



Dear Hiro,

Thank you for submitting your proposal. A printable summary is below. Your confirmation number is 15556. A confirmation email will be sent to you within 24 hours.

Applicants will be notified of the status of the proposed project on February 2, 2017.

If you have questions or need assistance regarding your application please contact the AIR Grant staff at 850-391-7109 or [grants@airweb.org](mailto:grants@airweb.org).

## SUMMARY

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Discipline of highest degree	
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Campus type	
Years of experience in IR	
IR Roles	
Year of birth	
Race/Ethnicity	
Gender	

Grant Type
I am applying for a:
Research Grant

Financial Representative
Name
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Council of Graduate Schools

Department

Finance

Title

Vice President/Chief Financial Officer

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**Project Description**

**Project title:**

A place in between: An event history analysis of graduate & professional education without a degree attainment and its implications

**Statement of the research problem and national importance (limit 750 words):**

- What is the research problem this proposal intends to address?
- How does this topic relate to the research priorities areas of access, affordability, and value of legal or graduate/professional education?
- Why is this topic of national importance?
- Why is it timely to conduct this research at this time?

Graduate and professional education increasingly plays an integral role in preparing an educated workforce that meets demands of the 21st Century economy. According to the U.S. Bureau of Labor Statistics (BLS, 2016b), jobs that typically require graduate and professional degrees at the entry-level are expected to grow by 12.8% between 2014 and 2024, the fastest rate among all education levels. Additional highly skilled workers will also be needed to replace existing jobs that require graduate and professional degrees. The value of graduate and professional education to the U.S. workforce is clearer than ever and colleges and universities will continue producing degree holders who will drive the workforce and economic prosperity. However, the proposed project is motivated by this question, "Is access to an entry into graduate and professional education same as access to its values and benefits?"

According to the U.S. Census Bureau (2016), 31% of those in the workforce who have pursued education beyond the baccalaureate-level left graduate and professional education without earning a degree. Attrition from graduate and professional education has been an issue of interest for both scholars and practitioners. However, outside of some studies that focus at the doctoral-level, the extant literature is scarce in understanding the factors that are associated with attrition more broadly for all types of graduate and professional education, and the effects that the departure without earning a degree has on the future economic prospects of students. The proposed project will use a longitudinal study based on a nationally representative sample of college graduates to fill this gap in the literature by focusing on the following two questions:

- 1) Are there any observed differences between those students who earn graduate and professional degrees and those who left without a degree?; and
- 2) Do students who left graduate and professional education without a degree earn economic benefits as a result of having some advanced education?

The first question will advance the scholarship of graduate and professional degree completion by documenting differences between those who completed degrees and those who did not. Comparisons will be made among these factors: demographic and institutional characteristics, access to resources (e.g., financial support, etc.), and post-baccalaureate employment and life history. The second question will explore whether the economic values of graduate and professional education are only realized by degree attainment or not.

The proposed project is timely and of national importance for two reasons. First, in order to educate a diverse and skilled workforce, understanding the factors that positively and negatively affect degree completion is essential. While there have been some studies that focused on access at an entry-point of graduate and professional education, such as degree aspirations and enrollment (e.g., Garibay, Hughes, Eagan, & Hurtado, 2013; Hanson, Paulsen, &

Pascarella, 2016; Malcom & Dowd, 2012, etc.), we know little about the factors that affect completion or non-completion of graduate and professional degrees broadly. The few extant studies on persistence and completion in graduate and professional education have focused largely on withdrawal from doctoral programs (e.g., Golde, 1998; Lovitts, 2001; Sowell, Allum, & Okahana, 2015, etc.). The proposed project will advance the scholarship in this domain and inform both policymakers and practitioners about pressure and leverage points to facilitate graduate and professional degree completion more broadly. Furthermore, it will have implications for their strategies to fill the growing career opportunities in the workforce that increasingly demands highly educated individuals.

Second, we know little about the economic benefits afforded to those students who enter graduate and professional training but left without a degree. This question has an additional impact on the personal financial security of non-degree completers, especially given, student loans are the largest source of financial support for graduate and professional students (Baum, Ma, Payea, 2013). While, graduate and professional student borrowers are typically seen as at less risk of loan defaults, the same may not be true for those who leave without completing a degree. There is some evidence to suggest negative economic consequences, such as loan defaults, of dropping out from baccalaureate education (e.g., Gladieux & Perna, 2005; U.S. Senate Committee on Health, Education, Pension, and Labor, 2015, etc.); however, the literature is absent for attrition at the graduate and professional level. Thus, an empirical study of economic benefits (or disincentive) of not completing graduate and professional degrees, such as the employment, earnings, and loan repayment status, has potential implications for both policymakers and graduate and professional school officials.

#### Review the literature and establish a theoretical grounding for the research (limit 1000 words):

- What has prior research found about this problem?
- What is the theoretical/conceptual grounding for this research?

The proposed project is informed by two threads of extant literatures: 1) persistence and attrition in graduate and professional education; and 2) human capital investments and degree premiums and outcomes of postsecondary education.

##### Factors Affecting Attrition from Graduate and Professional Education

Although, only a fraction of graduate and professional students pursue research doctorates, the majority of studies on persistence, completion, and attrition in graduate and professional education have focused on the doctoral level (e.g., Golde, 1998; Lovitts, 2001; Sowell et al., 2015, etc.). This body of scholarship is grounded on evolved conceptual frameworks (e.g., Tinto, 1993; Bowen & Rudstein, 1992), and has explored both student-level factors, such as student experience (Golde, 1998, 2000), student socialization (Gardner, 2008), and student demographic characteristics (Maher et al., 2004; Seagram et al., 1998) as well as institutional-level factors, such as institutional characteristics (Kim & Otts, 2010), institutional expenditures (Goenner & Snaith, 2004), institutional financial support (Ehrenberg & Mavros, 1995), and departmental characteristics (Zhou & Okahana, 2016) on doctoral completion. In addition, the effects of time-varying covariates such as financial support, outside employment, and the effects of external commitments were studied in relation to doctoral persistence and attrition (Ampaw & Jager, 2012).

However, few have studied persistence, completion, and attrition of graduate and professional students more broadly to include master's, law, and medical students and others. A descriptive study that employed the 1992-93 Baccalaureate & Beyond Longitudinal Study looked into patterns of graduate and professional degree enrollment and persistence of the college graduates, and found that about one-quarter of the degree candidates left their programs without earning a graduate or professional degree (Nevil & Chen, 2007). In the analyses of the same dataset, Xu (2014) found gender, cumulative undergraduate GPA, and SAT/ACT scores to be associated with persistence in graduate and professional education. While controlled for marital and dependent child variables, Xu (2014) did not capture such status changes over time, which is a limitation. A study of master's students in science, technology, mathematics, and engineering (STEM) fields found the pressure of employment outside of their graduate studies as among the top factors contributing to attrition (Council of Graduate Schools [CGS], 2013). The study also found that those who withdrew from STEM master's programs without a degree were more likely to have experienced major life events, such as family formation and new jobs (CGS, 2013), thus highlighting importance of examining time-varying factors. The proposed study will explore how both fixed characteristics of students and time-varying factors may be associated with individuals who leave graduate and professional education without a degree.

##### Degree Premiums of Postsecondary Education

The human capital investment perspective conceptualizes education as a form of investment, in which individuals or employers can anticipate some return (e.g., better employment prospects, outcomes, increased work productivity, etc.) (Becker, 1993). Students incur monetary and non-monetary costs to further their education, and in return, they expect raises, promotions, and better career prospects (McMahon, 2009; Paulsen, 2001). Earnings differentials of baccalaureate degrees have been studied extensively, and the body of literature suggests that college graduates, on average, are likely to earn more than those without a college degree (Dale & Krueger, 2002 & 2011; Eckstein & Nagypal, 2004; Grogger & Eide, 1995; Grubb, 1992; Hoekstra, 2009; Leslie & Brinkman, 1988; McMahon, 2009; Murphy & Weleh, 1989; Paulsen, 2001; Perna, 2003). However, few extant literature focuses on those with graduate and professional degrees attained (Baum et al., 2013; Titus, 2007), and none focuses on those who pursued graduate and professional education, but left without a degree. This represents a critical gap in the literature, as about 31% of those who pursued education beyond the baccalaureate level do not have a degree (U.S. Census Bureau, 2016). One can hypothesize that any additional year of education beyond the baccalaureate level increases one's human capital. However, available data about the impact of high school and college dropouts suggest otherwise, as some education without completion at these levels has negative implications on earnings (BLS, 2016a). Furthermore, a study found that student borrowers who started at 4-year institutions and expected to earn a bachelor's degree, but left without one were twice as likely to be unemployed, compared to those who earned a degree (Gladieux & Perna, 2005). Thus, this study will explore whether those who completed some graduate and professional education without completing a degree are better off, compared to those without any graduate and professional education in terms of employability and earnings.

##### Loan Repayment Status: Special Case of Outcomes

With 46% of master's students and 81% of students in law, medicine, and other professional doctoral programs in 2011-12 took out some student loans (National Center for Education Statistics [NCES], 2013), additional years of education likely means additional loan debt. Thus, the ability to pay off student loans is an important outcome to explore. Among graduate and professional students, concerns about their ability to repay loans are high (Denecke, Feaster, Okahana, Allum, & Stone, 2016). There are several studies that have focused on student loan repayments and default rates (e.g., Gross, Kedic, Hossler, & Hillman, 2010; Lochner & Monge-Naranjo, 2014a & 2014b; Volkwein, Szelest, Cabrera, & Napierski-Pranci, 1998, etc.). Though, the literature suggests baccalaureate attainment as a factor that affects student loan defaults, and that attrition increases a risk of loan defaults (Gross et al., 2010; Lochner & Monge-Naranjo, 2014a), implications of attrition at graduate and professional education were not discussed. Once earned an advanced degree, however, the literature suggests that students were less likely to default on their loans (Volkwein et al., 1998). Considering about one-

half of college graduates has pursued graduate and professional education in some form within four years of earning their baccalaureates (NCES, 2015), this appears to be significant omission, especially since their educational debt burden is likely to be compounded by the undergraduate debt. This study attempts to fill this gap by investigating whether attrition from graduate and professional degree programs affects the ability of students to repay their student loans, both for undergraduate and graduate education.

**Describe the research method that will be used (limit 1000 words):**

- What are the research questions to be addressed?
- What is the proposed research methodology?
- What is the statistical model to be used?

The proposed project focuses on the two following research topics: 1) a study of factors associated with individuals who leave graduate and professional education without a degree; and 2) a study of the effects of such departures on employment outcomes, earnings, debt-to-earnings ratios, and the status of student loan repayment. More specifically, the following research questions will be addressed in this project: 1) What are the factors associated with withdrawal from graduate and professional degree programs without a degree; and 2) What are the effects of such departures on: a) likelihood to be employed; b) earnings; c) earnings to debt ratios; and d) student loan repayment status, compared to those who pursued no graduate and professional education, as well as those who have earned graduate and professional degrees?. The proposed project will employ the restricted-use data set of the Baccalaureate & Beyond Longitudinal Study 2008-2012 (B&B:08/12, License Control Number 16020011), which is a nationally representative, longitudinal survey conducted by NCES that follows those who earned their baccalaureate degree in 2007-08 overtime. The restricted-use B&B:08/12 dataset has an additional advantage of including derived variables for an event history analysis, which is the first attempt by NCES.

Primary effects that will be focused on are post-baccalaureate enrollment and attainment history as of 2012, and disaggregated into four categories. Percentage points denoted inside the parentheses represent distributions among the full sample of B&B:08/12. The four categories are: those college graduates who have never enrolled in graduate and professional education as of 2012 (50%); those college graduate who have already earned their graduate and professional degrees as of 2012 (25%); those college graduate who have left their graduate and professional education without a degree as of 2012 (5%); and those who currently enrolled in graduate and professional education as of 2012 (20%). Table 1 also summarizes outcome variables by primary effects.

**Factors Associated with Attrition**

First, in order to examine for heterogeneity of graduate and professional education enrollment and attainment history, the proposed project will perform descriptive analyses, as well as logit regression analyses to estimate the probability of attrition from graduate and professional degree programs for college graduates. Post-baccalaureate enrollment and attainment history as of 2012 will serve as the dependent variable for this set of analyses. Derived from various enrollment and degree history variables included in B&B:08/12, the dependent variable with the following four categories will be generated: no graduate or professional education; some graduate or professional education; earned a graduate or professional degree; and currently enrolled in graduate or professional degree program. Similar to prior studies of attrition (Maher et al., 2004; Seagram et al., 1998; Xu, 2014), logit analyses will be performed to explore relationships between factors such as demographic characteristics (e.g., age, race/ethnicity, etc.), undergraduate student and institutional characteristics (e.g., GPA, SAT/ACT test scores, institutional sectors, etc.), and other post-baccalaureate characteristics (e.g., employment status, student loans owed, marital and dependency status, etc.). To the extent possible, different degree types (e.g., master's degrees, research doctorates, law degrees, medical and health sciences degrees, etc.) will also be disaggregated and examined for degree type effects.

Second, event history analysis (Cox, 1972) will be performed to examine factors associated with when attrition from graduate and professional degree programs. An event history analysis is a useful approach in examining to analyze longitudinal data with time-varying variables (Blossfeld & Rohwer, 2002, cited in Ampaw & Jager, 2012). Until recently, uses of this method in higher education centered on studies of undergraduate dropouts; however, it has demonstrated a promising utility in also explaining doctoral attrition (Ampaw & Jaeger, 2012). Adapting the procedures implemented in Ampaw & Jager (2012), for the purpose of the proposed project, more specifically, the desecrate-time hazard model will be performed to observe occurrences of departures from graduate and professional degree programs without a degree on a quarterly or semi-annual basis. The log transformation of the hazard rate of withdrawing from graduate and professional education without a degree will be regressed against several time-varying factors (e.g., changes in employment status, marital status, and dependent child status), as well as several time-irrelevant factors (e.g., demographic characteristics, undergraduate borrowing, etc.). The resulting outcomes will inform which factors might have statistically significant associations with departures from graduate and professional education without a degree.

**Effects of Attrition**

Finally, effects of attrition from graduate and professional degree programs on various outcome variables will be examined. The proposed project will focus on four outcome variables included in B&B:08/12: employment status as of 2012, gross earnings in 2012; earnings-to-debt ratios as of 2012; and loan repayment status as of 2012. The employment and loan repayment statuses will respectively be recoded to compute the probabilities that nth respondent is: 1) unemployed or not; and 2) defaulted on student loans or not. Logit analyses will be performed to investigate relationships between attrition from graduate and professional degree programs and the probability that the nth respondent is unemployed, as well as has defaulted on student loans, while controlling for other covariates, such as demographic characteristics (e.g., age, race/ethnicity, etc.), undergraduate student and institutional characteristics (e.g., GPA, SAT/ACT test scores, institutional sectors, etc.), and other post-baccalaureate characteristics (e.g., employment status, student loans owed, marital and dependency status, etc.). Similarly, log transformations of earnings in 2012 and earnings-to-debt ratios will be regressed against post-baccalaureate enrollment and attainment history as of 2012 and other covariates, in order to examine, if there are any statistically significant relationships between attrition from graduate and professional education and earnings, as well as earnings-to-debt ratios, which is an indicator to assess loan repayment burdens. In order to control for potential endogeneity, that is selection biases due to observable and unobservable differences that explain probabilities of the nth student to leave graduate and professional education without a degree, propensity matching technique (Guo & Fraser, 2014) will be employed. This procedure, which allows researchers to estimate treatment effects (e.g., attrition), has been employed in studies that focused on various economics outcomes of postsecondary education (e.g., Malcom & Dowd, 2012; Melguizo, Kienzl, & Alfonso, 2011, Titus, 2007, etc.).

**References cited (no word limit):**

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### Project Description - Appendix

- [OKAHANA, H. - Table 1](#)

### Datasets

List the datasets that will be used and explain why they best serve this research (limit 500 words)

The proposed project will employ the restricted-use dataset of the 2008-12 Baccalaureate & Beyond Longitudinal Study (B&B:08/12) by the U.S. Department of Education's National Center for Education Statistics (NCES). The dataset includes the responses from over 14,500 respondents and captures a range of information, including various employment, post-baccalaureate education, and other demographic information as of 2009 and 2012 (NCES, 2015). The data is appropriate and ideal for the proposed project for three main reasons. One is that B&B:08/12 is the most recent study that follows a nationally representative subset of college graduates. The analyses will represent the most up-to-date pictures of attrition patterns, as well as potential implications and outcomes of attrition from graduate and professional education for a college graduating class. Second, the dataset include various post-baccalaureate outcomes variables, including employment, earnings, and repayment statuses of student loans borrowed toward undergraduate education, and statuses of student loans accumulated toward post-baccalaureate enrollment. The wealth of information provided by the B&B series makes it an ideal dataset to address the proposed research questions, as it has been demonstrated by prior studies that employed previous cohorts of B&B (e.g., Lochner & Monge-Naranjo, 2014a & 2014b; Nevil & Chen, 2007; Titus, 2007; Xu, 2014, etc.). Finally, the restricted-use B&B:08/12 dataset includes derived variables for an event history analysis, which is the first attempt by NCES. More specifically, the restricted-use dataset includes event history data for post-baccalaureate employment, enrollment, and marital and dependent child history. This gives an opportunity for the proposed project to perform more sophisticated study that investigate attrition patterns of graduate and professional degrees, which the extant literature lacks.

#### Statement of use of restricted datasets (limit 250 words):

Applicants should provide a statement indicating whether the proposed research will require use of restricted datasets. If restricted datasets will be used, the plan for acquiring the appropriate license should be described.

If restricted datasets will not be used, leave this text box blank and click *Save and Continue*.

Dr. Hironao Okahana, the principal investigator of the proposed project, is Principal Project Officer for a license to use the restricted-use dataset of the B&B:08/12 (license control number 16020011) at the Council of Graduate Schools (CGS). The data has been uploaded to the locked computer at CGS office and ready for use toward this project. Dr. Okahana will notify the Institute of Education Sciences and make an amendment to the current licensing agreement electronically to add the proposed project.

#### Timeline and Deliverables

##### Timeline:

Provide a timeline of key project activities.

March 2017:

The proposed project begins

March-August 2017:

Conduct research activities/Data analysis

Prepare and submit national conference proposal(s) with preliminary results

September-November 2017:

Prepare and submit a research manuscript(s) to a peer-reviewed journal(s)

November 2017:

Presentation of resulting findings at 2017 Access Group Legal Education Research Symposium

December 2017:

Presentation of resulting findings at 2017 CGS Annual Meeting

January 2018:

Release a summary of resulting findings in a CGS quarterly newsletter

February 2017:

Release a CGS policy/issue brief based on the resulting findings

Presentations of resulting findings at CGS Research & Policy Forum and via CGS webinar

##### Deliverables:

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

One or more peer-reviewed publications

Presentations at:

\*\*2017 Access Group Legal Education Research Symposium in Clearwater Beach, FL

\*\*2017 CGS Annual Meeting in Scottsdale, AZ

\*\*One or more educational research conferences (e.g., American Education Research Association, Association for Education Financial and Policy, and Association for the Study of Higher Education)

\*\*CGS Research & Policy Forum in Washington, D.C.

Other publications:

\*\*Summary in a CGS quarterly newsletter

\*\*A CGS research/policy brief

**Disseminate results:**

Describe how you will disseminate the results of this research.

(Note: Costs of travel to meetings should be calculated on the budget page.)

In addition to presenting resulting findings at one or more education research conferences, as well as preparing one or more research manuscripts toward publication in a peer-reviewed academic journals, findings and potential implications of the proposed project will be disseminated widely to a range of stakeholders of graduate and professional education. A communication plan, including a social media strategy, to promote and disseminate resulting findings will be developed with external consultant support.

More specifically, resulting findings of the proposed project in part or as a whole will be presented at various platforms, including but not limited to: 1) 2017 Access Group Legal Education Research Symposium; 2) 2017 CGS Annual Meeting, an annual gathering of over 600 graduate deans and other administrators nationwide; 3) CGS Research & Policy Forum, a quarterly meeting of researchers and policy leaders from federal agencies, education associations, and industry/professional associations from across the greater Washington, DC metropolitan area; and 4) CGS webinar. In addition, summaries of resulting findings, as well as discussion of implications will be disseminated to broader audiences via: 1) an article in a quarterly CGS' newsletter, GradEdge; and 2) a CGS research/policy brief.

**IRB Statement****Statement of Institutional Review Board approval or exemption (limit 250 words):**

As part of the proposal, a statement outlining a plan for Institutional Review Board (IRB) approval is required. The statement should outline the applicant's timeline and plan for submitting the proposal to an IRB or explain why IRB approval is not necessary. Final IRB action is not necessary prior to submitting the application.

The proposed project does not include any original data collection or development of new datasets; therefore, it should not require an IRB approval. Dr. Hironao Okahana, the principal investigator of the propose project, will seek an exemption determination letter or appropriate IRB approval from an external IRB service firm. Furthermore, the Council of Graduate Schools (CGS) currently has a license to use the restricted-use dataset of the B&B:08/12 (license control number 16020011), and fully compliant of the federal laws and regulations regarding use of NCES restricted-use datasets.

**Biographical Sketch(es)****Biographical sketch (limit 750 words):**

Hironao Okahana

Assistant Vice President, Research and Policy Analysis, Council of Graduate Schools  
One Dupont Circle, Suite 230, Washington, DC 20036  
(202) 223-3791, hokahana@cgs.nche.edu

Professional Preparation

California State University, Long Beach, B.S., Environmental Science & Policy (2007)  
California State University, Long Beach, B.A., Economics (2007)  
University of California, Los Angeles, M.P.P., Public Policy (2009)  
University of California, Los Angeles, M.A., Education (2011)  
University of California, Los Angeles, Ph.D., Education (2013)

Appointments

- Assistant Vice President, Research and Policy Analysis, Council of Graduate Schools (8/16-present)
- Adjunct Faculty, Higher Education Program, George Mason University (5/15-present)
- Director, Statistical Analysis and Policy Research, Council of Graduate Schools (9/15-7/16)
- Research Associate, Council of Graduate Schools (8/13-8/15)
- Teaching Assistant, Graduate School of Education and Information Studies, University of California, Los Angeles (2011/4-2013/6)
- Policy and Strategy Analyst, Associated Students of California State University, Fullerton (2008/6-2011/9)
- Graduate Student Researcher, Graduate School of Education and Information Studies, University of California, Los Angeles (2010/1-2010/6, 2012/1-2012/6)
- Graduate Student Researcher, California Community College Collaborative, University of California, Riverside (2009/2-2009/9)
- Graduate Assistant, Office of the Academic Senate, California State University, Long Beach (2008/2-2008/5)

Publications

- Zhou, E., & Okahana, H. (2016). The role of department supports on doctoral completion and time-to-degree. *Journal of College Student Retention: Research, Theory & Practice*, Advance online publication. doi: 10.1177/1521025116682036.
- Okahana, H., Feaster, K., & Allum, J. (2016). Graduate enrollment and degrees: 2005 to 2015. Washington, DC: Council of Graduate Schools.
- Denecke, D., Feaster, K., Okahana, H., Allum, J., & Stone, K. (2016). Financial education: Developing high impact programs for graduate and undergraduate students. Washington, DC: Council of Graduate Schools.
- Okahana, H., Allum, J., Felder, P.P., & Tull, R.G. (2016). Implications for practice and research from Doctoral Initiative on Minority Attrition and Completion (CGS Data Sources PLUS #16-01). Washington, DC: Council of Graduate Schools.
- Okahana, H., & Allum, J. (2015). International graduate applications and enrollment: Fall 2015. Washington, DC: Council of Graduate Schools.
- Sowell, R., Allum, J., & Okahana, H. (2015). Doctoral initiative on minority attrition and completion. Washington, DC: Council of Graduate Schools.
- Okahana, H. (2013). Shifting demand or just moving price?: A multi-level analysis of student price demand for college education and state policy



preferences. (Doctoral dissertation). Available from ProQuest Dissertations and Theses Database. (UMI No. 3562365)

#### Synergistic Activities

- Currently serving as a co-principal investigator for the NSF-funded Labor Market Outcomes of STEM Master's Education (NSF grant #1538769) project and Completion and Attrition in AGEP and non-AGEP Institutions (NSF grant #1138814) project, as well as the Andrew Mellon Foundation funded project, Understanding Career Pathways of PhD Recipients at CGS.
- Currently serving as the project director for CGS/GRE Survey of Graduate Enrollment and Degrees and CGS International Graduate Admissions Survey, national benchmarking surveys that capture master's and research doctoral enrollment in all broad fields of study.
- As an expert on national education data on graduate education, delivered invited talks and presentations among other places at Access Group, Council for Opportunity in Education, NAGAP: Graduate Enrollment Management Professionals, and National Association for Graduate and Professional Students.
- Served as a panelist on the Technical Review Panels for the National Center for Education Statistics' Baccalaureate and Beyond Longitudinal Studies (B&B: 17/18 and B&B:08/18).
- Awarded and completed an Institute for Training in Educational Evaluation Fellowship from the University of California Educational Evaluation Center (2012/7), as well as a National Summer Data Policy Institute Fellowship from the Association of Institutional Research/National Center for Educational Statistics/National Science Foundation (2010/6).

#### Budget

- [OKAHANABudgetRevised01-13-17](#)

#### Funding History

##### Funding history (limit 250 words):

A statement of prior, current, and pending funding for the proposed research from all sources is required. The statement should also include a history of all prior funding from AIR to any of the PIs for any activity. Funding from other sources will not disqualify the application but may be considered in the funding decision.

There is no prior, current, or pending funding for the proposed study except this grant proposal. The principal investigator has no prior or current funding from the Association for Institutional Research.

#### Dissertation Advisor Letter of Support

There are no files attached.

Table 1. Descriptive Statistics of Key Outcome Variables by Graduate and Professional Education Enrollment and Attainment History as of 2012

	Never enrolled	Enrolled, but left without a degree	Earned a degree	Currently enrolled
% unemployed	15.9%	23.4%	21.7%	43.3%
Average annualized salary	\$47,258	\$39,780	\$47,383	\$36,820
% defaulted on student loans	3.4%	6.4%	1.8%	0.8%
Average ratios of federal loans to annualized salary	40	58	62	70

*Source: U.S. Department of Education, National Center for Education Statistics, 2008-12 Baccalaureate & Beyond Longitudinal Study (Restricted-use data, License Control Number 16020011)*



# Research Grant Proposal Budget Form



Name Hironao Okahana

### Personnel - Salary

Principal Investigator \$ 14,111.30

Second Principal Investigator \$

Third Principal Investigator \$

Graduate Research Assistant \$ 15,000.00

### Travel

2017 Access Group Legal Education Research symposium: \$ 2,000.00

Other research related travel: \$ 5,000.00

(Note: Other planned travel should be listed in the "Timelines and Deliverables" section)

### Other research expenses

Please provide a breakdown of expenses below and add the total value in the box to the right. Allowable expenses include: materials, such as software, books, supplies, etc.; consultant services, such as transcription, analysis, external researchers, etc.; and costs for publishing articles in journals. The purchase of computer hardware, overhead or indirect costs, and living expenses are not allowable. If you have questions about specific expenditures, please contact AIR. \$ 13,740.00

\$1,695 to upgrade/purchase a perpetual license of STATA/SE  
\$250 for reference books  
\$500 for photo copying/printing/other office supplies related to research activities  
\$795 for IRB review/determination of exemption (consultant service)  
\$3,000 for publication/printing/production of deliverables  
\$2,500 for copy editing (consultant service)  
\$2,000 for communication & dissemination support (consultant service)  
\$3,000 for Access Group Legal Education Research Symposium attendance for a graduate research assistant(s)

TOTAL REQUESTED – Maximum Allowable is \$50,000 \$ 49,851.30