

An Intersectional Analysis of the Female Postsecondary Advantage: Gender, Race and College Selectivity*



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Outline



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- II. The Problem
- III. Purpose of Study and its importance
- IV. Relevant Literature
- V. Data and Methods
- VI. Results
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The “New” Transition to Adulthood and The Importance of Postsecondary Education



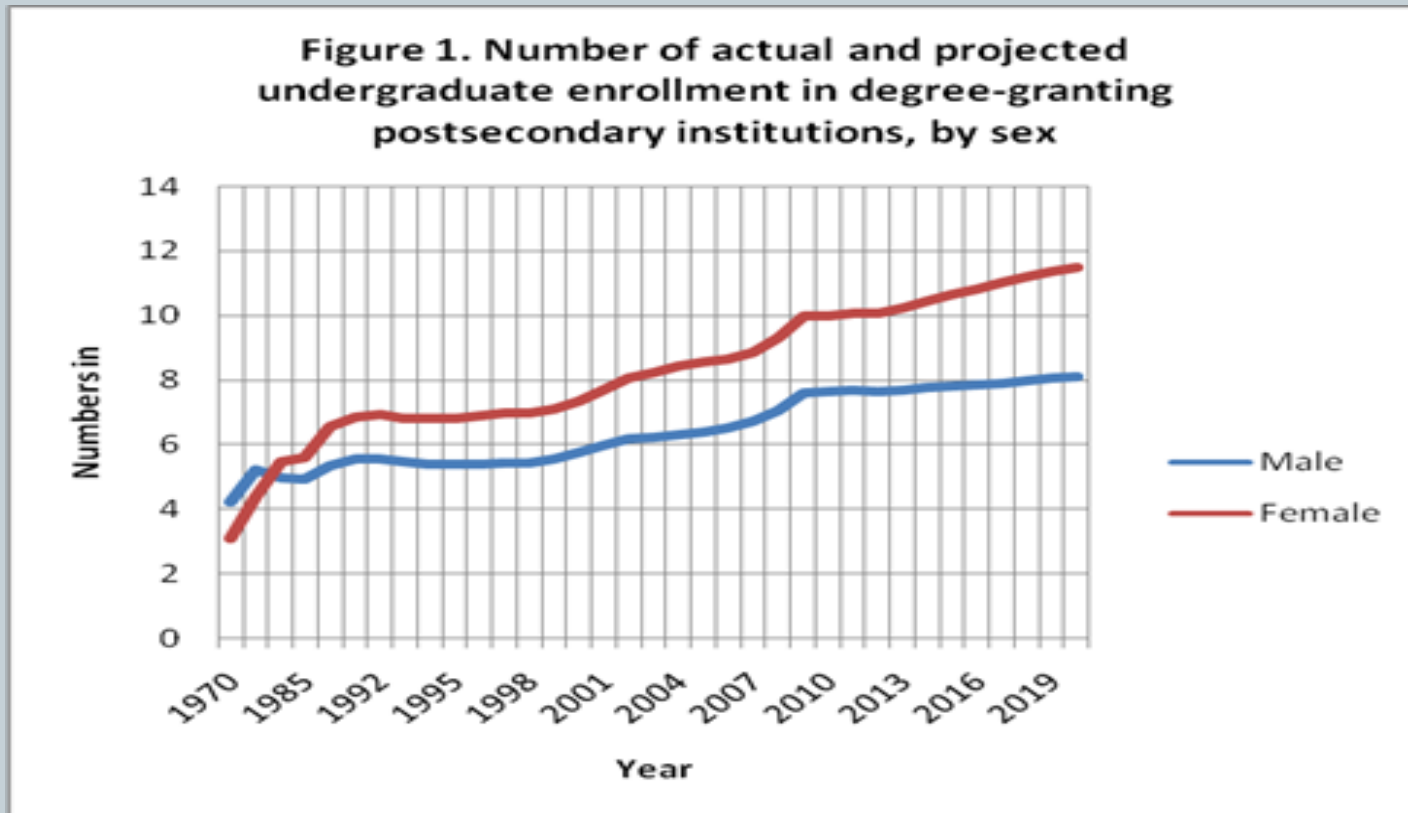
- People with a bachelor degree are more likely to find professional and lucrative jobs compared to those with a high school or less education (Baum et al. 2010).
- The transition to adulthood in the United States has changed in recent decades and it no longer depends on the traditional milestones that mark adulthood, such as home leaving, secured job, home establishment and family formation (Berlin et al. 2010; Mc. Lanahan et al. 2010; Arnett 2000).

The Problem



- Studies have extensively focused on females' underrepresentation in traditionally male-dominated college majors such as science and engineering (Ma 2009; Davies and Guppy 1997; Oakes 1990).
- Female college enrollment has increased, and women have outnumbered men on college campuses since the beginning of late 1980s (Snyder and Dillow 2011).
- Not only the gender gap but also the racial/ethnic gap in college attendance will continue through 2020

The Problem

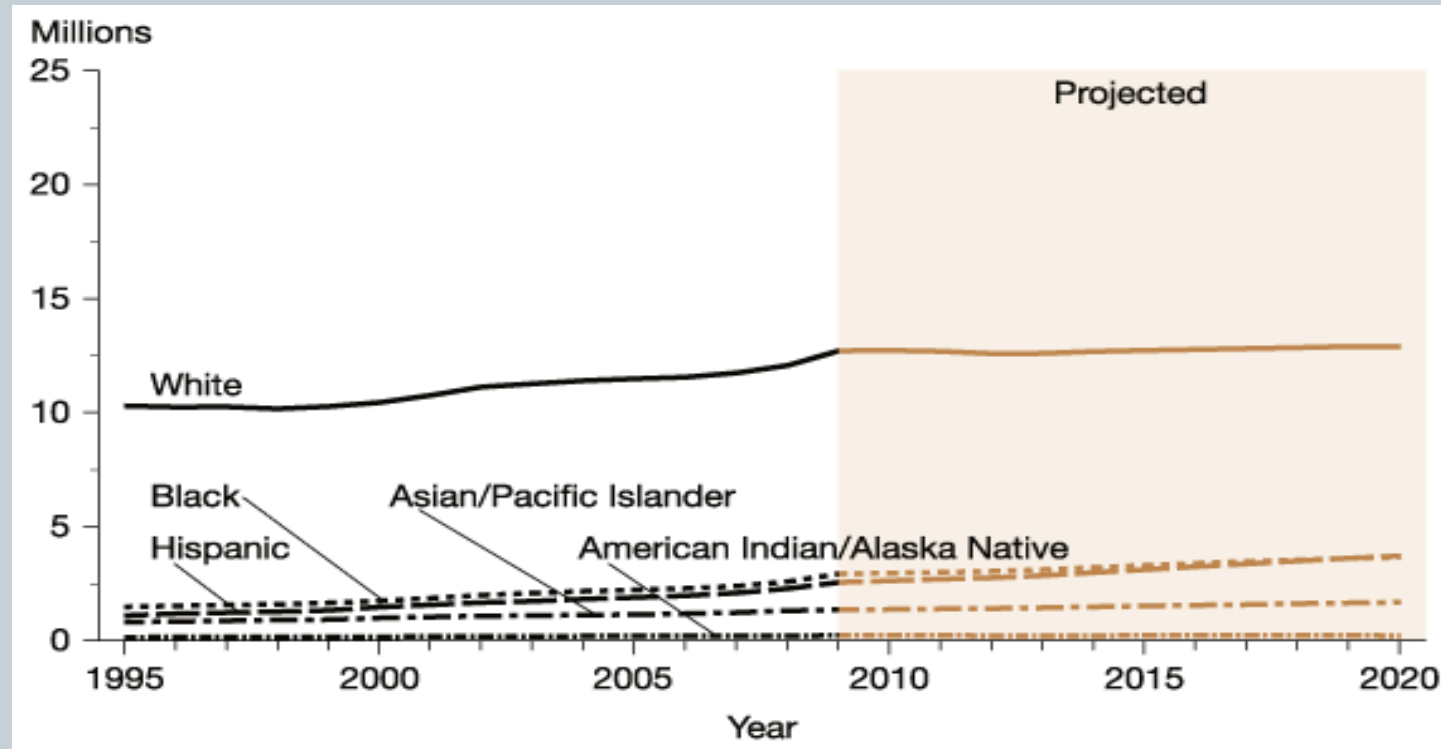


SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; 1990 through 2009 Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:90-99), Spring 2001 through Spring 2010; and Enrollment in Degree-Granting Institutions Model, 1980-2009.

The Problem



Figure 2. Actual and projected numbers for enrollment in all postsecondary degree-granting institutions, by race/ethnicity



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, “Fall Enrollment Survey” (IPEDS-EF:95–99), and Spring 2001 through Spring 2010; and Enrollment in Degree-Granting Institutions by Race/Ethnicity Model, 1980–2009. (This figure was prepared March 2011.)

Purpose of Study and its importance



- We know that there are gender and racial/ethnic differences in college enrollment, but we do not know yet what might explain the combined effects of gender and race in college enrollment especially considering college selectivity
- I seek to identify and analyze the underlying mechanism which produces the combined gender/race differences across different type of higher education institutions (including 4-year selective, 4-year nonselective, and 2-year).
- I aim to shed light on understanding the pattern of the gender differences in various college entry outcomes across racial/ethnic groups utilizing a nationally representative data.

Relevant Literature



Factors effecting college enrollment;

Precollege achievement (Mickelson 1989, Downey and Yuan 2005, Buchmann and DiPrete 2006, Cho 2007, Sax and Harper 2007, Evert 2010)

Compared to males, females have higher academic achievement during high school because they are academically more prepared (Sax and Harper 2007), better classroom citizens and their behaviors are valued highly by teachers (Farkas et al. 1990, Downey and Yuan 2005, Jenkins 1995, Ewert 2009). Their greater educational success in high school accounts for most of the gender gap in college enrollment. (Cho 2007).

Racial/ethnic minorities have low academic achievement during high school and they have lower rates of college enrollment (Massey et al. 2003, Charles et al. 2009, Karen 2002, Ehrmann 2007, Mc Daniel et al. 2011, Turley 2009) especially due to their low socio-economic conditions (Ainsworth-Darnell and Downey 1998, McDonough 1997, Cabrera and La Nasa 2001, Kao and Thompson 2003, Freeman 2005).

Relevant Literature



Future Expectations and Parental Support

- Females in comparison to males have higher educational and occupational expectations during high school, and those expectations would explain their greater success in the paths to college for further education (Blackhurst and Auger 2008, Hossler and Stage 1992, Xie and Shauman 2003, Bae et al. 2000, Feliciano and Rumbaut 2005, Reynolds et al. 2007). Females also receive more encouragement and support from their parents to go to college (Dumais 2002, Reynolds and Burger 2008, Buchman and Di Pirete 2006).
- Racial/ethnic minorities, specifically Black students have low higher educational and occupational expectations since it is believed that they have created a survival strategy called “the oppositional culture” (Fordham and Ogbu 1986; Zhou 1999). Those are mainly from families living in racially and economically segregated neighborhood, which affect their academic motivation and hamper their overall educational achievement (Massey et al. 2003, Charles et al. 2009).

Relevant Literature



- How about college selectivity?
- There is little research investigating the gender/race pattern in college selectivity. Females relative to males are more likely to attend a two-year college rather than a four-year college, which points out the overrepresentation of females in two-year colleges and their underrepresentation in four-year colleges (Hearn 1991, Davies and Guppies 1997, Carbonaro et al. 2011).
- African American and Latino students in the United States have historically lower rates of college enrollment compared to their white peers; and they have also been underrepresented in American selective universities and colleges (Massey et al. 2003; Karen et al. 2007).Espenshade and Radford's (2009) recent research indicates that racial/ethnic minorities are disproportionately represented at academically selective institutions.

Data and Methods



I analyze the Education Longitudinal Study of 2002 (ELS:2002) that follows a nationally representative cohort of students from 2002, when they were high school sophomores, through their postsecondary education.

16,197 10th grade students in 752 schools

3.4 million students as of 2002

Analytic sample of 9,910 respondents

Research Questions



- Is there a female postsecondary advantage in selective college enrollment? Despite their greater numerical representation in higher education, are women concentrated in less prestigious institutions? How does it vary by race? To what extent are gender/race differences in college enrollment explained by students' pre-college academic achievement, educational/occupational aspirations, and their parental expectations (controlling for socio-economic and background characteristics)?

Variables



- Dependent variables:

- College Entry Outcomes:

- Overall enrollment (1=Yes; 0=No)

- College selectivity (1= No enrollment; 2= 2 year college; 3= 4 year non selective college; 4= 4 year highly selective college)

- Barron's ranking of 1 "most competitive" or 2 "highly competitive" = as "highly selective"
 - 158 colleges and universities
 - 16 % of students enrolled in these institutions

Variables



- Primary independent and intervening variables:
 - Gender/Race*
 - Precollege achievement (GPA and math and reading test scores)*
 - Parental expectations (B.A. degree=1 ; else=0)*
 - Students' educational aspirations (B.A. degree=1 ; else=0)*
- Controls:
 - Family (SES, family formation, siblings)*
 - High school variables (urbanicity, high school type)*

Research Design-Regression models to estimate college entry outcomes

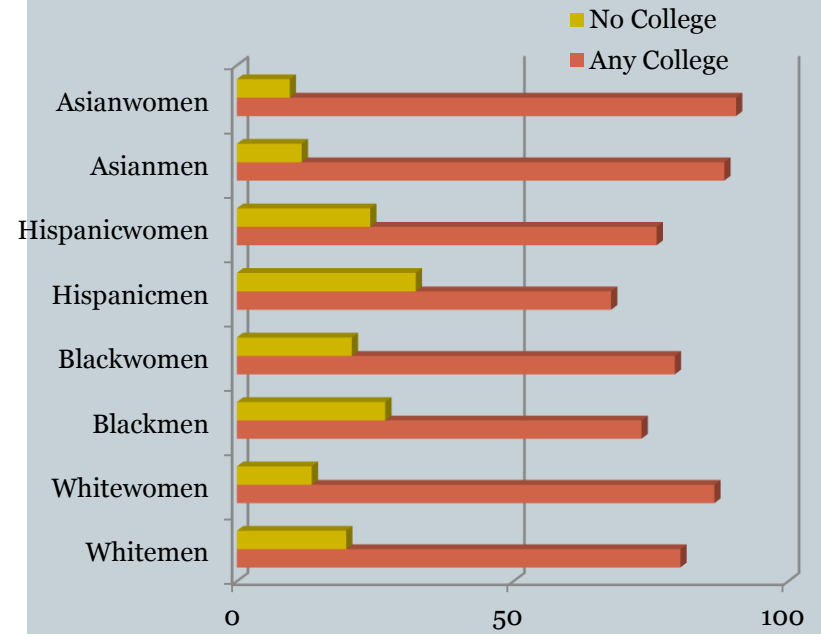
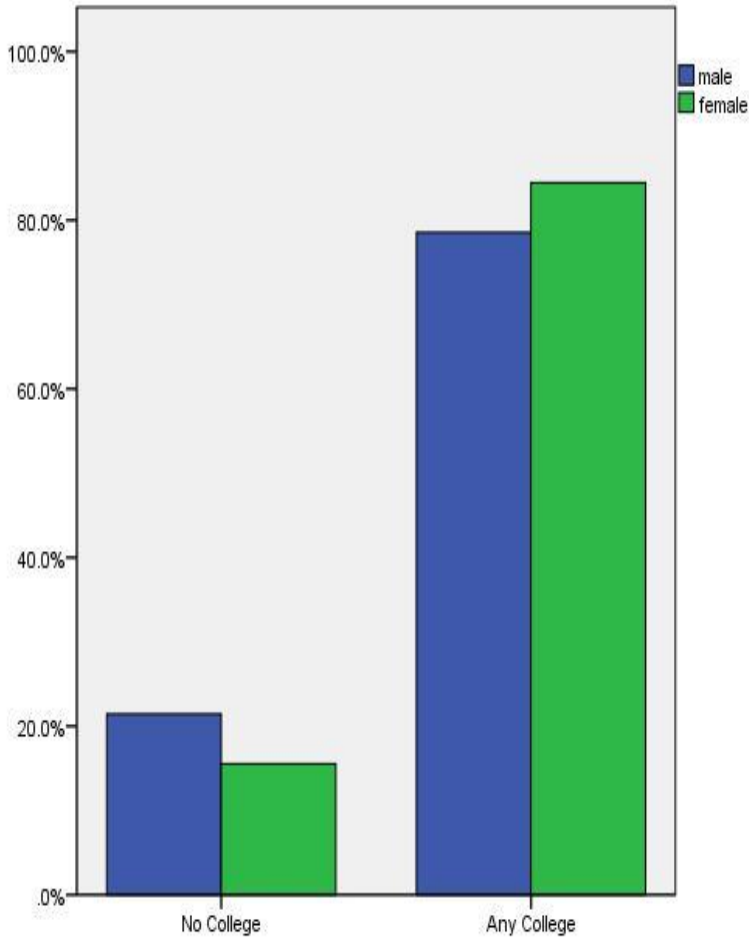
1. Odds of college enrollment $p/(1-p) = \exp(a + \beta_1 \text{race/gender})$
2. Odds of college enrollment $p/(1-p) = \exp(a + \beta_1 \text{race/gender}) + \beta_2$
GPA
3. Odds of college enrollment $p/(1-p) = \exp(a + \beta_1 \text{race/gender}) + \beta_2$
standardized math + β_3 standardized reading
4. Odds of college enrollment $p/(1-p) = \exp(a + \beta_1 \text{race/gender}) + \beta_2$
parental expectation
5. Odds of college enrollment $p/(1-p) = \exp(a + \beta_1 \text{race/gender}) + \beta_2$
educational expectation
6. Odds of college enrollment $p/(1-p) = \exp(a + \beta_1 \text{race/gender}) + \beta_2$
GPA + β_3 standardized math + β_4 standardized reading + β_5 parental
expectation + β_6 educational expectation

Descriptive Statistics for Selected Variables



Variable	Variable Description	Mean	SD	Min – Max
<i>Dependent variable</i>				
High school GPA	Standardized high school GPA for all courses (on a 4-point scale)	2.89	.68	0 – 4
Math achievement	Math standardized t-score	52.20	9.73	20 – 90
Reading achievement	Reading standardized t-score	51.98	9.77	20 – 80
Enrollment	College enrollment status (1= enroll in any college, 0= not enroll)	.82	.39	0 – 1
4-year college	4-year college enrollment status (1= enroll in 4-year college, 0= not enroll)	.64	.48	0 – 1
Selectivity	Selective college enrollment status (1= enroll in selective college, 0= not enroll)	.16	.37	0 – 1

Descriptive Results



Descriptive Results


Table 1: Mean Distribution of Selected Independent Variables (By Gender/Race)



	White men	White women	Black men	Black women	Hispanic men	Hispanic women	Asian men	Asian women
High school GPA	2.87	3.11	2.36	2.53	2.44	2.75	2.93	3.21
Math achievement	54.92	53.34	45.96	44.83	48.20	46.60	55.73	54.50
Reading achievement	53.52	54.62	45.67	46.94	47.26	47.51	51.15	52.11
Educational expectation	.87	.93	.88	.93	.84	.90	.94	.95
Parental expectation	.88	.92	.90	.94	.90	.91	.97	.96
SES	.29	.23	-.16	-.20	-.28	-.38	.06	.01

Descriptive Results

Table 2: Proportions of Students in Postsecondary Outcomes by Gender/Race (%)



	No college	Any college
White men	19.76	80.24
White women	13.54	86.46
Black men	26.83	73.17
Black women	20.77	79.23
Hispanic men	32.35	67.65
Hispanic women	24.10	75.90
Asian men	11.72	88.28
Asian women	9.56	90.44
Total	18.34	81.66
$X^2 = 224.56, p < 0.001$		

Multivariate Results

Variable (n =9910)	Model I			Model II			Model III			Model IV			Model V			Model VI			Model VII			Model VIII		
	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE
Female	1.559	***	0.094	1.587	***	0.097	1.795	***	0.117	1.277	***	0.091	1.910	***	0.132	1.674	***	0.112	1.615	***	0.109	1.266	**	0.095
Black				0.643	***	0.056	1.108		0.114	1.958	***	0.221	1.854	***	0.205	0.984		0.103	1.011		0.106	1.911	***	0.226
Hispanic				0.538	***	0.043	1.140		0.115	1.625	***	0.181	1.647	***	0.179	1.008		0.103	1.091		0.114	1.606	***	0.186
Asian				1.838	***	0.228	2.731	***	0.391	2.471	***	0.378	2.759	***	0.417	2.306	***	0.328	2.455	***	0.358	2.212	***	0.348
High school GPA										4.385	***	0.255										3.322	***	0.213
Math achievement													1.059	***	0.006							1.022	***	0.006
Reading achievement													1.029	***	0.005							1.013	*	0.006
Parental expectation																3.414	***	0.300				1.771	***	0.176
Educational expectation																			4.156	***	0.372	2.238	***	0.221
SES							2.960	***	0.159	2.522	***	0.152	2.255	***	0.131	2.605	***	0.143	2.691	***	0.149	2.082	***	0.133
Siblings							0.878	***	0.019	0.881	***	0.021	0.897	***	0.021	0.881	***	0.020	0.871	***	0.019	0.886	***	0.022
Single parent							0.919		0.072	1.070		0.091	0.959		0.077	0.909		0.072	0.938		0.075	1.069		0.091
Urban							1.077		0.090	1.180		0.109	1.163		0.101	1.052		0.089	1.025		0.088	1.143		0.107
Rural							0.992		0.080	0.964		0.083	1.001		0.085	1.007		0.084	1.014		0.085	0.994		0.089
Catholic							3.901	***	0.564	3.835	***	0.580	3.416	***	0.504	3.495	***	0.511	3.584	***	0.526	3.312	***	0.514
Non-Catholic private							2.336	***	0.416	1.721	**	0.307	2.176	***	0.403	2.272	***	0.425	2.207	***	0.394	1.700	**	0.317

Multivariate Results

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Non-Catholic private							2.336	***	0.416	1.721	**	0.307	2.176	***	0.403	2.272	***	0.425	2.207	***	0.394	1.700	**	0.317

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Variable (n =9910)	Model I			Model II			Model III			Model IV			Model V			Model VI			Model VII			Model VIII		
	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE
Female	1.559	***	0.094	1.587	***	0.097	1.795	***	0.117	1.277	***	0.091	1.910	***	0.132	1.674	***	0.112	1.615	***	0.109	1.266	**	0.095
Black				0.643	***	0.056	1.108		0.114	1.958	***	0.221	1.854	***	0.205	0.984		0.103	1.011		0.106	1.911	***	0.226
Hispanic				0.538	***	0.043	1.140		0.115	1.625	***	0.181	1.647	***	0.179	1.008		0.103	1.091		0.114	1.606	***	0.186
Asian				1.838	***	0.228	2.731	***	0.391	2.471	***	0.378	2.759	***	0.417	2.306	***	0.328	2.455	***	0.358	2.212	***	0.348
High school GPA										4.385	***	0.255										3.322	***	0.213
Math achievement													1.059	***	0.006							1.022	***	0.006
Reading achievement													1.029	***	0.005							1.013	*	0.006
Parental expectation																3.414	***	0.300				1.771	***	0.176
Educational expectation																			4.156	***	0.372	2.238	***	0.221
SES							2.960	***	0.159	2.522	***	0.152	2.255	***	0.131	2.605	***	0.143	2.691	***	0.149	2.082	***	0.133
Siblings							0.878	***	0.019	0.881	***	0.021	0.897	***	0.021	0.881	***	0.020	0.871	***	0.019	0.886	***	0.022
Single parent							0.919		0.072	1.070		0.091	0.959		0.077	0.909		0.072	0.938		0.075	1.069		0.091
Urban							1.077		0.090	1.180		0.109	1.163		0.101	1.052		0.089	1.025		0.088	1.143		0.107
Rural							0.992		0.080	0.964		0.083	1.001		0.085	1.007		0.084	1.014		0.085	0.994		0.089
Catholic							3.901	***	0.564	3.835	***	0.580	3.416	***	0.504	3.495	***	0.511	3.584	***	0.526	3.312	***	0.514
Non-Catholic private							2.336	***	0.416	1.721	**	0.307	2.176	***	0.403	2.272	***	0.425	2.207	***	0.394	1.700	**	0.317

Multivariate Results

Variable (n =9910)	Model I			Model II			Model III			Model IV			Model V			Model VI			Model VII			Model VIII		
	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE
Female	1.559	***	0.094	1.587	***	0.097	1.795	***	0.117	1.277	***	0.091	1.910	***	0.132	1.674	***	0.112	1.615	***	0.109	1.266	**	0.095
Black				0.643	***	0.056	1.108		0.114	1.958	***	0.221	1.854	***	0.205	0.984		0.103	1.011		0.106	1.911	***	0.226
Hispanic				0.538	***	0.043	1.140		0.115	1.625	***	0.181	1.647	***	0.179	1.008		0.103	1.091		0.114	1.606	***	0.186
Asian				1.838	***	0.228	2.731	***	0.391	2.471	***	0.378	2.759	***	0.417	2.306	***	0.328	2.455	***	0.358	2.212	***	0.348
High school GPA										4.385	***	0.255										3.322	***	0.213
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Parental expectation																3.414	***	0.300				1.771	***	0.176
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Siblings							0.878	***	0.019	0.881	***	0.021	0.897	***	0.021	0.881	***	0.020	0.871	***	0.019	0.886	***	0.022
Single parent							0.919		0.072	1.070		0.091	0.959		0.077	0.909		0.072	0.938		0.075	1.069		0.091
Urban							1.077		0.090	1.180		0.109	1.163		0.101	1.052		0.089	1.025		0.088	1.143		0.107
Rural							0.992		0.080	0.964		0.083	1.001		0.085	1.007		0.084	1.014		0.085	0.994		0.089
Catholic							3.901	***	0.564	3.835	***	0.580	3.416	***	0.504	3.495	***	0.511	3.584	***	0.526	3.312	***	0.514
Non-Catholic private							2.336	***	0.416	1.721	**	0.307	2.176	***	0.403	2.272	***	0.425	2.207	***	0.394	1.700	**	0.317

Multivariate Results

Variable (n =9910)	Model I			Model II			Model III			Model IV			Model V			Model VI			Model VII			Model VIII		
	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE
Female	1.559	***	0.094	1.587	***	0.097	1.795	***	0.117	1.277	***	0.091	1.910	***	0.132	1.674	***	0.112	1.615	***	0.109	1.266	**	0.095
Black				0.643	***	0.056	1.108		0.114	1.958	***	0.221	1.854	***	0.205	0.984		0.103	1.011		0.106	1.911	***	0.226
Hispanic				0.538	***	0.043	1.140		0.115	1.625	***	0.181	1.647	***	0.179	1.008		0.103	1.091		0.114	1.606	***	0.186
Asian				1.838	***	0.228	2.731	***	0.391	2.471	***	0.378	2.759	***	0.417	2.306	***	0.328	2.455	***	0.358	2.212	***	0.348
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Parental expectation																3.414	***	0.300				1.771	***	0.176
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SES							2.960	***	0.159	2.522	***	0.152	2.255	***	0.131	2.605	***	0.143	2.691	***	0.149	2.082	***	0.133
Siblings							0.878	***	0.019	0.881	***	0.021	0.897	***	0.021	0.881	***	0.020	0.871	***	0.019	0.886	***	0.022
Single parent							0.919		0.072	1.070		0.091	0.959		0.077	0.909		0.072	0.938		0.075	1.069		0.091
Urban							1.077		0.090	1.180		0.109	1.163		0.101	1.052		0.089	1.025		0.088	1.143		0.107
Rural							0.992		0.080	0.964		0.083	1.001		0.085	1.007		0.084	1.014		0.085	0.994		0.089
Catholic							3.901	***	0.564	3.835	***	0.580	3.416	***	0.504	3.495	***	0.511	3.584	***	0.526	3.312	***	0.514
Non-Catholic private							2.336	***	0.416	1.721	**	0.307	2.176	***	0.403	2.272	***	0.425	2.207	***	0.394	1.700	**	0.317

Multivariate Results

Variable (n =9910)	Model I			Model II			Model III			Model IV			Model V			Model VI			Model VII		
	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE
White women	1.569	***	0.121	1.783	***	0.143	1.277	**	0.111	1.889	***	0.160	1.625	***	0.134	1.567	***	0.130	1.234	*	0.114
Black men	0.644	***	0.080	1.123		0.157	1.885	***	0.286	1.893	***	0.285	0.973		0.138	0.997		0.142	1.818	***	0.291
Black women	1.009		0.121	1.947	***	0.268	2.603	***	0.391	3.432	***	0.497	1.622	***	0.229	1.612	***	0.229	2.484	***	0.384
Hispanic men	0.524	***	0.059	1.114		0.146	1.672	***	0.245	1.584	***	0.222	0.956		0.127	1.036		0.143	1.580	**	0.239
Hispanic women	0.867		0.097	2.084	***	0.285	2.013	***	0.298	3.245	***	0.476	1.738	***	0.241	1.811	***	0.255	2.019	***	0.310
Asian men	1.783	***	0.302	2.632	***	0.502	2.537	***	0.505	2.640	***	0.530	2.163	***	0.410	2.286	***	0.442	2.147	***	0.430
Asian women	3.017	***	0.534	5.135	***	1.028	3.038	***	0.681	5.545	***	1.182	4.093	***	0.821	4.246	***	0.878	2.840	***	0.672
High school GPA							4.390	***	0.256										3.323	***	0.213
Math achievement										1.059	***	0.006							1.021	***	0.006
Reading achievement										1.029	***	0.005							1.013	*	0.006
Parental expectation													3.420	***	0.301				1.773	***	0.176
Educational expectation															4.164	***	0.373	2.240	***	0.221	
SES				2.960	***	0.159	2.522	***	0.152	2.256	***	0.131	2.605	***	0.143	2.691	***	0.149	2.081	***	0.133
Siblings				0.877	***	0.019	0.882	***	0.021	0.896	***	0.021	0.881	***	0.020	0.871	***	0.019	0.886	***	0.022
Single parent				0.920		0.072	1.068		0.091	0.961		0.077	0.911		0.072	0.940		0.075	1.068		0.092
Urban				1.076		0.090	1.181		0.109	1.162		0.101	1.049		0.089	1.022		0.088	1.142		0.108
Rural				0.991		0.080	0.965		0.083	1.001		0.084	1.006		0.084	1.014		0.085	0.994		0.089
Catholic				3.907	***	0.565	3.829	***	0.579	3.420	***	0.504	3.501	***	0.512	3.591	***	0.526	3.309	***	0.513
Non-Catholic private				2.336	***	0.416	1.720	**	0.307	2.176	***	0.403	2.273	***	0.426	2.207	***	0.395	1.699	**	0.317

Multivariate Results



Variable	2-year			Nonselective 4-year			Selective 4-year		
	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE
Female	1.300	***	0.101	1.165		0.102	1.227		0.173
Black	1.358	*	0.169	3.641	***	0.523	4.714	***	1.362
Hispanic	1.575	***	0.179	1.306		0.185	3.006	***	0.743
Asian	2.072	***	0.332	2.074	***	0.355	5.254	***	1.150
High school GPA	2.177	***	0.147	6.679	***	0.548	25.721	***	4.321
Math achievement	1.008		0.006	1.041	***	0.007	1.117	***	0.013
Reading achievement	1.004		0.006	1.030	***	0.007	1.059	***	0.012
Parental expectation	1.575	***	0.156	2.461	***	0.375	6.434	**	3.944
Educational expectation	1.852	***	0.181	4.119	***	0.646	3.634		2.450
SES	1.681	***	0.112	2.754	***	0.203	5.400	***	0.658
Siblings	0.894	***	0.023	0.874	***	0.026	0.791	***	0.043
Single parent	1.049		0.093	1.073		0.110	1.197		0.224
Urban	0.963		0.095	1.533	***	0.168	1.800	***	0.305
Rural	0.999		0.093	0.972		0.101	0.707		0.132
Catholic	2.278	***	0.381	4.847	***	0.810	7.203	***	1.535
Non-Catholic private	1.597	*	0.318	1.622	*	0.342	3.637	***	0.916

Multivariate Results

Variable	2-year			Nonselective 4-year			Selective 4-year		
	Odds ratio	sig	SE	Odds ratio	sig	SE	Odds ratio	sig	SE
White women	1.263	*	0.123	1.114		0.118	1.228		0.202
Black men	1.251		0.214	3.517	***	0.698	7.314	***	2.769
Black women	1.852	***	0.301	4.231	***	0.773	3.676	**	1.510
Hispanic men	1.559	**	0.230	1.165		0.235	3.051	**	1.144
Hispanic women	2.023	***	0.308	1.601	*	0.299	3.704	***	1.194
Asian men	2.087	***	0.428	1.987	**	0.431	4.598	***	1.408
Asian women	2.596	***	0.620	2.427	***	0.632	7.240	***	2.266
High school GPA	2.179	***	0.147	6.668	***	0.547	25.704	***	4.322
Math achievement	1.008		0.006	1.041	***	0.008	1.117	***	0.013
Reading achievement	1.004		0.006	1.030	***	0.007	1.059	***	0.012
Parental expectation	1.576	***	0.156	2.462	***	0.375	6.492	**	3.997
Educational expectation	1.853	***	0.181	4.126	***	0.648	3.598		2.425
SES	1.680	***	0.112	2.754	***	0.203	5.380	***	0.655
Siblings	0.894	***	0.023	0.874	***	0.026	0.790	***	0.043
Single parent	1.048		0.093	1.076		0.110	1.212		0.226
Urban	0.962		0.095	1.525	***	0.168	1.792	***	0.303
Rural	0.999		0.093	0.972		0.101	0.705		0.132
Catholic	2.273	***	0.380	4.861	***	0.811	7.268	***	1.550
Non-Catholic private	1.594	*	0.318	1.622	*	0.342	3.647	***	0.920

Conclusion



- The female advantage in overall college enrollment persists net of all of the explanatory variables, but not in 4-year college enrollment.
- Most powerful predictors are high school GPA, SES and high school type.
- Evidence for gender role theory, but not for oppositional culture
- The net black/hispanic advantage is found; Black and Hispanic students (both men and women) are more likely to enroll in any college and especially 4-year selective colleges when they are comparable with white men.



😊 THANK YOU 😊