Do Expectations Make the Difference?: A Look at the Effect of Educational Expectations and Academic Performance on Enrollment in Post-Secondary Education

Abstract

Using data from two waves of the Educational Longitudinal Study of 2002, we examine the impact of GPA and students' own expectations on the probability of enrolling in post-secondary education. Specifically, we examine the potentially moderating effect of expectations on enrollment. We find that there are significant racial/ethnic differences in the probability of enrolling with Black and Hispanic origin students having lower probabilities and Asian origin students having higher probabilities than their white counterparts. Both GPA and expectations increase the probability of post-secondary enrollment. Our findings suggest that expectations help propel low achieving students into post-secondary enrollment. Our study adds to the current body of scholarship by moving pass Black/white comparisons and examining specific racial/ethnic groups instead of broad pan ethnic categories.

Introduction

Educational achievement is often considered the great equalizer in American society as students from disadvantaged or minority groups can experience upward mobility simply by reaching higher educational attainment levels (Lamont and Lareau 1988; Strayhorn 2009). Nonetheless, the promises of educational accomplishments have not extended equally to all minority and ethnic groups. Minority students often lag behind their white counterparts with regards to educational performance and persistent achievement gaps between whites and minority students exist throughout the schooling process (Alexander, Entwisle, and Bedinger 1994; Kao and Thompson 2003; Ogbu 1978).

At the very early stages of the schooling process we see minority children lagging behind their majority counterparts on a number of academic indictors and these gaps persist throughout the educational process, with minority students being less likely than their majority counterparts to matriculate to post-secondary education (Garibaldi 1997). Research has shown that, in addition to racial/ethnic differences, levels of educational attainment vary by a number of other indictors. This study is particularly interested in the impact of grade point average and students' own educational expectations. Both GPA and expectations have been shown to be significant indicators of educational outcomes (Bozick et al 2010; Ramist 1984; Willingham and Breland 1982; Zhang et al. 2011). For example, high school GPA is positively associated with college entry and undergraduate academic success (Ramist 1984; Willingham and Breland 1982). Additionally, using data from the National Education Longitudinal Study of 1988, Zhang et al. (2011) found that educational expectations increased academic achievement on both standardized math and reading tests.

Previous studies have examined the extent to which expectations differ based on a number of background characteristics, particularly researchers have examined the claim that minority students have higher expectations than their majority peers (Downey and Ainsworth 2002; Uwah, McMahon and Furlow 2008). Although this is a very important question it is not the focus of this analysis. The analyses presented here assess the impact of both expectations and GPA on the probability of ever enrolling. Then we examine the potentially moderating effect of expectations on the probability of ever enrolling in post-secondary education in the face of poor academic performance. Simply put we ask do expectations help to propel low achieving students into post-secondary education? Although previous research has examined the impact of both expectations and GPA, researchers have not examined the interaction of the two

Background

Educational gaps between white and minority students exist at an early age and widen over time (Kao and Thompson 2003; Fryer and Levitt 2004; Ogbu 1978). For example, Fryer and Levitt (2004) found that within the first two years of school, white students scored higher on tests and were more prepared to start school than Black students. In a study extending their earlier findings, Fryer and Levitt (2006) found that the educational gap expands rapidly through the rest of elementary school. Further research has shown that the academic gap between white and minority students continues to widen in secondary schools and may persist into the job market (Kao and Thompson 2003).

Analysis of recent trends in post-secondary participation reveals that 66 percent of American high school students matriculated to post-secondary education in 2006 as opposed to only 9 percent in 1939 (An 2010). Researchers have coined this upward trend in post-secondary attendance the new American "norm of college for all" (Goyette 2008: 462). The college for all ethos has resulted in increased levels of adolescent educational expectations and more students believe that a post-secondary education is needed for their career (Goyette 2008).

Rosenbaum (2011) argues that the college for all ethos is not a reality for every high school student since adolescents with low-GPA's only experience a 20 percent success rate in reaching their expected educational attainment level. Additionally, post-secondary attendance and completion rates significantly vary by race/ethnicity with Blacks and Latinos achieving at lower levels than non-Hispanic whites (Bohon, Johnson, and Gorman 2006; National Center for Education Statistics, 2010; Ogbu 1978). Further, post-secondary attendance differs between adolescents within the same race/ethnicity based on immigrant or native status. For example,

with a sample of 11,351 participants, Glick and White (2004) found that first generation immigrants are significantly more likely to matriculate to post-secondary education than their native born counterparts. In contrast to the educational attainment of first generation children, second and third generation adolescents experience abatement in educational achievement (Glick and White 2004; Perreira, Harris, and Lee 2006).

Educational Expectations and College Attendance

Despite the promises of educational achievement, minority students often experience lower educational attainment levels than their white counterparts (Ogbu 1978). One possible explanation of these racial differences in education could be found in status attainment theory. Models of status attainment emphasize the importance of family and parental characteristics for positive achievement outcomes. Family socioeconomic status and parental education, for example, are often cited as key determinants of children's own orientation towards schooling and resources available for assistance in learning. Thus, variations in family structure, parental education and income may all play a role in differential achievement for children from diverse immigrant and ethnic origins (Battle 2002; Feliciano 2006). For some groups, disadvantages in the form of low parental education or income may be offset by advantages such as having two parents present and strong support for academic achievement (Hagen, MacMillan and Wheaton 1996; Sanders and Nee 1996; Valenzuela and Dornbusch 1994).

The status attainment model also suggests that both parent and child educational expectations may be formed on the basis of familial resources and parent-child relationships. Previous research has shown that academic expectations have proven to be strong predictors of educational outcomes (Manski 1990; Reynolds and Pemberton 2001; Yan and Lin 2005).

However, the force of expectations may vary by race as Yan and Lin (2005) found that expectations were significant predictors of 12th grade math scores for all racial groups but the effect was nearly three times stronger for White students than for Black students. Nonetheless, expectations for all racial and ethnic groups have significantly increased since 1979 (Reynolds and Pemberton 2001). Moreover, since educational expectations are an individual's best assessment of what educational degree they can obtain based on their current situation, high expectations are strongly correlated with college entry (Manski 1990; Morgan 2002).

Not only are there racial and ethnic differences in expectations (Yan and Lin 2005) but researchers have found that the effectiveness of expectations on educational outcomes differ as well (Alexander et al. 1994). Net of high expectations, Blacks have lower attainment levels than Whites (Ogbu, 1978) and Blacks are only half as likely as Whites to achieve at least a baccalaureate degree (National Center for Education Statistics, 2010). Furthermore, Blacks are disadvantaged with regards to other educational outcomes such as grades, test scores, and the likelihood of finishing high school (Kao and Thompson 2003; Ogbu 1978). Research into racial differences in educational achievement led to what Mickelson (1990) coined the attitude-achievement paradox among Black children.

Attitude-Achievement Paradox

Mickelson (1990) notes, that in the United States there is an "attitude-achievement paradox among Black adolescents." The paradox results from the high value placed upon education by Black families even though Black students often achieve at low educational levels. Confirming Mickelson's (1990) claims, subsequent research has found that Blacks are likely to hold more pro-school attitudes while achieving at lower levels than non-Hispanic Whites

(Downey and Ainsworth 2002; Uwah, McMahon and Furlow 2008). Downey, Ainsworth, and Qian (2009) found that Black students are more likely to get satisfaction from academic achievement than White students despite low achievement levels. Additionally, studies have shown that both Black parents (Alexander et al. 1994; Ogbu 1978; Spera, Wentzel, and Matto. 2008) and students (Downey 2008; Kao and Thompson 2003; Uwah et al. 2008) place a very high value on educational achievement. Yet, paradoxically, research has shown that Blacks are likely to get lower grades (Downey 2008; Ogbu 1978; Portes and Wilson 1976; Uwah et al. 2008), are more likely to drop out of high school (Gottfredson 1981; Kao and Thompson 2003; Uwah et. 2008), and obtain less years of education (Mickelson 1990; Ogbu 1978; Uwah et al. 2008) than non-Hispanic Whites.

This paradox is primarily viewed in pathological terms. Black parents and students are labeled as having unrealistic expectations (Trusty 2002; Hanson 1994) and Black students are labeled as underachievers (Mickelson 1990). However, studies have not examined whether having high expectations helps some Black adolescents to achieve greater levels of education than they would attain without such expectations. For example, are Black students with high expectations able to overcome deficits such as low income and low high school GPAs to attend college? If so, then the high expectations of Blacks can be viewed as beneficial for raising the attainments of those least likely to succeed. By better understanding the role that expectations play for the most disadvantaged Black and minority students we make policy recommendations for school counselors, social workers, others who work with minority families. While Black students often experience disadvantaged outcomes when compared to white students, racial differences and educational gaps between whites and other minority groups also exist. Perreira, et al. (2006) found that Black, Mexican, South American, Puerto Rican, and Cuban children are

more likely than whites to drop out of school without obtaining a high school diploma. Similar to Black adolescents, students in Mexican, Puerto Rican, and Central American households experience lower test scores and educational attainment levels than whites (Hao and Bonstead-Bruns 1998; Perreira et al. 2006).

Interestingly, immigrant children have higher educational expectations than their native counterparts and immigrant children from households that retain their native language often experience higher levels of academic accomplishment (Bohon, et al. 2006; Hao and Bonstead-Bruns 1998). Bolstering these findings, research has shown that educational achievement earned by first generation immigrants are often erased by the second and third generation (Perreira et al. 2006). Meaning immigrant children experience a boost in educational expectations and achievement over their native counterparts but this benefit only lasts for one generation. However, immigrant Mexican children are especially at risk as research has shown that Mexican immigrants hold the same expectations as native Mexican children and those first generation Mexican students have lower educational expectations and achieve at lower levels than their white counterparts (Hao and Bonstead-Bruns 1998).

Despite the large number of minority children whom perform below white students on most educational outcomes, there are a number of minority groups that experience higher educational achievement than whites. More specifically, when compared to white children, students from some Asian groups such as those who are Chinese, Korean, or Filipino, experience higher test scores, GPAs, and attainment levels (Byun and Park 2012). Additionally, either due to background factors or ability, nearly all Asian groups hold higher educational expectations than whites (Goyette and Xie 1999). With regards to Latino adolescents, Cubans experience higher

levels of educational expectations than whites while Mexican and Puerto Rican children experience significantly lower levels of educational expectations than whites (Bohon et al. 2006).

The Present Study

This study will examine the role that educational expectations play on post-secondary enrollment of minority students, paying particular attention to students with low high school GPAs. Following previous research on racial differences in educational attainment (Alexander et al. 1994; Kao and Thompson 2003; Ogbu 1978) and findings regarding the role of expectations (Alexander et al. 1994; Ogbu 1978; Spera et al. 2008; Downey 2008; Kao and Thompson 2003; Uwah et al. 2008) we hypothesize that: (1) white students will be more likely to enroll in post-secondary education than their non-white counterparts; (2) high GPAs will increase the likelihood of enrolling in post-secondary education; (3) high levels of expectations will increase the likelihood of enrolling in post-secondary education for all racial and ethnic groups

Furthermore, research has shown that education is highly valued by Asians, Hispanics and Blacks as a method of overcoming discrimination and achieving economic success (Ogbu 1978). Thus, minority parents have been found to hold high expectations for their children's educational attainments, even when the parents cannot pay for college and the children do not have high GPAs (Medley and Johnsen1976). However, contrary to previous research which sees this as pathological or paradoxical, we hypothesize the following: (4) Minority students with low high school GPAs but high educational expectations are more likely than non-Hispanic White students with those characteristics to attend college. Thus, we are hypothesizing that for minority students with low GPAs, having high educational expectations motivates them to seek ways to attend college despite their disadvantaged situation.

Data and Methods

To examine the impact of educational expectations net of academic achievement on post-secondary education enrollment we use data from the Educational Longitudinal Study of 2002(ELS: 2002). The ELS: 2002 is a nationally representative sample of sophomores enrolled in school in the 2002-2003 school year. The data were collected by the National Center for Education Statistics (NCES), within the U.S. Department of Education's Institute of Education Sciences using a multistage probability sampling design, in which schools (≈750) were the primary sampling unit and then students (≈15,000) within the sampled school were surveyed.

The ELS: 2002 is a particularly well suited data set for this analysis for several reasons. First, we are able to get information about students' expectations at the very beginning of their high school careers. Although their expectations maybe be biased by prior performance in earlier grades this may be a place to start "anew." Second, ELS: 2002 over sampled Asian and Hispanic students allowing our analysis to move beyond the Black/white status quo comparison. Finally, the second follow up of the ELS: 2002 occurs two years after anticipated high school graduation. This allows us to capture those students who matriculated to post-secondary education right away and as well as those who may have taken a short time off.

Our dependent variable for the analyses comes from the second ELS: 2002 follow up in 2006. Respondents were asked if they had ever attended a college, university, vocational/technical college or a trade program. Responses were coded 1 for yes and 0 for no; therefore we are modeling the odds of ever enrolling in post-secondary education. We first begin with a baseline model to examine racial/ethnic differences in the probability of ever enrolling in post-secondary education. In the initial survey (2002) respondents were asked to report their

racial/ethnic background. Based on self reports we have 15 racial/ethnic groups (in some cases pan ethnic groups)[1]: White (≈9,000), Black (≈2,000), Mexican (≈1,000), Puerto Rican (≈200), Central American (≈100), South American (≈100), Other Hispanic (includes Cubans and Dominicans ≈100), Chinese (≈400), Filipino (≈200), Korean (≈200), Southeast Asian (≈400) South Asian (≈200), Other Asian (includes Japanese and ELS: 2002 other Asian category ≈200), Hawaiian (≈200) and Native Indian (600)[2].

Studies have shown that students with certain background characteristics are more or less likely to attain post-secondary education (Astone and McLanahan 1991; Dolson 1985; Falsey and Heyns; 1984; Garner and Raudenbush 1991; Gose 1999; Reynolds and Pemberton 2001; Sandefur, Meier, and Campbell 2006; Suizzo and Stapleton 2007). Therefore, we control for students' gender, mother's education, family structure, income, home language and school sector. Students' gender is coded 0, 1 with females as the reference group. Mother's education is a series of dummy variables: less than high school, high school graduate, some college, completed college and some or completed graduate school (reference group). Family structure is a simply dichotomy: two parent family vs. others with two parent families as the reference group. Family income is a series of dummy variables: less than $25,000, $25,001-$50,000, $50,001-$75,000, $75,001-$100,000 and $100,000 and higher (reference group). Home language measures if English is the primary home language. School sector measures if students attended a private school.

Next we assess the impact of nativity on the probability of enrolling in post-secondary education. Nativity is a simple dichotomy capturing if the student has at least one foreign born

[1] Due to restricted data regulations sample sizes have been rounded.
[2] All racial/ethnic categories were taken directly from the ELS: 2002 unless noted.

parent. The remaining models focus on our focal independent variables. We examine the relationship between grade point average and probability of post-secondary enrollment. School administrators were asked to report students' grade point average on a four point scale. Then we examine the impact of expectations on the probability of post-secondary enrollment. In the initial survey (2002) students were asked "how far do you expect to go in school?" We have created a variable with 6 categories: less than high school, GED or other, high school graduate, some college, Bachelors degree and Master's degree or higher. Finally we create interactions between GPA and expectations.

All analyses are done using Proc Logistic in SAS. Missing data are dealt with using multiple imputation methods[3]. According to Allison (2002) using multiple imputation provides unbiased estimates and allows for the use of complete-data methods of analysis. We use PROC MI and PROC MIANALYZE to impute the data.

Findings

Table 1 displays the descriptive statistics for all the covariates in the analysis by students' race/ethnicity. Minority students are more likely to be foreign born and less likely to attend private schools than whites. Overall, minority students with the exception of those Asian origin students come from more disadvantaged backgrounds. Black and Hispanic origin students have the least educated mothers, with Mexican students being the most likely to have a mother with less than a high school education. These students are also more likely than their peers to be living in poverty with 39% of the population living in a home with an income less than $25,000.

[3] We do not impute on the dependent variable.

Although the patterns of disadvantage are clear across pan ethnic groups there is diversity within the broad categories. Within students of Hispanic origin we see that South American students come from significantly higher income and educational backgrounds, compared to their Hispanic counterparts. Southeast Asian students come from the most disadvantaged homes among students of Asian origin.

TABLE 1 ABOUT HERE

With respect to GPA we notice considerable variation across the groups. With the exception of Asian origin students and South American, students overall had low GPAs. Black and Puerto Rican students have the lowest GPAs while Chinese students have the highest GPAs. Expectations within our sample are high for all groups with the majority of the sample expecting to attend some college.

FIGURE 1 ABOUT HERE

The probability of post-secondary enrollment varies greatly by race/ethnicity. Figure 1 displays the probabilities for the baseline model containing only race/ethnicity. Somewhat consistent with our first hypothesis, minority students with the exception of those Asian origin students and South American students have lower probabilities than their white counter parts of enrolling in post-secondary education. The coefficients for Figure 1 can be found in Model 1 of Table 2.

TABLE 2 ABOUT HERE

The results from the multivariate analyses are presented in Table 2. The beta coefficients from the logistic regression models have been transformed and reported as odds ratios. An odds

ratio of 1 indicates equal odds, and odds ratios of greater than 1 or less than 1 indicate differences in odds. Once we account for background characteristics in Model 2 we see that the odds of enrolling in post-secondary education for Blacks, Puerto Ricans, Central Americans and Hawaiians are no longer significantly different from whites. While the odds of enrolling for Mexican, Chinese, Korean, Southeast Asian, South Asian, and Native Indian students increase. Consistent with prior studies students with the most educated parents and higher family incomes have higher odds of enrolling than their counterparts with less educated mothers and lower family incomes (Bozick et al. 2010; Goyette 2008; Sandefur, Meier, and Campbell 2006). We also see that students who come from two parent families, speak English as their primary home language and attend private school are more likely to enroll in post-secondary education (Astone and McLanahan 1991; Dolson 1985; Falsey and Heyns 1984).

Model 3 added a measure for nativity. Nativity is a significant predictor of enrollment, with foreign born student's having higher odds of enrolling than their native born peers, this finding is consistent with previous studies (Glick and White 2004). With nativity in the model, the odds of enrolling in post-secondary education decrease for a number of racial/ethnic groups. Puerto Rican and Hawaiian students now have significantly lower odds of enrolling than whites. Native Indian students have even lower odds (.53 vs. .50) of enrolling than white once accounting for nativity. Chinese, Korean, Southeast Asian and South Asian have lower odds than they did before accounting for nativity, but still have higher odds of enrolling than whites. Overall the control variables maintain their level of significance with the exception of home language which is no longer significant.

GPA and expectations were added to Models 4 and 5 respectively to test hypothesis two and three. Consistent with prior work both GPA and expectation have a significant positive

impact on odds of enrolling (Bozick et al. 2010; Ramist 1984; Willingham and Breland 1982). Accounting for GPA in Model 4, Blacks have higher odds of enrolling than whites. Although they still have higher odds of enrolling than whites, Chinese students experience a decrease in their odds of enrolling, while South Asian students experience an increase. With odds still lower than whites, both Mexican and Native Indian students experience an increase in their odds of enrolling. Korean, Southeast Asian and Hawaiian student are no longer significantly different from whites. With the addition of expectations in Model 5, Blacks, Mexicans and Native Indian students experience a decrease in their odds of enrolling.

The results for Model 6 are displayed in Figure 2. We hypothesized that expectations would help to propel low achieving students into enrolling in post-secondary education. Figure 2 shows the predicted probabilities for two scenarios. The cluster of lines at the bottom of the figure marked cluster 1 shows the predicted probabilities for student at every level of GPA with average expectations for the significant racial/ethnic groups. The cluster of lines at the top of the figure marked cluster 2 shows the predicted probabilities for student at every level of GPA with high expectations (a 6 on the scale) for the significant racial/ethnic groups. All other variables in the model have been held at their mean.

FIGURE 2 ABOUT HERE

As expected as GPA increases so does the probability of enrolling in secondary education. We see that at all levels of GPA Blacks have the highest probabilities of enrolling, while Mexicans have the lowest. We also see in cluster 2 that the probability of enrolling converges for all groups at the highest expectation levels. The findings support our hypothesis that high expectations help to propel low achieving students into enrolling. Comparing the line

for each group to itself in both clusters we see higher probabilities at the lowest levels of achievement. For example, Black students with the lowest level of achievement and average expectations have about a 30% chance of enrolling while the lowest achieving Black student with the highest expectations has about a 68% chance of enrolling. The same is true for Native Indian students (18% vs. 52%), Mexican students (22% vs. 58%), and white students (26% vs. 64%).

Conclusion

Minority students are academically behind their majority counterparts at the very beginning of the school process (Lee and Burkam 2002; Fryer and Levitt 2004, 2006; Kao and Thompson 2003) and this gap persists throughout their schooling careers. Researchers have found significant racial/ethnic differences in post-secondary enrollment, with minority students being less likely than their majority peers. Scholars have found, however, that family background characteristics, as well as child characteristics help to decrease the gap (Alexander et al. 1994; Charles, Roscigno, and Torres 2007; Reynolds and Pemberton 2001). Although studies have examined the impact of both expectations and GPA on educational outcomes, none of examined the potentially moderating effect of expectation on outcomes in the face of low achievement.

This study has gone beyond prior studies by examining the impact of expectations across the spectrum of achievement. Additionally, we also build on previous work by examining a plethora of racial/ethnic groups instead of the status quo Black/white comparison. By examining specific ethnic groups rather than broad pan ethnic categories we can explore the within group differences (Mexican students vs. Puerto Rican students, for example). This is a particularly

important point considering the increasing diversity of the student population in the U.S. (U.S. Census 2008).

Consistent with previous work, our results suggest, children from the most disadvantaged backgrounds have the lowest probability of enrolling in post-secondary education. Children with the least educated mothers and the lowest levels of income have lower probabilities of enrolling than their counterparts with higher family incomes and more educated mothers (Bozick et al. 2010; Goyette 2008; Sandefur, Meier, and Campbell 2006).

Our findings suggest that there are significant racial/ethnic differences in the probability of enrolling. Black and Hispanic origin students have a lower probability of enrolling than whites. Asian origin students on the other hand have higher probabilities than their white counterparts. This finding is consistent with the body of literature that speaks to the overachieving Asian origin student (Byun and Park 2011; Goyette and Xie 1999; Kao and Thompson 2003). Consistent with the finding of Glick and White (2004) foreign born students have higher odds of enrolling in post-secondary education than their native born peers.

Student's expectations do not exist in a vacuum. There are a number of factors at play and although students' own expectations are a great indicator of future success parental expectations, school support and peer goals all play a vital role. Future research could examine if a combination of high parental and adolescent educational expectations further elevate the effects of high expectations on low achieving students. Additionally, future research could determine the extent to which school, teacher and peer expectations influence low achieving students.

Our findings suggest that education could be an equalizer of sorts for minority students, specifically Black students, when they hold high expectations. Our finding that that low achieving students are propelled into post-secondary enrollment by high educational expectations has important policy implications. In a fiscally tough economy with increased pressure on both parents and teachers to grow student achievement rates low cost solutions are of great interest. Both parents and schools could implement strategies focused on developing an educational plan that includes higher education regardless of students' high school academic performance. It is likely that schools and maybe even parents in some cases focus primarily on high achieving students when devoting resources designed to push students into post-secondary education. However, the results of our research find that even low achieving students will likely matriculate to post-secondary education given the "right" educational expectations.

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Table 1 Panel A.
Summary Statistics for Covariates by Student's Race/Ethnicity

	White (N=9,000)	Black (N=2,000)	Mexican (N=1,000)	Puerto Rican (N=200)	Central American (N=100)	South American (N=100)	Other Hispanic (N=100)	Chinese (N=400)
Child Characteristics								
Male	48.08%	48.22%	44.87%	50.45%	55.08%	45.67%	48.39%	53.28%
Female	51.92%	51.78%	55.13%	49.55%	44.92%	54.33%	51.61%	46.72%
GPA (0-3)	2.37	1.78	1.97	1.77	1.91	2.13	1.88	2.60
Expectations (1-6)	4.24	4.13	3.95	4.05	4.09	4.60	4.28	4.74
Family Characteristics								
Nativity								
Foreign Born	7.78%	12.28%	63.49%	60.45%	88.14%	85.83%	83.06%	88.32%
Home Language								
English	96.90%	95.02%	47.21%	69.09%	33.05%	42.52%	47.58%	30.48%
Mother's Education								
Less than High School	4.34%	12.33%	36.06%	12.27%	30.51%	5.51%	15.32%	15.10%
High School Graduate	25.27%	26.76%	20.23%	26.36%	22.88%	14.96%	17.74%	17.38%
Some College	23.30%	26.81%	19.96%	32.73%	16.95%	34.65%	22.58%	15.38%
Completed College	32.93%	25.45%	16.64%	19.09%	16.95%	33.07%	34.68%	25.93%
Some Graduate School and Higher	14.16%	8.66%	7.10%	9.55%	12.71%	11.81%	9.68%	26.21%
Two Parent Family	82.43%	53.57%	75.90%	69.55%	72.88%	78.74%	65.32%	86.32%
Family Income								
Less than $25,000	12.10%	39.09%	39.21%	27.27%	28.81%	24.41%	38.71%	27.07%
$25,001-$50,000	27.88%	30.33%	36.24%	30.91%	47.46%	33.07%	20.97%	27.92%
$50,001-$75,000	23.22%	13.80%	10.25%	21.36%	12.71%	15.75%	7.26%	11.68%
$75,001-100,000	15.07%	7.61%	6.21%	10.91%	7.63%	11.02%	12.90%	11.11%
More than $100,001	21.73%	9.18%	8.09%	9.55%	3.39%	15.75%	20.16%	22.22%
School Sector								
Private	28.19%	12.59%	11.87%	18.18%	21.19%	30.71%	23.39%	9.69%

Source: Educational Longitudinal Study of 2002 Note. Due to restricted data regulations all sample sizes have been rounded.

Table 1 Panel B.
Summary Statistics for Covariates by Student's Race/Ethnicity

	White (N=9,000)	Filipino (N=200)	Korean (N=200)	Southeast Asian (N=400)	South Asian (N=200)	Other Asian (N=200)	Hawaiian (N=200)	Native Indian (N=600)
Child Characteristics								
Male	48.08%	50.00%	50.62%	46.44%	50.00%	53.05%	50.63%	47.98%
Female	51.92%	50.00%	49.38%	53.56%	50.00%	46.95%	49.37%	52.02%
GPA (0-3)	2.37	2.35	2.51	2.31	2.37	2.35	2.21	1.94
Expectations (1-6)	4.24	4.37	4.68	4.30	4.91	4.41	4.22	3.89
Family Characteristics								
Nativity								
Foreign Born	7.78%	87.36%	95.44%	95.51%	91.28%	64.02%	59.49%	25.83%
Home Language								
English	96.90%	69.78%	45.23%	14.78%	35.32%	57.32%	67.93%	81.90%
Mother's Education								
Less than High School	4.34%	6.04%	4.98%	35.62%	9.63%	12.80%	10.13%	12.48%
High School Graduate	25.27%	15.38%	18.67%	24.54%	12.39%	13.41%	23.63%	29.70%
Some College	23.30%	18.13%	13.69%	13.72%	11.93%	18.90%	22.36%	24.60%
Completed College	32.93%	47.25%	41.49%	18.73%	35.32%	41.46%	30.38%	24.78%
Some Graduate School and Higher	14.16%	13.19%	21.16%	7.39%	30.73%	13.41%	13.50%	8.44%
Two Parent Family	82.43%	82.97%	80.91%	81.53%	88.99%	80.49%	70.46%	68.37%
Family Income								
Less than $25,000	12.10%	11.54%	13.28%	56.99%	20.64%	24.39%	27.85%	29.70%
$25,001-$50,000	27.88%	28.57%	27.80%	21.37%	33.94%	28.05%	27.85%	31.81%
$50,001-$75,000	23.22%	23.08%	26.56%	11.61%	11.93%	15.85%	20.25%	16.70%
$75,001-100,000	15.07%	15.93%	11.62%	5.54%	8.26%	10.98%	9.70%	9.49%
More than $100,001	21.73%	20.88%	20.75%	4.49%	25.23%	20.73%	14.35%	12.30%
School Sector								
Private	28.19%	17.03%	10.37%	3.96%	15.14%	21.95%	22.78%	14.06%

Source: Educational Longitudinal Study of 2002 Note. Due to restricted data regulations all sample sizes have been rounded.

Figure 1. Probability of Post-Secondary Enrollment by Student's Race/Ethnicity

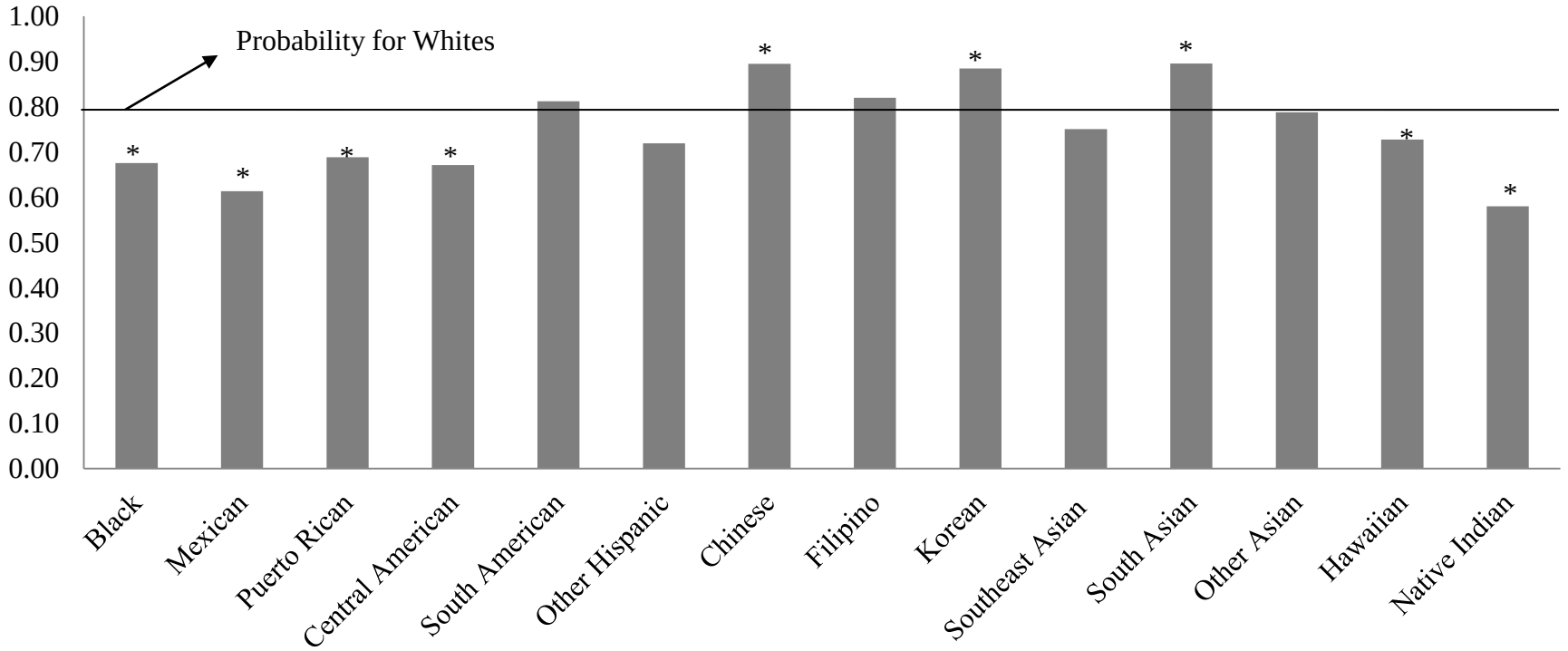

Table 2. Standardized Logistics Regression Coefficients and Odds Ratios for Enrollment in Post-Secondary Education

	Model 1		Model 2		Model 3		Model 4		Model 5		Model 6	
	β	Odds Ratio	β	Odds Ratio	β	Odds Ratio	β	Odds Ratio	β	Odds Ratio	β	Odds Ratio
Child Characteristics												
Race/Ethnicity												
Black	-0.58	0.56 ***	-0.07	0.93	-0.08	0.92	0.45	1.56 ***	0.16	1.18 *	0.17	1.18 *
Mexican	-0.85	0.43 ***	-0.28	0.75 ***	-0.42	0.65 ***	-0.20	0.82 *	-0.27	0.76 **	-0.27	0.76 **
Puerto Rican	-0.52	0.59 ***	-0.25	0.78	-0.42	0.65 **	0.18	1.20	0.05	1.05	0.06	1.06
Central American	-0.60	0.55 **	-0.15	0.86	-0.36	0.70	-0.06	0.94	-0.18	0.84	-0.17	0.85
South American	0.15	1.16	0.16	1.17	-0.06	0.94	0.28	1.32	-0.03	0.97	-0.02	0.98
Other Hispanic	-0.37	0.69	-0.16	0.85	-0.38	0.68	0.13	1.13	-0.06	0.94	-0.07	0.93
Chinese	0.82	2.28 ***	1.19	3.28 ***	0.99	2.68 ***	0.66	1.93 **	0.35	1.42	0.31	1.36
Filipino	0.20	1.22	0.19	1.21	-0.07	0.93	0.02	1.02	-0.04	0.96	-0.04	0.96
Korean	0.72	2.06 ***	0.82	2.27 ***	0.56	1.75 **	0.41	1.51	0.13	1.14	0.12	1.13
Southeast Asian	-0.21	0.81	0.53	1.69 ***	0.33	1.39 *	0.20	1.22	0.09	1.09	0.08	1.08
South Asian	0.83	2.30 ***	0.97	2.63 ***	0.74	2.11 **	0.88	2.41 ***	0.49	1.63	0.49	1.64
Other Asian	0.00	1.00	0.14	1.15	-0.01	0.99	-0.02	0.98	-0.19	0.83	-0.18	0.83
Hawaiian	-0.33	0.72 *	-0.15	0.86	-0.32	0.72 *	-0.23	0.80	-0.34	0.71	-0.33	0.72
Native Indian	-0.99	0.37 ***	-0.64	0.53 ***	-0.69	0.50 ***	-0.42	0.66 ***	-0.50	0.61 ***	-0.49	0.61 ***
Female			0.53	1.70 ***	0.54	1.71 ***	0.28	1.32 ***	0.18	1.20 ***	0.19	1.21 ***
Family Characteristics												
Mother's Education												
Less than High School			-1.12	0.33 ***	-1.12	0.32 ***	-0.86	0.42 ***	-0.50	0.60 ***	-0.48	0.62 ***
High School Graduate			-0.81	0.45 ***	-0.79	0.45 ***	-0.59	0.56 ***	-0.28	0.75 *	-0.26	0.77 *
Some College			-0.35	0.70 ***	-0.33	0.72 ***	-0.16	0.85	0.07	1.07	0.08	1.09
Completed College			-0.03	0.97	-0.02	0.98	0.03	1.03	0.13	1.13	0.14	1.15
Family Income												
Less than $25,000			-1.01	0.37 ***	-1.02	0.36 ***	-0.88	0.41 ***	-0.61	0.54 ***	-0.59	0.55 ***
$25,001-$50,000			-0.69	0.50 ***	-0.69	0.50 ***	-0.60	0.55 ***	-0.38	0.69 ***	-0.36	0.70 ***
$50,001-$75,000			-0.27	0.76 **	-0.27	0.76 **	-0.25	0.78 **	-0.12	0.89	-0.11	0.89
$75,001-100,000			0.12	1.13	0.13	1.13	0.12	1.13	0.13	1.14	0.13	1.14
Two Parent Family			0.15	1.16 **	0.14	1.15 **	0.03	1.03	0.06	1.06	0.06	1.06
Home Language												
English			-0.18	0.84 *	0.02	1.02	-0.06	0.94	-0.01	0.99	-0.01	0.99
School Sector												
Private			1.39	4.03 ***	1.39	4.01 ***	1.27	3.54 ***	1.07	2.92 ***	1.06	2.90 ***
Nativity												
Foreign Born					0.42	1.53 ***	0.40	1.49 ***	0.29	1.34 **	0.29	1.34 **
GPA							1.18	3.25 ***	0.89	2.43 ***	0.11	1.12
Expectations									0.97	2.64 ***	0.58	1.79 ***
GPA*Expectations											0.21	1.23 ***
Intercept	1.31	3.72 ***	1.66	5.28 ***	1.44	4.22 ***	-1.03	0.36 ***	-4.49	0.01 ***	-3.05	0.05 ***

Source: Educational Longitudinal Study of 2002 Note. Due to restricted data regulations all sample sizes have been rounded. * p<.05. ** p<.01.*** p<.001.

Figure 2. Probability of Post-Secondary Enrollment by GPA and Expectations