years of secondary school (Grades 11 and 12), depending again on the successful completion of courses and evolving educational and career interests and disinterests, programs of study are followed, modified, or completely abandoned. ELS: 2002 allow for the modeling of attainment at the critical transition, that is the focus of the proposed study, experienced by students as they proceed through high school and into postsecondary education. Now that ELS:2002 students have completed high school, the transition from high school to postsecondary education can be examined with the help of data collected in 2006. Also, ELS dataset make the results more relevant to present-day policy issues, comparing to NELS:88 and HSB. Thus this ELS data is essential for this study.

Will you address the NPEC focus topic?

Yes

If yes, please briefly describe:

This study aims to analyze the transition from high school to college enrollment by examining specific educational resources responsible for the observed group differentiation in college entrance. Particularly, this study is interested in how both family and school resources affect ethnic student groups in the flow from high school to college entrance. This study contributes a vital dimension by examining the flow across four ethnic groups, providing evidence for policy makers and educational researchers to effectively increase the rates of minority entrance into higher education. In this aspect, this study is expected to increase the understanding and knowledge of the NPEC focus topic, "Student Flow in Postsecondary Education."

Provide a timeline of key project activities:

The research activities to be conducted during this time period are summarized below.

	Research Activity	Time Period
1	Finding previous research (more)	May 1, 2009-July 31, 2009
2	Reviewing the literature (more)	May 1, 2009-August 31, 2009
3	Analyzing the ELS data	September 1, 2009-September 30, 2009
4	Describing results	October 1, 2009-October 31, 2009
5	Submitting progress report to Association for Institutional Research (AIR)	**By October 31, 2009**
6	Analyzing supplemental analysis	November 1, 2009-November 30, 2009
7	Interpreting each result	December 1,2009-December 31, 2009
8	Discussing research findings and developing	

	implications	
9	Making final revision	January 1, 2010-January 31, 2010
10	**Submitting final paper**	**By February 1, 2010**
11	Preparing and submitting conference proposal	March 1, 2010-April 30, 2010
12	Presenting findings at AIR Annual Forum	**May 29, 2010 – June 2, 2010**

List deliverables such as research reports, books, and presentations that will be developed from this research initiative:

For presentations:
AERA Annual Meeting (2010)
2010 AIR Forum

For research reports:
Research in Higher Education
The journal of Higher Education

Describe how you will disseminate the results of this research:

The research project will begin on May 1, 2009 and end April 30, 2010. The results of the proposed study will be presented at the 2010 AIR Forum between May 29, 2010 – June 2, 2010 in Chicago. Also a conference proposal will be submitted to annual meetings for the American Educational Research Association as well. Manuscripts will be submitted for review to journals such as Research in Higher Education, The journal of Higher Education, and Sociology of Education.

Provide a reference list of sources cited:

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Statement of Institutional Review Board approval or exemption
Not applicable.

Statement of Use of Restricted Datasets
Not applicable.

Biographical Sketch
Sun Ah Lim is a fourth year Ph.D. student in the Graduate School of Education at the University of California, Santa Barbara. Before joining the Ph.D. program at UCSB, she earned a M.A. in Educational Psychology at Sookmyung women's university. During her M.A., she worked on several projects as a research design consultant and as assistant in collecting, evaluating, and interpreting data. As a result, she gained considerable skills in methodologies using large data sets and statistical techniques to analyze large data sets. Even after graduation, she continued to improve her analytical and statistical skills by working as a researcher in a research company, DR & C Inc in Korea. While working for DR & C Inc., she was invited to research methods seminars at several graduate schools. In spite of the fact that she was working in a highly desired field, she wanted to learn more about quantitative methods and substance in education to be knowledgeable in Education area. Therefore, she earned her M.A. in Research Methodology at UCSB and continues her PhD in Teaching and Learning at UCSB. During working as a research assistant, she had experience to review research related to school performance measures such as testing scores, graduation, and college enrollment. This experience sparked her major research interest in the relationships between various characteristics and student outcome. In particular, her interest is in improving learning environments by understanding of effects of learning environments in diverse educational settings, taking the social and cultural context into account. Also she is interested in application of statistical models in educational and social research including multilevel, structural equation, and longitudinal models.

Curriculum Vitae
E-mail: sunahlim@umail.ucsb.edu
Cell Phone: (734) 904-6824
EDUCATION:
2005-Present
Advanced Doctoral Candidate in Education
The University of California at Santa Barbara
Emphasis: Teaching and Learning
(Ph.D. expected June 2010)

M.A. in Research Methodology
2002 M.A. in Educational Psychology
Sookmyung women's University
Masters Report Title: A study on the Relationship's Model of the
Conception of Intelligence, Attributions, Goal orientations, and Behavioral
patterns

2000 B.S. in Educational Psychology
Sookmyung women's University

METHODOLOGY CLASSES COMPLETED
Data Analysis I & II in Soc

Hierarchical Linear Models
Structural Equation Models
Res. Design & Method in Prof. Psychology
Single Case Experimental Design
Advanced Multivariate Statistics
Psychometrics I, II, & III

PROFESSIONAL HISTORY:
Research Experience
2007-2008
Graduate Research Assistant
Project:
   Why Students Drop Out of School (literature review study)
Supervisor: Professor Russell W. Rumberger
UC, Santa Barbara
2002-2003
Researcher in Research Company
Project:
   The Survey of consumer satisfaction
   The survey of Consumption pattern trend according to change of life style
   The effects of situational variables on the consumer's brand choice
behavior
Supervisor: Young Jin Kim
DR&C INC.
2000-2002
Graduate Research Assistant
Project:
   Relationship Between Affect and Personality Traits
   The Cognitive-Behavior Group Counseling Effect on Body Image
   A study of correlation between personality and intrinsic-extrinsic
motivation
Supervisor: Professor Im-Soon Lee
Sookmyung Women's University
Teaching Experience
2002-2004
Guest Lecturer for introductory statistics classes regarding material on
   Application of the SPSS Software Package
   Application of the AMOS Software Package
   Using the basic Statistics
2000-2002
Graduate Teaching Assistant
Courses:
   Introduction to Human Development (Undergraduate)
   Introduction to Psychology (Undergraduate)
   Advanced statistics (Graduate)
   Research methods (Graduate)

Psychometric Theories and Methods (Graduate)
Duties:
  Grade homework and exams
  Hold weekly office hours
  Provide students individual help with the material
  Set up class activities and background for projects
Proctor exams
  Occasionally hold review sessions before an exam
  Instruct in Lab session

SKILLS:
  Statistical software- proficiency in a myriad of applications including:
* SPSS
* AMOS
* HLM
* Mplus
* STATA

RECENT CONFERENCE PRESENTATION:
Lim, S. (2008). Self-Esteem and Classroom Environment in Achievement.
Poster presented at the Annual Meeting of the American Educational Research Association, New York, New York. Session: Learning Environment Research in Various Middle and High School Settings.

RECENT PUBLICATION:
Rumberger, R. & Lim, S. Why Students Drop Out of School: A Review of 25 Years of Research. The California Dropout Research Project, UC Santa Barbara, CA: Linguistic Minority Research Institute, University of California. 2008.

* References available on request

Budget	
Salary/Stipend: 0	**Tuition & fees**: 16,235
Travel: 1,500	**Other travel related expenses**: 1,500
Other research expenses: 765	**Total Request**: 20,000

Statement of Prior, Current, and Pending Funding
None