

Realized Potential or Lost Talent

What Does Lead to Success in College?

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Objectives of the Session

Session participants will:

- know previous research on long-term educational development;
- understand the development of the Long-Term Educational Development (LTED) model;
- understand the implications of the model for helping students in their long-term educational development;
- understand the applicability of the LTED model for racial-ethnic groups; socioeconomic classes; genders; and for urban, suburban, and rural young people.

Educational Content

- First, theoretical and empirical bases of the model will be described.
- Information will then be provided on the sample and the variables used in the study.
- The model will then be described.
- The major portion of the session will be devoted to the meaning of the model for education professionals' work with students.

Published Studies on Which the Model is Based

- Trusty, J. (2004). *Effects of students' middle-school and high-school experiences on completion of the bachelor's degree*. (Research Monograph no. 1) Center for School Counseling Outcome Research, University of Massachusetts-Amherst
(<http://www.umass.edu/schoolcounseling/index.htm>).
- Trusty, J., & Hutchinson, C. A. (2004). *The effects of students' middle-school and high-school experiences on completion of the bachelor's degree: How can school counselors make a difference?* (Research Brief no. 2.1) Center for School Counseling Outcome Research, University of Massachusetts-Amherst.
(<http://www.umass.edu/schoolcounseling/index.htm>).
- Trusty, J., & Niles, S. G. (2003). High-school math courses and completion of the bachelor's degree. *Professional School Counseling*, 7, 99-107.
- Trusty, J., & Niles, S. G. (2004). Realized potential or lost talent: High-school variables and bachelor's degree completion. *Career Development Quarterly*, 53, 2-15.

Theoretical and Empirical Bases of the Study

- Krumboltz' social learning theory of career decision-making (SLTCDM)
- The status attainment model
- Empirical research (Adelman)

The Sample

- Sample from NELS:88. All students in the sample attended college soon after high school and all had the expectation of attaining the bachelor's degree.
- The sample was representative of students who attended high school in the U.S.
- Consistent with other studies, only about half completed the bachelor's in 8 years

Variables Used in the Study

■ Eighth Grade:

- Gender
- Race-Ethnicity
- SES
- Reading Ability
- Math Ability

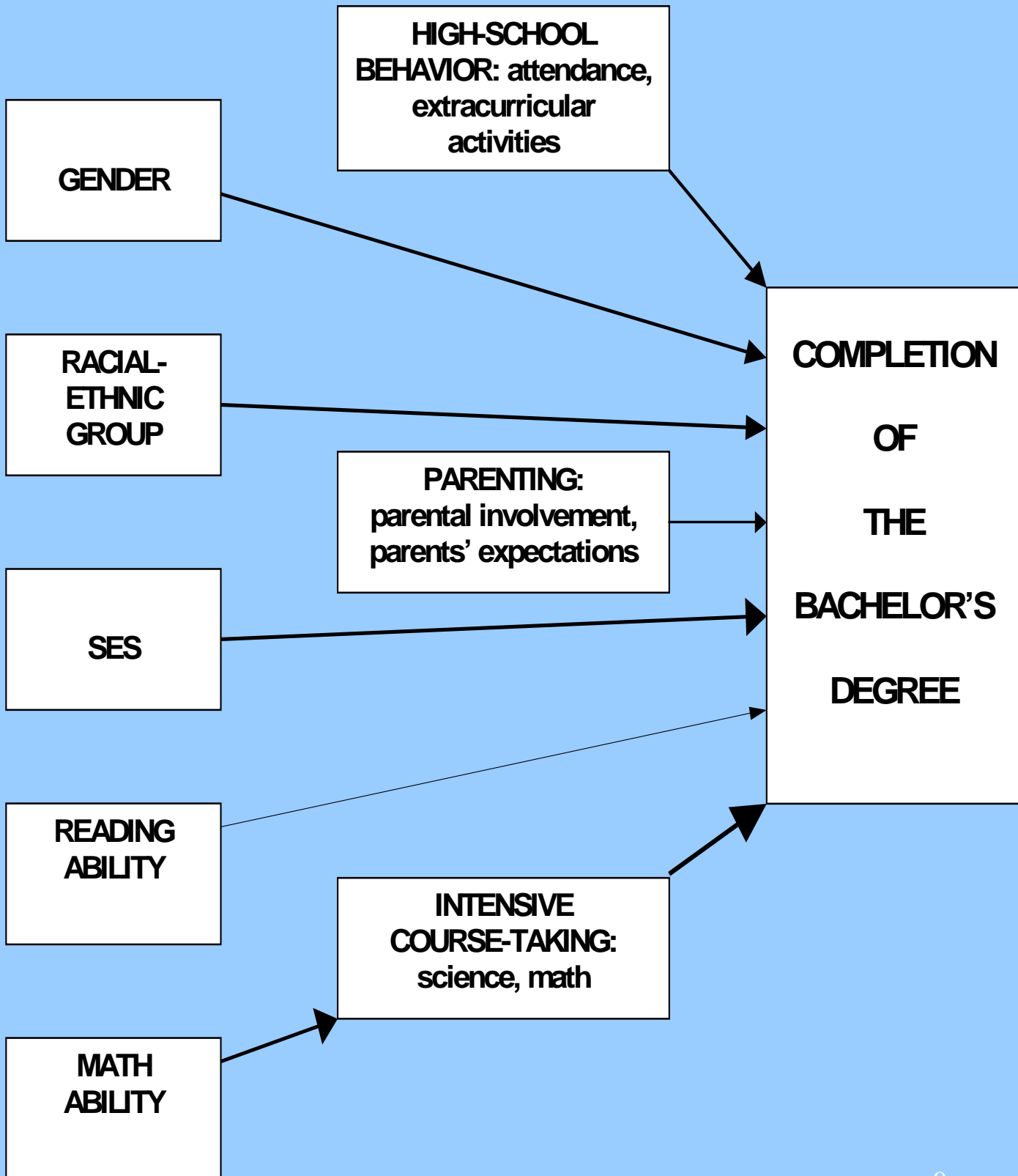
■ High School:

- Attendance
- Positive School Behavior
- Extracurricular
- Parental Involvement
- Parents' Expectations
- Locus of Control
- Intensive Science Course-Taking
- Intensive Math Course-Taking

Data Analysis

- Logistic Regression
- Developed the model with the entire sample
- Tested the applicability of the model for racial-ethnic groups, genders, SES groups, rural, suburban, urban

LTED Model



The LTED Model for Racial-Ethnic Groups

- ⑩ The effects of intensive math course-taking were strong for all racial-ethnic groups, but comparatively weakest for African Americans and strongest for Latinos.
- ⑩ The indirect effect of math ability on science and math course-taking was consistent across racial-ethnic groups.
- ⑩ The effects of intensive science course-taking were consistent across racial-ethnic groups.
- ⑩ Across all racial-ethnic groups, math (early ability and course-taking in science and math) mattered most to degree completion.
- ⑩ SES effects were strong for all groups, but comparatively weaker for Asian Americans.
- ⑩ The effects of high-school attendance were consistent across racial-ethnic groups.

Racial-Ethnic Groups Continued

- ⑩ Participation in extracurricular activities had a stronger effect for Latinos and African Americans than for Asian Americans and Whites.
- ⑩ The effect of reading ability was strongest for Asian Americans and Latinos—groups for whom English is more often a second language.
- ⑩ The effect of parental involvement was strongest for Asian Americans, and effects of parents' expectations were consistent across all groups.
- ⑩ The effect of locus of control (not in the model) was significant for Latinos only. The more internal the locus of control, the more likely Latinos were to complete the bachelor's.
- ⑩ For all racial-ethnic groups, girls-women were more likely than boys-men to complete the bachelor's; but gender effects were weakest for Asian Americans and strongest for Latinos.

Percentages of Variability in Bachelor's Degree Completion Explained by the LTED Model

- Entire Sample: 39%
- Asian Americans: 47%
- Latinos: 44%
- African Americans: 31%
- Anglos: 35%
- Low SES: 33%
- Middle SES: 32%
- High SES: 33%
- Women: 39%
- Men: 39%
- Urban: 50%
- Suburban: 37%
- Rural: 34%

The LTED Model is a Useful Model Because it:

- explains a high degree of variability in bachelor's degree completion
- is a valid model for disaggregated groups
- is comprehensive, accounting for background variables, covering broad areas of students' experiences, behaviors, and environments
- targets what students spend most of their time doing in school
- does not require any special assessments or measures
- was developed with longitudinal data
- is a model of **engagement-disengagement**

Implications

- Math matters most
- What students do in high school (taking intensive courses) extends well beyond what they are capable of doing
- The stakes are highest for underachieving students
- Effective education-career planning is salient
- An intensive curriculum and effective instruction are crucial
- Attendance and participation in extracurricular activities make a difference
- Parenting has some positive influence

Rosenbaum and the CFA Norm

Across the last 3 decades, there has been a sharp increase in the number of adults advising students to attend college.

Rosenbaum (1998) stated:

Protecting students' high expectations when they are unwarranted is not a kindness; it is a deception. Failing to challenge students to examine the plausibility of their college plans has serious opportunity costs—it prevents them from seeing the importance of high school, it prevents them from taking the additional efforts that might make their plans more likely to come true, and it prevents them from preparing for alternative outcomes. (p. 74)

What Education Professionals Can Do

Inform students, teachers, parents, and administrators of the salient influences on students' long-term educational development (i.e., teach the LTED model).

Evaluation: Frequencies of stakeholders informed through various means (e.g., guidance, PTO presentations, printed materials, program web-sites).

What Educators Can Do

PLANNING: Develop and use an effective system for individual education-career planning. *Evaluation: Frequencies of student advising, counseling sessions, guidance lessons, and other activities focusing on students' education-career planning.*

PLANNING: Help every student develop an appropriate, written (electronic or printed) education-career plan. In schools where student-to-counselor ratios are high, use guidance as a format for developing plans. *Evaluation: Frequencies of students with completed plans appropriate to their abilities and goals.*

What Educators Can Do

PLANNING: Pay particular attention to students' long-term education-career goals and the degree of consistency between goals and academic effort.

Evaluation: Frequencies of students who are exhibiting effort (e.g., intensive course-taking, other course-taking) and completing tasks consistent with goals; number of students who dropped intensive courses.

What Educators Can Do

PLANNING: Inform students of various postsecondary education-career options; and when appropriate, help students develop back-up plans (alternative plans).

Evaluation: Students' indicated knowledge of various postsecondary options (evaluated through guidance); frequencies of students with appropriate back-up plans.

PLANNING: Include parent and teacher input into education-career planning.

Evaluation: Percentage of plans with parent and teacher input; levels of agreement among parties on students' plans and goals (student-parent-counselor-teacher consistency regarding students' plans and goals).

What Educators Can Do

PLANNING: Use students' education-career plans as a means for helping them become involved in rewarding extracurricular activities. *Evaluation: Students' levels of involvement in extracurricular activities and adherence to plans.*

CURRICULUM: Provide leadership and advocacy for an intensive school curriculum and effective instruction. *Evaluation: Time-task analysis of leadership and advocacy efforts in school curriculum development and efforts promoting effective instruction.*

What Educators Can Do

ATTENDANCE: Provide leadership, advocacy, and counseling in promoting good school attendance. *Evaluation: Time-task analysis of efforts aimed at increasing attendance; school attendance data, including class attendance.*

EXTRACURRICULAR: Engage in leadership and advocacy for students' participation in school-sponsored extracurricular activities (for all students, and for African American and Latino students in particular). *Evaluation: Frequencies of students' participation in extracurricular activities.*

What Educators Can Do

EXTRACURRICULAR: Work to create engaging extracurricular activities for students. *Evaluation: Extracurricular activities initiated and continuing.*

EXTRACURRICULAR: Encourage students' participation through leadership, counseling, advising, guidance, and individual planning. *Evaluation: Time-task analysis of efforts targeting increases in participation in extracurricular activities; frequencies of students' participation.*

Selected References

Adelman, C. (1999). *Answers in the tool box: Academic intensity, attendance patterns, and bachelor's degree attainment*. Retrieved September 19, 2005 from

<http://www.ed.gov/pubs/Toolbox/Title.html>.

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Rosenbaum, J. E. (1998). College-for-all: Do students understand what college demands? *Social Psychology of Education*, 2, 55-80.

Rosenbaum, J. E., & Person, A. E. (2003). Beyond college for all: Policies and practices to improve transitions into college and jobs. *Professional School Counseling*, 6, 252-260.