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Project Description I

Title:

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

Statement of the research problem and national importance:

Statement of the research problem

Females have been increasingly attending college, and have outnumbered males since the beginning of late 1980s (Snyder and Dillow 2011). This female advantage also exists across racial/ethnic groups. However, there is little research in the literature to investigate what might explain gender differences in college enrollment for each racial/ethnic group or taken into account college selectivity. We do not know yet why those differences are occurring and how it is playing out across institution type. This research will look at three outcomes including high school achievement, college entry and institutional selectivity to examine the mechanism which produces the existing female advantage in higher education attendance. Utilizing the Education Longitudinal Study of 2002 (ELS:2002), I seek to identify and analyze the underlying causes of the mechanism which produces gendered outcomes in college enrollment by mainly emphasizing the role of students pre-college achievement including SAT scores and high school GPAs, family influences as well as school and neighborhood characteristics.

This research will shed light on understanding the changing pattern of the female advantage in college entry across racial/ethnic groups as well as within different types of colleges utilizing a nationally representative data. Given the increasing importance of attending colleges and the growing female advantage in college attendance, I aim to contribute to the higher education literature by exploring the factors leading to the female postsecondary advantage and its variation by race/ethnicity and college selectivity.

In this study, I will propose two new approaches to better understand the female postsecondary advantage;

First, the gender gap in attending college would vary among racial/ethnic groups especially given the fact that Black and Latino students have been historically underrepresented in higher education due to the past overt discrimination against them. Although college enrollment has significantly increased for the previously excluded racial/ethnic groups over time especially since *Brown vs. Board of Education*, these groups have extensively been in low-tier, non-selective schools in the American higher education system (Hearn 1991, Karen 2002). According to the most recent enrollment statistics, while around 60 % of the entire student population of selective colleges and universities are white students; the proportions of black, Latinos and Asian students are only 6 %, 7 % and 13% respectively (IPEDS Statistics for Fall 2009 Enrollment). Therefore, the female postsecondary advantage needs to be examined carefully within various racial/ethnic groups.

Second, college selectivity should be also taken into account while exploring the female advantage. College selectivity affects students' future socioeconomic outcomes and those who attend higher status schools earn more on

average in their careers than others (Kao and Thompson 2003; Rumberger and Thomas 1993; Kingston and Lewis 1990; Pascarella & Terenzini, 1991). This has been referred to as the college quality effect, which is becoming stronger in American society (Dickerson and Jacobs 2006). Overall, graduates from selective institutions earn more than their counterparts from less selective institutions (Kao and Thompson 2003; Rumberger and Thomas 1993; Kingston and Lewis 1990). However, when it comes to college selectivity, the female postsecondary advantage would be eliminated. Hearn (1991), using High School and Beyond data finds the statistically significant male advantage in selective institutions over females, although this is small and decreasing over time. Davies and Guppy (1997) also find similar male advantages in enrolling into selective institutions, yet this effect was not significant after controlling for academic abilities. Similarly, most recent research also finds that females relative to males are more likely to attend a two-year college rather than a four-year college (Carbonaro et al. 2011).

National Importance

Carbonaro et al. (2011) call researchers attention to the need for further research that provides a more complex picture of gender differences in post-secondary education, and therefore, a better understanding of how gender differences affect college destinations of students. Also, Riegle-Crimbs (2010) emphasizes the need for further research which examines racial/ethnic variations in gender differences in college enrollment. Building on the work of Carbonaro et al. (2011) and Riegle-Crimb (2010), my dissertation will contribute to the current scholarly conversation concerning the female advantage by:

- Determining key factors which are crucial in understanding today's female postsecondary advantage
- Incorporating college selectivity in understanding the female postsecondary advantage.
- Exploring the pattern of the female postsecondary advantage among racial/ethnic groups
- Utilizing the most recent, nationally representative data of high school graduates from NCES, which will enable me to conduct longitudinal analyses and to obtain necessary high school information about students enrolled in college.

Review the literature and establish a theoretical grounding for the research:

The proportion of both men and women enrolling in college has increased over the years, but the increase for women has been much more substantial. The number of females in postsecondary education has outnumbered males since the 1980s. The college enrollment rate for males has increased by 36 percent between 1999 and 2009, but the rate has substantially increased for women by 63 percent (Snyder and Dillow 2011). Current statistics also estimate that the gender gap in college attendance will continue through 2020, when women are expected to make up 59% of undergraduate enrollment (Snyder and Dillow 2011). The gender pattern in undergraduate enrollment and how it has changed over years are clearly seen in Figure 1 (see Appendix)

A large body of literature has paid attention to this growing female advantage in higher education, and those studies have extensively focused on differences between men and women in terms of college success and degree attainment (Alon et al. 2011, Buchmann et al. 2006, Charles 2003, DiPrete and Buchmann 2006, Ehrmann and Douglas 2008,

Reynolds and Burge 2008, Sax and Harper 2007). Some research has also examined the female advantage; specifically, in terms of college enrollment (Carbonaro et al. 2011, Riegle-Crumb 2010, Blackhurst and Auger 2008, Zarate and Gallimore 2008, Cho 2007, Beattie 2002, Averett and Burton 1996).

For understanding the numerical female advantage in overall college enrollment, researchers have mainly focused on the role of high school performance because females generally outperform males during high school. This trend is also seen as a leading factor to explain the college enrollment gap favoring females (Mickelson 1989, Downey and Yuan 2005, Buchmann and DiPrete 2006), and recent research finds that females' greater educational success in high school accounts for more than half of the variation in the evermore visible gender gap in college enrollment over the past three decades (Cho 2007).

In their research, Sax and Harper (2007) observes gender differences in pre-college variables including SAT scores, self-assessment of mathematical skill, spending time in exercise and understanding of traditional gender roles. In other words, to better understand the gender differences in both college and after college outcomes we need to consider what was going on during high school years. Evert's most recent research (2010) confirms that men relative to women are less academically prepared during high school to have further education, and are more likely to follow disrupted pathways. Academic preparation during high school is found to account for gender differences in college pathways, which also later result in the greater college persistence and graduation rates for women. Downey and Yuan (2005) finds that during high school females outperform males in all subjects especially because they have better in-classroom participation and attitude, which teachers commonly value. Additionally, females than 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 (Feliciano and Rumbaut 2005). Comparing two different cohorts of senior high school students in 1972 and 1992, Reynolds et al. (2007) also find that women's educational expectations and their perceptions of parental encouragement for higher education have changed over time. More recent cohorts of high school female seniors have more educational expectations and also perceive their parents as equally or more supportive for their higher education than do boys. This change in turn increased the postsecondary achievements of women (Reynolds et al. 2007).

In addition to precollege achievement, family-related factors such as parental wealth, parental expectations, encouragement and involvement predict college enrollment (Perna and Titus 2005, Conley 2001) and also affect the postsecondary plans of males and females differently (Hossler and Stage 1992, Stage and Hossler 1999). In this sense, we might expect that parental factors have different impacts on males and females in terms of their postsecondary enrollment. For example, Stage and Hossler's (1992) research indicates that females relative to males benefit more from discussing with parents about going college so that they have more college aspirations. However, research suggests that parents might be more supportive for their sons than for their daughters in relation to postsecondary education.

Parental influences would also change for different racial/ethnic groups. For example, Zarate and Gallimore (2008) investigate how factors leading to college enrollment have varied among men and women by specifically looking at Latinos and Latinas. The study finds that for Latinos parental expectations along with standardized tests would predict their college enrollment, but for Latinas teacher-rated classroom performance along with getting counseling support for college seem to be more important to predict their college enrollment. This indicates that racial/ethnic

group differences intersect with gender differences. In another example, utilizing non-nationally representative data from Texas Higher Education Opportunity Project (THEOP), Riegle-Crumb observes a female advantage in four-year college attendance and she attributes this advantage to females' greater academic performance in high school, specifically for Latinas. Also, compared to their co-ethnic male counterparts, both Latinas and white female students have more social capital including having more academically oriented friendship groups during high school, which in turn increases their rates of college enrollment. On the other hand, while Latinas benefit from consulting with high school counselors about college, white girls do not. This suggests that Latinas not only differs from Latinos in terms of the process of college enrollment but also from white girls. Overall, Riegle-Crumb' most recent research (2010) mentions a clear need for more research which should consider the intersection of gender and race/ethnicity to better examine how they produce students' different paths to college.

Finally, little research also investigates the female advantage in relation to college selectivity. Females relative to males are more likely to attend a two-year college rather than a four-year college (Carbonaro et al. 2011). Hearn (1991), using High School and Beyond data finds a statistically significant male advantage in selective institutions over females; however, this is decreasing over time. Davies and Guppy (1997) also find similar male advantages in enrolling into selective institutions, yet this effect was not significant after controlling for academic achievement.

Describe the research method that will be used:

The proposed study will address the following research questions:

What does the female postsecondary advantage in higher education look like? Despite their greater numerical representation in higher education, are women concentrated in less prestigious institutions? What is happening with young men?

To what extent does the female advantage in college destination vary by racial/ethnic groups? What are the initial college destinations of male and female high school graduates of different racial/ethnic groups in the United States (considering 4-year selective, 4-year non-selective, and 2-year institutions)?

What are the gender differences in students' precollege achievement outcomes such as SAT/ACT scores and/or high school GPAs? What are factors produce these gender differences?

To what extent is the female postsecondary advantage explained by students' pre-college academic achievement outcomes?

To what extent do family influences (such as parental educational and occupational background, parents' educational expectations for students, and their level of involvement) potentially impact college destination of male and female high school graduates of different racial/ethnic groups?

To what extent do school and neighborhood conditions influence the college destination of male and female high school graduates from different racial/ethnic groups?

Using data from the Educational Longitudinal Study of 2002 (ELS:2002) I will examine the college enrollment and destinations of male and female high school graduates in 2006. My main independent variable of interest is gender which were measured in 2002 (base year) when students were in tenth grade. I will begin by estimating gender differences in precollege achievement which is seen as the most important predictor of college enrollment (Alon and

Gelbgiser 2011, Ewert 2010, Riegle-Crumb 2010, Cho 2007, Sax and Casandra 2007, Douglas and Anastasia 2005). To estimate gender differences in precollege achievement, I will first model two sets of precollege achievement outcomes which includes SAT scores and GPAs using ordinary least squares (OLS) regression, which is appropriate for interval variables.

Second I will estimate gender differences in college enrollment among those who attend any college versus no college attendance. Logistic regression will be used to isolate the effects of this dichotomous dependent variable: whether students enrolled in a college or not (1=enrolled, 0=not enrolled).

Then I will estimate gender differences across college type including 4-year selective, 4-year non-selective, and 2-year institutions. In doing so, I will model a series of logistic regression equations to examine the likelihood enrolling in each college type among females and males. Gender will be the primary independent variable in the model with a series of dichotomous variables for each college destination versus no college. Then I will include precollege achievement variables which are SAT scores and high school GPAs as intervening variable to examine the extent to which precollege academic achievement explains gender differences in college destination. I will then include family-related variables as controls to examine whether gender differences in college destination can be explained by those variables. Family-related control variables will include socio-economic status of parents (SES), family composition, and the number of in-home siblings. Family-related intervening variables will include parental educational expectations and parental involvement. I will also include high school/neighborhood characteristics as intervening variables, which will be school urbanicity (urban, suburban or rural), school type (public, Catholic or other private), and geographic region of school (Mideast, Midwest, South, West). Finally I will also incorporate some interaction terms between gender and parental educational expectations and parental involvement as intervening variables which might fully or partially explain away the gender difference.

A sample OLS model to predict students' pre-college achievement would be as follows,

$$YSAT = \alpha + \Omega G_i + \Upsilon O_i + \text{£} K_i + \epsilon_i$$

Let YSAT denote the SAT score for student i , G_i represents individual level variables such as gender and race/ethnicity. O_i is family level factors including parental socio-economic background, involvement, family resources, family formation and the number of siblings. K_i observes school level variables such as school type and geography. The same processes that influence high school achievement are implicated in the process of college entry and selectivity.

In the logit model $\ln[p/(1-p)] = \alpha + \beta X + e$; p is the probability that the event Y occurs, $p(Y=1)$. $p/(1-p)$ is the "odds ratio". $\ln[p/(1-p)]$ is the log odds ratio, or "logit". The slope coefficient (β) is interpreted as the rate of change in the "log odds" as X changes, but this is not very useful in interpretations. In this sense, an interpretation of the logit coefficient which is usually more intuitive is the "odds ratio". Therefore, I will report odds ratios and the logit model as follows; $p/(1-p) = \exp(\alpha + \beta \text{Gender} + e)$. In the model, $\exp(\beta)$ is the effect of the independent variable gender on the "odds ratio" of enrolling in college. Using ELS:2002, I will estimate a set of logit models for all higher education entry outcomes;

a) Odds of college enrollment $p/(1-p) = \exp(\alpha + \beta_1 \text{Gender})$

b) Odds of college enrollment $p/(1-p) = \exp(a + \beta_1 \text{ Gender} + \beta_2 \text{ SAT} + \beta_3 \text{GPA})$

c) Odds of college enrollment $p/(1-p) = \exp(a + \beta_1 \text{ Gender} + \beta_2 \text{ SAT} + \beta_3 \text{GPA} + \beta_4 \text{SES})$

d) Odds of college enrollment $p/(1-p) = \exp(a + \beta_1 \text{ Gender} + \beta_2 \text{ SAT} + \beta_3 \text{GPA} + \beta_4 \text{SES} + \beta_5 \text{ parental expectation} + \beta_6 \text{ parental involvement} + \beta_7 \text{ family composition} + \beta_8 \text{ siblings})$

e) Odds of college enrollment $p/(1-p) = \exp(a + \beta_1 \text{ Gender} + \beta_2 \text{ SAT} + \beta_3 \text{GPA} + \beta_4 \text{SES} + \beta_5 \text{ Parental expectation} + \beta_6 \text{ Parental involvement} + \beta_7 \text{ family composition} + \beta_8 \text{ siblings})$

f) Odds of college enrollment $p/(1-p) = \exp(a + \beta_1 \text{ Gender} + \beta_2 \text{ SAT} + \beta_3 \text{GPA} + \beta_4 \text{SES} + \beta_5 \text{ Parental expectation} + \beta_6 \text{ Parental involvement} + \beta_7 \text{ family composition} + \beta_8 \text{ siblings} + \beta_9 \text{ high school type} + \beta_{10} \text{ urbanicity} + \beta_{11} \text{ geography})$

g) Odds of college enrollment $p/(1-p) = \exp(a + \beta_1 \text{ Gender} + \beta_2 \text{ SAT} + \beta_3 \text{GPA} + \beta_4 \text{SES} + \beta_5 \text{ Parental expectation} + \beta_6 \text{ Parental involvement} + \beta_7 \text{ family composition} + \beta_8 \text{ siblings} + \beta_9 \text{ high school type} + \beta_{10} \text{ urbanicity} + \beta_{11} \text{ geography} + \beta_{12} \text{ gender*parental expectation} + \beta_{13} \text{ gender*parental involvement})$

Uploaded Appendix Document(s):

- [Figure 1](#)

Project Description II

Will you use NCES target dataset? Yes

Please check all NCES datasets that apply

- Educational Longitudinal Study of 2002 (ELS: 2002)

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

I propose to analyze the Education Longitudinal Study of 2002 (ELS:2002) which follows a nationally representative cohort of students from 2002, when they were high school sophomores, through their postsecondary education. The ELS includes 16,197 10th grade students in 752 schools, which represent 3.4 million students as of 2002 in the United States. The analytic sample of this research will include all high school graduates who remained in the study from 2002-2006. The choice of data is important for this proposed dissertation since ELS:2002 the most recent longitudinal dataset spanning high school to postsecondary enrollment.

Educational Longitudinal Study of 2002 (ELS:2002) allows me to investigate students' transition from high school to college. I will use the restricted version of ELS:2002, which includes more detailed information such as students' high school GPAs and the selectivity of postsecondary institutions which are not available in the public use data. Also, compared to the parallel datasets with similar designs, the ELS provides more recent data than the National Education Longitudinal Study (NELS) and High School and Beyond (HSB).

List of Primary Variables

BYSEX

BYRACE

BYSTEXP

BYS57

BYS58

BYMOTHED

BYFATHED

BYOCCUM

BYOCCUF

Or BYSES1, BYSES2

BYFCOMP

BYSIBHOM

BYPARASP

BYS85A

BYS85B

BYS86A

BYS86B

BYS86C

BYS86D

BYS86E

BYS86F

BYS86G

BYS86H

BYS86I

BYCTRL

BYURBAN

BYREGION

BYSCHZIP

F2EDLEVEL

F2ISELC

F2SATV25, F2SATV75

F1RGP

Will you use NSF target dataset? No

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

Will you address the NPEC focus topic? No

If yes, please briefly describe:

Project Description III

Provide a timeline of key project activities:

May 2012

- Complete in-depth literature review

June 2012

- Finalize introduction chapter, detailed review of literature, and theoretical framework.
- Begin data cleaning

July 2012

- Complete data cleaning and editing procedures.
- Submit a conference proposal to the American Educational Research Association (AERA) 2013 Annual Conference

August 2012

- Begin descriptive and inferential statistics

September 2012

- Conduct final statistical data analyses and write preliminary results
- Submit a conference proposal to The Association for Institutional Research (AIR) 2013 Annual Forum

October 2012

- Write first data chapter.

November 2012

- Write second data chapter
- Prepare a mid-year progress report to AIR
- Present preliminary research findings the sociology department faculty and graduate students at Syracuse University.

December 2012

- Write third data chapter.
- Submit a conference proposal to the Eastern Sociological Society (ESS) 2013 Annual Conference
- Submit the progress report to AIR

January 2013

- Write summary and conclusions

February 2013

- Revise dissertation chapters

March 2013

- Prepare manuscripts to peer-reviewed journals.
- Present research at ESS.

April 2013

- Make final revisions
- Present research at AERA
- Oral defense of dissertation to the committee

May 2013

- Submit the final report to AIR
- Submit manuscripts to peer-reviewed journals
- Present research at the AIR 2013 Forum

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

I will write mid-year and final research papers for AIR. The intended audience for my work is education researchers and policymakers. I will present preliminary research findings to the sociology department faculty and graduate students at Syracuse University. I intend to present my research at the annual meetings of the Association for Institutional Research, the Eastern Sociological Society, and the American Educational Research Association. I also plan to submit the research to leading academic journals in the field.

Describe how you will disseminate the results of this research:

I will disseminate my findings through academic meetings and publications. Possible academic journals to submit my research to include Sociology of Education, Research in Higher Education, Journal of Higher Education, the American Sociological Review, and American Education Research Journal. I will be preparing manuscripts during March 2013, and will finally submit them around late May 2013. Likely conference outlets include the annual meetings of the

Association for Institutional Research, the Eastern Sociological Society, and the American Educational Research Association. I also intend to make the results of my research available to the media for wider public dissemination.

Provide a reference list of sources cited:

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IRB Statement

Statement of Institutional Review Board approval or exemption:

I have already received IRB approval (IRB #: 11-323) for exemption. It has been determined by the IRB the propose study qualifies for exemption and is assigned to category 4. This authorization will remain active for a period of five years from December 13, 2011 until December 12, 2016.

Statement of Use of Restricted Datasets

I will use the restricted version of ELS:2002, which includes more detailed information such as students' high school GPAs and the selectivity of postsecondary institutions which are not available in the public use data. I have already obtained the license issued by IES Data Security Office in Department of Education. I will never use data to identify respondents. I will follow the regulations outlined by NCES for data security. In doing so, I will be sure; to submit all draft reports, documents, presentations, and statistical output to IES (the Institute of Education Sciences) for a disclosure review prior to distributing them to non-Licensed persons.

- to use restricted-use data only in my secure project office as listed in my Security Plan form. I will not use the data at home or other unauthorized locations. I will never take the data out of the secured office

I have successfully completed all of the requirements of the Institute of Education Sciences restricted-use data security training. Additionally, I have also completed Social/Behavioral Basic Research Course - Human Subjects Research Curriculum administered by CITI Collaborative Institutional Training Initiative.

Biographical Sketch

Gokhan Savas is a fifth year doctoral candidate in sociology at Syracuse University. He holds an M.A. in sociology, and a certificate of advanced studies in women's and gender studies (C.A.S.) from Syracuse University. He has taken his doctoral comprehensive exams from Sociology of Education, Critical Race Theory in Education, and Quantitative Methodology. Preparing those exams has equipped him with rich and recent knowledge so that he would be in a position in the future to continue doing research in the field of education. As a quantitative researcher in education, he is broadly interested in social inequality particularly pertaining to the intersections of gender, race, and social class; achievement and attainment in postsecondary education; international immigration and the children of immigrants; and critical race theory. Recently he has been working on gender and racial differences in students' college destinations.

He has a great passion for educational research especially because the subject has always been interesting to him. His interest in educational research dates back to 2006, when as a researcher he collected and analyzed data from Bartın Province in Turkey for the "External Evaluation Research of the Girls' Education Campaign" organized by UNICEF and the Turkish Ministry of Education. In this project, he addressed the issue of gender inequality in educational attainment and achievement. Conducting this field work has inspired him to continue doing scholarly work in the field of education--especially to better understand and analyze access, choice, and equity in education, which are also crucial social issues in the United States.

In 2009 and 2010, he was invited to attend highly selective workshops on the National Education Longitudinal Study of 1988 (NELS:88) and the Educational Longitudinal Study of 2002 (ELS:2002), which is a database that he is utilizing in his dissertation. Those data workshops organized by the Department of Education deeply helped him deepen his understanding about leading educational datasets. He has utilized NELS for several research projects including one with Dr. Yingyi Ma. In this project, they investigate the concept of "educational credentialism" and its outcomes in the United States by examining the relationship between students' field of study and their labor market outcomes. Their article entitled "Which is More Consequential for Income Disparity among College Graduates: Fields of Study or Institutional Selectivity?" is now under review for the *Research in Social Stratification and Mobility* which is the official journal of the International Sociological Association (ISA) on Social Stratification and Mobility section. Gokhan has another upcoming publication with Dr. Ma, which is entitled "Gender Inequality: Returns to Educational Investments". This entry will be published in *Sociology of Education: An A-to-Z Guide*: SAGE Publication in 2013.

In another ongoing project, he has worked with Drs. Amy Lutz and Pamela Bennett. Using data from ELS:2002, they examine native/immigrant differences in college destinations of high school graduates after the Grutter Supreme Court decision. They focus on the importance of SAT scores and affirmative action policies in college destinations. Their research will be submitted to a leading educational journal such as *Sociology of Education*.

He also has other published articles in *European Journal of Social Sciences*; *Race, Gender & Class*; *Journal of Sociological Research* (Official Journal of Turkish Sociological Association), and *Journal of International Human Sciences*. His most recent article "Understanding Critical Race Theory as a Framework in Educational Research: Students of Color in American Higher Education" is now under review for the *British Journal of Sociology of Education*. Gokhan has served as a reviewer for the *Journal of Family Issues* and the *Sociological Quarterly*. He was also an associate editor for *The Maxwell Review* which is an interdisciplinary journal of scholarship and ideas, published by the Maxwell School at Syracuse University. He is currently a graduate representative to faculty meetings in his department.

As a teaching assistant at Syracuse University, he has TAed several courses including Introduction to Sociology, Sociology of Sex and Gender, Asian American Experiences in Education and Work, Quantitative Methods for the Social Sciences. Additionally, Gokhan has taught some courses independently such as Introduction to Sociology and Sociology of Families. He has also an opportunity to pursue academic training as an instructor at SUNY Cortland, Department of Sociology/Anthropology where he will teach the course *Methods of Social Research II*, an upper-level course in sociological research methods.

After completing his dissertation, he hopes to pursue his career as a post-doctoral fellow or a tenure-track assistant

professor in a leading research university in the United States.

Budget Requirements

Salary/Stipend: \$15500.00
Tuition and fees: \$0.00
Travel: \$1500.00
Other travel related expenses: \$3000.00
Other research expenses: \$0.00
Total Request: \$20000.00

Funding History

I was a recipient of merit based scholarship for my M.A. program between 2007 and 2009 from the Turkish Ministry of National Education. I have been a recipient of full-time graduate assistantship from the Department of Sociology at Syracuse University. I will not have funding for the 2012-2013 academic year.

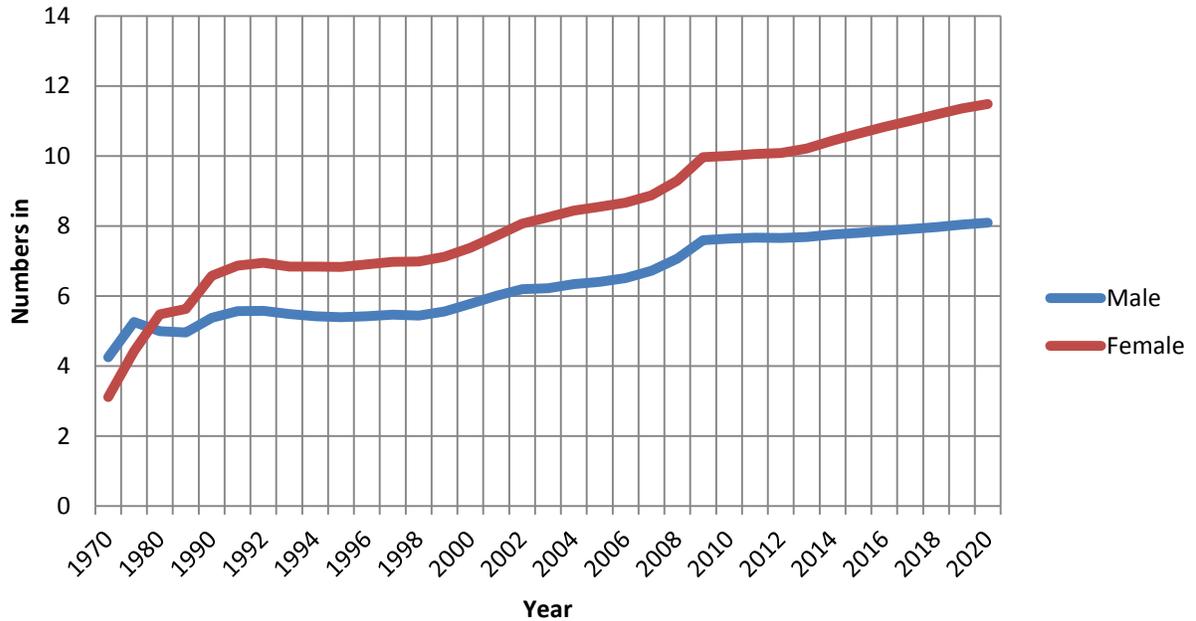
I have applied for a dissertation grant sponsored by AERA, and the decisions will be announced by the end of February 2012.

The proposed research has not received any funding before. Also, I have not received any prior grants from AIR.

Letter of Support from Dissertation Faculty Advisor

- [Letter of Support](#)

Figure 1. Number of actual and projected undergraduate enrollment in degree-granting postsecondary institutions, by sex



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.