



ASSOCIATION FOR INSTITUTIONAL RESEARCH 2009 RESEARCH APPLICATION

Application ID: RG 09- 167

My Contact Information

Name: Ryan Wells

Submission Year: 2009

E-mail: rswells@educ.umass.edu

Institution: University of Massachusetts
Amherst

Address: 256 Hills House South
111 Thatcher Way
Amherst, MA, 01003
United States

Phone: 413-545-0871

Fax:

Second Principal Investigator

Name: Tricia Seifert

E-mail: tricia-seifert@uiowa.edu

Address: Center for Research on
Undergraduate Education
491 Lindquist Center, North
Iowa City, IA, 52242
United States

Phone: 319-335-5377

Fax:

Institution:

The University of Iowa

Institutional Financial Representative

Name: Carol Sprague

E-mail: sprague@research.umass.edu

Address: Grants and Contracts
Administration
Research Administration Building
Amherst, MA, 01003

Phone: 413-545-0698

Fax: 413-545-1202

Institution:

University of Massachusetts Amherst

**Is Institutional Financial
Representative
at a US Post-secondary institution?**
Yes

Title of Proposal

The incongruity between education expectations and enrollment behaviors: The effects of gender and social capital over three decades

Statement of the research problem and national importance

Women have higher postsecondary education expectations than men, matriculate at postsecondary institutions at greater rates, and take less time to graduate (Buchmann & DiPrete, 2006, Mau & Bikos, 2000, NCES, 2005). Within the last thirty years, females have drawn even with males and subsequently surpassed them in these areas, effectively reversing the historic gender gap in expectations, enrollment, and attainment (Thelin, 2004). Racial/ethnic minority students and students with lower social class origins experience an even larger gender gap, with male students achieving their expectations at lower rates (Hanson, 1994; King, 2006; NCES, 2005).

At the same time the postsecondary education gender gap has turned to favor women, scholars and journalists have observed an anti-intellectual culture among males in U.S. high schools (Clayton, 2001; Kindlon & Thompson, 2000; Sommers, 2001). Recent studies indicate high school males have less dense social networks than females (Li, 2007) and these peer effects may help to explain their more prevalent unrealized expectations. Research has also linked family-related factors to the gender gaps in postsecondary education (Buchmann & DiPrete, 2006).

Beyond the obvious and important gender gaps in expectations and enrollment, there is also a persistent incongruity between these two factors: more students expect to attend college than actually enroll (Hanson, 1994; Hauser & Anderson, 1991). This incongruity may differ by gender as well as other individual characteristics. Past research has shown that males may be more likely than females to fail in realizing their education expectations (i.e., to experience incongruity), but factors related to one's social capital may help to explain this gender difference (Hanson, 1994). Racial/ethnic minority students and students from lower social classes are also more likely to have incongruous expectations than white students and students from higher social classes (MacLeod, 1987; Hauser & Anderson, 1991). Together, this research suggests some students trickle rather than stream into postsecondary education, compromising the flow of students from high school to college.

The increasing gender gaps in postsecondary education are forcing policymakers and administrators to deal with a difficult issue: addressing gender disparities and increasing male participation in postsecondary education without penalizing females and rolling back the vital gains women have made? Attempts by policymakers to decrease this gap and/or encourage men to enroll at higher rates have had mixed success and generated significant controversy (e.g., Carnevale, 1999; Fonda, 2000; Gose, 1999). Such policies and practices need more information to maximize all students' participation in postsecondary education, regardless of gender, race, or social class.

Despite knowing: (1) postsecondary education gender gaps have reversed in the past thirty years; (2) there is a higher prevalence of incongruous expectations among male students, as well as racial/ethnic minority and lower social class students; (3) the climate in high schools may serve as a disincentive for these students to pursue educational excellence; and (4) students' social and familial

networks are associated with expectations and enrollment, research has not examined to what extent changes in the social capital of females and males may be related to expectations and enrollment, and the incongruity between the two. Our research will address how these factors have changed during the time that the gender gap in postsecondary education has reversed, and how these effects may differ among females and males of different racial/ethnic groups and social classes.

We will analyze data from over thirty years to provide a better understanding of the roles that gender and social capital have played in expectation-formation and college enrollment, as well as the incongruity between these desires and behaviors. The results may enable education stakeholders to appropriately tailor pre-college programs to meet their goals of engendering high expectations and matriculation for all students. A firmer grasp of the role that gender and social capital play in expectation formation and whether or not these expectations are met via enrollment patterns, particularly by race/ethnicity and social class, will provide policymakers with evidence from which to anchor programs promoting the development of positive social networks so that all students can maximally realize the effects these networks have on expectations and matriculation. This may help counter the anti-intellectual trend among males in high school and the negative effect this has on male peer groups. In addition, by basing the study on historical development of the gaps rather than a current snapshot, our research will encourage the development of proactive pre-college solutions without restraining or limiting the gains women have made in the last few decades.

Review the literature and establish a theoretical grounding for the research

Research conducted in the 1970s found males to have higher education expectations than their female counterparts (Alexander & Eckland, 1975; Marini, 1978; Marini & Greenberger, 1978). In less than thirty years, the trend has reversed, with females having higher education expectations than males (Buchmann & Dalton, 2002; Buchmann & DiPrete, 2006; Hao & Bronstead-Bruns, 1998; Hossler & Stage, 1992; Marjoribanks, 2002; Mau & Bikos, 2000). Females' higher expectations can partially explain the parallel increase in females' higher education enrollment (Reynolds & Burge, 2008) and also corresponds to females' higher occupation expectations over this time period (Goyette, 2008). In addition to gender shifts in expectations, some research suggests that gender may moderate the way that other variables affect expectations (Chang, Chen, Greenberger, Dooley, & Heckhausen, 2006; Marini, 1978; Sewell & Shah, 1968; Stage & Hossler, 1989).

Researchers have examined the incongruity between education expectations and enrollment in postsecondary education, which is related to "misaligned ambitions" or the "ambition paradox" (Schneider & Stevenson, 1999, p. 8), or to expectations that have been referred to as "unrealistic" (Kerckhoff, 1977) or even "absurd" (Baird, Burge, & Reynolds, 2008). Students that have expectations for college but

do not enroll have been referred to as “lost talent” and past research illustrates that males are more likely than females to fail in realizing their education expectations (Hanson, 1994). Hanson found that students of lower socioeconomic status were less likely to realize their education expectations than students of higher socioeconomic status. Racial/ethnic minority students are also more likely than white students to have unrealized expectations in their educational trajectories (MacLeod, 1987; Hauser & Anderson, 1991).

The perspectives advanced by theories of status attainment and social capital guide our study. Status attainment theory holds the amount of education attained significantly mediates the effects of students’ social class characteristics on status attainment (Blau & Duncan, 1967). Social class characteristics are largely measures of the financial and human capital that families have to invest in their children’s future and can affect the degree to which students expect to continue their education (Blake, 1989; Feliciano, 2006; Kuo & Hauser, 1997; Marjoribanks, 1998, 1999, 2002; Sewell & Shah, 1968).

Past research has shown that gender moderates the effects that social class characteristics have on education expectations. Historic gender discrimination has led families of minimal means to invest in the education of male children at rates greater than those of female children (Becker, 1991; Breen & Goldthorpe, 1997; Raftery & Hout, 1993). Historically, poorer families often rationalized investing in their sons’ education while wealthier families had the luxury to invest in daughters’ education (Buchmann & DiPrete, 2006; Danziger, 1983; Hossler & Stage, 1992; Mahaffy & Ward, 2002; Rosen & Aneshensel, 1978).

Parental level of education attainment is another social class characteristic critical in understanding the formation of students’ education expectations. Much of the research that examines the effects of parental education on children’s expectations is generally interested in the gender-socialization perspective (Buchmann & DiPrete, 2006; Cohen, 1987; Crook, 1995; Mahaffy & Ward, 2002; Stage & Hossler, 1989), which asserts that females look to the example of their mothers and males to the example of their fathers in forming their education expectations (Downey & Powell, 1993; Powell & Downey, 1997). Some studies support this perspective (Buchmann & DiPrete; Mahaffy & Ward; Stage & Hossler), while others maintain that the effects of a mother’s education are as influential for sons as for daughters (Crook; Kalmijn, 1994; Korupp, Ganzeboom, & Van Der Lippe, 2002).

Social class characteristics are powerful predictors of education and status attainment but they fail to take into account other critical factors, namely the influence significant others have in communicating expectations for students’ postsecondary education attainment. Subsequent iterations of the status attainment model include the influence that parents and peers have on students’ education and occupation expectations (e.g., Hout & Morgan 1975; Sewell, Haller, & Ohlendorf, 1970; Sewell & Hauser 1980; Spenner & Featherman, 1978).

The influence of significant others is a foundational construct of social capital

theory (Coleman, 1988). Social capital theory posits that information, values, norms, standards, and expectations for education are communicated to adolescents through the interpersonal relationships they have with significant others such as parents and peers. Parents' education expectations for their children are a strong positive predictor of students' education expectations (Buchmann & Dalton, 2002; Cheng & Starks, 2002; Chin & Kameoka, 2002; Perna & Titus, 2005). It also appears that parents have the greatest influence early in the formation of college expectations (Hossler, Schmit, & Vesper, 1999). Additionally, peers with similar college plans can be as important as parental influence on students' postsecondary education expectations (Choy, Horn, Nunez, & Chen, 2000; Horn, 1997; Perna & Titus, 2005). Similar to literature that has found gender to moderate the effects of social class characteristics on education expectations, research has found the effects of various social capital variables on education expectations differs for males and females. Specifically, past research has found differential effects of parents' and peers' expectations on students' education expectations (Carter & Wojtkiewicz, 2000; Hanson, 1994; Hout & Morgan, 1975; Marjoribanks, 1999; Reynolds & Burge, 2002).

Despite significant past theory and research, scholars have not fully explored the ways that the incongruity between education expectations and postsecondary enrollment may differ by gender, race/ethnicity, and social class, and how one's social capital is related to this incongruity. Moreover, although some important studies have examined portions of the historical development of gendered expectations (Goyette, 2008; Reynolds & Burge 2008; Reynolds & Pemberton, 2001), no one has comprehensively examined thirty years of data to determine if changes in peer and parental influence can help to explain the expectation-enrollment incongruity gender gap, particularly as these phenomena disproportionately exist among racial/ethnic groups and lower social classes. Our research builds on the extensive status attainment tradition and uses social capital theory to advance the understanding of incongruous expectations and the current gender gaps in higher education.

Describe the research method that will be used

Based on the current issues and past literature addressed above, the following five questions guide our research agenda:

- To what extent have the effects of gender and social capital on education expectations and enrollment changed over time?
- To what extent do the effects of social capital on expectations and enrollment differ by gender, and how have these effects changed over time?
- To what extent are gender and social capital associated with the incongruity between expectations and enrollment, and how have these effects changed over time?
- To what extent does the effect of social capital on the incongruity between

expectations and enrollment differ by gender, and how has this changed over time?

- To what extent does each of these effects differ by race/ethnicity and social class, and how have these associations changed over time?

Although we will begin analyzing expectations and enrollment separately (see the description of specific variables in the next section), NCES data allow us to create an original dependent variable for each dataset concerning the incongruity between a student's education expectations and actual enrollment behavior. We will represent this incongruity (two years after high school graduation) with a categorical dependent variable indicating whether or not a student's enrollment was "less than" their expectations. Students who expected to go on to some level of college, but who did not enroll at a postsecondary institution will be coded the highest value, since those who expect higher education but do not pursue it are of the most interest in our study.

Independent variables of interest (see the next section for more information) will include variables representing sociodemographics: gender, race/ethnicity, and one's social class: whether or not one's mother/father graduated from college and family income. We will include variables that represent social capital: whether or not students perceived their mother and father expected them to graduate from college, and if college was important to their peers. We will also include other student variables that research has shown to affect expectations for college, such as achievement test scores and whether the student was in a college-preparatory academic track in 12th grade (see Reynolds & Burge, 2008).

Past literature has found attending private school to have a significant effect on students' education expectations (Coleman & Hoffer, 1987; Coleman, Hoffer, & Kilgore, 1982). To control for any confounding effect of secondary school type, we will include school type in the model. In addition, gender socialization and egalitarian views vary by geographic region (Wilson, Peterson, & Wilson, 1993), so we statistically control for this influence in the regression specification by including a variable for geographic region. Additionally, we control for the effects of urbanicity as a possible confounding influence on expectations and/or enrollment.

To determine how the variables in our models affect students' postsecondary education expectations, enrollment, and the incongruity of the two, we will conduct our analyses in several steps. The description of the analyses that we will undertake is for our main dependent variable of concern: the incongruity between expectations and enrollment. First, we will compute descriptive statistics and then compare the means between male and female sub-samples on each variable in each dataset, using one-way analysis of variance. We will then refine the descriptive analysis to also look at the means by racial/ethnic groups and by social class (defined for this analysis based on parental education) for males and females separately. This will allow us to determine if females and males differ significantly on their initial levels of social capital, or on any of the other variables included in this study. By using four datasets and post-hoc analyses of statistical results, we can also see if these differences have changed significantly over time.

After exploring mean differences by gender, we will conduct inferential analyses. First, we will run an ordinal logistic regression model, focusing on the effect of gender, using unique analytic samples for each dataset. This will allow us to compare the effects of gender on different levels of incongruity between expectations and enrollment. Second, we will examine the effect of social capital, and the indirect effect of gender as mediated through social capital, on levels of incongruity.

Third, we will include interaction terms for gender and social capital variables. This will allow us to examine to what extent, if any, the effect of social capital differs for males and females. Using the likelihood-ratio test, we will be able to examine if this model, which includes the interactions terms, is a better fit for the data. If the interaction model provides a better fit, we will then split the sample and run models for males and females separately. These separate models will allow us to see which independent variables are related to our dependent variables by gender. Using the Wald test technique (Long, 1997), available in Stata, we determine if any of the coefficients of the two sub-samples differ significantly. This will allow us to see if social capital or other variables have been associated with females' incongruity between expectations and enrollment in a manner different than for males, and how these associations may have changed in the last three decades, in response to our research questions.

Fourth, we will run separate models by gender including interaction terms for race/ethnicity and social capital; social class and social capital; as well as race/ethnicity and social class. This set of analyses will allow us to see, for example, if the effect of social capital differs for males across different racial/ethnic groups. If the models with interactions terms provide a better fit for the data, we will then explore separate models by race/ethnicity and/or social class. Such disaggregated analyses are somewhat complicated to interpret, but are vitally important to understand how the effects of gender and social capital on the expectation-enrollment incongruity differ by race/ethnicity and social class.

Using these methods, we will provide further insight into the mechanisms associated with the gender gaps in higher education. Specifically, our research will explore the influence of social capital for its effects on postsecondary education expectations, enrollment, and the potential incongruity of these two outcomes. This will extend the current literature in four innovative ways. In our study we will:

- create an original “incongruity” dependent variable to examine unrealized expectations by gender;
- examine separately the social capital of students by racial/ethnic group and social class, for men and women, over the years during which the gender gap was reversed;
- examine the differential effects of social capital on “incongruity” by racial/ethnic

group and social class for males and females over time; and

- use nationally-representative data from four decades (NLS:72; HS&B; NELS:88; ELS:04) to gain a complete picture of gender and social capital effects on postsecondary education expectations, enrollment, and the incongruity between the two over time.

Will you use a NCES target dataset?

Yes

Will you use a NSF target dataset?

No

Please select the datasets that you intend to use:

NCES-Educational Longitudinal Study of 2002 (ELS: 2002),
NCES-High School and Beyond (HS&B),
NCES-National Education Longitudinal Study of 1988 (NELS:88)

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

We will use data from the National Longitudinal Study from 1972 (NLS: 1972, 1974), High School & Beyond (HS&B: 1980, 1982), National Educational Longitudinal Study from 1988 (NELS: 1992, 1994), and the Educational Longitudinal Study (ELS: 2004, 2006). The fact that each of these datasets is longitudinal and asks similar questions concerning our variables of interest makes them ideal for addressing our research questions. The four datasets are nationally representative and contain adequate samples for our research questions and methods. The following list gives the specific variable name from each dataset that corresponds to our variables of interest. Variable names correspond respectively to the following datasets: NLS-72; HS&B; NELS; ELS.

Independent variables:

Gender: BYSEX, SEX, F2SEX, F1SEX

Race/Ethnicity: BQ84, RACE, F2RACE1, F1RACE

Father's Education: BQ90A, BB039 (FE20), F2N8A, F1FATHED

Mother's Education: BQ90B, BB042 (FE21), F2N8B, F1MOTHED

Parental Income: BQ93, FE68GA, F2P74, BYINCOME

Father's expectation: BQ91A, BB050A, F2S42A, F1S43A-B or BYP81

Mother's expectation: BQ91B, BB050B, F2S42B, F1S43A-B or BYP81

Peer Aspirations: BQ16, BB050E, F2S41C, F1S65C-D or BYS9OH

Siblings: SQ119A thru SQ120B, FE70 or BBO96A, BYP3A, BYP08

Test scores: SRFQ2I (ACT total score), BYTEST, F22XCOMP, BYTXCSTD

H.S. program: BQ2, BB002, F2HSPROG, F1S16 & 17

Urbanicity: BQ95, HSURBAN, G12URBN3, BYURBAN

Type of H.S.: FQ26C, SCHSAMP, G12CTRL1, BYSCTRL

Respondent's Region: REGION, HSREG, G12REGON, BYREGION

Dependent Variables:

Aspirations: BQ29A, BQ29B, BB065, F2S43, F1STEXP

Enrollment: F118, SEOC82, F3PSENUM, Do not yet have dataset (ELS:2006)

Expectation-enrollment mismatch: Original variable created from the other two dependent variables

Will you address the NPEC focus topic?

No

If yes, please briefly describe:

Provide a timeline of key project activities:

May 1, 2009 Receive funding and begin research project

May-July Work with 4 restricted datasets to prepare comparable variables

Aug-Oct Run analyses on all datasets

Nov-Dec Write results, and re-run any necessary analyses

Prepare mid-year progress report

Dec. 22 Submit mid-year progress report online to AIR

Jan 2010 Write implications for policy and practice

Feb-Mar Peers review papers; Re-analyze and re-write as necessary

April 1 Submit AERA paper to discussant

April 30, 2010 Present at the AERA Annual Meeting in Denver, CO

May Finalize papers for presentation and publication

May 29, 2010 Present at the AIR Annual Form in Chicago, IL

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

Tentative title: Gender, education expectations, and college enrollment: A look back and a look ahead

- Presentation at AERA 2010
- Peer-reviewed journal article

Tentative Title: The incongruity between education expectations and enrollment behaviors: The effects of gender and social capital over three decades

- Presentation at AIR 2010
- Peer-reviewed journal article

Describe how you will disseminate the results of this research:

The dissemination plan includes the deliverables described above: writing at least two papers suitable for publication in peer-reviewed journals, which we will present at national conferences prior to publication. The first paper will be largely descriptive in nature, and will paint a complete picture of gendered education expectations, enrollment, and the incongruity between expectations and enrollment

over the last 30 years. In addition to the overall gendered educational outcomes discussed, this paper will also present male and female descriptive differences by race/ethnicity and social class. In an effort to disseminate the findings beyond the more narrow higher education audience, we plan to present this paper at the annual conference of the American Educational Research Association (AERA) in Denver, CO on April 30, 2010. We will then submit this paper to *Sociology of Education* or the *Journal of Higher Education*.

Our second paper will address the more complete, complicated set of questions dealing with the current and historical effects of social capital on the gendered incongruity of expectations and enrollment, including influences of race/ethnicity and social class. This will be the culminating product of this research project. We plan to present this paper at the 2010 annual conference for the Association for Institutional Research in Chicago, IL and submit it to *Research in Higher Education* or *The Review of Higher Education*.

Provide a reference list of sources cited:

Alexander, K. L., & Eckland, B. K. (1975). Contextual effects in the high school attainment process. *American Sociological Review*, 40, 402-416.

Baird, C. L., Burge, S. W., & Reynolds, J. R. (2008). Absurdly ambitious? Teenagers' expectations for the future and the realities of social structure. *Sociology Compass*, 2944-962

Becker, G. S. (1991). *A treatise on the family*. Cambridge, MA: Harvard University Press.

Blake, J. (1989). Number of siblings and educational attainment. *Science*, 245, 32, 36.

Blau, P. M., & Duncan, O. D. (1967). *The American occupational structure*. New York, NY: The Free Press, a Division of Simon & Schuster, Inc.

Breen, R., & Goldthorpe, J. H. (1997). Explaining educational differentials: Toward a formal rational action theory. *Rationality and Society*, 9, 275-287, 293-300, 302 305.

Buchmann, C., & Dalton, B. (2002). Interpersonal influences and educational aspirations in 12 countries: The importance of institutional context. *Sociology of Education*, 75, 99-122.

Buchmann, C., & DiPrete, T. (2006). The growing female advantage in college completion: The role of family background and academic achievement. *American Sociological Review*, 71, 515-541.

Carnevale, D. (1999, September 3). Lawsuit prompts U. of Georgia to end admissions preferences for male applicants. *Chronicle of Higher Education*. Retrieved August 19, 2007, from <http://chronicle.com/weekly/v46/i02/02a06801.htm>

Carter, R. S., & Wojtkiewicz, R. A. (2000). Parental involvement with adolescents' education: Do daughters or sons get more help? *Adolescence*, 35, 29-44.

Chang, E. S., Chen, C., Greenberger, E., Dooley, D., & Heckhausen, J. (2006). What do they want in life? The life goals of a multi-ethnic, multi-generational sample of high school seniors. *Journal of Youth and Adolescence*, 35, 321-332.

Cheng, S., & Starks, B. (2002). Racial differences in the effects of significant others on students. *Sociology of Education*, 75, 306-327.

Chin, D., Kameoka, V.A. (2002). Psychosocial and contextual predictors of educational and occupational self-efficacy among Hispanic inner-city adolescents. *Hispanic Journal of Behavioral Sciences*, 24, 448-464.

Choy, S. P., Horn, L. J., Nunez, A. M., & Chen, X. (2000). Transition to college: What helps at-risk students and students whose parents did not attend college. *New Directions for Institutional Research*, 107, 45-63.

Clayton, Mark (2001, May 29). Where the gender gap gets its start. *The Christian Science Monitor* pp. 20.

Cohen, J. (1987). Parents as educational models and definers. *Journal of Marriage and Family*, 49, 339-351.

Coleman, J. S. (1988). Social capital in the creation of human capital. *The American Journal of Sociology*, 94, S95-S120.

Coleman, J. S. & Hoffer, T. (1987). *Public and private high schools: The impact of communities*. New York: Basic Books.

Coleman, J. S., Hoffer, T., & Kilgore, S. (1982). *High school achievement: Public, Catholic and private schools compared*. New York: Basic Books.

Crook, C. J. (1995). The role of mothers in the educational and status attainment of Australian men and women. *Journal of Sociology*, 31(2), 45-73.

Danziger, N. (1983). Sex-related differences in the aspirations of high school students. *Sex Roles*, 9, 683-695.

Downey, D., & Powell, B. (1993). Do children in single-parent households fare better living with same-sex parents? *Journal of Marriage and the Family*, 55, 55-71.

Feliciano, C. (2006). Beyond the family: The influence of premigration group status on the educational expectations of immigrants' children. *Sociology of Education*, 79, 281-303.

Fonda, D. (2000, December 2). The male minority. *Time*. Retrieved August 20, 2007 from <http://www.time.com/time/education/article/0,8599,90446,00.html>

Gose, B. (1999). Colleges look for ways to reverse a decline in enrollment of men. *Chronicle of Higher Education*. Retrieved August 19, 2007, from <http://chronicle.com/colloquy/99/gradrate/background.htm>

Goyette, K.A. (2008). College for some to college for all: Social background, occupational expectations, and educational expectations over time. *Social Science Research*, 37,461-484.

Hanson, S. L. (1994). Lost talent: Unrealized educational aspirations and expectations among U.S. Youths. *Sociology of Education*, 67, 159-183.

Hao, L., & Bronstead-Bruns, M. (1998). Parent-child differences in educational expectations and the academic achievement of immigrant and native students. *Sociology of Education*, 71, 175-198.

Hauser, R. M., & Anderson, D. K. (1991). Post-high school plans and aspirations of black and white high school seniors: 1976-86. *Sociology of Education*, 64, 263-277.

Hossler, D., Schmit, J., & Vesper, N. (1999). *Going to college: How social, economic, and educational factors influences the decisions students make*. Baltimore: Johns Hopkins University Press.

Hossler, D., & Stage, F. K. (1992). Family and high school experience influences on the postsecondary educational plans of ninth-grade students. *American*

Educational Research Journal, 29, 425-451.

Hout, M., & Morgan, W. R. (1975). Race and sex variations in the causes of the expected attainments of high school seniors. *The American Journal of Sociology*, 81, 364-394.

Kalmijn, M. (1994). Mother's occupational status and children's schooling. *American Sociological Review*, 59, 257-275.

Kerckhoff, A. C. (1977). The realism of educational ambitions in England and the United States. *American Sociological Review*, 42, 563-571.

Kindlon, D., & Thompson, M. (2000). *Raising Cain: Protecting the emotional life of males*. New York: Ballantine Books.

King, J. E. (2006). *Gender equity in higher education: 2006*. Washington, DC: American Council on Education.

Korupp, S., Ganzeboom, H. B. G., & Van Der Lippe, T. (2002). Do mothers matter? A comparison of models of the influence of mothers' and fathers' educational and occupational status on children's educational attainment. *Quality and Quantity*, 36, 17-42.

Kuo, D., & Hauser, R. (1997). How does size of sibship matter? Family configuration and family effects on educational attainment. *Social Science Research*, 26, 69-94.

Li, S. (2007, August). What if your friends are good students: A network approach to explain the gender difference in college attendance. Paper presented at the American Sociological Association (ASA) Annual Conference, New York, NY.

Long, J. S. (1997). *Regression models for categorical and limited dependent variables*. Thousand Oaks, CA: Sage.

MacLeod, J. (1987). *Ain't no makin' it: Leveled aspirations in a low-income neighborhood*. Boulder, CO: Westview.

Mahaffy, K. A., & Ward, S. K. (2002). The gendering of adolescents' childbearing and educational plans: Reciprocal effects and the influence of social context. *Sex Roles*, 46, 403-417.

Marini, M. M. (1978). Sex differences in the determination of adolescent aspirations: A review of research. *Sex Roles*, 4, 723-753.

Marini, M. M., & Greenberger, E. (1978). Sex differences in educational aspirations and expectations. *American Educational Research Journal*, 15, 67-79.

Marjoribanks, K. (1998). Family background, social and academic capital, and adolescents' aspirations: A mediational analysis. *Social Psychology of Education*, 2, 177-197.

Marjoribanks, K. (1999). Environmental and individual influences on adolescents' aspirations: A moderation-mediation model. *Learning Environments Research*, 2, 43-64.

Marjoribanks, K. (2002). Family background, individual and environmental influences on adolescents' aspirations. *Educational Studies*, 28, 33-46.

Mau, W. C., & Bikos, L. H. (2000). Educational and vocational aspirations of minority and female students: A longitudinal study. *Journal of Counseling & Development*, 78, 186-194.

National Center of Education Statistics (NCES) (2005). *Digest of Education Statistics*. Retrieved October 23, 2007 from http://nces.ed.gov/programs/digest/d06/tables/dt06_211.asp

Perna, L. W., & Titus, M. A. (2005). The relationship between parental involvement as social capital and college enrollment: An examination of racial/ethnic group differences. *The Journal of Higher Education*, 76, 486-518.

Powell, B., & Downey, D. (1997). Living in single-parent households: An investigation of the same-sex hypothesis. *American Sociological Review*, 62, 521-539.

Raftery, A.E. and Hout, M. (1993). Maximally maintained inequality: Expansion, reform and opportunity in Irish education, 1921-1975. *Sociology of Education*, 66, 41-62.

Reynolds, J. R., & Burge, S. W. (2002, June). Gender-related changes in educational expectations: The roles of family, school, and race/ethnicity. Paper presented at the annual forum of the Association for Institutional Research, Washington, DC.

Reynolds, J. R. and Burge, S. W. (2008). Educational expectations and the rise in women's post-secondary attainments. *Social Science Research*, 37,485-499.

Reynolds, J. R., & Pemberton, J. (2001). Rising college expectations among youth in the United States: A comparison of the 1979 and 1997 NLSY. *Journal of Human Resources*, 36(4), 703-726.

Rosen, B. C. & Aneshensel, C. S. (1978). Sex differences in the educational-occupational expectation process. *Social Forces*, 57, 164-186.

Schneider, B., & Stevenson, D. (1999). *The ambitious generation: America's teenagers, motivated but directionless*. New Haven, CT: Yale University Press.

Sewell, W. H., Haller, A. O., & Ohlendorf, G. W. (1970). The educational and early occupational attainment process: Replication and revision. *American Sociological Review*, 35, 1014-1027.

Sewell, W. H., Haller, A. O., & Portes, A. (1969). The educational and early occupational attainment process. *American Sociological Review*, 34, 82-92.

Sewell, W. H., & Hauser, R. M. (1980). The Wisconsin longitudinal study of social and psychological factors in aspirations and achievements. *Research in Sociology of Education and Socialization*, 1, 59-99.

Sewell, W. H., & Shah, V. P. (1968). Social class, parental encouragement, and educational aspirations. *The American Journal of Sociology*, 73, 559-572.

Sommers, C. (2001). *The war against boys*. New York: Simon & Schuster.

Spenner, K. I., & Featherman, D. L. (1978). Achievement ambitions. *Annual Review of Sociology*, 4, 373-420.

Stage, F. K., & Hossler, D. (1989). Differences in family influences on college attendance plans for male and female ninth graders. *Research in Higher Education*, 30, 301-315.

Theelin, J.R. (2004). *The history of American higher education*. Baltimore, MD: John

Hopkins University Press.

Wilson, S. M., Peterson, G. W., & Wilson, P. (1993). The process of educational and occupational attainment of adolescent females from low-income, rural families. *Journal of Marriage and the Family*, 55(1), 158-175.

Statement of Institutional Review Board approval or exemption

Co-PI Ryan Wells will submit this research project for approval to the University of Massachusetts Amherst Institutional Review Board (IRB) in January/February, 2009. It is likely to receive “exempt” status from the board given that it is secondary data analysis and poses minimal risk to the participants. Nonetheless, and particularly since we are proposing to use restricted data, the IRB process is necessary and important, and we will follow all IRB procedures and ensure that we have IRB approval prior to May, 2009.

Statement of Use of Restricted Datasets

Our proposed research will require using restricted versions of the datasets. The first reason for this is that part of our analysis requires data from the ELS 2006 follow-up. These data are not available in public-use CD form as in the past, but only via the online DAS system. We are not able to do the statistical analyses that we propose via DAS, and therefore must have the CDs that contain the restricted data.

Beyond that specific year of data, however, there are reasons that we need restricted data from the other years as well. Most importantly, some of the variables that we want to explore are better represented in the restricted data than in the public data. One good example of this is the variable for family income. This variable is valuable to our analyses, since we are attempting to link issues of social class to gendered college expectations and enrollment. The public data has a categorical variable for income, but the best way to represent income is to use the continuous variable from the restricted data and retain as much information as possible. The best analyses require the most information available, which for some variables are in the restricted data.

Ryan Wells has submitted an application to NCES for a restricted data license and access to all four restricted datasets. This request includes affidavits from both PIs as licensed users of the certified data, and will add a graduate assistant user once funding is secured.

Ryan Wells Biographical Sketch

Ryan Wells is an assistant professor of higher education at the University of Massachusetts Amherst. Prior to his current position, Ryan worked as a research assistant, teaching assistant, and evaluation consultant at the University of Iowa, where he earned his PhD in higher education. Prior degrees include a B.S. in Industrial Engineering from Iowa State University and a M.A. in the Social Foundations of Education from the University of Iowa.

Ryan has considerable experience using and analyzing national datasets from NCES. He has worked most extensively with NELS and ELS databases, and attended a 2007 database training workshop sponsored by NCES. Using these databases Ryan has conducted studies related to college student retention which were published in the Journal of College Student Retention and Community College Review. Ryan completed his dissertation using ELS, in a multi-level analysis of immigrant students' education expectations and how characteristics of their high schools impact those expectations. A paper from this research has been accepted at Teachers College Record and others are currently under review. In collaboration with University of Iowa colleagues, Ryan used NSPOF data to conduct research focused on international faculty resulting in a publication in the Journal of the Professoriate. He has also used PISA data to conduct quantitative research pertaining to student educational aspirations, the school to college transition, the school to work transition, and labor markets.

This project is an extension of Ryan's professional and personal interests in improving education policies and practices focusing on the transition to higher education. He will be able to carry out this study as proposed because it capitalizes on Ryan's past research experience with large datasets and quantitative methods. He will benefit from this process by expanding his research experience and by allowing him to apply his quantitative skills to a policy-relevant study addressing a timely topic for education in the U.S. today.

Tricia Seifert Biographical Sketch

Tricia Seifert is a postdoctoral research scholar at the Center for Research on Undergraduate Education at the University of Iowa. In this capacity, Tricia coordinates the quantitative data management and analysis activities of the Wabash National Study of Liberal Arts Education, a longitudinal multi-institutional study of the practices and conditions associated with outcomes theoretically associated with a liberal arts education. Papers from this project are currently under review at Educational Evaluation and Policy Analysis and the Journal of College Student Development. Prior to her current position, Tricia worked as a research assistant to Dr. Ernest Pascarella at the University of Iowa, where she earned her Ph.D. in 2006, and in various student affairs administrative positions at Oregon State University and the College of Santa Fe. She holds a masters degree in College Student Services Administration from Oregon State University and a B.A. in Sociology and Political Science from Illinois Wesleyan University.

Tricia has substantial experience working with large national datasets. She submitted a successful proposal to participate in AIRs National Summer Data Policy Institute where she learned detailed information about NCES and NSF data, particularly NSOPF. From this experience, she has co-authored two published manuscripts using the NSOPF:98 data. One of which was published by Research in Higher Education and the other in the Journal of the Professoriate. In addition to

NCES data, Tricia used nationally-collected data from ACT for her dissertation—a multilevel analysis of the effects of contextual factors of the college major (e.g., Holland type, Biglan distinction, and structural diversity) on competencies for the knowledge economy. This project draws on Tricia’s training as a sociologist in that it provides an opportunity to use sociological theory to frame questions related to educational outcomes and ultimately, higher education policy. Her past experience with large data sets and advanced quantitative methods positions her to successfully complete the research project in the proposed timeframe.

Budget

Personnel- Time on Project

Personnel- Salary & Benefits

Principal Investigator Ryan Wells

0 % (FTE) academic year

42 % (FTE) summer

Academic Year \$ 0

Summer \$ 9685

Principal Investigator Tricia Seifert

0 % (FTE) academic year

40 % (FTE) summer

Academic Year \$ 0

Summer \$ 9656

Graduate Assistant

25 % (FTE) academic year

0 % (FTE) summer

Academic Year \$ 13072

Summer \$ 0

Total Salary and Wages

32413

Travel

2010 AIR Forum (presentation at 2010 Forum
required):

3655

3450

Other research related travel:

Other research expenses*

(Software, books, copying fees, etc.)

400

Total Requested

39918

*Costs for publishing articles in journals are allowed. The purchase of computer hardware, printing a stand alone book, overhead or indirect costs, and living expenses are not allowable. If you have questions about specific expenditures please contact the AIR Project Manager.

Statement of Prior, Current, and Pending Funding

This project has not received any other funding, nor are there any funding proposals pending for this research project.

Ryan Wells received a \$15,000 2007-2008 Dissertation Grant from AIR.

Tricia Seifert has not received any previous funding from AIR.