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A COHORT ANALYSIS OF POSTSECONDARY EDUCATION

A DISSERTATION APPROVED FOR THE
DEPARTMENT OF SOCIOLOGY

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Dedicated to my family

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Abstract

This study looks at factors that predict whether young people apply to and attend a postsecondary institution, and if they do attend, what level (two-year or less vs. four-year) and type (public vs. private) of postsecondary institution they first attend. Three different perspectives are used: family social capital, intersectionality, and the life course. Panel data for the sophomore cohorts of High School and Beyond (HS&B) and the Education Longitudinal Study (ELS) are used. The data are analyzed with logistic regression and multinominal logistic regression models. The results support the family social capital perspective (e.g., parental education and family structure were significant in almost every single model). There was some support for intersectionality (e.g., there were some differences in the effects for Asian men vs. Asian women and African American men vs. African American women, relative to white women. Support for the life course perspective was limited to cohort differences in the effects of mother's aspirations, respondent's educational expectations, and GPA quartiles.

Chapter 1: Introduction

Individuals are attending postsecondary institutions at a higher rate than ever before (DiPrete and Buchmann 2013; Flashman 2013; Kalogrides and Grodsky 2011; U.S. Department of Education 2011; Buchmann 2009; Goyette 2008; Cho 2007; Reynolds et al. 2006; Bozick and DeLuca 2005; Kim and Schneider 2005). There was a dip in postsecondary enrollment in the mid-1980s; however, since 1985 there have been increases in postsecondary enrollment (U.S. Department of Education 2012; U.S. Department of Education 2011; Alon and Tienda 2007; Kim and Schneider 2005; Kane and Rouse 1999; U.S. Department of Education 1997). Between 1980 and 1990, the portion of 18 to 24 year-olds enrolled in college grew by more than one-third. However, nearly half of the increase in postsecondary education enrollment during this time was due to enrollment in community colleges and not four-year postsecondary institutions (Kane and Rouse 1999; U.S. Department of Education 1997). In recent years, approximately two-thirds of high school graduates have enrolled in postsecondary education (DiPrete and Buchmann 2013). However, there are socio-demographic differences in who enrolls in postsecondary schooling and what level (e.g., two-year vs. four-year) and type (public vs. private) of postsecondary institution is attended. For example, individuals who are female, white, or from families with a higher socioeconomic status are more likely to enroll at postsecondary institutions, especially four-year ones, compared to individuals who are male, black or Hispanic, or from a families with a lower socioeconomic status (e.g., DiPrete and Buchmann 2013; Stephan, Rosenbaum, and Person 2009, Sandefur, Meier, and Campbell 2006).

The increase in postsecondary attendance is partly due to a shift in the belief of who should attend college. Instead of believing that postsecondary schooling is for few people, the belief now held by many Americans is that college is for all (DiPrete and Buchmann 2013; Kalogrides and Grodsky 2011; Lowman and Elliott 2010; Goyette 2008; Bozick and DeLuca 2005; Rosenbaum 2001; Schneider and Stevenson 1999). This has contributed to the rise in educational expectations in recent decades (DiPrete and Buchmann 2013; Goyette 2008; Reynolds and Burge 2008; Reynolds et al. 2006; Reynolds and Pemberton 2001). A four-year degree has come to be expected by many. In addition, the "college for all" phenomenon is also seen as creating economic opportunity because a college degree is now linked with the perception of maintaining a middle class lifestyle.

Another explanation for the "college for all" mentality and the increase in postsecondary enrollment is changing occupational expectations of American youth, who desire to enter occupational fields that require postsecondary education (DiPrete and Buchmann 2013; McDaniel et al. 2011; Buchmann 2009; Goyette 2008; DiPrete and Buchmann 2006; Butler 2004; Schneider and Stevenson 1999). Previous research indicates that college participation is linked to employment and a greater overall income (DiPrete and Buchmann 2013; Elman and O'Rand 2004), which likely influences postsecondary enrollment.

This dissertation uses three perspectives, family social capital, intersectionality, and life course to look at factors that predict whether young people apply to and attend a postsecondary institution, and if they do attend, what level (two-year or less vs. four-year) and type (public vs. private) of postsecondary

institution they first attend. When studying postsecondary education, it is important to consider the role the family plays in determining whether a student will apply to and attend a postsecondary institution and the level and type of postsecondary institution attended if they do attend. Therefore, the family social capital perspective will be used to see what impact family-related variables have on applying to and attending a postsecondary institution right after high school and the level and type of postsecondary institution attended, if any. An intersectionality approach will be used by analyzing the joint effects of racial/ethnicity and gender in regards to applying to postsecondary institutions and attending one right after high school. Finally, the life course perspective will be used to analyze whether the factors that predict applying to and attending a postsecondary institution and the level and type of postsecondary institution attended (if any) vary for two different cohorts of adolescents, one from the 1980s and the other from the 2000s.

Research Questions

My research questions are:

(1) What effects do family-related variables have on applying to and attending a postsecondary institution and the level and type of postsecondary institution first attended, if any, for adolescents from the 1980s and adolescents from the 2000s?

(2) What effect does racial/ethnic and gender group have on applying to and attending a postsecondary institution and the level and type of postsecondary

institution first attended, if any, for adolescents from the 1980s and adolescents from the 2000s?

(3) Have the effects of family-related variables, racial/ethnic and gender group, and other factors on applying to and attending a postsecondary institution and the level and type of postsecondary institution first attended, if any, changed over time (between the 1980s and the 2000s)?

Outline of Chapters

This dissertation includes five chapters. This first chapter is the introduction. The second chapter will review previous literature on students who apply to and enroll in postsecondary education shortly after high school. This chapter will also review the three frameworks that will be used in this study, family social capital, intersectionality, and the life course perspective. The third chapter will discuss the methods for the dissertation analysis. This discussion includes a description of the datasets and the construction of the dependent and independent variables. The fourth chapter will present the results from the analysis. The fifth chapter will discuss the results and provide conclusions and suggestions for future research.

Chapter 2: Literature Review and Frameworks

Introduction

In brief, this dissertation explores applying to and enrolling in postsecondary education within four years of the sophomore year of high school. I will also look at different levels of postsecondary institutions first attended (if any), namely two-year institutions and four-year institutions, and different types (i.e., sectors) of postsecondary institutions first attended (if any), namely public institutions and private institutions. Two-year postsecondary institutions are typically community colleges. There are some community colleges that offer a bachelor's degree; however, this is not the norm. Four-year institutions are bachelor degree-granting institutions. Typically, most students aspire to and expect to earn at least a four-year degree (e.g., Reynolds and Burge 2008; Reynolds et al. 2006), regardless of where they first enroll. Within two-year and four-year postsecondary institutions there are both public institutions and private institutions. In this study of the predictors of applying to postsecondary institutions, attending a postsecondary institution, and level and type of postsecondary institution first attended, if any, three frameworks will be used: family social capital, intersectionality, and the life course perspective.

Trends in Postsecondary Education

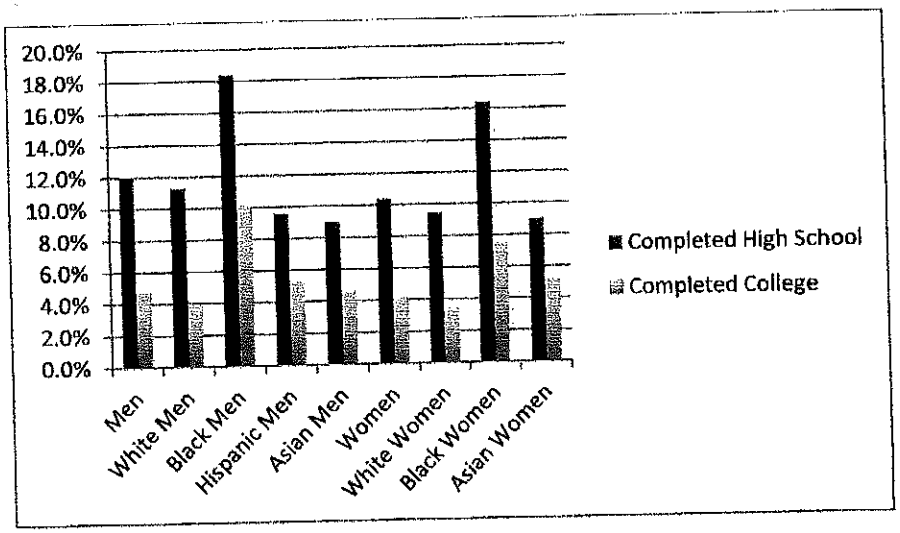
Postsecondary enrollment in two-year and four-year colleges right after high school increased from 49 percent in 1980 to 69 percent in 2008 (Aud, Fox, and KewalRamani 2010). The increase in postsecondary enrollment is linked to changes in the economy and the job market. There has been a decline in jobs that require low-

level skills and provide a middle-class lifestyle (Kalleberg 2011); in the mid-twentieth century, a college degree was not necessary to have a middle-class lifestyle (Kalleberg 2011; Brewer, Eida, and Ehrenberg 1999). With the change later in the twentieth century from a manufacturing economy to a service economy, jobs that were able to provide many families without a college-educated wage earner a middle-class lifestyle disappeared (DiPrete and Buchmann 2013; Kalleberg 2011; Autor, Katz, and Kearney 2006). A college education, especially a four-year college education, is increasingly linked with economic success (DiPrete and Buchmann 2013; Kalogrides and Grodsky 2011; Buchmann 2009; Goyette 2008; Autor et al. 2006; DiPrete and Buchmann 2006).

Autor et al. (2006) discussed how, since the 1980s, the workforce in the United States has been divided into high-wage jobs with security and benefits requiring more education and low-wage jobs with little security and few benefits requiring less education. Those who do not have a college degree, whether it is a two-year or a four-year degree, are often unable to obtain a "good" job, are more likely to be unemployed, and earn less than those who do have a college degree (U.S. Department of Education 2012; Kalleberg 2011; Autor et al. 2006; Brewer et al. 1999: Grubb 1997; Grubb 1995). For example, Figure 1 shows that in 2011, amongst twenty-five to thirty-five year-olds who have completed high school, the unemployment rate was 12 percent for men (11.3 percent for white men, 18.4 percent for African American men, 9.6 percent for Hispanic men, and 9.0 percent for Asian men) and 10.4 percent for women (9.5 percent for white women, 16.4 percent for African American women, 9.0 percent for Hispanic women, and 6.7 percent for

Asian women) (Snyder and Dillow 2013). This is compared to the unemployment rate (in 2011) amongst twenty-five to thirty-five year olds who have a bachelor's degree or higher of 4.7 percent for men (4.0 percent for white men, 10.1 percent for African American men, 5.2 percent for Hispanic men, and 4.6 percent for Asian men) and 4.1 percent for women (3.4 percent for white women, 7.5 percent for African American women, 5.1 percent for Hispanic women, and 4.9 percent for Asian women) (Snyder and Dillow 2013). The employment rate for twenty-five to thirty-four year-olds was 84.9 percent for those with at least a bachelor's degree versus 74.1 percent for those with some college education, 66.8 percent for those who were high school completers only, and 53.2 percent for those who did not complete high school (Snyder and Dillow 2013). Overall, the more schooling an individual completes, the better his or her labor market outcomes appear to be in terms of employment.

Figure 1: Unemployment Rates for Twenty-Five to Thirty-Five Year- Olds



Postsecondary education also is associated with better labor market outcomes

in terms of earnings. In 2011, amongst those twenty-five years old and over, those without a high school diploma earned 40.9 percent of the median earnings of those with a bachelor's degree versus 57.7 percent for those with a high school diploma, 64.5 percent for those with some college but no degree and 74.2 percent for those with an associate's degree (Snyder and Dillow 2013). Thus, in the contemporary economy, a postsecondary education has been able to increase economic opportunities that may lead to social mobility, due to the increasing demand for highly skilled and educated workers (Kalogrides and Grodsky 2011; Charles, Roscigno, and Torres 2007; Gonzalez and Himler 2006; Sandefur et al. 2006).

The economic success of those with a bachelor's degree has aided in the promotion of postsecondary education to American society (Goyette 2008); in order to ensure the likelihood of having a middle class lifestyle, today's high school students are more likely to desire a job that requires a bachelor's degree than past high school students (Goyette 2008; Schneider and Stevenson 1999). Another social change that has contributed to increasing levels of postsecondary education and enrollment has been the "college for all" norm (Flashman 2013; Goyette 2008; Reynolds and Burge 2008). According to the "college for all" norm, every individual in the United States is capable of and should receive a four-year postsecondary degree. The "college for all" norm is supported by the increase in economic benefits of a postsecondary education to individuals.

Applying to Postsecondary Institutions

An important first step toward postsecondary enrollment is applying to

postsecondary schools. Overall, the number of applications to postsecondary schools has increased. Technology (e.g., on-line applications) has made it easier to apply. Colleges have also been recruiting more actively and widely (Hoover 2010). Turley, Santos, and Ceja (2007) found that the proportion of high school seniors applying to any college, a four-year college, and a selective four-year college have increased. Using data from the National Center for Educational Statistics, they found 43 percent of high school seniors in 1972 and 68 percent of high school seniors in 1992 applied to any college. They also found 32 percent of high school seniors in 1972 and 53 percent of high school seniors in 1992 applied to a four-year college. They further found much smaller increases across cohorts in the proportion applying to selective four-year schools, from 7 percent in 1972 to 13 percent in 1992. (Selective schools were schools that accepted no more than a quarter of those who applied.)

In spite of these broad changes, the likelihood of applying to any type of postsecondary institution still varies by socioeconomic status (SES), gender, and race/ethnicity. Having parents who have put aside money for their children's postsecondary education (a proxy for higher SES) predicts whether a student will apply to postsecondary education and where students will apply (An 2010). Women are more likely to apply to a two-year- or four-year postsecondary institution even when other factors are controlled (Carbonaro, Ellison, and Covay 2011; Turley et al 2007). Among minority racial/ethnic groups, research using nationally representative data has shown that Hispanic high school students are at least as likely as whites to apply to any college and are more likely to apply to a four-year college net of other factors. There is some evidence that they may be more likely to apply to

selective colleges once other factors are considered (Desmond and Turley 2009; Turley et al. 2007). African American high school students have higher odds of applying to any postsecondary institution or a four-year postsecondary institution compared to their white counterparts with and without controls for socioeconomic background (Desmond and Turley 2009; Turley et al. 2007). African American high school students also are more likely to apply to a selective college relative to whites when other factors are controlled (Turley et al. 2007).

Attending a Postsecondary Institution

There have been changes in who attends postsecondary institutions. Prior to the 1980s, men's postsecondary enrollment and completion of postsecondary degrees were higher than women's. Since the 1980s, there have been important gender-related changes in postsecondary education. Women's enrollment in and completion of postsecondary education have increased more than men's, and this has created a gender gap within postsecondary education favoring women (DiPrete and Buchmann 2013; Flashman 2013; U.S. Department of Education 2012; Carbonaro et al. 2011; McDaniel et al. 2011). In 1982, 49.1 percent of men were enrolled in postsecondary institutions right after high school compared to 52 percent of women, and by 2004, 61.4 percent of men were enrolled in postsecondary institutions right after high school compared to 71.5 percent of women (Snyder and Dillow 2013). Data from 2011 indicate 64.7 percent of men were enrolled in postsecondary institutions right after high school compared to 72.2 percent of women (Snyder and Dillow 2013).

The gender gap in enrollment in postsecondary education right after high

school has been attributed to several factors. One reason is that women have increased their level of achievement in high school (Flashman 2013; Carbonaro et al. 2011; Cho 2007), which leads to a cumulative advantage in enrolling and completing postsecondary education (Carbonaro et al. 2011; Cho 2007) compared to their male counterparts. Increased labor market opportunities for women and a faster rise in the value of a college education for women than men also may explain the greater increase in women attending postsecondary education than men (DiPrete and Buchmann 2013; McDaniel et al. 2011; Buchmann 2009; DiPrete and Buchmann 2006). A postsecondary education offers women the promise of economic security (Cho 2007; DiPrete and Buchmann 2006); with the feminization of poverty, more women are attending postsecondary institutions to increase the likelihood of economic success (DiPrete and Buchmann 2013; Buchmann 2009; DiPrete and Buchmann 2006; Beattie 2002). In the past, women relied on the educational outcomes of their husband to ensure economic security (DiPrete and Buchmann 2006). Women are now focusing on their own education to ensure their economic success rather than relying on someone else's (e.g., a husband's). Women are now more likely to delay marriage in order to enter and complete postsecondary education than in the past.

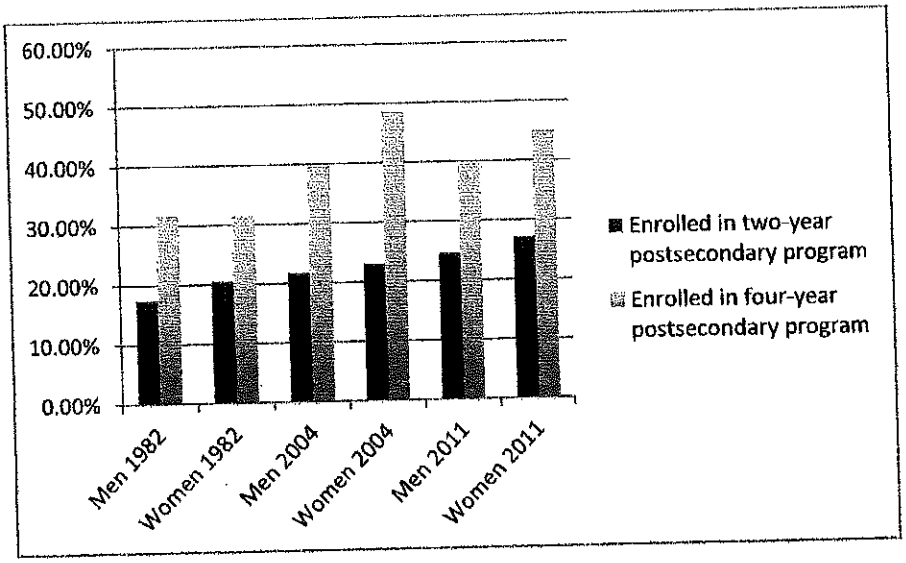
Other factors related to the increase in women's postsecondary education include changes in social norms, and beliefs and laws that resulted from the second wave of the Women's Movement that have made it easier for women to attend postsecondary institutions, leading to an increase in college enrollment and attainment (Flashman 2013; Reynolds and Burge 2008). There has also been a shift

in the educational expectations that parents have for their daughters. Parents are now encouraging daughters to attend postsecondary education at institutions just as much as sons (DiPrete and Buchmann 2006).

The gender gap in enrollment now favors women in both two-year and four-year postsecondary institutions (Carbonaro et al. 2011; Turley et al. 2007; Buchmann and DiPrete 2006). But the size of the gender gap has varied by type of postsecondary institution (two-year compared to four-year). As shown in Figure 2, of recent high school graduates in 1982, 17.5 percent of men compared to 20.6 percent of women enrolled in a two-year postsecondary institution (Snyder and Dillow 2013). In 2004, 21.8 percent of men compared to 23.1 percent of women who were recent high school graduates enrolled in two-year postsecondary education. In 2011, 24.7 percent of men compared to 27.3 percent of women who were recent high school graduates enrolled in two-year postsecondary education. Of recent high school graduates in 1982, 31.6 percent of men compared to 31.4 percent of women were enrolled in a four-year postsecondary institution. In 2004, 39.6 percent of men compared to 48.5 percent of women who were recent high school graduates were enrolled in a four-year postsecondary institution. Finally, in 2011, 40.0 percent of men compared to 44.9 percent of women who were recent high school graduates were enrolled in a four-year postsecondary institution (Snyder and Dillow 2013). Thus, the gender gap that favors women has changed more at the four-year postsecondary level compared to the two-year-postsecondary level. But gender differences in four-year enrollment have been found to narrow or disappear with other factors controlled (Carbonaro et al. 2011; Buchmann and DiPrete 2007). In

addition, women are more likely to enroll in two-year schools than four-year schools net of other factors (Carbonaro et al. 2011).

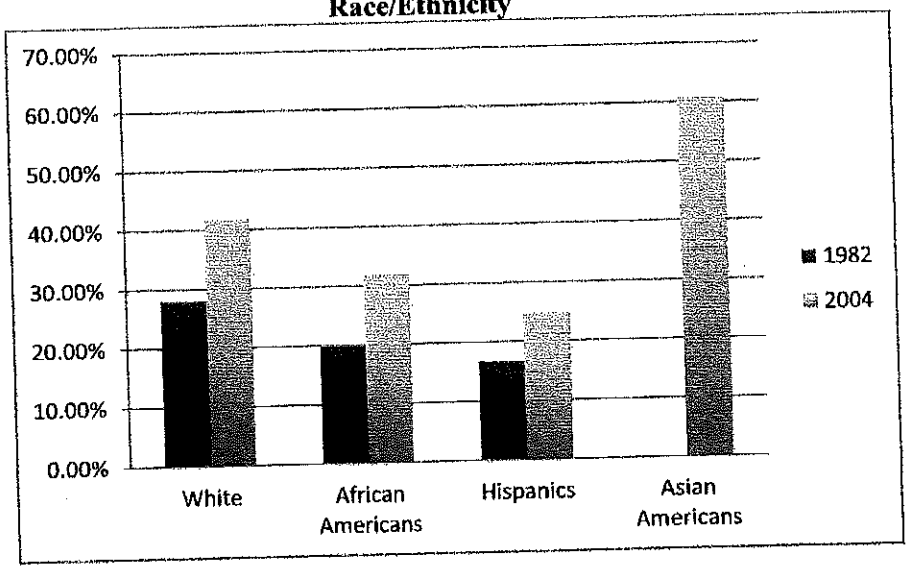
Figure 2: Enrollment Changes in Postsecondary Institutions, by Gender



Besides gender differences in who enrolls in postsecondary education, there are racial/ethnic differences. There has been an increase in postsecondary enrollment among all racial/ethnic groups (Snyder and Dillow 2013; Aud et al. 2010). Between 1982 and 2004, the enrollment rate in postsecondary institutions among eighteen to twenty-four year-olds changed from 28.1 percent to 41.7 percent for whites, 19.9 percent to 31.8 percent for African Americans, and 16.8 percent to 24.7 percent for Hispanics (Snyder and Dillow 2013). (The enrollment rate for Asian Americans is not available for 1982 but was 60.6 percent in 2004.) Thus, at the aggregate level, both African Americans and Hispanics are less likely to attend any postsecondary institutions than whites and Asians, although African Americans are more likely to attend than Hispanics (Snyder and Dillow 2013; U.S. Department of Education

2011). In particular, the black/white gap in postsecondary enrollment has increased since the 1970s (Snyder and Dillow 2013; Charles et al. 2007).

Figure 3: Enrollment Changes in Postsecondary Institutions, by Race/Ethnicity



There are a number of factors that may contribute to racial/ethnic differences in the likelihood of attending postsecondary schools. Within all racial/ethnic groups, students have high educational expectations and parents have very high educational aspirations for their children (Lowman and Elliott 2010; Cheng and Starks 2002). But Hispanic parents have lower educational aspirations for their children relative to Asian, white, and African American parents (Desmond and Turley 2009; Cheng and Starks 2002; Qian and Blair 1999). African American parents hold higher educational aspirations for their children compared to other parents (Cheng and Starks 2002; Kao 2002). In terms of the student's postsecondary educational expectations, Asian students tend to have the highest educational expectations while Hispanics tend to have the lowest (Lowman and Elliot 2010; Cheng and Starks 2002;

Portes and Rumbaut 2001). An explanation for racial/ethnic differences in educational expectations and aspirations is that some Hispanics (and African Americans) may have to navigate family circumstances that their white and Asian counterparts do not have to, for example, a higher likelihood of teenage pregnancy, a large family size, and a lack of parental involvement (Charles et al. 2007; Beutel 2000). Yet, African Americans still have high educational expectations even when background factors are controlled (e.g., Qian and Blair 1999). This could reflect the pro-school values that many African American families have. Another explanation is that African American high school students are simply influenced by the popular trend of higher education expectations without any regard for their educational performance (e.g., GPA, study skills) (Qian and Blair 1999).

Much of the racial/ethnic differences in postsecondary attendance and attainment are likely related to racial/ethnic differences in socioeconomic status. Research has shown that socioeconomic background factors do not deter Hispanics and African Americans educational expectations but they do deter enrollment. Compared to white and Asian American students, African American and Hispanic students typically come from lower socioeconomic backgrounds with less educated parents (Alon, Domina, and Tienda 2010; Charles et al. 2007; Gonzalez and Himler 2006): "their families tend to have little or no accumulated wealth relative to the families of white students...it is reasonable to expect that these differences, and their impact on subsequent parental educational investments, will shape the racial group differences in college attendance" (Charles et al. 2007:335). Research indicates that African Americans and Hispanics are at least as likely to enroll in college as their

white counterparts when socioeconomic background is controlled (e.g., Bennett and Lutz 2009; Perna and Titus 2005; Bennett and Xie 2003).

Finally, another reason for enrollment differences could be cultural differences in educational beliefs. Asian Americans' higher enrollment rates in postsecondary schooling compared to all other racial/ethnic groups may be partly due to the fact that Asian Americans often have a greater fear that academic failure will have negative consequences for them (Steinberg, Dornbusch, and Brown 1992).

Postsecondary Attendance Shortly After High School

Not everyone who attends a postsecondary institution does so right after high school (assuming they graduate from high school). Individuals who delay postsecondary enrollment are less likely to complete postsecondary education even when postsecondary type and life course factors (marriage and parenthood) are controlled (Bozick and DeLuca 2005). They also are less likely to be economically successful. Men are more likely to not enroll or delay their postsecondary enrollment than women even when other factors controlled (Bozick and DeLuca 2005). Men are more likely to not attend postsecondary education right after high school because they were not admitted to any postsecondary institution(s) that they applied to (Carbonaro et al. 2011). In terms of race/ethnicity, African Americans and Hispanics are more likely to delay postsecondary education or not enroll at all compared to their white and Asian American counterparts (Bozick and DeLuca 2005). Asian Americans are the least likely to delay postsecondary enrollment. On average, after graduating from high school, Asian Americans begin postsecondary enrollment

within four months, whites within 8 months, Hispanics within 10 months, and African Americans within 11 months (Bozick and DeLuca 2005). But Hispanics and African Americans are more likely to enroll "on time" (i.e., right after high school) than whites once other factors are controlled (Bozick and DeLuca 2005). Those who do not enroll soon after high school graduation tend to come from lower SES family backgrounds and have lower standardized test scores (Bozick and DeLuca 2005).

Level of Postsecondary Institution Attended

In general, postsecondary schooling provides individuals with more options and opportunities than they would have otherwise. However, the type of postsecondary schooling one attends, such as a two-year institution compared to a four-year institution, has a direct link to later employment opportunities and earnings (Reynolds 2012; Brewer et al. 1999) with better employment opportunities and earnings for those attending and completing a high level of postsecondary schooling (i.e., four years or more). Yet, community college enrollment has grown at a faster rate than enrollment at four-year institutions (Provansnick and Planty 2008; Grubb 2002a; Grubb 1992). (Most two-year institutions are community colleges.) In 1982, 7.7 percent of all undergraduates between the ages of eighteen and twenty-four were enrolled in a two-year postsecondary institution (Snyder and Dillow 2013). In 2004, 9.4 percent of all undergraduates between the ages of eighteen and twenty-four enrolled in postsecondary education were enrolled in two-year postsecondary institutions (Snyder and Dillow 2013). By 2011, 12.0 percent of all undergraduates between the ages of eighteen and twenty-four enrolled in postsecondary education

were enrolled in two-year postsecondary institutions (Snyder and Dillow 2013).

To better understand why enrollment rates have increased faster at two-year postsecondary institutions than four-year postsecondary institutions, it is important to know how many community colleges now view themselves. The mission of the community college is "built on low tuition, convenient location, flexible scheduling, an open-door admissions policy, and programs and services designed to support at-risk students with a variety of social and academic barriers to postsecondary success" (Calcagno et al. 2008: 632). In other words, community colleges seek out individuals from low socioeconomic and minority backgrounds (An 2010; Calcagno et al. 2008; Provansnick and Planty 2008; Bozick and DeLuca 2005; Kane and Rouse 1999); these often are first generation college students (Calcagno et al. 2008; Kane and Rouse 1999). This current mission is different from the original purpose of a community college, which was to act as a transfer unit (i.e., transfer to a four-year institution). By the 1980s, however, the intended purpose of a community college had shifted (Kane and Rouse 1999). An example of the shift is contract training, which are classes specifically designed for a business, labor union, or public agency (Kane and Rouse 1999; Lynch, Palmer, and Grubb 1991). "As of the late 1980s, 94 percent of community colleges provided at least one course by contract" (Kane and Rouse 1999:67). Community colleges now appear to be less about transferring to a four-year institution and more about completing a terminal two-year degree, even though expectations for a four-year degree or more have increased.

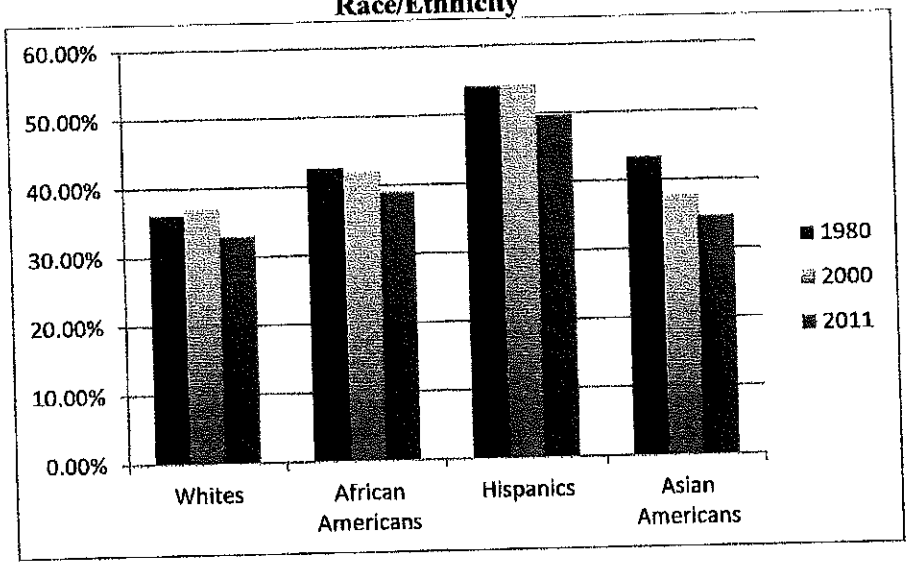
There are several reasons why a student who desires a four-year degree would enroll first in a two-year institution. A key reason is a two-year institution is

often cheaper than a four-year institution (e.g., Reynolds 2012; Teranishi, Suarez-Orozco, and Suarez-Orozco 2011; Provansnick and Planty 2008; Townsend 2007; Perna and Titus 2004). Community colleges are often seen as "low-cost stepping stones" (Goyette 2008:465) to students' overall postsecondary educational goal. Another reason is the open enrollment policy, which allows students who might have poor prior academic performance to attend a postsecondary institution (Provansnick and Planty 2008; Townsend 2007; Grubb 1992; Kempner and Kinnick 1990). Lastly, geographic convenience plays an important role in enrollment in a two-year institution for many (Reynolds 2012; Townsend 2007; Turley et al. 2007) in that it allows students to be near family while attending college. But individuals whose first enrollment is at a community college are less likely to ever enroll in a four-year postsecondary institution (Townsend 2007; Sandy, Gonzalez, and Hilmer 2006), even though two-thirds of all students who first enroll in a two-year postsecondary institution do so with the intent of transferring to a four-year postsecondary institution (Provansnick and Planty 2008). Past research indicates that students who do transfer from a two-year institution to a four-year postsecondary institution are less likely to complete a four-year degree compared to students who first enroll in a four-year institution (Provansnick and Planty 2008; Sandy et al. 2006). In addition, students who first enroll in a two-year postsecondary institution are less likely to earn a four-year degree compared to those who first enroll in a four-year postsecondary institution (Provansnick and Planty 2008), again even if they have ambition for a four-year degree (Reynolds 2012; Doyle 2009). Men are more likely than women to transfer to a four-year institution (Buchmann and DiPrete 2006). This

is because women are more likely to pursue 'terminal' degrees (i.e., end their schooling) at a two-year institution compared to men (Carbonaro et al. 2011).

The type of postsecondary institution attended varies by race/ethnicity. African American and Hispanic students are more likely to attend two-year postsecondary institutions than four-year institutions (Stearns et al. 2013; Aud et al. 2011; Wang, Change, and Lew 2009; Gonzalez and Himler 2006; U.S. Department of Education 1997). As shown in Figure 4, data for fall enrollment in postsecondary institutions in 1980 indicate that 36.2 percent of whites, 54.1 percent of Hispanics, 42.7 percent of African Americans, and 43.4 percent of Asian Americans enrolled in two-year schools. In 2000, the percentages were 36.9 for whites, 54.2 for Hispanics, 42 for African Americans, and 37.6 for Asian Americans. In 2011, the percentages were 33 for whites, 49.7 for Hispanics, 39 for African Americans, and 34.7 for Asian Americans (Snyder and Dillow 2013).

Figure 4: Enrollment in Two-Year Postsecondary Institutions, by Race/Ethnicity



Hispanics are more likely to start at a two-year postsecondary institution and transfer to a four-year institution than other racial/ethnic groups (Desmond and Turley 2009; Provansnick and Planty 2008; Turley et al. 2007; Gonzalez and Himler 2006). One reason for this could be that some Hispanic students who desire a four-year degree do not meet the minimum qualification for enrollment at a four-year postsecondary institution (Swail, Cabrera, and Lee 2004). Thus, after enrollment at a two-year postsecondary institution, where they "catch up" academically, they transfer to a four-year school.

Besides racial/ethnic differences in family socioeconomic status (e.g., African American and Hispanic families are more likely to be able to afford a two-year postsecondary institution than a four-year postsecondary institution), racial/ethnic differences in family values and ties may be a factor contributing to enrollment differences at community colleges (Provansnick and Planty 2008; Charles et al. 2007; Turley et al. 2007; Steinberg et al. 1992). Consistent with this, Hispanics tend to be more family oriented and therefore maintain family ties more strongly than other racial/ethnic groups (Desmond and Turley 2009; Sarkisian, Gerena, and Gerstel 2007; Gonzalez and Himler 2006). Hispanic students are more likely to choose an institution that is closer to home (Desmond and Turley 2009), which may be because "for many Hispanic students and their parents, the ability to attend a college or university while living at home is an important factor in selecting a postsecondary institution" (Desmond and Turley 2009: 315). Consequently, Hispanic students are more likely to enroll in community colleges than four-year institutions (Nunez, Sparks, and Hernandez 2011; Alon et al. 2010; Lowman and Elliott 2010;

Provansnick and Planty 2008; Gonzalez and Himler 2006; Peter and Horn 2005), especially if they are first generation college students (Nunez et al. 2011; Swail et al. 2004). More community colleges are available compared to four-year postsecondary institutions, which is especially important if living at home is an important factor when choosing a postsecondary institution. Other family-related factors (e.g., parental educational expectations for child, parental involvement in schooling) play a role in racial/ethnic differences; with these and school level factors controlled, African Americans are far less likely to enroll in a two-year postsecondary institution relative to whites (Perna and Titus 2005). African Americans and Hispanics are more likely to enroll in a four-year postsecondary institution than their white counterparts with student, family, and school factors controlled (Perna and Titus 2005).

Finally, it should be noted that vocational schools are another type of less than four-year postsecondary institution. Research on vocational schooling is limited, but there is some evidence that those who complete some vocational courses but do not complete an entire vocational program gain more economic benefits than those who have some college but no degree (Grubb 2002a; Grubb 2002b; Grubb 1997; Grubb 1995). A vocational certificate or a vocational education may have a positive impact on initial wage earning for women; those with vocational training fare better than those without it at the beginning of their career (Grubb 1997; Grubb 1995; Grubb 1992). However, they fare no better than those with job experience when looking at job placement and wages. In other words, a vocational degree is an important aspect of getting a job to get experience, but after a woman has experience the benefits of a vocational degree are not as lucrative (Grubb 1997; Grubb 1995; Grubb 1992). For

men, it appears that the effects of a vocational certificate on their overall wage earnings have declined over time while having some vocational credits could have a positive impact, although the size of the effect may depend on the type of vocational coursework taken (Grubb 2002; Grubb 1997).

Type of Postsecondary Institution Attended

More students are enrolled in public postsecondary institutions compared to private postsecondary institutions regardless of level (Snyder and Dillow 2013). The biggest differences between public and private postsecondary institutions are in how the institution is funded and who is more likely to attend each. In contrast to private postsecondary institutions, public postsecondary institutions are at least in part directly funded through the government (e.g., state government) (Stephan et al. 2009; Perna and Titus 2004; Gordon et al. 2002). Public and private two-year postsecondary institutions have somewhat different missions and structures (Stephan et al. 2009). Public two-year institutions primarily focus on transferring students to a four-year postsecondary institution, although this does not always happen (Stephan et al. 2009; Provansnick and Planty 2008). Private two-year institutions focus on a "limited number of vocational programs" (Stephan et al. 2009:574) and account for four percent of all two-year enrollments in the United States (Stephan et al. 2009). But there are many similarities in characteristics between students at two-year public postsecondary institutions and two-year private postsecondary institutions (Stephan et al. 2009). The characteristics of students attending two-year public postsecondary institutions versus four-year public postsecondary institutions differ (Stephan et al.

2009). The socioeconomic status of students entering a public four-year postsecondary institution tends be higher compared to those entering a public two-year postsecondary institution but lower than those students entering a private four-year institution. Stephan et al. (2009) indicate the biggest differences in demographic characteristics between students attending postsecondary institutions (public versus private) can be found at the four-year level. But overall, students who attend a private two-year postsecondary institutions are more likely to be lower SES and non-white compared to those students entering a four-year postsecondary institution, either private or public (Snyder and Dillow 2013; Stephan et al. 2009).

Study Frameworks

There are many different reasons why a student may choose to apply to and attend or not attend one level and type of postsecondary education institution over another. The three perspectives that will be used in this dissertation to understand these different reasons are family social capital, intersectionality, and the life course perspective. A family social capital framework will be used to examine the impact that parental education and family composition have on applying to and attending a postsecondary institution. Intersectionality will be used to look at the joint effects of race/ethnicity and gender on applying to and attending a postsecondary institution. A life course perspective will be used to help understand the impact of cohort on applying to and attending a postsecondary institution within four years of the sophomore year of high school and whether the effects of the predictors of applying to and attending a postsecondary institution vary by cohort.

Family Social Capital

Social capital can be defined as connections within and between social networks and the benefits associated with those networks. Sociologists studying social capital have drawn heavily upon the work of Coleman (1988), who argued that social capital takes multiple forms. These forms include level of trust, which is indicated by obligations and expectations; information channels; and norms and sanctions that "promote the common good over self-interest" (Dunham and Wilson 2007:209). Social capital exists both within and outside of families. According to Furstenberg (2005:810), family-based social capital involves the benefits family members receive from one another and "the stock of social goodwill created through shared norms and a sense of common membership from which individuals may draw in their efforts to achieve collective or personal objectives." Family social capital has been measured in a variety of ways, including parental aspirations and family structure (e.g., Dunham and Wilson 2007; Sandefur et al. 2006). Family background, including parental education, influences the social and financial and human capital that parents have and can transmit to their children. Family social capital serves as the mechanism by which parents can transmit their financial and human capital (i.e., their socioeconomic status) to their children.

Family social capital has been found to contribute to positive academic outcomes for children during high school, such as higher grades, achievement test scores, and educational expectations (Dufur, Parcel, and Troutman 2013; Crosnoe 2004; Muller and Ellison 2001). Applying to and enrolling in postsecondary

institutions, especially four-year ones, can be linked to family social capital (Grodsky 2010; Sandefur et al. 2006; Cabrera and La Nasa 2001; Perna 2000; Qian and Blair 1999; Hao and Bonstead-Bruns 1998).

As noted earlier, family social capital can be transmitted via parents' education and income. Individuals who do not enroll in college or who do not enroll right after high school (assuming they graduate from high school) often come from lower SES families that have fewer resources (e.g., Bozick and DeLuca 2005). Students whose parents have completed college are more likely to attend college themselves (Baum and Flores 2011; An 2010; Turley et al. 2007; Sandefur et al. 2006; Kim and Schneider 2005). Parents who have higher levels of educational attainment and income can invest more in their children than parents without. For example, middle-class parents try to shape and control their children's educational experiences. These parents engage in "concerted cultivation by overseeing, criticizing, and intervening in their [children's] institutional lives" (Lareau 2003:181); education is one of the key institutions in children's lives that middle-class parents try to influence. This would include but not be limited to acting as an advocate for their child in any educational manner, such as speaking with teachers or any school administrator or employee on their child's behalf (Grodsky 2010; Lareau 2003; Lareau 2002) or recognizing when a child may need a tutor or any other type of educational services to ensure academic success (Grodsky 2010; Lareau 2003; Lareau 2002). In addition, parents can transfer social capital from outside the family to their children to increase their educational enrollment in multiple ways, such as gathering and utilizing any information that may aid in their child's success

(Grodsky 2010; Lareau 2003; Lareau 2002). This kind of parental involvement during primary and secondary school increases the likelihood of enrollment in postsecondary institutions (Grodsky 2010; Charles et al. 2007; Sandefur et al. 2006; Kim and Schneider 2005). Besides transmitting their own social capital to children, Lareau (2003) found that middle-class parents help their children to develop social capital by making certain their children have experiences through organized activities, such as sports, music lessons and church activities to name a few. Through their participation in extracurricular activities, middle class children are thought to learn important life lessons that will aid them when they apply to and enter a postsecondary institution (Lareau 2011).

Also noted earlier is that parental educational expectations can be considered a form of family social capital. Research has shown that parental educational expectations positively influence college-related outcomes. Children whose parents have high educational expectations for them are more likely to enroll in a postsecondary institution, especially a four-year one (An 2010; Bozick et al. 2010; Sandefur et al. 2006). Children who describe parental support for schooling as "mixed" are more likely to enroll in a two-year institution than a four-year one (Cabrera and La Nasa 2001).

Parents' educational expectations are associated with children's expectations for themselves. Parents, especially those of middle- and upper-class backgrounds who have completed college, act not as only role models for children but also actively help students develop their educational goals (DiPrete and Buchmann 2013; An 2010; Charles et al. 2007; Sandefur et al. 2006; Kim and Schneider 2005; Lareau

2003; Lareau 2002). Children with high educational expectations are more likely to enroll in college, especially four-year schools (e.g., Bozick et al. 2010; Engberg and Wolniak 2010; Sandefur et al. 2006).

Finally, evidence suggests that generating and accessing family social capital may be easier in two parent families. Previous studies have found positive effects of living in a two biological parent family on college attendance (e.g., Sandefur et al. 2006; Raley, Kim, and Daniels 2012). Findings on the effects of living in other family types have been mixed, with some studies finding significant (and negative) effects for stepparent families but not for single-parent families (e.g., Wojtkiewicz and Holtzman 2011; An 2010; Sandefur et al. 2006). Previous research indicates that stepparents "tend to exhibit lower levels of warmth and support for their non-biological child" (An 2010:313) which could make it more difficult for children to apply for and enroll in postsecondary schooling.

Intersectionality

An intersectionality framework acknowledges that women and men of different racial/ethnic and social class backgrounds may have vastly different experiences (e.g., Choo and Ferree 2010; Jordan-Zachery 2007; Browne and Misra 2003; Collins 1989). Intersectionality considers how different types of stratification are co-constructed to influence individuals' experiences (e.g., Browne and Misra 2003). Intersectionality has become an important framework in feminist scholarship and has helped change how gender is viewed in research (Davis 2008; Shields 2008; Risman 2004). According to the intersectionality framework, gender and

race/ethnicity should not be viewed as two separate categories, but instead should be looked at together (Vespa 2009; Jordan-Zachery 2007; Browne and Misra 2003; Trusty, Ng, and Plata 2000; Collins 1989). In education, there has been a call for "investigating the educational choices of particular gender-racial groups" (Trusty et al. 2000:45), but relatively few studies of postsecondary schooling have jointly examined gender and race/ethnicity (for exceptions, see Everett et al. 2011; Beattie 2002).

In this dissertation, an intersectionality framework will be used that focuses on the joint effects of gender and race/ethnicity on postsecondary schooling. Looking at the joint effects of gender and race/ethnicity on ever applying for and attending postsecondary schooling, as well as the level of and type of postsecondary institution first attended, will help us to better understand an individual's educational outcomes than looking at gender and race/ethnicity separately. This is in part because the size of the gender gap in postsecondary education differs by race/ethnicity (DiPrete and Buchmann 2013). For example, the gender gap is larger for African Americans compared to whites (Snyder and Dillow 2013). African American women have been more likely to enroll in postsecondary education and receive a college degree than African American men for over seventy years (Snyder and Dillow 2013; McDaniel et al. 2011; DiPrete and Buchmann 2006). This may be due to "a historical legacy that encourages independence and self-reliance among black women" (Reynolds and Burge 2008:488). There has been a long history of African American women working outside the home. African American men have had limited job opportunities and a higher unemployment rate than whites (Cabrera and La Nasa 2001; Bennett

and Lutz 2009; Butler 2004). As a result, African American women have needed to work for pay in order to support their families, which has likely influenced their postsecondary schooling. African American women who are college educated are more likely to be employed than their white counterparts. However, this is true not just at the college level, but also for lower and higher levels of education (DiPrete and Buchmann 2013).

Research indicates that white men in recent years are less likely to enroll in postsecondary education than white women but are more likely to do so than African American men (DiPrete and Buchmann 2013; Snyder and Dillow 2013; An 2010; Sarkisian and Gerstel 2004). Historically, there has been discrimination in acceptance and enrollment in postsecondary education for minorities, especially for African American men (DiPrete and Buchmann 2013; Beattie 2002). In addition, the rate of return to postsecondary education has not been as high for African American men as for white men. African American college educated men have experienced a higher unemployment rate than white college educated men, which is likely due (at least in part) to racial discrimination (DiPrete and Buchmann 2013). This history might explain the enrollment trends of African American men. African American men may be less likely to apply for and enroll in postsecondary schooling when the perception of the returns of a postsecondary education is not clear (DiPrete and Buchmann 2006; Beattie 2002). It also is important to note the high portion of young African American men who are incarcerated (Everett et al. 2011; DiPrete and Buchmann 2006). In 2004, 12 percent of African American men who were in their twenties were incarcerated (DiPrete and Buchmann 2006). This also affects the

postsecondary enrollment rates of young African American men as a group. In summary, differences in experiences by gender and racial/ethnic group make it important to use an intersectionality framework in this study.

Life Course Perspective

The key themes in the life course perspective are "the interplay of human lives and historical times, the timing of lives, linked or interdependent lives, and human agency in choice making" (Elder 1994:5). Age, period, and cohort are key concepts in the life course perspective. A *cohort* is defined as "a group of people who have shared some critical experience during the same interval of time" (Alwin and McCammon 2003:26) and provides a "more precise historical placement. Cohorts, in effect, link age and historical time" (Elder et al. 2003:9). This dissertation investigates whether cohort differences exist (and, if so, how) in the predictors of postsecondary schooling, specifically, applying to a postsecondary institution, ever attending a postsecondary institution, and characteristics of the first postsecondary institution attended (public two-year postsecondary institution, private two-year postsecondary institution, public four-year postsecondary institution, and private four-year postsecondary institution). Two different cohorts will be used in this study. They will be defined by the *period* (academic year) when students were in tenth grade, 1980-81 or 2001-2002. (Therefore, respondents in both cohorts were approximately the same *age* at the time of data collection.) These are ideal cohorts to examine because of the shift in the gender gap in postsecondary education (i.e., from favoring men to favoring women), the large (and unrealistic) rise in educational

expectations, and the increases in enrollment in postsecondary institutions that occurred between the early 1980s and the early 2000s.

According to the life course perspective, cohorts differ in how socio-historical changes affect their life choices. In the case of the two cohorts in this study, the later cohort has witnessed the increases in postsecondary schooling (and the gender gap favoring women in postsecondary schooling) and the "college for all" norm to a greater degree than the older cohort. With the rise of the "college for all" norm, postsecondary education is no longer just perceived as a means to occupational goals, but as part of the life course of young adults (DiPrete and Buchmann 2013; Goyette 2008; Rosenbaum 2001). As a result, individual and family factors may have weaker effects on postsecondary outcomes for the later cohort than the earlier one. Supporting this, educational expectations now appear to be less closely linked to educational attainment (Reynolds et al. 2006) than in the past, although they still appear to influence educational outcomes (Bozick et al. 2010; Reynolds and Burge 2008). With respect to family background, students from economically disadvantaged backgrounds are more likely to attend postsecondary institutions than they were previously (Flashman 2013; Kalogrides and Grodsky 2011; Reynolds and Burge 2008), "and their rate of enrollment growth outpaces that of their more advantaged counterparts" (Kalogrides and Grodsky 2011:854). Therefore, there may be weaker effects of socioeconomic background on postsecondary outcomes for the later cohort than the earlier one. Family social capital (e.g., parental education, family structure) also may have become less important for educational outcomes. It could be that more recent cohorts of high school students may be more likely to

prepare for college (e.g., applying for and later enrolling in college), even if their family social capital is low. There is some evidence to support this. Flashman's (2013) cohort analysis of high school students found "changes in parental education across cohorts only marginally reduce cohort differences among women" in college attendance (p. 565). Turley at al.'s (2007) cohort analysis found that the effect of parental education on applying to any college did not change significantly across cohorts except that the effect of having college educated parents on applying to a four-year college increased across cohorts of high school students.

The size of cohort differences in the pattern of effects may vary by the specific postsecondary schooling variable being examined. For example, there may be more change (i.e., weakening) in the effects of individual and family factors on applying to postsecondary institutions, ever attending a postsecondary institution, and attending two-year institutions and public institutions, which are less selective processes, than on attending four-year institutions, especially private ones, which are more selective processes. Individual and family factors may remain uniformly important over time and across cohorts in admission to four-year institutions, again especially private ones. With respect to gender, Turley et al. (2007) found the effect of being female on applying to any college or four-year postsecondary institution (but not selective four-year colleges) has increased. In addition, a net positive effect on being a minority on applying to college was reported to be declining across cohorts according to one study (Turley et al. 2007). To summarize, the life course perspective is an ideal framework for this study because it looks at change over time, and this dissertation uses two sets of data that are longitudinal and were collected at two different time

periods for two different cohorts of students. It is important to acknowledge that there has been little cohort analysis done. I will be using frameworks and variables (e.g., ones pertaining to intersectionality) that the previous cohort studies have not used.

Hypotheses

Based on the family social capital perspective and the previous research described here, I expect to find a significant positive relationship between family-related factors and applying to and attending a postsecondary institution. Based on the intersectionality perspective and the findings of past research, I expect that white women will apply to and attend a postsecondary institution more than white men, Hispanic men and women, and black men and women. I also expect that African American women will apply to and enroll in postsecondary institutions at a higher rate than their Hispanic counterparts. The life course perspective and previous literature suggest there will be differences between cohorts in postsecondary schooling. I expect to find more young people from the 2000s have applied to and attended a postsecondary institution compared to young people from the 1980s. I predict weaker effects of family-related factors and racial/ethnic and gender group on applying to and attending any postsecondary institution and attending a two-year public or private postsecondary institution in the 2000s than in the 1980s.

Chapter 3: Methods

Secondary data analysis was used for this dissertation. Two datasets sponsored by the National Center for Education Statistics (NCES) were used to see whether there are cohort and period differences in the process of applying to and attending a postsecondary institution, High School and Beyond (HS&B) and the Education Longitudinal Study (ELS). HS&B and ELS have nationally representative samples and followed respondents during high school and afterwards. The goals of education longitudinal studies sponsored by the NCES, including HS&B and ELS, are to study the educational, vocational, and personal well-being of individuals from high school into adulthood (nces.ed.gov/surveys/hsb).

HS&B first surveyed high school sophomores and seniors in 1980. All of the original respondents were re-surveyed in 1982, 1984, and 1986. The 1980 sophomore cohort also was re-surveyed in 1992. This dissertation used data from the HS&B sophomore cohort only; therefore, the remaining description of HS&B provided here will focus on that cohort. The sample design of HS&B provided nationally representative data of tenth grade high school students in 1980 in the United States. The 1980 HS&B sampled approximately 1,100 public and private high schools. Schools were selected with probabilities proportional to the estimated enrollment of tenth graders, although certain strata of schools were oversampled (e.g., Catholic schools with high proportions of black students and public schools with high proportions of Hispanic students and private high schools were sampled at a higher rate to ensure the sample would be large enough to compare with public schools) (Spencer, Sebring, and Campbell 1987). Within each school, approximately

40 sophomores were randomly selected (or all sophomores in schools with fewer than approximately 40 sophomores). (Note that all numbers related to HS&B given in this chapter have been rounded to the nearest ten to conform to NCES reporting requirements.) Approximately 30,000 high school sophomores participated in the base year survey. These students completed questionnaires with items focusing on individual and family background, high school and work experiences, and plans for the future; students also completed standardized tests. Questionnaires also were completed in 1980 by parents and school personnel. Approximately 18,500 of the sophomore cohort members (including those still in school and those who had dropped out) were selected for the first follow-up survey in 1982, which also asked youth to complete questionnaires with items on high school and work experiences, as well as their postsecondary plans. The second follow-up survey in 1984 sampled approximately 14,830 of the original sophomore cohort members. These respondents answered items that asked about postsecondary and work experiences and family formation (Spencer, Sebring, and Campbell 1987). This dissertation used data for the sophomore cohort members who also participated in the first and second follow-ups (approximate n=12,420). (Note that, in the early stages of this dissertation, it was thought that data from the first follow-up might be used extensively, but this did not happen in later stages of the dissertation; however, the definition of the analytic sample given above was retained to allow for future analyses with first follow-up data.) Data from the HS&B third follow-up in 1986 and the fourth follow-up in 1992 were not used in this dissertation.

ELS began in 2002 when respondents were sophomores in high school and had three follow-ups: in 2004, when most respondents were in their senior year of high school; in 2006, when most respondents had been out of high school for two years; and in 2012. The sample design of ELS was intended to provide nationally representative data on U.S. tenth grade high school students in 2002. The ELS base-year survey in 2002 randomly sampled public and private high schools proportional to size, with size based on school enrollment by race/ethnicity; private high schools were sampled at a higher rate to ensure the sample would be large enough to compare with public schools. Approximately 750 high schools participated in the base-year study (Ingels et al. 2007). Each of the participating high schools provided lists of tenth grade students that were used to design a sample stratified on the basis of race/ethnicity. From the participating high schools, approximately 26 students per school were selected; Asian and Hispanic students were oversampled. Over 15,000 high school sophomores participated in the 2002 base-year survey (Ingels et al. 2004). As in the 1980 HS&B, students in the 2002 ELS answered items focusing on individual and family background, high school and work experiences, and plans for the future; students also completed standardized tests. Questionnaires also were completed in 2002 by parents and school personnel. The ELS first follow-up (2004) sample included those respondents who had participated in the 2002 base-year survey even if they had had transferred to a different high school, completed high school early, or had dropped out of high school (Ingels et al. 2007). As in the first follow-up of the HS&B sophomore cohort, in the first follow-up of ELS the respondents answered items about their high school and work experiences and their

postsecondary plans. The ELS second follow-up (2006) sample included those respondents who had participated in the 2002 base-year survey (Ingels et al. 2007). As in the second follow-up of the HS&B sophomore cohort, in the second follow-up of ELS the respondents answered items that asked about postsecondary and work experiences and family formation. Data from the third ELS follow-up study conducted in 2012 were not used in this dissertation. Finally, consistent with the use of HS&B, the analytic sample of ELS was defined as those respondents who had participated in the base year, first follow-up, and second follow-up surveys (n=12,591).

This cross-cohort study of educational outcomes was possible because many of the education-related items on HS&B and ELS are the same (the studies were designed to be comparable). So far, there have been few studies that have used both HS&B and ELS. To summarize, this study used data from the 1980 and 1984 waves of the sophomore cohort of HS&B and the 2002 and 2006 waves of ELS. Thus, there were two samples of respondents surveyed in their sophomore year and two years after most had graduated from high school.

As noted earlier, HS&B and ELS collected multiple forms of data, including data from students, their parents, school personnel, and high school transcripts. This dissertation primarily used data from the students (youth) collected in 1980 and 1984 (for HS&B) and in 2002 and 2006 (for ELS). Data from the parent questionnaires sometimes was used by NCES to create variables (e.g., to determine family structure when the respondent was a high school sophomore if such information was missing from the student data). In HS&B, the parent survey was administered only in 1980,

and the parent survey in ELS was administered only in 2002; in other words, data from parents were collected during the students' tenth grade year in school. For both the ELS and HS&B cohorts, data on grades were collected from high school transcripts.

Because individual and family variables necessary for this study were gathered primarily in the tenth grade year, the sample for this study was defined as being members of the tenth grade cohort in either 1980 (HS&B) or 2002 (ELS) and having completed the base-year, first follow-up, and second follow-up surveys (i.e., the 1980, 1982, and 1984 surveys for HS&B and the 2002, 2004, and 2006 surveys for ELS). The HS&B and ELS datasets were merged prior to analysis, a procedure that is feasible and appropriate because of the comparability of the two studies and has been used in other research (e.g., Goyette 2008). Listwise deletion of cases missing on one or more of the variables used in the analyses (described below) was performed.

Dependent Variables

Four dependent variables using data from the 1984 HS&B and the 2006 ELS (i.e., two years after most respondents had graduated from high school) were used in the analyses. The first was a variable measuring *whether respondents had ever applied to a postsecondary school* with "yes" coded as 1 and "no" coded as 0. The second was a measure of *whether respondents had ever attended a postsecondary institution.* A respondent who never attended any postsecondary school was coded as 0 and a respondent who had ever attended some type of postsecondary institution

was coded as 1. The third was a variable created to look at *which level of postsecondary schooling a respondent had first attended, if any.* The following coding was used: did not attend any postsecondary institution (did not complete high school or completed a high school diploma or completed a GED only) coded as 1, two-year or less postsecondary institution coded as 2, and a four-year postsecondary institution coded as 3. Having first attended a postsecondary institution was used primarily as the reference category, although in some supplemental analyses the category representing having first attended a four-year postsecondary institution was used instead. The final dependent variable measured the *level and type of first postsecondary institution attended, if any.* No attendance at a postsecondary institution (did not complete high school or completed a high school diploma or a GED only) was coded as 1, first attending a two-year or less public institution was coded as 2, first attending a two-year or less private institution was coded as 3, first attending a four-year public institution was coded as 4, and first attending a four-year private institution was coded as 5. The reference category used was never attended a postsecondary institution. It is important to keep in mind that the dependent variable measuring the level of postsecondary institution attended and the dependent variable measuring the level and type of postsecondary institution attended are for the *first* postsecondary institution attended. First postsecondary institution attended was used because it is an important indicator of educational outcomes for students. As noted in Chapter Two, students who first enroll in a four-year postsecondary institution are more likely to receive a bachelor's degree compared to those who first enroll in a two-year postsecondary institution.

Independent Variables

The following independent variables were used in the analyses. As discussed earlier, almost all of these measures come from respondent (youth) data collected during the sophomore year of high school (1980 in the case of HS&B and 2002 in the case of ELS). A *cohort* variable was created to distinguish between HS&B and ELS respondents. HS&B respondents were coded as 0 and ELS respondents were coded as 1. This variable was included in analyses using pooled HS&B and ELS data. A set of dummy variables jointly measuring *race/ethnicity and gender* was created: Hispanic males, Hispanic females, African American males, African American females, Asian American males, Asian American females, and white males. White females served as the reference group. Male and female respondents from other racial/ethnic groups (e.g., Native Americans, multiracials) were dropped because their numbers were too small to permit meaningful analyses.

One of the family-related variables included in the analyses was *parental education*. This variable was created by using the highest education level of the parent with the most education. In the final sets of analyses, parental education level was coded as 1 if a parent had a four-year college degree or an advanced degree and 0 for all other levels of education. (Note that in preliminary analyses a set of dummy variables for parental education was used. Results of these analyses indicated that a single dichotomous measure could be used meaningfully instead. Parental education was used rather than standardized SES quartiles because of differences between HS&B and ELS in the make-up of the standardized SES measure. To measure the

living arrangements of respondents during the sophomore year of high school, data from HS&B 1980 and ELS 2002 were used to create a variable with *living with both mother and father* coded as 1 and all other family types (e.g., living with mother only, living with father only) coded as 0. *Maternal educational aspirations* were measured using an item from the HS&B and ELS student questionnaires that asked how far in school the mother's respondent wants him or her to go. In final analyses, a variable was used with four-year college degree or more (i.e., an advanced degree) coded as 1 and all other levels of education coded as 0. (Note that in preliminary analyses a set of dummy variables for maternal educational aspirations was used. Results of these analyses indicated that the single measure described above could be used instead). Because of large amounts of missing data, measures of paternal educational aspirations were not used.

The family social capital perspective suggests that family-related factors influence individual beliefs and behaviors related to education. One such individual factor is *respondent's educational expectations* (how far in school the respondent expected to go), which was measured by a variable with less than a four-year degree coded as 0 (high school or less, a high school diploma or GED, some college) and a four-year degree or more (i.e., an advanced degree) coded as 1. (Note that in preliminary analyses a set of dummy variables for respondent's educational expectations was used. Results of these analyses indicated that the single measure described above could be used instead.)

NCES used high school transcript data to create categorical measures of the letter grades usually earned (e.g., mostly As, mostly As and Bs) while the respondent

was in high school. From the original grade measures in HS&B and ELS, a measure of *approximate grade point average (GPA) quartile* was created. Dummies were made to indicate whether a respondent's GPA was approximately in the lowest, second lowest, second highest, or highest quartile among those in the sample. The highest GPA quartile was used as the reference category. As an additional or alternative measure of academic achievement, initial analyses also included dummies for the quartile in which a respondent's score fell on a standardized test that was part of the base-year survey (HS&B or ELS). However, only approximate GPA quartile was used in later analyses because I found the results did not change appreciably when only the GPA quartile dummy variables were used.

A series of questions on both HS&B and ELS asked how often that academic year (i.e., the sophomore year), the respondent goes to class without pencil/paper, goes to class without books, and goes to class without homework completed. A set of dummy variables were created from responses to each question. However, in the final analyses only the item measuring how often the respondent goes to class without homework done was used. This is because the other variables were not significant in preliminary analyses. For the final analyses, a variable of *how often the respondent attends class without homework completed* was used that was created from the original measure and coded as 1 if the respondent often or usually goes to class without homework done and 0 if the respondent never or seldom goes to class without homework done.

Two variables were used to measure *participation in an academic club* and *participation in a vocational club* during the current academic year (i.e., the

sophomore year). Respondents who did not participate in the club were coded as 0 and if they did participate they were coded as 1. During my early analyses I also included a variable that measured participation in hobby clubs, but this variable was dropped because it was not significant. A variable measuring sports participation could not be included in the analyses because of a lack of comparability between the questions asking about sports participation in HS&B and ELS.

Models

In addition to running descriptive statistics, I ran binary logistic regression and multinomial logistic regression models. Binary logistic regression was used for the analysis of two of the dependent variables, the ever applied to a postsecondary institution and ever attended a postsecondary institution because they were dichotomous. Multinomial logistic regression was used in the analysis of the two other dependent variables, level of first postsecondary institution attended (if any) and level and type of first postsecondary institution attended (if any) due to each having multiple categories.

For each dependent variable, analyses were performed (1) using HS&B data only, (2) using ELS data only, and (3) using combined HS&B and ELS data. In each of the three instances, there were two sets of models. The first analyzed socio-demographic variables, which included the race/ethnicity and gender, parental education level, and family composition. In the analysis using the combined HS&B and ELS data, the cohort variable also was included in the first model. The second model included all of the variables from the first model and added mother's

educational aspirations, respondent's educational expectations, GPA quartiles, class preparation (often or usually attends class without homework done), and participation in academic and vocational clubs. Additional models using the combined HS&B and ELS data included interaction terms to see whether the effects of independent variables on the dependent variables differed by cohort (i.e., every one of the independent variables was interacted with the cohort variable.) The models with interaction terms are described in the results chapter. It should be noted that the data were weighted using the appropriate sample weights from each dataset (cf Goyette 2008). Finally, the results presented here were obtained using the "svy" commands in STATA, which are designed for the analysis of data not gathered using simple random sampling. As noted earlier, a complex (multi-stage and clustered) sampling design was used to collect the HS&B and ELS data. The "svy" commands in STATA allow for the specification of sampling weight, primary sampling unit, and strata, which results in the correct calculation of point estimates and standard errors.

Chapter 4: Results

Tables 1, 2, 3A, and 3B (in the Appendix) present percentage distributions on the outcome variables by race/ethnicity and gender group. (Note that these tables give unweighted Ns but weighted percentages; unweighted Ns using the HS&B data are rounded to the nearest ten as per NCES requirements for the presentation of HS&B data.) The most striking findings in the tables can be found for African American (black) women. For example Table 1, shows much higher percentages of African American women than African American men applied to and ever attended a postsecondary institution among the HS&B respondents. The gender gaps were smaller for the other racial-ethnic groups in the HS&B sample. The gender gaps in applying to and ever attending a postsecondary institution were smaller for African Americans in the ELS sample, however. Similarly, the gender gap in no postsecondary attendance in the HS&B sample is much larger among African Americans than the other racial/ethnic groups (see Table3A and Table 3B). The gender gap in no postsecondary attendance for African Americans is smaller in the ELS sample than in the HS&B sample.

(Tables 1, 2, 3A, and 3B About Here)

Descriptive statistics for the total sample and by cohort (HS&B and ELS) are provided in Table 4. (Note that the table gives unweighted Ns but weighted percentages; unweighted Ns using the HS&B data are rounded to the nearest ten as per NCES requirements for the presentation of HS&B data.) Results of tests for significant differences by cohort in means (proportions) also are shown in the table and indicate there are significant differences between HS&B and ELS in the means

(proportions) for most of the variables. In terms of the outcome variables, as expected, there are large increases over time in the percentages applying to and attending postsecondary school; in the HS&B cohort, 50.6 percent of respondents had ever applied to a postsecondary institution and 55.9 percent had ever attended a postsecondary institution. The comparable percentages for the ELS cohort are 79.8 percent and 72.9 percent, respectively. In terms of the level of postsecondary institution first attended (if any), the percentage of respondents with no postsecondary schooling declined (from 44.7 percent for the HS&B cohort to 27.8 percent for the ELS cohort), the percentage first attending a two-year or less school increased slightly (from 26.6 percent for the HS&B cohort to 29.6 percent for the ELS cohort) and the percentage of respondents first attending a four-year school increased (from 28.7 percent for the HS&B cohort to 42.6 percent for the ELS cohort). In terms of both level and type of postsecondary institution first attended (if any), the percentage first attending a two-year or less public school increased slightly (from 22.8 percent for the HS&B cohort to 26.4 percent for the ELS cohort) while the proportion first attending a two-year or less private school does not differ significantly between the two cohorts (3.0 percent for HS&B and 3.1 percent for ELS). The percentage first attending a four-year public school increased (from 20.2 percent in HS&B to 28.5 percent in ELS), and the percentage first attending a four-year private school increased too (from 8.6 percent for the HS&B cohort to 14.2 percent for the ELS cohort).

In terms of the predictor variables, a larger percentage of the total sample comes from HS&B (56.5 percent) than from ELS (43.5 percent). There are

significant differences between HS&B and ELS on almost all of the means (proportions) for the racial/ethnic groups. There are higher percentages of Asian males and females and Hispanic males and females in ELS than in HS&B and lower percentage of white males and females in ELS than in HS&B. There are small differences in the percentages of black males and females across the two cohorts, and the differences in means (proportions) are not significant.

Looking at other predictor variables, a higher percentage of the ELS sample than the HS&B sample has a parent with a four-year degree or higher, and a lower percentage of the ELS sample than the HS&B sample lived with both parents at the time of the base-year (tenth-grade) survey. There were large increases over time in mother's educational aspirations and respondent's expectations, which is consistent with the findings of past research. Over 80 percent of ELS respondents reported that their mother wanted them to earn a four-year degree or more and that they expected to earn a four-year degree or more. Not surprisingly, the differences in means (proportions) of HS&B and ELS for these two variables are significant. There are no significant differences in the means (proportions) between HS&B and ELS for each of the GPA quartiles, which also is not surprising given the nature of the variable. The one significant difference in means (proportions) is for second lowest quartile, which may be due to the coding of the variable (only approximate GPA quartiles based on the letter grades earned could be created). A slightly higher percentage of the ELS sample often or usually came to class without homework done than the HS&B sample (the difference in proportions is statistically significant). Finally, participation in vocational and academic clubs declined over time, with a smaller

percentage of the ELS sample participating in these clubs (8.8 percent and 9.0 percent, respectively) than the HS&B sample (14.6 percent and 26.4 percent, respectively). The differences between cohorts in means (proportions) participating in these two types of clubs are significant.

(Table 4 About Here)

Ever Applied to a Postsecondary Institution

Table 5 shows the results (coefficients, standard errors, and odds ratios) of three sets of models for having ever applied to a postsecondary institution, one set for HS&B, one set for ELS, and one set for the pooled sample. There are two models in each set. The first model includes socio-demographic variables (i.e., race/ethnicity and gender, parental education, and family composition). The second model includes the socio-demographic variables plus maternal educational aspirations and respondent education-related variables (respondent's educational expectations, GPA quartile, how often goes to class without homework done, membership in a vocational club, and membership in an academic club). Both of the pooled sample models also include an indicator for cohort. The first model for HS&B shows Asian men had significantly higher odds of applying to a postsecondary institution compared to white women whereas African American men, Hispanic women, and white men had significantly lower odds of applying to a postsecondary institution compared to white women. Respondents with a parent who had a four-year or an advanced degree had higher odds of applying to a postsecondary institution compared to those who did not have such a parent. Family make-up also had an impact on whether a respondent applied to a postsecondary institution or not.

Respondents had higher odds of applying if they lived with both parents during their sophomore year of high school compared to those who did not.

In Model 2 for HS&B, the coefficients for Asian men, African American men, and Hispanic men are no longer significant and the coefficient for African American women is now significant. African American women had higher odds of ever applying to a postsecondary institution than white women. Otherwise, the pattern of effects for the socio-demographic variables in Model 2 for HS&B are the same as in Model 1. Mother's educational aspirations and respondent's educational expectation have significant and positive impacts on whether or not respondents had applied to a postsecondary institution. GPA also is significant. Relative to having a GPA in the highest quartile, having a GPA in a lower quartile has a negative and significant effect. Finally, if respondents had often or usually gone to class without their homework done or had participated in a vocational club they had significantly lower odds of having applied to a postsecondary institution.

In the first ELS model, Asian women had higher odds while African American men, Hispanic men, Hispanic women, and white men had lower odds of applying to a postsecondary institution compared to white women. Parent's educational level and family composition also increased the odds of a respondent ever having applied to a postsecondary institution. In the second ELS model, the coefficient for white men is the only race/ethnicity and gender measure significant in the first model that remains significant and the coefficient for African American women is now significant. African American women had significantly higher odds of having applied to a postsecondary institution than white women. The effects of

parental education and living in a two-parent household are still positive and significant. Mother's educational aspirations and respondent's educational expectations both have positive and significant effects on having applied to a postsecondary institution. Relative to respondents with a GPA in the highest quartile, those with a GPA in the second highest and second lowest quartiles had significantly lower odds of having applied to a postsecondary institution.

The first pooled sample model in Table 5 shows that respondents from ELS had significantly higher odds of having applied to a postsecondary institution than respondents from HS&B. Asian men and Asian women had significantly higher odds of applying while African American men, Hispanic men, Hispanic women, and white men had significantly lower odds of applying compared to white women. Parent's educational level and coming from a two parent household also increased the odds of a respondent having applied to a postsecondary institution.

In the second model, members of the ELS cohort still have significantly higher odds of having applied to a postsecondary institution. The coefficients for Hispanic women and white men are the only race/ethnicity and gender measures significant in the first model that remain significant, and the coefficient for African American women is now significant. They have significantly higher odds of having applied to a postsecondary institution than white women. Parent's educational level and living with both parents remain positive and significant. Mother's educational aspirations and respondent's educational expectations increased the odds of a respondent ever having applied to a postsecondary institution. The higher a respondent's GPA quartile, the higher the odds that she or he applied to a

postsecondary institution. If respondents often or usually went to class without their homework done, they had significantly lower odds of having applied to a postsecondary institution.

(Table 5 About Here)

I also checked for significant interaction effects by cohort and found two. Models with significant interaction terms are shown in Table 6. The first model in Table 6 shows results with an interaction term for mother's educational aspirations and cohort. The second model in Table 6 shows results with an interaction term for respondent's educational expectations and cohort. In both cases, the interaction term is negative. It appears that mother's aspirations have less of an effect on applying to postsecondary institutions for the ELS cohort than for the HS&B cohort and respondent's expectations have less of an effect on applying to postsecondary institutions for the ELS cohort than for the ELS cohort.

(Table 6 About Here)

Ever Attended a Postsecondary Institution

Table 7 shows the results (coefficients, standard errors, and odds ratios) of models for having ever attended a postsecondary institution. The table is set up the same way as Table 5. That is, the first model includes socio-demographic variables (i.e., race/ethnicity and gender, parental education, and family composition). The second model includes the socio-demographic variables plus maternal educational aspirations and respondent education-related variables (respondent's educational expectations, GPA quartile, how often goes to class without homework done,

membership in a vocational club, and membership in an academic club). Both of the pooled sample models also include an indicator for cohort. For the first HS&B model shown in Table 7, Asian men and Asian women had significantly higher odds of having attended while black men, Hispanic men, Hispanic women, and white men had significantly lower odds of having attended compared to white women. Parent's educational level and having lived in a two-parent household also increased the odds of having attended a postsecondary institution.

For the second HS&B model, African American men still have significantly lower odds while African American women now have significantly higher odds of having attended a postsecondary institution compared to white women. The effects of being an Asian man, an Asian woman, a Hispanic man, a Hispanic woman, or a white man are no longer significant. Parent's educational level and having lived in a two-parent household are still significant. Mother's educational aspirations and respondent's educational expectations significantly increased the odds of a respondent having ever attended a postsecondary institution. Having a GPA in one of the lower quartiles (relative to the highest GPA quartile) and having participated in a vocational club significantly lowered the odds of having attended a postsecondary institution.

In the first ELS model, Asian women have significantly higher odds while African American men, Hispanic men, Hispanic women, and white men have significantly lower odds of ever having attended a postsecondary institution. Parent's educational level and having lived in a two-parent household also increased the odds of respondents having ever attended a postsecondary institution.

In the second ELS model, African American women now have significantly higher odds of having attended a postsecondary institution compared to white women. No other race/ethnicity and gender coefficients are significant. The effects of parent's educational level and having lived in a two-parent household are the same as in the first ELS model. Higher mother's educational aspirations and respondent's educational expectation increased the odds of a respondent having attended a postsecondary institution. The lower the respondent's GPA quartile, having often or usually gone to class without homework done, and having participated in a vocational club lowered the odds of having attended a postsecondary institution. Respondents who participated in an academic club had significantly higher odds of having attended a postsecondary institution.

The first pooled sample model shows that respondents from the ELS cohort had higher odds of having attended a postsecondary institution than respondents from HS&B. Asian men and Asian women have significantly higher odds while African American men, Hispanic men, Hispanic women, and white men have significantly lower odds of having attended a postsecondary institution compared to white women. Parent's educational level and having lived in a two-parent household also increased the odds of respondents having attended a postsecondary institution.

In the second pooled sample model, the results for Asian men, Asian women, black men and Hispanic men are the same as in the first pooled sample model but the effect of being an African American women is now positive and significant and the effects of being a Hispanic woman or a white man are no longer significant. Parent's educational level and having lived in a two-parent household are still significant.

Mother's educational aspirations and respondent's educational expectation increased the odds of a respondent having attended a postsecondary institution. The lower a respondent's GPA quartile, having often or usually gone to class without homework done, and having participated in a vocational club lowered the odds of having attended a postsecondary institution. Finally, no interactions between the cohort variable and the other independent variables were significant for this dependent variable.

(Table 7 About Here)

Level of First Postsecondary Institution Attended

HS&B Models

Results (coefficients, standard errors, and relative risk ratios) for the models of level of first postsecondary institution attended (if any) using the HS&B data are shown in Table 8. Two sets of models are shown, one set for having attended a two-year or less institution versus no postsecondary institution and a second set for having attended a four-year institution versus no postsecondary institution. Each set has one model that includes socio-demographic variables only (i.e., race/ethnicity and gender, parental education, and family composition) and a second model that includes the socio-demographic variables plus maternal educational aspirations and respondent education-related variables (respondent's educational expectations, GPA quartile, how often goes to class without homework done, membership in a vocational club, and membership in an academic club). For the first model of attending a two-year or less postsecondary institution versus no postsecondary

institution, Asian women were more likely while African American men, Hispanic men, and white men were less likely compared to white women to have attended a two-year or less institution compared to no postsecondary institution. Parent's educational level and having lived in a two-parent household also have significant positive effects on having attended a two-year or less postsecondary institution versus no postsecondary institution.

In the second model, the coefficients for Asian women and Hispanic men are no longer significant while the coefficients for African American men and white men are still significant and negative. Parent's educational level, having lived in a two-parent home, mother's educational aspirations, and respondent's educational expectation increased the likelihood of a respondent having attended a two-year or less postsecondary institution versus no postsecondary institution. Compared to respondents with a GPA in the highest quartile, respondents with a GPA in the second lowest or lowest quartile were significantly less likely to have attended a two-year or less postsecondary institution versus no postsecondary institution. Interestingly, if respondents participated in an academic club, they had a significantly lower likelihood of attending a two-year or less postsecondary institution relative to no postsecondary institution.

In the first model for having attended a four-year postsecondary institution versus no postsecondary institution, we see that compared to white women, Asian men and Asian women were significantly more likely and African American men, Hispanic men, Hispanic women, and white men were significantly less likely to have attended a four-year postsecondary institution relative to no postsecondary

institution. Parent's educational level and having lived in a two-parent household increased the likelihood of respondents having attended a four-year postsecondary institution versus no postsecondary institution.

In the second model, the coefficients for Asian men, Asian women, African American men, Hispanic women, and white men are no longer significant. The coefficient for African American women is positive and now significant and the coefficient for Hispanic men remains negative and significant. Compared to white women, African American women were more likely and Hispanic men were less likely to have attended a four-year postsecondary institution relative to no postsecondary institution. Parent's educational level, having lived in a two-parent home, mother's educational aspirations, and respondent's educational expectations increased the likelihood of respondents having attended a four-year postsecondary institution versus no postsecondary institution. The lower a respondent's GPA quartile the less likely he or she was to have attended a four-year postsecondary institution versus no institution. If respondents often or usually went to class without having completed their homework done or had participated in a vocational club, they had a lower likelihood of having attended a four-year postsecondary institution versus no postsecondary institution.

(Table 8 About Here)

ELS Models

Results for the models of level of first postsecondary institution attended (if any) using the ELS data are shown in Table 9. The table is set up the same way as Table 8. That is, two sets of models are shown, one set for having attended a two-

year or less institution versus no postsecondary institution and a second set for having attended a four-year institution versus no postsecondary institution. Each set has one model that includes socio-demographic variables only (i.e., race/ethnicity and gender, parental education, and family composition) and a second model that includes the socio-demographic variables plus maternal educational aspirations and respondent education-related variables (respondent's educational expectations, GPA quartile, how often goes to class without homework done, membership in a vocational club, and membership in an academic club). For the first ELS model of two-year or less postsecondary attendance relative to no postsecondary attendance, Asian women were significantly more likely to have attended while African American men, Hispanic men, and white men were significantly less likely to have attended a two-year or less postsecondary institution compared to white women. Parent's educational level and having lived in a two-parent household increased the likelihood of respondents having attended a two-year or less postsecondary institution relative to no postsecondary institution.

In the second ELS model of two-year or less versus no postsecondary attendance, none of the race/ethnicity and gender coefficients are significant. Parent's educational level, having lived with both parents, mother's educational aspirations, and respondent's educational expectations increased the likelihood of respondents having attended a two-year or less postsecondary institution versus no postsecondary institution. The lower a respondent's GPA quartile, the less likely he or she was to have attended a two-year or less postsecondary institution relative to no postsecondary institution. If respondents often or usually went to class without their

homework done, they also were significantly less likely to have attended a two-year or less postsecondary institution. Yet, if respondents participated in an academic club, this increased their likelihood of having attended a two-year or less postsecondary institution compared to no postsecondary institution.

In the first model of four-year postsecondary versus no attendance, Asian women were significantly more likely while African American men, African American women, Hispanic men, Hispanic women and white men were significantly less likely to have attended a four-year postsecondary institution relative to white women. Parent's educational level and having lived with both parents also increased the likelihood of respondents having attended a four-year postsecondary institution versus no postsecondary institution.

For the second model of four-year postsecondary versus no attendance, the coefficients for Asian women, Hispanic women, and white men are no longer significant. The coefficient for Asian men is now significant. Asian men were more likely to have attended a four-year versus no postsecondary institution compared to white women. The coefficients for African American men and African American women remain significant but are now positive. The coefficient for Hispanic men remains significant and negative. Parent's educational level, having lived in a two-parent household, mother's educational aspirations, and respondent's educational expectations increased the likelihood of respondents having attended a four-year postsecondary institution versus no postsecondary institution. The lower a respondent's GPA quartile, the less likely he or she was to have attended a four-year postsecondary institution. If respondents often or usually went to class without their

homework done or participated in a vocational club, they also were less likely to have attended a four-year postsecondary institution. If respondents participated in an academic club they were more likely to have attended a four-year postsecondary institution versus no postsecondary institution.

(Table 9 About Here)

Pooled HS&B and ELS Models

The models of level of postsecondary institution first attended (if any) for the pooled HS&B and ELS samples are shown in Table 10. For each level (2 year and 4 year), the first model includes a cohort variable and socio-demographic variables (i.e., race/ethnicity and gender, parental education, and family composition) and the second model includes the cohort and socio-demographic variables plus maternal educational aspirations and respondent education-related variables (respondent's educational expectations, GPA quartile, how often goes to class without homework done, membership in a vocational club, and membership in an academic club). In the first model of two-year or less versus no postsecondary attendance, the members of the ELS cohort were significantly more likely than members of the HS&B cohort to have attended a two-year or less postsecondary institution versus no postsecondary institution. Compared to white women, Asian men and Asian women were significantly more likely while African American men, Hispanic men, and white men were significantly less likely to have attended a two-year or less postsecondary institution versus no postsecondary institution. Parent's educational level and having lived in a two-parent household also increased the likelihood of respondents having

attended a two-year or less postsecondary institution versus no postsecondary institution.

For the second model of two-year or less postsecondary attendance, the pattern of effects for the race/ethnicity and gender measures are the same as in the first model. Parent's educational level, having lived in a two-parent household, mother's educational aspirations, and respondent's educational expectations increased the likelihood of respondents having attended a two-year or less versus no postsecondary institution. Compared to respondents with a GPA in the highest quartile, respondents with a GPA in the second lowest or lowest GPA quartile were significantly less likely to have attended a two-year or less versus no postsecondary institution. If respondents often or usually went to class without their homework, they were less likely to have attended a two-year or less postsecondary institution versus no postsecondary institution.

For the first model of four-year versus no postsecondary attendance, members of the ELS cohort were significantly more likely than members of the HS&B cohort to have enrolled in a four-year postsecondary institution. Relative to white women, Asian men and Asian women were more likely while African American men, Hispanic men, Hispanic women, and white men were less likely to have attended a four-year postsecondary institution. Parent's educational level and having lived in a two-parent household increased the likelihood of respondents having attended a four-year postsecondary versus no postsecondary institution.

For the second model, the coefficients for Asian women, African American men, and white men are no longer significant. The coefficient for African American

women is now significant and positive. African American women were more likely than white women to have attended a four-year postsecondary institution versus no postsecondary institution. The coefficients for Hispanic men and Hispanic women remain negative and significant. Parent's educational level, having lived in a two-parent household, mother's educational aspirations, and respondent's educational expectations significantly increased the likelihood of respondents having attending a four-year postsecondary institution versus no institution. The lower a respondent's GPA quartile (relative to the highest GPA quartile), the less likely he or she was to have attended a four-year postsecondary versus no institution. If respondents often or usually went to class without their homework done or participated in a vocational club they were significantly less likely to have attended a four-year postsecondary institution versus no postsecondary institution.

Table 10 also includes a third model of four-year versus no postsecondary attendance that shows the significant effects of each GPA quartile*cohort term. The interaction terms suggest that the strength of the relationships between having a GPA in one of the lower quartiles (relative to having a GPA in the highest quartile) and attending four-year postsecondary schooling varies by cohort. No other cohort interaction terms were significant.

(Table 10 About Here)

Level and Type of First Postsecondary Institution Attended

HS&B Models

Results (coefficients, standard errors, and relative risk ratios) for the models of level and type of first postsecondary institution attended (if any) using the HS&B

data are shown in Table 11A and Table 11B. Table 11A shows two sets of models, one set for having attended a two-year or less public institution versus no postsecondary institution and a second set for having attended a two-year or less private postsecondary institution versus no postsecondary institution. Table 11B shows two sets of models, one set for having attended a four-year public postsecondary institution versus no postsecondary institution, and another set for having attended a four-year private postsecondary institution versus no postsecondary institution. Each set has one model that includes socio-demographic variables only (i.e., race/ethnicity and gender, parental education, and family composition) and a second model that includes the socio-demographic variables plus maternal educational aspirations and respondent education-related variables (respondent's educational expectations, GPA quartile, how often goes to class without homework done, membership in a vocational club, and membership in an academic club). In the first model for having attended a two-year or less public institution versus no postsecondary institution, we see that compared to white women, Asian women were significantly more likely while African American men, Hispanic men, and white men were significantly less likely to have attended a two-year or less public postsecondary institution versus no postsecondary institution. Parent's educational level and having lived in a two-parent household increased the likelihood of respondents having attended a two-year or less public postsecondary institution.

For the second model for having attended a two-year or less public institution versus no postsecondary institution, the coefficients for Asian women and Hispanic

men are no longer significant. The coefficients for African American men and white men remain significant and negative. Parent's educational level, having lived in a two-parent household, mother's educational aspirations, and respondent's educational expectations increased the likelihood of respondents having attended a two-year or less public postsecondary institution versus no postsecondary institution. Relative to respondents with a GPA in the highest quartile, respondents with a GPA in the second lowest or lowest quartile were significantly less likely to have attended a public two-year or less postsecondary institution versus no postsecondary institution.

In the first model of first attending a two-year or less private versus no postsecondary institution, the only race/ethnicity and gender coefficient that is significant is for white men. Relative to white women, white men were less likely to have attended a two-year or less private postsecondary institution versus no postsecondary institution. Parent's educational level and having lived in a two-parent household increased the likelihood of respondents having attended a two-year or less private postsecondary institution versus no postsecondary institution.

For the second model of first attending a two-year or less private versus no postsecondary institution, the coefficient for white men is still significant and negative. Parent's educational level, having lived in a two-parent household, and respondent's educational expectations increased the likelihood of respondents having attended a two-year or less private versus no postsecondary institution. If respondents had participated in an academic club they were less likely to have attended a two-year or less private postsecondary institution.

For the first model of four-year public versus no postsecondary attendance, we see that, compared to white women, Asian men and Asian women were more likely while African American men, Hispanic men, Hispanic women, and white men were less likely to first have attended a four-year public postsecondary institution versus no postsecondary institution. Parent's educational level and having lived in a two-parent home increased the likelihood of respondents having attended a four-year public postsecondary institution versus no postsecondary institution.

For the second model, the coefficients for Asian men and Hispanic men remain significant and in the same direction as in the first model. The coefficients for Asian women, black women, and Hispanic women are no longer significant. The coefficient for black women is positive and now significant. The coefficient for white men remains significant but is now positive. Parent's educational level, having lived in a two-parent household, mother's educational aspirations, and respondent's educational expectations increased the likelihood of respondents first having attended a four-year public postsecondary institution versus no postsecondary institution. The lower a respondent's GPA quartile, the less likely he or she was to have attended a four-year public postsecondary versus no institution. If respondents often or usually went to class without their homework done, they also were less likely to have attended a four-year public postsecondary institution versus no postsecondary institution.

For the first model of first having attended a four-year private institution versus no postsecondary institution, we see that compared to white women, African American men, Hispanic men, Hispanic women, and white men were significantly

less likely to have attended a four-year private postsecondary institution. Parent's educational level and having lived with both parents increased the likelihood of respondents having attended a four-year private postsecondary institution versus no postsecondary institution.

In the second model of first having attended a four-year private institution versus no postsecondary institution, the coefficients for African American men and white men are no longer significant and the coefficients for Hispanic men and Hispanic women remain significant and negative. Parent's educational level, having lived in a two-parent household, mother's educational aspirations, and respondent's educational expectations increased the likelihood of respondents having attended a four-year private postsecondary institution versus no postsecondary institution. Having a lower GPA quartile (relative to the highest GPA quartile), often or usually having gone to class without homework completed, or having participated in a vocational club, the less likely to have attended a four-year private postsecondary institution versus no postsecondary institution.

(Tables 11A and 11B About Here)

ELS Models

Results for the models of level and type of first postsecondary institution attended (if any) using the ELS data are shown in Tables 12A and 12B. In Table 12A, there is one set of models for having attended a two-year or less public institution versus no postsecondary institution and a second set of models for having attended a two-year or less private postsecondary institution versus no postsecondary institution. In Table 12B, there is one set of models for having attended a four-year

public postsecondary institution versus no postsecondary institution, and another set models for having attended a four-year private postsecondary institution versus no postsecondary institution.. Each set has one model that includes socio-demographic variables only (i.e., race/ethnicity and gender, parental education, and family composition) and a second model that includes the socio-demographic variables plus maternal educational aspirations and respondent education-related variables (respondent's educational expectations, GPA quartile, how often goes to class without homework done, membership in a vocational club, and membership in an academic club). For the first model of first having attended a two-year or less public versus no postsecondary institution, we see that compared to white women, Asian women were more likely and African American men, African American women, Hispanic men, and white men were less likely to have attend a two-year or less public postsecondary institution. Parent's educational level and having lived in a two-parent household increased the likelihood of respondents first having attended a two-year or less public postsecondary institution versus no postsecondary institution.

For the second model of two-year or less public postsecondary attendance, the coefficients for Asian women, African American men, African American women, and white men are no longer significant and the coefficient for Hispanic men is still significant and negative. Parent's educational level, having lived in a two-parent household, mother's educational aspirations, and respondent's educational expectations increased the likelihood of respondents having attended a two-year or less public postsecondary institution versus no postsecondary institution. The lower a respondent's GPA quartile, the less likely he or she was to have attended

a two-year or less public postsecondary institution. If respondents often or usually went to class without their homework done, they were less likely to have attended a two-year or less public postsecondary institution. If respondents participated in an academic club they were significantly more likely to have attended a two-year or less public postsecondary institution versus no postsecondary institution.

For the first model of having first attended a two-year or less private institution versus no postsecondary institution, we see that white men were significantly less likely than white women to have attended a two-year or less private postsecondary institution. Parent's educational level increased the likelihood of respondents having attended a two-year or less private postsecondary institution versus no postsecondary institution.

For the second model of having first attended a two-year or less private institution versus no postsecondary institution, the coefficients for white men and parent's education are no longer significant. Respondent's educational expectations increased the likelihood of respondents having attended a two-year or less private postsecondary institution. Compared to respondents with a GPA in the highest quartile, respondents with a GPA in the second lowest or lowest quartile were significantly less likely to have attended a two-year or less private postsecondary institution versus no postsecondary institution.

For the first model of first having attended a four-year public versus no postsecondary institution, we see that Asian women were more likely and African American men, Hispanic men, Hispanic women, and white men were less likely to have attended a four-year public postsecondary institution compared to white

women. Parent's educational level and having lived in a two-parent household increased the likelihood of respondents having attended a public four-year postsecondary institution versus no postsecondary institution.

For the second model of first having attended a four-year public versus no postsecondary institution, the coefficient for Asian men remains positive but is now significant and the coefficient for African American women is no longer negative and non-significant but is now positive and significant. The coefficients for Asian women, Hispanic women, and white men are no longer significant. The coefficient for African American men is still significant but is now positive. The coefficient for Hispanic remains significant and negative. Parent's educational level, having lived in a two-parent household, mother's educational aspirations, and respondent's educational expectations increased the likelihood of respondents having attended a four-year public postsecondary institution versus no postsecondary institution. The lower a respondent's GPA quartile, the less likely he or she was to first have attended a four-year public versus no postsecondary institution. If respondents often or usually went to class without their homework done, they were less likely to have attended a four-year public postsecondary institution. Participating in a vocational club decreased the likelihood and participating in an academic club increased the likelihood of having first attended a four-year public postsecondary institution relative to no postsecondary institution.

For the first model of first having attended a four-year private versus no postsecondary institution, African American men, African American women, Hispanic men, Hispanic women, and white men were significantly less likely to have

attended a four-year private postsecondary institution compared to white women. Parent's educational level and having lived in a two-parent household increased the likelihood of respondents having attended a four-year private postsecondary institution versus no postsecondary institution.

For the second model of first having attended a four-year private versus no postsecondary institution, the coefficients for African American men and African American women are still significant but are now positive. The coefficients for Hispanic men, Hispanic women, and white men are no longer significant. Parent's educational level, having lived in a two-parent household, mother's educational aspirations, and respondent's educational expectations increased the likelihood of respondents first having attended a four-year private postsecondary institution. The lower a respondent's GPA quartile, the less likely he or she was to have attended a four-year private versus no postsecondary institution. If respondents often or usually went to class without their homework done or participated in a vocational club, they were less likely to have attended a four-year private postsecondary institution. But if respondents participated in an academic club, they were more likely to have attended a four-year private postsecondary institution versus no postsecondary institution.

(Tables 12A and 12B About Here)

Pooled HS&B and ELS Models

Tables 13A and 13B show the results for the models of level and type of first postsecondary institution attended (if any) using pooled HS&B and ELS data. In Table 13A, there is one set of models for having attended a two-year or less public institution versus no postsecondary institution and a second set of models for having

attended a two-year or less private postsecondary institution versus no postsecondary institution. In Table 13B, there is one set of models for having attended a four-year public postsecondary institution versus no postsecondary institution, and another set models for having attended a four-year private postsecondary institution versus no postsecondary institution. Each set has one model that includes a cohort variable and socio-demographic variables only (i.e., race/ethnicity and gender, parental education, and family composition) and a second model that includes the cohort and socio-demographic variables plus maternal educational aspirations and respondent education-related variables (respondent's educational expectations, GPA quartile, how often goes to class without homework done, membership in a vocational club, and membership in an academic club). For the first model of first attending a two-year or less public institution versus no postsecondary institution, members of the ELS cohort were significant more likely than members of the HS&B cohort to have attended a two-year or less public institution versus no postsecondary institution. We also see that Asian men and Asian women were more likely while African American men, Hispanic men, and white men were less likely to have attended a two-year or less public postsecondary institution compared to white women. Parent's educational level and having lived in a two-parent household increased the likelihood of respondents having attended a two-year or less public postsecondary institution.

In the second model of having attended a two-year or less public postsecondary institution, the pattern of effects for the race/ethnicity and gender coefficients are the same as in the first model. Parent's educational level, having lived in a two-parent household, mother's educational aspirations, and respondent's

educational expectations increased the likelihood of respondents first having attended a public two-year or less postsecondary institution versus no postsecondary institution. Relative to respondents with a GPA in the highest quartile, respondents with a GPA in the second lowest or lowest quartile were less likely to have attended a two-year or less public postsecondary institution. If respondents often or usually went to class without their homework done, they were less likely to have attended a two-year or less public postsecondary institution versus no postsecondary institution.

In the first model of having attended a two-year or less private postsecondary institution versus no postsecondary institution, members of the ELS cohort are significantly more likely than members of the HS&B cohort to have attended a two-year or less private postsecondary institution. African American men and white men were significantly less likely than white women to have attended a two-year or less private postsecondary institution. Parent's educational level and having lived in a two-parent household increased the likelihood of respondents having attended a two-year or less private postsecondary institution versus no postsecondary institution.

In the second model of having attended a two-year or less private postsecondary institution versus no postsecondary institution, the coefficient for cohort is still significant and positive, the coefficient for African American men is no longer significant, and the coefficient for white men remains significant and negative. Parent's educational level, having lived in a two-parent household, and respondent's educational expectations increased the likelihood of respondents having attended a two-year or less private postsecondary institution.

In the first model of having first attended a four-year public postsecondary institution versus no postsecondary institution, the coefficient for cohort indicates that members of the ELS cohort were significantly more likely to have attended a four-year public postsecondary institution than members of the HS&B cohort. Compared to white women, Asian men and Asian women were significantly more likely while African American men, Hispanic men, Hispanic women, and white men were significantly less likely to have attended a four-year public postsecondary institution versus no postsecondary institution. Parent's educational level and living in a two-parent household increased the likelihood of respondents first having attended a four-year public postsecondary institution.

In the second model of having first attended a four-year public postsecondary institution versus no postsecondary institution, members of the ELS cohort remain more likely than members of the HS&B cohort to have attended a four-year public postsecondary institution. The coefficients for Asian men, Asian women, and Hispanic men are the same in significance and direction as in the first model. The coefficients for African American men, Hispanic women are no longer significant. The coefficient for African American women is now significant. African American women were more likely to have attended a four-year public postsecondary institution compared to white women. The coefficient for white men is still significant but is now positive. White men were more likely to have attended a four-year public institution than white women. Parent's educational level, having lived in a two-parent household, mother's educational aspirations, and respondent's educational expectations increased the likelihood of respondents having attended a

four-year public postsecondary institution versus no postsecondary institution. The lower a respondent's GPA quartile, the less likely he or she was to have attended a four-year public postsecondary institution. If respondents often or usually went to class without their homework done or participated in a vocational club, they were less likely to have attended a four-year public postsecondary institution versus no postsecondary institution.

In the first model of having first attended a four-year private postsecondary institution versus no postsecondary institution, members of the ELS cohort were significantly more likely to have attended a four-year private postsecondary institution than members of the HS&B cohort. Compared to white women, Asian women were more likely and African American men, Hispanic men, Hispanic women, and white men were less likely to have attended a four-year private postsecondary institution. Parent's educational level and living with both parents increased the likelihood of respondents having first attended a four-year private postsecondary institution versus no postsecondary institution.

For the second model of having first attended a four-year private postsecondary institution versus no postsecondary institution, members of the ELS cohort remain significantly more likely to have attended a four-year private postsecondary institution than members of the HS&B cohort. The coefficients for Asian women, African American men, and white men are no longer significant. The coefficient for African American women is now significant and positive. Compared to white women, African American women were more likely to have attended a four-year private postsecondary institution. The coefficients for Hispanic men and

Hispanic women remain significant and negative. Parent's educational level, having lived in a two-parent household, mother's educational aspiration, and respondent's educational expectations increased the likelihood of respondents having attended a four-year private postsecondary institution. The lower a respondent's GPA quartile, the less likely he or she was to have attended a four-year private postsecondary institution. If respondents often or usually went to class without their homework done or participated in a vocational club, they were less likely to have first attended a private four-year postsecondary institution versus no postsecondary institution.

(Tables 13A and 13B About Here)

Interaction Term Models

Tables 14 and 15 show the results of significant interaction terms for models of level and type of first postsecondary institution attended (if any) with the pooled HS&B and ELS data and all of the independent variables. Table 14 shows significant and negative effects of respondent's educational expectations * cohort for first having attended a two-year or less private postsecondary institution versus no postsecondary institution and for first having attended a four-year private institution versus no postsecondary institution. In both cases, respondent's expectations have less of an effect for the ELS cohort than for the HS&B cohort. (The interaction term was not significant in the model of two-year or less public postsecondary institution or four-year public postsecondary institution.)

Table 15 includes interaction terms for GPA quartiles and cohort for first having attended a two-year or less private postsecondary institution versus no postsecondary institution, for first having attended a four-year public institution

versus no postsecondary institution, and for first having attended a four-year private institution versus no postsecondary institution. (The interaction terms for GPA quartiles and cohort were not significant in the model of two-year or less public postsecondary institution.) In the model of first having attended a two-year or less private postsecondary versus no postsecondary institution, only the interaction term for a GPA in the second highest quartile * cohort is significant. In the model of first having attended a four-year public postsecondary versus no institution, the interaction term for having a GPA in the second highest quartile * cohort is significant. In the model of first having attended a four-year private postsecondary versus no institution, the interaction terms for having a GPA in second highest quartile * cohort and having a GPA in the second lowest quartile * cohort are significant. Overall, the effects of these interaction terms suggest that the strength of the relationships between having a GPA in one of the lower quartiles (relative to having a GPA in the highest quartile) and attending four-year postsecondary schooling varies by cohort.

(Tables 14 and 15 About Here)

Chapter 5: Discussion and Conclusion

Three frameworks were used in this study, family social capital, intersectionality, and the life course. As expected, the findings are supportive of the family social capital framework; the more family social capital an HS&B or ELS respondent had, the more likely he or she was to apply to and enroll in a postsecondary institution. These results are consistent with past research (e.g., Grodsky 2010; Sandefur et al. 2006; Cabrera and La Nasa 2001; Perna 2000). Two key measures of family social capital, parental education and family structure (living in a two-parent household), were significant in virtually every model. (An exception was the full model for first attending a two-year or less private postsecondary versus no postsecondary institution in Table 12a.) Mother's aspirations, which can be considered a measure of family social capital, had positive and significant effects in all models except for the models of first attending a two-year or less private postsecondary institution versus no institution (Tables 11a through 15). Family social capital is thought to influence respondent's educational expectations, and the measure of respondent's expectations was positive and significant in every model. Family social capital also is thought to influence academic achievement and other academic behaviors. Overall, having a GPA in a lower quartile had a significant negative effect in almost all of the models of applying to and attending postsecondary institutions (an exception is the model of first attending a two-year or less private postsecondary institution versus no postsecondary institution in Table 11a). Academic achievement (or the lack thereof) in terms of often or usually going to class without homework done often had significant and negative effects. There

also were some significant effects of academic outcomes in terms of participation in academic and vocational clubs. In particular, participating in a vocational club had negative effects on attending a four-year postsecondary institution. The effect of participating in an academic club was significant less often. When it was significant, the direction of the effect was usually but not always positive. In particular, it was negative in the HS&B model of first attending a two-year or less private postsecondary institution.

With respect to race/ethnicity and gender, some of the coefficients for race/ethnicity and gender group lost significance (e.g., some of the coefficients for black male) or became positive and significant (e.g., some of the coefficients for black female) in the full models (i.e., the models with all the independent variables). This supports research showing no effects or positive effects of minority group status on postsecondary schooling once other factors are controlled (e.g., Bennett and Lutz 2009; Perna and Titus 2005; Bennett and Xie 2003). But some of the coefficients for race/ethnicity and gender remained significant (relative to white women) even in the full models (e.g., some of the coefficients for Hispanic male), which is consistent with my hypothesis. Thus, even though colleges have been recruiting more actively and widely (Hoover 2010), there are continuing effects of racial/ethnic and gender group on postsecondary application and attendance.

The results provide some support for the intersectionality perspective. In the full models, the coefficients for being an Asian male sometimes were positive and significant while the coefficients for being an Asian female were not (e.g., the full models of four-year versus no postsecondary schooling in Tables 9 and 10 and the

full models of four-year public versus no postsecondary schooling in Tables 11b and 12b). (The racial/ethnic and gender reference group for all models was white women.) These findings differ somewhat from those of the other groups in that the men of the group were more likely to have attended (versus African American women and white women being more likely than their male counterparts to have attended in some models). Also in the full models, the coefficients for black female sometimes were significant and positive in full models while the coefficients for black male were not significant or were significant and negative (Table 5, Table 7, the full model of four-year versus no schooling in Table 10, and the models of four-year public versus no schooling in Tables 11, 13, 14, and 15). These results are not surprising given that African American women historically have had more postsecondary schooling than African American men (Snyder and Dillow 2013; McDaniel et al. 2011; DiPrete and Buchmann 2006). This history is linked to institutional prejudice in American society that has made it more difficult for African American men to find employment compared to African American women, thereby leading African American women to educate themselves in order to prepare for work in the paid labor force.

Among the minority racial/ethnic groups, the fewest gender differences were found among Hispanics, although there were some gender differences. For example, in full models of four-year public schooling versus no schooling (Tables 11b, 12b, and 13b), the coefficient for Hispanic male was significant and negative but the coefficient for Hispanic female was not significant. These results are consistent with the literature showing higher postsecondary outcomes for women than men. Finally,

the coefficient for white male was significant and negative in the following: the full models of applying to postsecondary institutions (Tables 5 and 6), two of the three full models of two-year or less versus no postsecondary schooling (Tables 8 and 10a), two of the three full models of two-year or less public versus no schooling (Tables 11a and 13a), and three of the four models of two-year or less private versus no schooling (Tables 11a, 13a, 14, and 15). The coefficient for white male was positive and significant in only one instance, the model of four-year public versus no schooling in Tables 11b. Overall, the results are consistent with other findings that white women have better postsecondary outcomes than white men (e.g., Snyder and Dillow 2013).

I argued that using a life course perspective would be helpful for considering how the "college for all" phenomenon and other social changes may be shaping postsecondary education. Given the "college for all" phenomenon and changes in the labor market, it is not surprising that more respondents expected a four-year degree and more applied for and attended a postsecondary institution in the ELS cohort than in the HS&B cohort. But contrary to my expectations, there were few differences by cohort in the effects of the independent variables on the dependent variables. I checked for significant interaction effects by cohort and every independent variable. Few of the interaction terms were significant. Respondent's educational expectations * cohort was significant in the models of applying to postsecondary institutions, first attending a two-year or less private versus no postsecondary institution, and first attending a four-year private versus no postsecondary institution. In each of these cases, the results suggest that respondent's expectations had less of an effect for

members of the ELS cohort than for the HS&B cohort. These findings are consistent with other research suggesting educational expectations may be less closely linked to educational attainment than in the past but still influence educational outcomes (Bozick et al. 2010; Reynolds and Burge 2008). The mothers' educational aspirations * cohort term also was significant in the model of applying to postsecondary institutions. This finding suggests mother's educational goals for her child may be having less of an effect on educational outcomes, at least in terms of applying for postsecondary schooling. Overall, the evidence suggests continuing importance of mother's educational aspirations and respondent's educational expectations for postsecondary schooling but that the magnitude of importance may be declining some. Interaction terms for GPA quartiles and cohort were significant in models of first attending a four-year versus no postsecondary institution, first attending a two-year or less private versus no postsecondary institution, and first attending a four-private versus no postsecondary institution. These findings suggest the relationship between academic performance (in terms of GPA) and attendance at certain types of postsecondary institutions may be changing. Overall, the relative lack of significant interaction terms indicates that most variables operate the same way across cohorts.

There are several strengths to this study. One is that it looked at who applies and attends postsecondary schooling from a cross-cohort and period perspective. This dissertation used data for two cohorts of high school sophomores spaced twenty-two years apart. This dissertation also used three different perspectives (family social capital, intersectionality, and life course) to consider possible cohort

and period differences in applying to and attending postsecondary institutions. In particular, the intersectionality perspective (applied here through the use of racial/ethnic and gender groups in the analyses) has been used less often to study postsecondary schooling. This dissertation especially sheds light on applying to and attending postsecondary institutions among African American women (and how they differ from African American men in these behaviors). To the best of my knowledge, no other study has examined as large a set of postsecondary educational outcomes for African American women (and those of other racial/ethnic gender groups) in an analysis that is both multivariate and cross-cohort in nature. Rather, studies that have looked at African American women's postsecondary educational behaviors over time have tended to be descriptive in nature (e.g., McDaniel et al. 2011)

Another strength is that this dissertation looked at both the level and type of postsecondary institution first attended. The results showed some differences in the predictors of postsecondary schooling, such as the interaction terms that were significant for first attending a two-year or less private versus no postsecondary institution and for first attending a four-year private versus no postsecondary institution. No interaction terms were significant in the models of two-year or less public and four-year public schooling. In regards to first attending a two-year or less private postsecondary institution, the percentage doing so did not differ by cohort (Table 1). Far fewer variables were significant in the models of two-year or less private postsecondary institutions than in any of the other models of level and type of postsecondary schooling. Many two-year or less private institutions have open enrollment, which could be a reason for the findings.

One weakness of this dissertation is that although HS&B and ELS were designed to be comparable surveys, some measures in the studies were not similar enough to be included in the analysis (e.g., measures of sports participation). Another weakness was the use of GPA quartiles; a more detailed measurement of GPA would have been helpful. Also, originally I wanted to examine Native Americans but I could not do so because of their low sample sizes.

This dissertation has implications for future research. Additional research on attendance is needed that looks at different aspects (level and type) of private postsecondary institutions, specifically two-year or less private postsecondary institutions and four-year private postsecondary institutions. Some research (Kim and Schneider 2005) has looked at selective four-year schools. But it is important to acknowledge that not all four-year private schools are elite ones. Some four-year private schools may be less selective (e.g., some schools affiliated with a religious denomination). Future research should look more closely at differences in attendance among four-year private schools. Future research should also address some of the weaknesses in this study by analyzing applying to and enrolling in postsecondary institutions among Native Americans and by examining the effects across cohorts of sports participation on applying to and enrolling in postsecondary institutions.

Finally, this dissertation has policy implications. The findings from this dissertation can help postsecondary educators and administrators understand which types of student are likely to attend particular postsecondary institutions (e.g., two-year vs. four-year or public vs. private) which should help them as they try different methods to recruit and retain students. Knowing which types of students attend

particular institutions can also help policymakers as they grapple with the cost of college tuition at public two-year and four-year public schools and consider ways to make postsecondary schooling more affordable, especially for less advantaged students. In addition, the findings of this dissertation raise the question: what are ways in which postsecondary institutions can reach a broader population, such as first-generation college students and racial/ethnic minority students? It is important to recognize that, "as high school students come closer to planning their post-secondary educations, students, particularly those who are socioeconomically disadvantaged, face obstacles to navigating the route through schools that best matches their occupational goals and interests" (Goyette 2008:477). Students from less advantaged backgrounds, such as those where neither parent has a four-year college degree, often do not have the same resources and support as those who are from more affluent backgrounds (e.g., high school guidance counselors, family members with knowledge of the workings of postsecondary institutions). In addition, less advantaged students may perceive that a postsecondary education is out of their reach because of the rising cost of attending postsecondary institutions, both two-year (or less) ones and four-year ones. These students often lack knowledge about how to pursue financial aid, which could be crucial to their decision to actually attend a postsecondary institution and the level and type of postsecondary institution to attend. Thus, the results of this dissertation suggest that policies to help less advantaged students pursue postsecondary schooling still are needed.

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Appendix: Tables

Table 1: Percentage Ever Applied to and Ever Attended a Postsecondary Institution, by Racial-Ethnic and Gender Group and Cohort

Percent Ever Applied to a Postsecondary Institution

	Total		HS&B		ELS	
	%[1]	N[2]	%[1]	N[2]	%[1]	N[2]
Asian males	81.9	483	70.8	120	86.8	363
Asian females	86.7	529	69.3	130	93.1	399
Black males	54.6	701	39.1	310	72.3	391
Black females	66.0	984	53.8	470	81.9	514
Hispanic males	54.3	737	33.9	310	67.3	427
Hispanic females	63.6	961	39.5	450	77.3	511
White males	59.1	3894	47.5	1660	77.7	2234
White females	68.4	4811	57.2	2120	85.9	2691

Ever Attended a Postsecondary Institution

	Total		HS&B		ELS	
	%[1]	N[2]	%[1]	N[2]	%[1]	N[2]
Asian males	81.6	491	76.8	130	83.6	361
Asian females	87.1	531	80.1	140	89.7	391
Black males	47.9	669	38.0	320	59.8	349
Black females	62.3	965	56.1	500	70.5	465
Hispanic males	49.0	769	39.6	400	55.2	369
Hispanic females	60.5	995	49.4	530	66.9	465
White males	61.7	4077	54.7	1930	73.2	2147
White females	69.4	4928	61.9	2340	81.4	2588

Data on applying to and attending postsecondary institutions are from the 1984 wave of the sophomore cohort of High School and Beyond (HS&B) and the 2006 wave of the Education Longitudinal Study (ELS).

[1] Weighted percentages.

[2]Unweighted Ns. Unweighted Ns from HS&B are rounded to the nearest ten as per the requirements of the National Center for Educational Statistics (NCES) for presentation of HS&B data.

Table 2: Percentage Attended a Postsecondary Institutions, By Level First Attended (If Any), Racial-Ethnic and Gender Group, and Cohort (Ns in Parentheses)

	Total			HS&B			ELS		
	% No Postsecondary	% 2-Yr. or Less	% 4-Yr.	% No Postsecondary	% 2-Yr. or Less	% 4-Yr.	% No Postsecondary	% 2-Yr. or Less	% 4-Yr.
Asian male	19.2 (74)	29.8 (175)	51.0 (316)	23.3 (30)	30.9 (50)	45.8 (80)	17.5 (44)	29.3 (125)	53.3 (236)
Asian female	13.2 (69)	30.1 (168)	56.7 (363)	20.4 (30)	33.3 (50)	46.3 (90)	10.5 (39)	28.9 (118)	60.6 (273)
Black male	52.7 (405)	22.3 (250)	25.1 (419)	62.6 (250)	19.6 (120)	17.7 (200)	41.0 (155)	25.4 (130)	33.6 (219)
Black female	38.5 (662)	31.6 (388)	30.0 (577)	44.6 (220)	31.2 (210)	24.3 (290)	30.5 (142)	32.1 (178)	37.4 (287)
Hispanic male	51.9 (513)	31.0 (424)	17.2 (345)	60.6 (310)	26.5 (220)	12.9 (180)	46.2 (203)	33.9 (204)	19.9 (165)
Hispanic female	40.0 (478)	35.3 (535)	24.7 (460)	51.0 (310)	29.9 (300)	19.0 (230)	33.6 (168)	38.4 (235)	28.0 (230)
White male	38.9 (1742)	25.0 (1417)	36.2 (2660)	45.8 (1210)	23.4 (740)	30.8 (1190)	27.4 (532)	27.7 (677)	44.9 (1470)
White female	31.0 (1671)	29.7 (1849)	39.3 (3079)	38.6 (1250)	29.8 (1030)	31.6 (1310)	19.0 (421)	29.6 (819)	51.4 (1769)

Data on applying to and attending postsecondary institutions are from the 1984 wave of the sophomore cohort of High School and Beyond (HS&B) and the 2006 wave of the Education Longitudinal Study (ELS).

[1] Weighted percentages.

[2] Unweighted Ns. Unweighted Ns from HS&B are rounded to the nearest ten as per the requirements of the National Center for Educational Statistics (NCES) for presentation of HS&B data.

Table 3A: Percentage Attended a Postsecondary Institution, By Level and Type First Attended (If Any), Racial-Ethnic and Gender Group, and Cohort (Ns in Parentheses)

Totals

	% No Postsecondary	% 2-Yr. or Less Public	% 2-Yr. or Less Private	% 4-Yr. Public	% 4-Yr. Private
Asian Male	19.4 (74)	26.8 (157)	2.5 (20)	39.7 (235)	11.6 (81)
Asian Female	13.2 (69)	28.3 (164)	1.6 (20)	42.0 (260)	14.9 (103)
Black Male	52.9 (405)	18.8 (201)	3.3 (39)	17.6 (270)	7.4 (148)
Black female	39.2 (362)	25.7 (321)	4.9 (55)	22.5 (391)	7.8 (176)
Hispanic male	52.3 (513)	26.2 (363)	4.6 (51)	11.8 (211)	5.1 (123)
Hispanic Female	40.3 (478)	30.8 (466)	4.1 (58)	17.7 (312)	7.1 (148)
White Male	39.1 (1742)	22.5 (1277)	2.1 (109)	24.9 (1634)	11.5 (946)
White female	31.4 (1671)	26.0 (1582)	3.3 (217)	26.2 (1961)	13.2 (1088)

Data on applying to and attending postsecondary institutions are from the 1984 wave of the sophomore cohort of High School and Beyond (HS&B) and the 2006 wave of the Education Longitudinal Study (ELS).

[1] Weighted percentages.

[2]Unweighted Ns. Unweighted Ns from HS&B are rounded to the nearest ten as per the requirements of the National Center for Educational Statistics (NCES) for presentation of HS&B data.

Table 3B: Percentage Attended a Postsecondary Institution, By Level and Type First Attended (If Any), Racial-Ethnic and Gender Group, and Cohort (Ns in Parentheses)

	HS&B					ELS				
	% No Postsecondary	% 2-Yr. or Less Public	% 2-Yr. or Less Private	% 4-Yr. Public	% 4-Yr. Private	% No Postsecondary	% 2-Yr. or Less Public	% 2-Yr. or Less Private	% 4-Yr. Public	% 4-Yr. Private
Asian male	23.9 (30)	26.9 (40)	2.4 (10)	43.6 (70)	3.3 (10)	7.5 (44)	26.8 (117)	2.5 (10)	38.1 (165)	15.1 (71)
Asian female	20.7 (30)	32.0 (50)	0.4 (10)	37.4 (60)	9.4 (30)	10.5 (39)	26.9 (114)	2.0 (10)	43.7 (200)	16.9 (73)
Black male	63.1 (250)	15.8 (90)	3.4 (20)	13.1 (130)	4.5 (70)	41.1 (155)	22.2 (111)	3.2 (19)	22.8 (140)	10.7 (78)
Black female	46.0 (220)	25.0 (170)	4.3 (30)	18.8 (190)	5.8 (90)	30.5 (142)	26.5 (151)	5.6 (25)	27.1 (201)	10.4 (86)
Hispanic male	61.5 (310)	23.4 (190)	2.3 (20)	9.9 (110)	2.8 (60)	46.4 (203)	28.0 (173)	6.0 (31)	13.1 (101)	6.6 (63)
Hispanic female	51.8 (310)	24.3 (250)	4.8 (40)	14.3 (160)	4.9 (70)	33.7 (168)	34.5 (216)	3.8 (18)	19.7 (152)	8.3 (78)
White male	46.5 (1210)	20.5 (650)	2.0 (60)	21.7 (760)	9.2 (410)	27.4 (532)	25.5 (627)	2.2 (49)	29.9 (934)	15.0 (536)
White female	39.4 (1250)	25.5 (840)	3.5 (140)	21.2 (840)	10.3 (440)	19.0 (421)	26.7 (742)	2.9 (77)	33.7 (1121)	17.7 (648)

Data on applying to and attending postsecondary institutions are from the 1984 wave of the sophomore cohort of High School and Beyond (HS&B) and the 2006 wave of the Education Longitudinal Study (ELS).
[1] Weighted percentages; [2]Unweighted Ns. Unweighted Ns from HS&B are rounded to the nearest ten as per the requirements of the National Center for Educational Statistics (NCES) for presentation of HS&B data.

Table 4: Descriptive Statistics for the Total Sample and by Cohort

	Total		HS&B		ELS		Sig.[3]
	%[1]	N[2]	%[1]	N[2]	%[1]	N	
Outcome Variables							
Ever Applied to Postsecondary Schooling	63.5	16,941	50.6	6,590	79.8	10,351	***
Ever Attended Postsecondary Schooling	63.3	17,081	55.9	7,490	72.9	9,591	***
Level of Postsecondary School							
No Postsecondary	37.3	7,849	44.7	4,860	27.8	2,989	***
2-Year or Less	27.9	6,819	26.6	3,280	29.6	3,539	**
4-Year	34.8	10,101	28.7	4,070	42.6	6,031	***
Level and Type of Postsecondary School							
No Postsecondary	37.7	7,849	45.5	4,860	27.8	2,989	***
2-Year or Less Public	24.4	5,917	22.8	2,740	26.4	3,177	***
2-Year or Less Private	3.1	733	3.0	380	3.1	353	
4-Year Public	23.8	6,556	20.2	2,670	28.5	3,886	***
4-Year Private	11.1	3,482	8.6	1,340	14.2	2,142	***
Predictor Variables							
Cohort							
HS&B	56.5	12,420					
ELS	43.5	12,591					
Race-Ethnicity and Gender							
Asian male	1.3	769	0.7	190	2.1	579	***
Asian female	1.2	810	0.6	200	2.1	610	***
Black male	6.9	1,649	6.5	870	7.4	779	
Black female	7.2	1,824	7.2	970	7.3	854	
Hispanic male	5.5	1,758	3.7	920	7.8	838	***
Hispanic female	5.5	1,935	3.5	1,030	8.1	905	***
White male	35.9	7,375	38.7	3,850	32.1	3,525	***
White female	36.5	7,923	39.1	4,100	33.0	3,823	***

Table 4: Descriptive Statistics for the Total Sample and by Cohort *(continued)*

	Total		HS&B		ELS		Sig.[3]
	%[1]	N[2]	%[1]	N[2]	%[1]	N	
Outcome Variables							
Parent has 4-Yr or Advanced Degree	31.9	8,706	26.5	3,310	38.7	5,396	***
Lives with Mother and Father	64.7	16,412	69.4	8,640	58.6	7,772	***
Mother Wants 4-Yr Degree or More	73.5	17,852	66.2	7,910	83.0	9,942	***
R Expects 4-Yr Degree or More	57.0	14,974	39.4	5,380	81.1	9,594	***
GPA Quartile							
Lowest	36.2	8,191	35.1	4,200	37.7	3,991	
Second Lowest	25.3	6,017	27.5	3,380	22.2	2,637	***
Second Highest	21.3	5,380	20.9	2,680	21.7	2,700	
Highest	17.2	4,528	16.5	2,160	18.3	2,368	
Often/Usually Without Homework Done	23.5	5,468	22.4	2,640	25.1	2,828	***
Participated in Vocational Club	12.0	2,509	14.6	1,510	8.8	999	***
Participated in Academic Club	18.7	4,430	26.4	3,210	9.0	1,220	***

*p< .05, **p< .01, ***p<.001

Data are from HS&B 1980, HS&B 1984, ELS 2002, and ELS 2006.

[1] Weighted percentages.

[2]Unweighted Ns. Unweighted Ns from HS&B are rounded to the nearest ten as per the requirements of NCES for presentation of HS&B data.

[3] Tests for significant differences between means (proportions) of HS&B and ELS.

Table 5: Ever Applied to a Postsecondary Institution

	HS&B				ELS				HS&B and ELS			
	Model 1		Model 2		Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.
Cohort (ELS=1)									1.49*** (0.05)	4.48	1.10*** (0.06)	2.99
Race-Ethnicity & Gender (ref=white female)												
Asian male	0.58* (0.26)	1.79	0.23 (0.28)	1.25	-0.03 (0.20)	0.97	0.18 (0.22)	1.20	0.32* (0.17)	1.37	0.19 (0.18)	1.21
Asian female	0.39 (0.23)	1.47	-0.20 (0.26)	0.82	0.55** (0.24)	1.73	0.43 (0.26)	1.54	0.48** (0.17)	1.61	0.11 (0.18)	1.11
Black male	-0.47*** (0.13)	0.63	-0.02 (0.16)	0.98	-0.61*** (0.15)	0.54	0.12 (0.17)	1.13	-0.50*** (0.10)	0.60	0.04 (0.12)	1.04
Black female	0.21 (0.13)	1.24	0.45** (0.15)	1.56	-0.04 (0.16)	0.95	0.40* (0.17)	1.50	0.15 (0.10)	1.16	0.43*** (0.12)	1.53
Hispanic male	-0.61*** (0.14)	0.54	-0.25 (0.16)	0.78	-0.84*** (0.13)	0.43	-0.10 (0.16)	0.91	-0.69*** (0.10)	0.50	-0.15 (0.11)	0.86
Hispanic female	-0.54*** (0.13)	0.58	-0.49** (0.14)	0.61	-0.39** (0.15)	0.67	-0.01 (0.17)	0.99	-0.42*** (0.09)	0.66	-0.23* (0.11)	0.80
White male	-0.43*** (0.06)	0.65	-0.23** (0.07)	0.80	-0.61*** (0.09)	0.54	-2.35** (0.10)	0.79	-0.47*** (0.05)	0.62	-0.21*** (0.06)	0.81
Parent has 4-year or advanced degree	1.37*** (0.07)	3.92	0.75*** (0.08)	2.12	1.07*** (0.09)	2.92	0.64*** (0.09)	1.90	1.29*** (0.06)	3.62	0.72*** (0.06)	2.07
Lives with both parents (=1)	0.36*** (0.06)	1.43	0.25** (0.07)	1.29	0.53*** (0.08)	1.69	0.30*** (0.08)	1.35	0.41*** (0.05)	1.51	0.27*** (0.06)	1.30

Table 5: Ever Applied to a Postsecondary Institution *(continued)*

	HS&B				ELS				HS&B and ELS			
	Model 1		Model 2		Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.
Mother wants 4 yr. degree or more			0.31*** (0.08)	1.36			0.29** (0.09)	1.34			0.32*** (0.06)	1.38
R expects 4 yr. degree or more			1.59*** (0.08)	4.93			1.07*** (0.10)	2.90			1.42*** (0.06)	4.16
GPA quartile (ref=highest)												
2nd highest			-0.52*** (0.11)	0.59			-0.78*** (0.21)	0.46			-0.58*** (0.10)	0.56
2nd Lowest			-1.13*** (0.12)	0.32			-1.27*** (0.20)	0.28			-1.16*** (0.09)	0.31
Lowest			-1.97*** (0.12)	0.14			-2.12 (0.19)	0.12			-1.99*** (0.10)	0.14
Often or usually without homework done (=1)			-0.17* (0.08)	0.84			-0.12 (0.08)	0.88			-0.15** (0.06)	0.86
Vocational club (=1)			-0.21* (0.10)	0.81			0.07 (0.15)	1.07			-0.15 (0.08)	0.86
Academic club (=1)			-0.12 (0.08)	0.89			0.26 (0.20)	1.29			-0.07 (0.07)	0.93
N	9,760[1]		9,760[1]		8,821		8,821		18,581[1]		18,581[1]	
F	0.00		0.00		0.00		0.00		0.00		0.00	

*p< .05, **p< .01, ***p<.001
Data are from HS&B 1980, HS&B 1984, ELS 2002, and ELS 2006.
Standard errors are in parentheses.
O.R. stands for odds ratio.
[1]Unweighted Ns from HS&B are rounded to the nearest ten as per the requirements of NCES for presentation of HS&B data.

Table 6: Ever Applied to a Postsecondary Institution, Interaction Models, HS&B and ELS

	Model 1		Model 2	
	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.
Cohort (ELS=1)	1.26*** (0.10)	3.54	1.40*** (0.09)	4.05
Race-Ethnicity & Gender (ref=white female)				
Asian male	0.19 (0.18)	1.21	0.19 (0.18)	1.20
Asian female	0.11 (0.18)	1.11	0.09 (0.18)	1.10
Black male	0.03 (0.12)	1.04	0.03 (0.12)	1.03
Black female	0.42*** (0.12)	1.53	0.42*** (0.12)	1.53
Hispanic male	-0.16 (0.11)	0.85	-0.18 (0.11)	0.84
Hispanic female	-0.24* (0.11)	0.79	-0.23* (0.10)	0.79
White male	-0.22*** (0.06)	0.80	-0.23*** (0.06)	0.79
Parent has4-year or advanced degree	0.73*** (0.06)	2.07	0.72*** (0.06)	2.06
Lives with both parents (=1)	0.27*** (0.06)	1.31	0.27*** (0.06)	1.31
Mother wants 4 yr degree or more	0.38*** (0.07)	1.47	0.30*** (0.06)	1.35
R expects 4 yr degree or more	1.42*** (0.06)	4.14	1.60*** (0.08)	4.96
GPA quartile(ref=highest)				
2nd highest	-0.58*** (0.10)	0.56	-0.57*** (0.10)	0.56
2nd lowest	-1.16*** (0.10)	0.31	-1.14*** (0.10)	0.32
Lowest	-1.99*** (0.10)	0.14	-2.00*** (0.10)	0.14

Table 6: Ever Applied to a Postsecondary Institution, Interaction Models, HS&B and ELS *(continued)*

	Model 1		Model 2	
	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.
Often or usually without homework done (=1)	-0.15** (0.06)	0.86	-0.15* (0.06)	0.86
Vocational club (=1)	-0.15 (0.08)	0.86	-0.15 (0.08)	0.86
Academic club (=1)	-0.07 (0.06)	0.93	-0.08 (0.07)	0.92
Mother wants 4 yr degree or more * cohort	-0.23* (0.11)	0.79		
R expects 4 yr degree or more * cohort			-0.54*** (0.11)	0.58
N	18,581		18,581	
F	0.00		0.00	

*p< .05, **p< .01, ***p<.001
Data are from HS&B 1980, HS&B 1984, ELS 2002, and ELS 2006.
Standard errors are in parentheses.
O.R. stands for odds ratio.
[1]Unweighted Ns from HS&B are rounded to the nearest ten as per the requirements of NCES for presentation of HS&B data.

Table 7: Ever Attended a Postsecondary Institution

	HS&B				ELS				HS&B and ELS			
	Model 1		Model 2		Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.
Cohort (ELS=1)									0.91* (0.05)	2.47	0.39*** (0.06)	1.48
Race-Ethnicity & Gender (ref=white female)												
Asian male	0.74* (0.31)	2.09	0.46 (0.33)	1.58	0.18 (0.20)	1.20	0.45 (0.20)	1.56	0.47** (0.18)	1.60	0.43* (0.18)	1.53
Asian female	0.90** (0.26)	2.45	0.50 (0.30)	1.65	0.54* (0.22)	1.71	0.42 (0.27)	1.52	0.75*** (0.17)	2.12	0.48* (0.20)	1.61
Black male	-0.82*** (0.13)	0.44	-0.52*** (0.14)	0.59	-0.80*** (0.14)	0.45	0.01 (0.15)	1.02	-0.78*** (0.09)	0.45	-0.29** (0.10)	0.75
Black female	0.10 (0.12)	1.11	0.26* (0.14)	1.30	-0.23 (0.13)	0.79	0.31* (0.14)	1.36	-0.00 (0.09)	1.00	0.26** (0.10)	1.30
Hispanic male	-0.64*** (0.14)	0.53	-0.31 (0.15)	0.73	-1.05*** (0.12)	0.35	-0.24 (0.14)	0.79	-0.83*** (0.09)	0.44	-0.30** (0.10)	0.74
Hispanic female	-0.26* (0.13)	0.77	-0.14 (0.14)	0.87	-0.48** (0.14)	0.62	-0.06 (0.16)	0.94	-0.33*** (0.09)	0.72	-0.11 (0.11)	0.90
White male	-0.34*** (0.07)	0.72	-0.12 (0.07)	0.88	-0.51*** (0.08)	0.60	-0.06 (0.09)	0.94	-0.38*** (0.05)	0.68	-0.09 (0.06)	0.91
Parent has4 year or advanced degree	1.55*** (0.08)	4.74	1.00*** (0.09)	2.73	1.30*** (0.08)	3.67	0.90*** (0.08)	2.45	1.47*** (0.06)	4.34	0.98*** (0.06)	2.65
Lives with both parents (=1)	0.45*** (0.07)	1.57	0.37*** (0.07)	1.45	0.57*** (0.07)	1.76	0.33*** (0.08)	1.39	0.49*** (0.49)	1.64	0.36*** (0.05)	1.43

Table 7: Ever Attended a Postsecondary Institution *(continued)*

	HS&B				ELS				HS&B and ELS			
	Model 1		Model 2		Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.	Coef. (s.e.)	O.R.
Mother wants 4 yr degree or more			0.37*** (0.07)	1.44			0.30** (0.09)	1.35			0.36*** (0.06)	1.43
R expects 4 yr degree or more			1.43*** (0.08)	4.16			1.19*** (0.09)	3.29			1.34*** (0.06)	3.84
GPA quartile (ref=highest)												
2nd highest			-0.41** (0.12)	0.66			-1.06*** (0.19)	0.35			-0.55*** (0.10)	0.58
2nd lowest			-0.95*** (0.12)	0.38			-1.56*** (0.19)	0.21			-1.07*** (0.09)	0.34
Lowest			-1.74*** (0.11)	0.18			-2.58*** (0.19)	0.08			-1.95*** (0.09)	0.14
Often or usually without homework done (=1)			-0.22** (0.09)	0.80			-0.30** (0.09)	0.74			-0.25*** (0.06)	0.78
Vocational club (=1)			-0.22* (0.08)	0.80			-0.27* (0.12)	0.76			-0.23** (0.08)	0.79
Academic club (=1)			-0.13 (0.10)	0.87			0.71*** (0.18)	2.04			-0.03 (0.07)	0.97
N	9,760[1]		9,760[1]		8,821		8,821		18,581[1]		18,581[1]	
F	0.00		0.00		0.00		0.00		0.00		0.00	

*p< .05, **p< .01, ***p<001
Data are from HS&B 1980, HS&B 1984, ELS 2002, and ELS 2006. Standard errors are in parentheses. O.R. stands for odds ratio.
[1]Unweighted Ns from HS&B are rounded to the nearest ten as per the requirements of NCES for presentation of HS&B data.

Table 8: Level of First Postsecondary Institution Attended, HS&B

	2 year (or less) vs. none				4 year vs. none			
	Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.
Race-Ethnicity & Gender (ref=white female)								
Asian male	0.64 (0.33)	1.89	0.47 (0.35)	1.60	0.88** (0.33)	2.40	0.48 (0.35)	1.62
Asian female	0.79** (0.29)	2.20	0.52 (0.31)	1.68	0.95** (0.29)	2.58	0.28 (0.33)	1.32
Black male	-0.85*** (0.15)	0.43	-0.69*** (0.15)	0.50	-0.78*** (0.16)	0.46	-0.14 (0.19)	0.87
Black female	0.08 (0.15)	1.08	0.18 (0.15)	1.19	0.10 (0.15)	1.11	0.44** (0.16)	1.56
Hispanic male	-0.39* (0.16)	0.68	-0.21 (0.16)	0.81	-1.03*** (0.19)	0.36	-0.61** (0.19)	0.54
Hispanic female	-0.09 (0.15)	0.91	-0.06 (0.15)	0.95	-0.48** (0.15)	0.62	-0.32 (0.19)	0.73
White male	-0.43*** (0.08)	0.65	-0.27** (0.08)	0.76	-0.26** (0.08)	0.77	0.14 (0.09)	1.15
Parent has 4-year or advanced degree	1.01*** (0.08)	2.75	0.74*** (0.09)	2.10	1.99*** (0.09)	7.32	1.38*** (0.11)	3.98
Lives with both parents (=1)	0.31*** (0.31)	1.36	0.29*** (0.07)	1.34	0.65*** (0.09)	1.91	0.60*** (0.11)	1.81
Mother wants 4 yr degree or or more			0.29*** (0.08)				0.56*** (0.10)	1.75

Table 8: Level of First Postsecondary Institution Attended, HS&B *(continued)*

	2 year (or less) vs. none				4 year vs. none			
	Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.
R expects 4 yr degree or more			0.91*** (0.09)	2.50			2.11*** (0.10)	8.22
GPA quartile (ref= highest)								
2nd highest			-0.05 (0.14)	0.95			-0.73*** (0.14)	0.48
2nd lowest			-0.39** (0.13)	0.68			-1.60*** (0.13)	0.20
Lowest			-1.04*** (0.14)	0.35			-2.77*** (0.14)	0.06
Often or usually without homework done (=1)			-0.11 (0.09)	0.90			-0.45*** (0.11)	0.64
Vocational club (=1)			-0.13 (0.11)	0.88			-0.34** (0.12)	0.71
Academic club (=1)			-0.17* (0.08)	0.85			-0.06 (0.10)	0.93
N[1]	9,890		9,890					
F	0.00		0.00					

*p< .05, **p< .01, ***p<.001
Data are from HS&B 1980 and HS&B 1984.
Standard errors are in parentheses.
R.R.R. stands for relative risk ratios.
[1]Unweighted Ns from HS&B are rounded to the nearest ten as per the requirements of NCES for presentation of HS&B data.

Table 9: Level of First Postsecondary Institution Attended, ELS

	2 year (or less) vs. none				4 year vs. none			
	Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.
Race-Ethnicity & Gender (ref=white female)								
Asian male	0.23 (0.22)	1.26	0.38 (0.21)	1.46	0.11 (0.21)	1.12	0.49* (0.21)	1.63
Asian female	0.48* (0.23)	1.61	0.42 (0.26)	1.52	0.60* (0.23)	1.82	0.39 (0.29)	1.47
Black male	-0.79*** (0.16)	0.45	-0.30 (0.16)	0.74	-0.82*** (0.17)	0.44	0.56** (0.19)	1.76
Black female	-0.22 (0.14)	0.80	0.07 (0.15)	1.08	-0.32* (0.15)	0.73	0.66*** (0.17)	1.94
Hispanic male	-0.67*** (0.14)	0.51	-0.22 (0.15)	0.80	-1.65*** (0.16)	0.19	-0.51** (0.19)	0.60
Hispanic female	-0.16 (0.15)	0.86	0.06 (0.16)	1.06	-0.83*** (0.16)	0.44	-0.32 (0.18)	0.73
White male	-0.46*** (0.09)	0.63	-0.16 (0.10)	0.85	-0.57*** (0.09)	0.57	0.07 (0.11)	1.07
Parent has 4-year or advanced degree	0.69*** (0.09)	2.00	0.54*** (0.09)	1.72	1.70*** (0.08)	5.46	1.32*** (0.09)	3.74
Lives with both parents (=1)	0.35*** (0.08)	1.43	0.25** (0.08)	1.29	0.73*** (0.08)	2.07	0.42*** (0.09)	1.52
Mother wants 4 yr degree or more			0.20* (0.09)	1.22			0.54*** (0.12)	1.72
R expects 4 yr degree or more			0.85*** (0.09)	2.35			1.89*** (0.14)	6.61

Table 9: Level of First Postsecondary Institution Attended, ELS *(continued)*

	2 year (or less) vs. none				4 year vs. none			
	Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.
GPA quartile (ref=highest)								
2nd highest			-0.50* (0.22)	0.61			-1.28*** (0.19)	0.28
2nd lowest			-0.62** (0.22)	0.54			-2.10*** (0.19)	.12
Lowest			-1.41*** (0.21)	0.24			-3.65*** (0.20)	0.03
Often or usually without homework done (=1)			-0.27** (0.09)	0.77			-0.37*** (0.10)	0.69
Vocational club (=1)			-0.11 (0.13)	0.89			-0.53*** (0.14)	0.59
Academic club (=1)			0.54** (0.19)	1.72			0.93*** (0.19)	2.55
N	8,839		8,839					
F	0.00		0.00					

*p< .05, **p< .01, ***p<.001
Data are from ELS 2002, and ELS 2006.
Standard errors are in parentheses.
R.R.R. stands for relative risk ratios.

Table 10: Level of First Postsecondary Institution Attended, HS&B and ELS

	2 year (or less) vs.none				4 year vs.none					
	Model 1		Model 2		Model 1		Model 2		Model 3	
	Coef. (s.e.)	RRR	Coef. (s.e.)	RRR	Coef. (s.e.)	RRR	Coef. (s.e.)	RRR	Coef. (s.e.)	RRR
Cohort (ELS=1)	0.73*** (0.06)	2.08	0.37*** (0.07)	1.45	1.06*** (0.06)	2.87	0.45*** (0.08)	1.56	1.00*** (0.21)	2.72
Race-Ethnicity & Gender (ref=white female)										
Asian male	0.46* (0.19)	1.58	0.39* (0.19)	1.47	0.48** (0.18)	1.62	0.48* (0.19)	1.61	0.49** (0.19)	1.62
Asian female	0.65*** (0.19)	1.92	0.46* (0.20)	1.58	0.81*** (0.18)	2.26	0.40 (0.21)	1.48	0.36 (0.22)	1.44
Black male	-0.80*** (0.11)	0.45	-0.53*** (0.11)	0.59	-0.77*** (0.11)	0.46	0.20 (0.13)	1.22	0.21 (0.13)	1.23
Black female	-0.01 (0.11)	0.99	0.11 (0.11)	1.12	-0.04 (0.10)	0.96	0.54*** (0.12)	1.72	0.54*** (0.12)	1.72
Hispanic male	-0.51*** (0.10)	0.60	-0.24* (0.11)	0.79	-1.34*** (0.13)	0.26	-0.57*** (0.14)	0.56	-0.56*** (0.14)	0.57
Hispanic female	-0.08 (0.11)	0.92	0.01 (0.11)	1.01	-0.63*** (0.11)	0.53	-0.32* (0.13)	0.72	-0.33* (0.13)	0.72
White male	-0.41*** (0.06)	0.66	-0.22*** (0.06)	0.80	-0.36*** (0.06)	0.70	0.12 (0.07)	1.13	0.11 (0.07)	1.12
Parent has 4-year or advanced degree	0.90*** (0.89)	2.46	0.66*** (0.07)	1.94	1.89*** (0.06)	6.62	1.37*** (0.07)	3.95	1.37*** (0.07)	3.92
Lives with both parents (=1)	0.32*** (0.32)	1.38	0.28*** (0.06)	1.32	0.68*** (0.06)	1.97	0.52*** (0.07)	1.68	0.51*** (0.07)	1.67
Mother wants 4 yr degree or more			0.27*** (0.06)	1.30			0.57*** (0.08)	1.77	0.56*** (0.08)	1.76
R expects 4 yr degree or more			0.89*** (0.07)	2.46			2.04*** (0.08)	7.69	2.04*** (0.08)	7.70

Table 10: Level of First Postsecondary Institution Attended, HS&B and ELS *(continued)*

	2 year (or less) vs none				4 year vs none			
	Model1		Model 2		Model 1		Model 2		Model 3	
	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.
GPA quartile (ref=highest)										
2nd highest			-0.12 (0.12)	0.89			-0.85*** (0.11)	0.43	-0.73*** (0.14)	0.48
2nd lowest			-0.40*** (0.11)	0.67			-1.79*** (0.10)	0.18	-1.61*** (0.13)	0.20
Lowest			-1.09*** (0.11)	0.34			-3.07*** (0.11)	0.05	-2.80*** (0.14)	0.06
2nd highest GPA *cohort									-0.58* (0.24)	0.56
2nd lowest GPA * cohort									-0.51* (0.23)	0.60
Lowest GPA * cohort									-0.83*** (0.24)	0.43
Often or usually without homework done (=1)			-0.17** (0.07)	0.84			-0.39*** (0.08)	0.67	-0.39*** (0.08)	0.68
Vocational club (=1)			-0.12 (0.09)	0.89			-0.41*** (0.09)	0.66	-0.41*** (0.10)	0.66
Academic club (=1)			-0.10 (0.07)	0.90			0.09 (0.09)	1.09	0.08 (0.09)	1.08
N[1]	18,729		18,729							
F	0.00		0.00							

*p< .05, **p< .01, ***p<001
Data are from HS&B 1980, HS&B 1984, ELS 2002, and ELS 2006.
Standard errors are in parentheses. R.R.R. stands for relative risk ratios.
[1]Unweighted Ns from HS&B are rounded to the nearest ten as per the requirements of NCES for presentation of HS&B data.

Table 11A: Level and Type of First Postsecondary Institution Attended, HS&B *(continued)*

	2 year public (or less) vs. none				2 year private (or less) vs. none			
	Model 1		Model 2		Model 1		Model 2	
	Coef (s.e.)	R.R.R.	Coef (s.e.)	R.R.R.	Coef (s.e.)	R.R.R.	Coef (s.e.)	R.R.R.
R expects 4 yr degree or more			0.94*** (0.09)	2.55			0.87*** (0.22)	2.39
GPA quartile (ref=highest)								
2nd highest			-0.09 (0.14)	0.91			0.52 (0.29)	1.69
2nd lowest			-0.40** (0.14)	0.67			0.04 (0.28)	1.04
Lowest			-1.10*** (0.14)	0.33			-0.47 (0.29)	0.63
Often or usually without homework done (=1)			-0.15 (0.09)	0.86			0.03 (0.20)	1.03
Vocational club (=1)			-0.12 (0.12)	0.89			-0.31 (0.24)	0.74
Academic club (=1)			-0.12 (0.08)	0.88			-0.39* (0.20)	0.68
N[1]	9,690		9,690					
F	0.00		0.00					

*p< .05, **p< .01, ***p<001
Data are from HS&B 1980 and HS&B 1984.
Standard errors are in parentheses.
R.R.R. stands for relative risk ratios.
[1]Unweighted Ns from HS&B are rounded to the nearest ten as per the requirements of NCES for presentation of HS&B data.

Table 11B: Level and Type of First Postsecondary Institution Attended, HS&B

	4 yr. public vs. none				4 yr. private vs. none			
	Model 1		Model 2		Model 1		Model 2	
	Coef (s.e.)	RRR	Coef (s.e.)	RRR	Coef (s.e.)	RRR	Coef (s.e.)	RRR
Race-Ethnicity & Gender (ref=white female)								
Asian male	1.20*** (0.33)	3.33	0.81* (0.35)	2.25	-0.56 (0.57)	0.57	-1.06 (0.58)	0.35
Asian female	1.13*** (0.30)	3.10	0.51 (0.34)	1.67	0.49 (0.37)	1.64	-0.23 (0.40)	0.80
Black male	-0.72*** (0.17)	0.49	-0.10 (0.21)	0.90	-0.91*** (0.26)	0.40	-0.20 (0.29)	0.82
Black female	0.16 (0.16)	1.17	0.49** (0.17)	1.63	-0.04 (0.22)	0.96	0.36 (0.22)	1.43
Hispanic male	-0.85*** (0.21)	0.43	-0.43* (0.22)	0.65	-1.57*** (0.24)	0.21	-1.19*** (0.27)	0.31
Hispanic female	-0.34* (0.17)	0.71	-0.19 (0.22)	0.83	-0.82** (0.24)	0.44	-0.65* (0.26)	0.52
White male	-0.20* (0.08)	0.82	0.20* (0.10)	1.22	-0.37** (0.11)	0.69	0.02 (0.12)	1.02
Parent has 4-year or advanced degree	1.91*** (0.09)	6.72	1.33*** (0.11)	3.78	2.18*** (0.11)	8.86	1.50*** (0.12)	4.49
Lives with both parents (=1)	0.55*** (0.10)	1.72	0.50*** (0.11)	1.64	0.88*** (0.13)	2.42	0.83*** (0.15)	2.29
Mother wants 4 yr. degree or more			0.58*** (0.11)	1.78			0.49** (0.16)	1.63

Table 11B: Level and Type of First Postsecondary Institution Attended, HS&B *(continued)*

	4 yr. public vs. none				4 yr. private vs. none			
	Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	RRR
R expects 4 yr degree or more			2.00*** (0.11)	7.38			2.43*** (0.15)	11.39
GPA quartile (ref=highest)								
2nd highest			-0.71*** (0.15)	0.49			-0.79*** (0.16)	0.45
2nd lowest			-1.57*** (0.13)	0.21			-1.69*** (0.16)	0.18
Lowest			-2.71*** (0.14)	0.07			-2.97*** (0.21)	0.05
Often or usually without homework done (=1)			-0.48*** (0.12)	0.62			-0.34* (0.16)	0.71
Vocational club (=1)			-0.17 (0.13)	0.84			-0.98*** (0.21)	0.38
Academic club (=1)			-0.07 (0.11)	0.93			-0.04 (0.12)	0.96
N[1]								
F								

*p< .05, **p< .01, ***p<.001
Data are from HS&B 1980 and HS&B 1984.
Standard errors are in parentheses. R.R.R. stands for relative risk ratios.
[1]Unweighted Ns from HS&B are rounded to the nearest ten as per the requirements of NCES for presentation of HS&B data.

Table 12A: Level and Type of First Postsecondary Institution Attended, ELS

	2 year public (or less) vs. none				2 year private (or less) vs. none			
	Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.
Race-Ethnicity & Gender (ref=white female)								
Asian male	0.24 (0.21)	1.27	0.39 (0.21)	1.48	0.17 (0.51)	1.19	0.28 (0.52)	1.32
Asian female	0.52* (0.24)	1.68	0.47 (0.26)	1.61	-0.18 (0.78)	0.84	-0.23 (0.80)	0.79
Black male	-0.82*** (0.16)	0.44	-0.31 (0.16)	0.73	-0.52 (0.35)	0.59	-0.23 (0.36)	0.79
Black female	-0.31* (0.15)	0.73	-0.01 (0.16)	0.99	0.34 (0.29)	1.41	0.55 (0.30)	1.74
Hispanic male	-0.79*** (0.14)	0.46	-0.32* (0.16)	0.72	0.05 (0.25)	1.06	0.32 (0.27)	1.39
Hispanic female	-0.17 (0.16)	0.85	0.06 (0.17)	1.06	-0.09 (0.31)	0.91	0.04 (0.32)	1.04
White male	-0.46*** (0.10)	0.63	-0.14 (0.10)	0.87	-0.57** (0.20)	0.57	-0.38 (0.21)	0.68
Parent has 4-year or advanced degree	0.72*** (0.09)	2.06	0.56*** (0.09)	1.76	0.43* (0.21)	1.53	0.34 (0.21)	1.41
Lives with both parents (=1)	0.37*** (0.08)	1.44	0.26** (0.08)	1.29	0.27 (0.18)	1.31	0.21 (0.18)	1.23
Mother wants 4 yr degree or more			0.23* (0.10)	1.26			0.00 (0.18)	1.00

Table 12A: Level and Type of First Postsecondary Institution Attended, ELS *(continued)*

	2 year public (or less) vs. none				2 year private (or less) vs. none			
	Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.
R expects 4 yr degree or more			0.92*** (0.10)	2.50			0.41* (0.18)	1.51
GPA quartile (ref=highest)								
2nd highest			-0.49* (0.23)	0.61			-0.53 (0.36)	0.59
2nd lowest			-0.61** (0.22)	0.54			-0.75* (0.36)	0.47
Lowest			-1.43*** (0.22)	0.24			-1.22** (0.37)	0.29
Often or usually without homework done (=1)			-0.29** (0.09)	0.75			-0.07 (0.18)	0.93
Vocational club (=1)			-0.11 (0.13)	0.90			-0.09 (0.29)	0.91
Academic club (=1)			0.54** (0.19)	1.73			0.43 (0.36)	1.54
N[1]	8,833		8,833					
F	0.00		0.00					

*p< .05, **p< .01, ***p<.001
Data are from ELS 2002 and ELS 2006.
Standard errors are in parentheses.
R.R.R. stands for relative risk ratios.

Table 12B: Level and Type of First Postsecondary Institution Attended, ELS

	4 yr. public vs. none				4 yr. private vs none			
	Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	RRR	Coef. (s.e.)	RRR	Coef. (s.e.)	RRR	Coef. (s.e.)	RRR
Race-Ethnicity & Gender (ref=white female)								
Asian male	0.19 (0.22)	1.22	0.58** (0.22)	1.78	-0.09 (0.24)	0.91	0.29 (0.24)	1.34
Asian female	0.71** (0.24)	2.04	0.52 (0.30)	1.67	0.32 (0.25)	1.37	0.11 (0.30)	1.19
Black male	-0.83*** (0.17)	0.44	0.58** (0.19)	1.78	-0.83*** (0.22)	0.43	0.51* (0.24)	1.66
Black female	-0.24 (0.16)	0.79	0.75*** (0.18)	2.11	-0.54** (0.20)	0.58	0.45* (0.21)	1.57
Hispanic male	-1.71*** (0.19)	0.18	-0.58* (0.23)	0.56	-1.61*** (0.20)	0.20	-0.50 (0.21)	0.60
Hispanic female	-0.84*** (0.18)	0.43	-0.33 (0.20)	0.71	-0.80*** (0.19)	0.45	-0.29 (0.21)	0.75
White male	-0.56*** (0.10)	0.57	0.08 (0.12)	1.09	-0.59*** (0.10)	0.55	0.06 (0.12)	1.06
Parent has 4-year or advanced degree	1.61*** (0.08)	5.00	1.23*** (0.09)	3.42	1.89*** (0.10)	6.63	1.52*** (0.11)	4.57
Lives with both parents (=1)	0.71*** (0.08)	2.04	0.41*** (0.10)	1.50	0.77*** (0.10)	2.16	0.44*** (0.11)	1.56
Mother wants 4 yr. degree or more			0.56*** (0.13)	1.75			0.51** (0.17)	1.66

Table 12B: Level and Type of First Postsecondary Institution Attended, ELS *(continued)*

	4 yr. public vs. none				4 yr. private vs .none			
	Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	RRR	Coef. (s.e.)	RRR	Coef. (s.e.)	RRR	Coef. (s.e.)	RRR
R expects 4 yr degree or more			2.06*** (0.16)	7.87			1.60*** (0.18)	4.97
GPA quartile (ref=highest)								
2nd highest			-1.18*** (0.20)	0.31			-1.46*** (0.20)	0.23
2nd lowest			-1.98*** (0.20)	0.14			-2.37*** (0.21)	0.09
Lowest			-3.71*** (0.21)	0.02			-3.55** (0.22)	0.03
Often or usually without homework done (=1)			-0.33** (0.11)	0.72			-0.50*** (0.13)	0.61
Vocational club (=1)			-0.46*** (0.15)	0.63			-0.78*** (0.18)	0.46
Academic club (=1)			0.92** (0.20)	2.52			0.89*** (0.21)	2.43
N[1]								
F								

*p< .05, **p< .01, ***p<.001

Data are from ELS 2002 and ELS 2006.

Standard errors are in parentheses. R.R.R. stands for relative risk ratios.

Table 13A: Level and Type of First Postsecondary Institution Attended, HS&B and ELS

	2 year public (or less) vs. none				2 year private (or less) vs. none			
	Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.
Cohort (ELS=1)	0.79*** (0.06)	2.20	0.43*** (0.07)	1.53	0.66***	1.94	0.37* (0.14)	1.44
Race-Ethnicity & Gender (ref=white female)								
Asian male	0.47* (0.19)	1.60	0.40* (0.19)	1.49	0.25 (0.39)	1.29	0.17 (0.40)	1.18
Asian female	0.72*** (0.19)	2.06	0.53* (0.21)	1.71	-0.47 (0.67)	0.62	-0.62 (0.69)	0.54
Black male	-0.82*** (0.11)	0.44	-0.53*** (0.11)	0.59	-0.53* (0.25)	0.59	-0.36 (0.26)	0.70
Black female	-0.06 (0.11)	0.94	0.07 (0.12)	1.07	0.26 (0.20)	1.30	0.36 (0.21)	1.43
Hispanic male	-0.58*** (0.11)	0.56	-0.29* (0.12)	0.75	-0.09 (0.21)	0.91	0.07 (0.22)	1.08
Hispanic female	-0.08 (0.11)	0.92	0.02 (0.12)	1.02	0.03 (0.22)	1.03	0.07 (0.22)	1.07
White male	-0.39*** (0.06)	0.68	-0.19** (0.07)	0.83	- 0.71*** (0.14)	0.49	-0.61*** (0.14)	0.54
Parent has 4-year or advanced degree	0.94*** (0.06)	2.57	0.70*** (0.07)	2.02	0.73*** (0.14)	2.08	0.57*** (0.14)	1.78
Lives with both parents (=1)	0.32*** (0.06)	1.37	0.27*** (0.06)	1.31	0.39** (0.12)	1.47	0.37** (0.12)	1.45
Mother wants 4 yr degree or more			0.29*** (0.07)	1.33			0.05 (0.13)	1.06

Table 13A: Level and Type of First Postsecondary Institution Attended, HS&B and ELS *(continued)*

	2 year public (or less) vs. none				2 year private (or less) vs. none			
	Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.
R expects 4 yr degree or more			0.94*** (0.07)	2.55			0.69*** (0.15)	1.99
GPA quartile (ref=highest)								
2nd highest			-0.15 (0.12)	0.86			0.24 (0.22)	1.27
2nd lowest			-0.40** (0.12)	0.67			-0.19 (0.22)	0.83
Lowest			-1.13*** (0.12)	0.32			-0.64** (0.22)	0.53
Often or usually without homework done (=1)			-0.21** (0.07)	0.81			-0.01 (0.14)	0.99
Vocational club (=1)			-0.11 (0.09)	0.90			-0.23 (0.19)	0.80
Academic club (=1)			-0.07 (0.08)	0.94			-0.31 (0.17)	0.73
N[1]	18,523		18,523					
F	0.00		0.00					

*p< .05, **p< .01, ***p<.001
Data are from HS&B 1980, HS&B 1984, ELS 2002, and ELS 2006.
Standard errors are in parentheses.
R.R.R. stands for relative risk ratios.
[1]Unweighted Ns from HS&B are rounded to the nearest ten as per the requirements of NCES for presentation of HS&B data.

Table 13B: Level and Type of First Postsecondary Institution Attended, HS&B and ELS

	4 yr. public vs. none				4 yr. private vs. none			
	Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	R.R. R	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	RRR
Cohort (ELS=1)	1.03*** (0.06)	2.80	0.45*** (0.09)	1.56	1.17*** (0.08)	3.22	0.54*** (0.10)	1.71
Race-Ethnicity & Gender (ref=white female)								
Asian male	0.66** (0.19)	1.92	0.66** (0.19)	1.93	0.02 (0.22)	1.02	-0.00 (0.22)	1.00
Asian female	0.97*** (0.19)	2.62	0.56* (0.22)	1.76	0.48* (0.21)	1.61	0.05 (0.23)	1.05
Black male	-0.74*** (0.12)	0.48	0.22 (0.14)	1.24	-0.82*** (0.16)	0.44	0.17 (0.18)	1.18
Black female	0.03 (0.11)	1.03	0.61*** (0.12)	1.84	-0.24 (0.15)	0.79	0.39* (0.15)	1.47
Hispanic male	-1.32*** (0.15)	0.27	-0.55** (0.16)	0.58	-1.48*** (0.16)	0.23	-0.72*** (0.17)	0.49
Hispanic female	-0.58*** (0.13)	0.56	-0.28 (0.15)	0.76	-0.71*** (0.15)	0.49	-0.39* (0.16)	0.67
White male	-0.33*** (0.06)	0.72	0.15* (0.08)	1.17	-0.43*** (0.08)	0.65	0.06 (0.09)	1.06
Parent has 4-year or advanced degree	1.81*** (0.07)	6.10	1.31*** (0.08)	3.70	2.08*** (0.08)	8.00	1.54*** (0.09)	4.68
Lives with both parents (=1)	0.63*** (0.07)	1.87	0.47*** (0.08)	1.60	0.79*** (0.08)	2.22	0.62*** (0.09)	1.87
Mother wants 4 yr. degree or more			0.58*** (0.09)	1.79			0.52*** (0.11)	1.68

Table 13B: Level and Type of First Postsecondary Institution Attended, HS&B and ELS *(continued)*

	4 yr. public vs. none				4 yr. private vs. none			
	Model 1		Model 2		Model 1		Model 2	
	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	RRR
R expects 4 yr degree or more			1.98*** (0.09)	7.26			2.20*** (0.12)	9.03
GPA quartile (ref=highest)								
2nd highest			-0.80*** (0.12)	0.45			-0.98*** (0.12)	0.37
2nd lowest			-1.66*** (0.11)	0.19			-1.92*** (0.12)	0.15
Lowest			-3.09*** (0.11)	0.05			-3.09*** (0.14)	0.05
Often or usually without homework done (=1)			-0.39*** (0.08)	0.68			-0.43*** (0.10)	0.65
Vocational club (=1)			-0.28** (0.10)	0.76			-0.84*** (0.13)	0.43
Academic club (=1)			0.09 (0.09)	1.09			0.10 (0.10)	1.11
N[1]								
F								

*p< .05, **p< .01, ***p<.001

Data are from HS&B 1980, HS&B 1984, ELS 2002, and ELS 2006.

Standard errors are in parentheses.

R.R.R. stands for relative risk ratios.

[1]Unweighted Ns from HS&B are rounded to the nearest ten as per the requirements of NCES for presentation of HS&B data.

Table 14: Level and Type of First Postsecondary Institution Attended, HS&B and ELS Educational Expectations Interaction Models

	2 yr private (or less) vs. none		4 yr private vs. none	
	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.
Cohort (ELS=1)	0.65*** (0.18)	1.92	1.21*** (0.21)	3.36
Race-Ethnicity & Gender (ref=white female)				
Asian male	0.16 (0.40)	1.17	-0.01 (0.22)	0.99
Asian female	-0.63 (0.68)	0.53	0.05 (0.23)	1.05
Black male	-0.38 (0.26)	0.68	0.15 (0.18)	1.17
Black female	0.35 (0.21)	1.42	0.38* (0.15)	1.47*
Hispanic male	0.05 (0.21)	1.05	-0.74*** (0.17)	0.48***
Hispanic female	0.06 (0.22)	1.06	-0.41* (0.16)	0.67*
White male	-0.62*** (0.14)	0.54	0.05 (0.09)	1.05***
Parent has 4-year or advanced degree	0.56*** (0.14)	1.76	1.54*** (0.09)	4.66***
Lives with both parents (=1)	0.37** (0.12)	1.45	0.63*** (0.09)	1.87***
Mother wants 4 yr degree or more	0.03 (0.14)	1.03	0.50*** (0.11)	1.65***

Table 14: Level and Type of First Postsecondary Institution Attended, HS&B and ELS Educational Expectations Interaction Models *(continued)*

	2 yr private (or less) vs. none		4 yr private vs. none	
	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.
R expects 4 yr degree or more	0.89***	2.44	2.39***	10.96***
	(0.20)		(0.14)	
R expects 4 yr degree or more* cohort	-0.51*	0.60	-0.77***	0.46***
	(0.25)		(0.22)	
GPA quartile (ref=highest)				
2nd highest	0.25	1.28	-0.98***	0.37***
	(0.22)		(0.12)	
2nd lowest	-0.17	0.84	-1.92***	0.15***
	(0.22)		(0.12)	
Lowest	-0.63**	0.53	-3.10***	0.05***
	(0.22)		(0.14)	
Often or usually without homework done (=1)	-0.01	0.99	-0.43***	0.65***
	(0.14)		(0.10)	
Vocational club (=1)	-0.23	0.80	-0.84***	0.43***
	(0.19)		(0.13)	
Academic club (=1)	-0.31	0.73	0.10	1.11
	(0.17)		(0.10)	
N[1]		18,523		
F		0.00		

*p< .05, **p< .01, ***p<.001
Data are from HS&B 1980, HS&B 1984, ELS 2002, and ELS 2006.
Standard errors are in parentheses.
R.R.R. stands for relative risk ratios.
[1]Unweighted Ns from HS&B are rounded to the nearest ten as per the requirements of NCES for presentation of HS&B data.

Table 15: Level and Type of First Postsecondary Institution Attended, HS&B and ELS GPA Interaction Models

	2 yr. private (or less) vs. none		4 yr. public vs. none		4 yr. private vs. none	
	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.
Cohort (ELS=1)	1.06* (0.41)	2.88	0.97*** (0.21)	2.63	1.11*** (0.22)	3.05
Race-Ethnicity & Gender (ref=white female)						
Asian male	0.17 (0.40)	1.18	0.66** (0.19)	1.94	0.00 (0.22)	1.00
Asian female	-0.62 (0.68)	0.54	0.53* (0.22)	1.70	0.02 (0.24)	1.02
Black male	-0.37 (0.26)	0.69	0.22 (0.14)	1.25	0.17 (0.18)	1.18
Black female	0.36 (0.21)	1.43	0.61*** (0.12)	1.84	0.39* (0.15)	1.48
Hispanic male	0.06 (0.22)	1.07	-0.53** (0.16)	0.59	-0.71*** (0.17)	0.49
Hispanic female	0.07 (0.22)	1.07	-0.28 (0.15)	0.75	-0.40* (0.17)	0.67
White male	-0.61*** (0.14)	0.54	0.14 (0.08)	1.16	0.06 (0.09)	1.06
Parent has 4-year or advanced degree	0.57*** (0.14)	1.77	1.30*** (0.08)	3.67	1.54*** (0.09)	4.65
Lives with both parents (=1)	0.37** (0.12)	1.44	0.46*** (0.08)	1.58	0.62*** (0.09)	1.86
Mother wants 4 yr degree or or more	0.06 (0.13)	1.06	0.58*** (0.09)	1.78	0.52*** (0.11)	1.68

Table 15: Level and Type of First Postsecondary Institution Attended, HS&B and ELS GPA Interaction Models *(continued)*

	2 yr. private (or less) vs. none		4 yr. public vs. none		4 yr. private vs. none	
	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.	Coef. (s.e.)	R.R.R.
R expects 4 yr degree or more	0.69*** (0.15)	1.99	1.99*** (0.09)	7.28	2.20*** (0.12)	9.00
GPA quartile (ref=highest)						
2nd highest	0.51 (0.29)	1.66	-.71*** (0.15)	0.49	-0.80*** (0.16)	0.45
2nd lowest	-0.01 (0.28)	0.99	-1.58*** (0.13)	0.21	-1.72*** (0.16)	0.18
Lowest	-0.54 (0.29)	0.58	-2.73*** (0.14)	0.06	-3.02*** (0.20)	0.05
2nd highest * cohort	-1.03* (0.46)	0.36	-0.51* (0.25)	0.60	-0.69** (0.26)	0.500
2nd lowest * cohort	-0.72 (0.45)	0.49	-0.43 (0.24)	0.65	-0.67* (0.26)	0.51
Lowest * cohort	-0.58 (0.44)	0.56	-0.97*** (0.25)	0.38	-0.49 (0.29)	0.61
Often or usually without homework done (=1)	-0.01 (0.14)	0.99	-0.39*** (0.08)	0.68	-0.42*** (0.10)	0.66
Vocational club (=1)	-0.23 (0.19)	0.80	-0.28** (0.10)	0.75	-0.84*** (0.13)	0.43
Academic club (=1)	-0.31 (0.17)	0.73	0.08 (0.09)	1.08	0.09 (0.10)	1.10
N[1]	18,523					
F	0.00					

*p< .05, **p< .01, ***p<.001
Data are from HS&B 1980, HS&B 1984, ELS 2002, and ELS 2006.
Standard errors are in parentheses.
R.R.R. stands for relative risk ratios.
[1]Unweighted Ns from HS&B are rounded to the nearest ten as per the requirements of NCES for presentation of HS&B data.