Influence of Student and Parent Expectations upon Post-Secondary Plans: An Analysis of Student Demographics, Family Characteristics, and School Factors

Lan Duo, Pingping Liu, and Christine Rabbitt
Steinhardt School of Culture, Education, and Human Development
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Motivation

Expansion of High School Education in the United States
The Need to Address the Educational Attainment Gap Among Students of All Academic Achievement Levels, Race, & Socioeconomic Status
Demand for Increased College Access and Policy Initiatives to Improve Completion Rates & Retention, Cuts & Degree Attainment

Research Hypotheses

1.) Student’s post-secondary expectations align with the development of higher education plan upon graduation from high school.

2.) Parents’ expectation for their child influences the student’s decision to attend college.

Sample and Measures

High School Longitudinal Study of 2009 (HLS:09)

Nationally representative longitudinal study of 23,686 9th-grade students.

- Selected 5,298 in Fall 2009 and 12,799 in Fall 2010.

- Students followed throughout high school and postsecondary years.

- Students, parents, teachers, school administrators, and school counselors completed surveys.

Follow-up Data:

- Fall 2011 regarding postsecondary plans (43% available 2013)

- Fall 2012 regarding postsecondary plans (48% available 2013)

- Fall 2013 regarding postsecondary plans (47% available 2015)

- Fall 2014 regarding postsecondary plans (47% available 2015)

Sample Characteristics:

11,024 student observations including their parents’ family income and education, school programs provided and student participation indicators.

Table 1: Regression of student expectations on receiving Bachelor Degree (BA) in 11th grade

<table>
<thead>
<tr>
<th>Variable</th>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
<th>Model 4</th>
<th>Model 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s expectation AA or BA</td>
<td>0.065</td>
<td>0.065</td>
<td>0.041</td>
<td>0.064</td>
<td>0.064</td>
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<tr>
<td>Student’s expectation Master or PhD</td>
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<td>0.181</td>
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<tr>
<td>Parents’ expectation Master or PhD</td>
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<tr>
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<td>High student participation in programs</td>
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Table 2: Regression of student expectations on receiving Associate Degree (AA) in 11th grade

<table>
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<th>Variable</th>
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<tbody>
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<td>Student’s expectation Master or PhD</td>
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<td>0.004</td>
<td>0.006</td>
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<td>0.010</td>
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<tr>
<td>Parents’ expectation Master or PhD</td>
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<td>0.006</td>
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<td>0.010</td>
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<tr>
<td>Parents’ expectation AA or BA</td>
<td>0.004</td>
<td>0.004</td>
<td>0.006</td>
<td>0.007</td>
<td>0.010</td>
</tr>
</tbody>
</table>

Conceptual Framework

Student’s Expectation

Parent’s Expectation

Family Controls

School-Based College Access Programs

Empirical Framework

Student’s expectations on receiving Bachelor Degree (BA) in 11th grade

Parent’s expectations on receiving Bachelor Degree (BA) in 11th grade

Significance of Student Expectations upon College Enrollment

- Ingels & Halpern (2004) found that 75% of 12th graders expect to receive BA or higher.
- Rosier (2004) finds similar expectations among low- and high-income students but lower expectations for African Americans.
- Graduates (2004) indicate that parental education, parental expectations, and peer influence shape student expectations and college attendance.
- Denny & Allison-Rollins (2008) find that minority students tend to have higher expectations regarding postsecondary plans than majority students.
- McNeil et al. (2011) find that social class, race, and immigration status are important factors in determining college attendance.

Student & Parent Expectations in 9th Grade upon Student’s Postsecondary Plan in 11th Grade

- The overall parent’s expectations are higher than student expectations.
- The gender gap indicates that the male’s college plans are lower than both female parents and student expectations.
- African American student expectations are lower than other racial groups.

Discussion of Findings

Expectations Lead to College Plans:

- Expectations of both students’ and parents’ having a higher education positively affect a student’s 12th grade plan to receive a Bachelor’s Degree.
- Conversely, higher expectations from students’ and parents’ negatively affect a student’s 12th grade plan to earn an Associate’s Degree.

School-Based Programs & Participation:

- Existence of school college access programs was significantly associated with students’ plans, however, student participation in school-based college access programs was positively significant in student’s plan to earn a Bachelor’s Degree.

Next Steps and Implications

Next Steps:

- Analyze student enrollment trends from HLS:09 Fall 2013 data.
- Follow-up after 4 years to determine if expectations and the presence of a post-secondary plan impacts matriculation into college.
- Consider examining additional variables.

Implications:

- Promote School-Based College Access Programs.
- Begin college orientation early to encourage participation in college access programs to increase likelihood of enrolling in postsecondary education.

Thank You!

Professor Maryle Weinstein for your valuable guidance and ongoing support throughout the semester.

EDSP faculty for sharing your knowledge, nurturing our development, and encouraging our curiosity in the field.

Our families, friends and loved ones for their perseverance and patience throughout the program.

Contact Information

Steinhardt School of Culture, Education, and Human Development