Preparing Students for College:

What High Schools Are Doing and How Their Actions Influence Ninth Graders' College Attitudes, Aspirations, and Plans

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Introduction

- The U.S. is now 16th out of 36 developed countries in the percentage of workers age 25 through 34 who hold a postsecondary credential. [1]
- Boosting postsecondary educational attainment is crucial in order to ensure America's continued economic competitiveness.
- Postsecondary education is also important for the well-being of individual citizens: Americans with a Bachelor's or advanced college degree have higher average earnings and face lower levels of unemployment than individuals with only a high school diploma.

It is thus essential to facilitate students' transition from high school to postsecondary education.

1. Organisation for Economic Co-operation and Development (OECD). (2011). *Education at a Glance 2011: Highlights.* Paris: OECD Publishing. Retrieved May 17, 2012, from http://www.oecd.org/dataoecd/61/5/48631550.pdf.

Research Questions

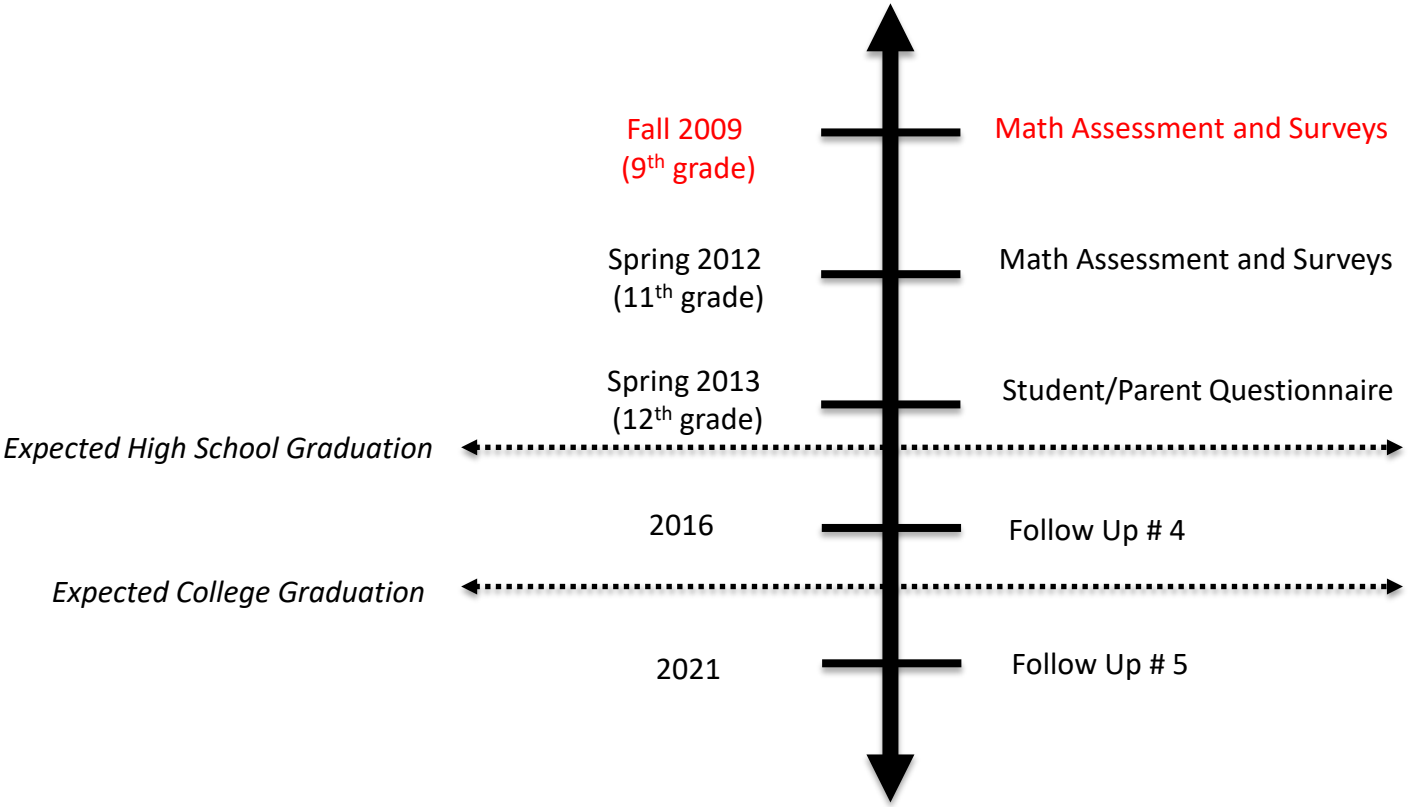
- What are students' trajectories from the beginning of high school into postsecondary education, the workforce, and beyond?
- What majors and careers do students decide to pursue when, why, and how?
- How do students choose science, technology, engineering, and math (STEM) courses, majors, and careers?

Data

High School Longitudinal Study of 2009

- Nationally representative, longitudinal study of over 23,000 9th grade students enrolled in 944 public and private schools
- Follows students through high school, postsecondary education, and into the workforce
- Surveyed students, parents, school counselors, school administrators and math and science teachers
- Incorporated a mathematics assessment which tested algebra, problem-solving, and reasoning skills

High School Longitudinal Study Timeline



This report analyzes data collected during the first wave of the study in 2009.

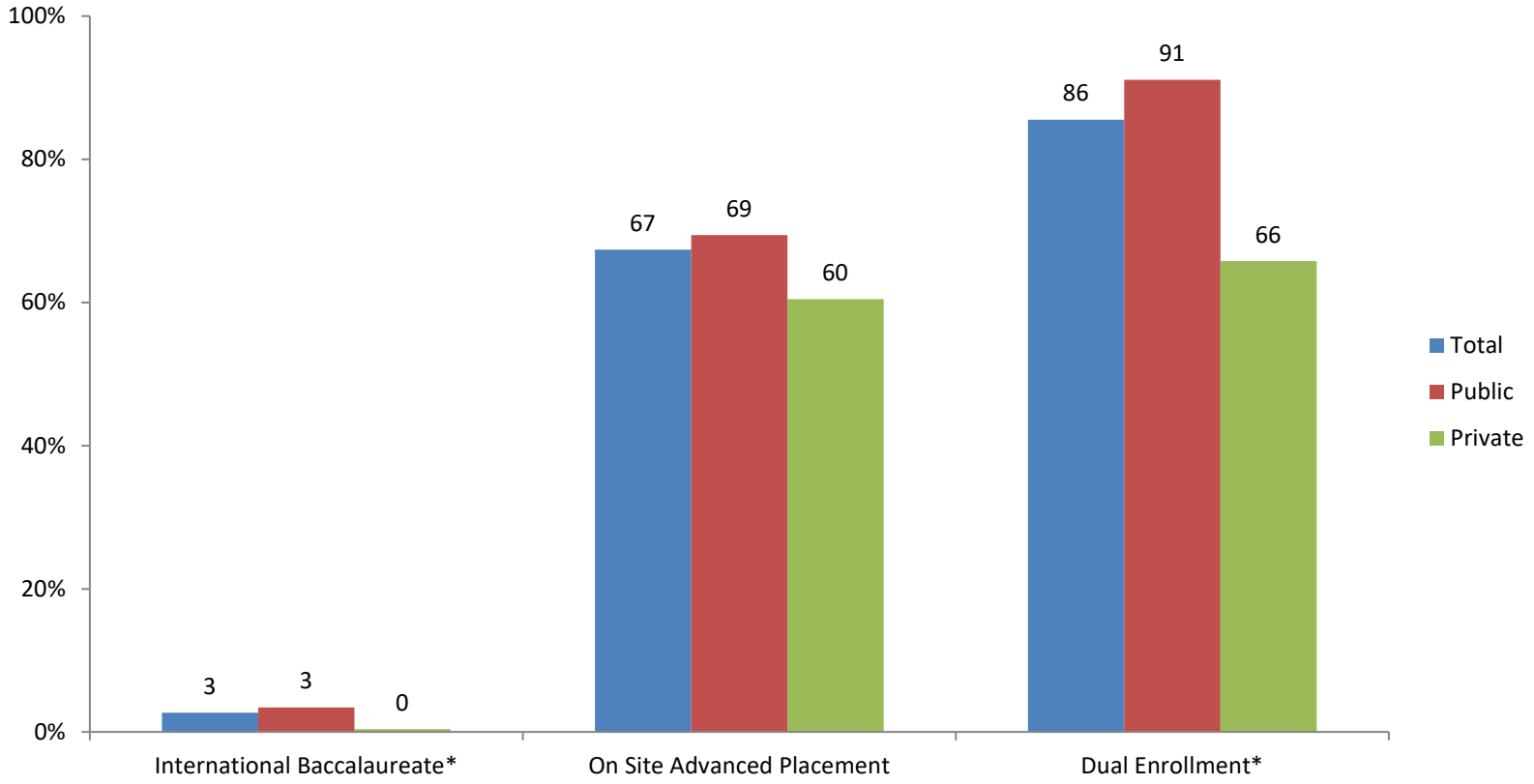
Part I

High Schools' College-Level Offerings and Counseling Characteristics

College-Level Course Offerings

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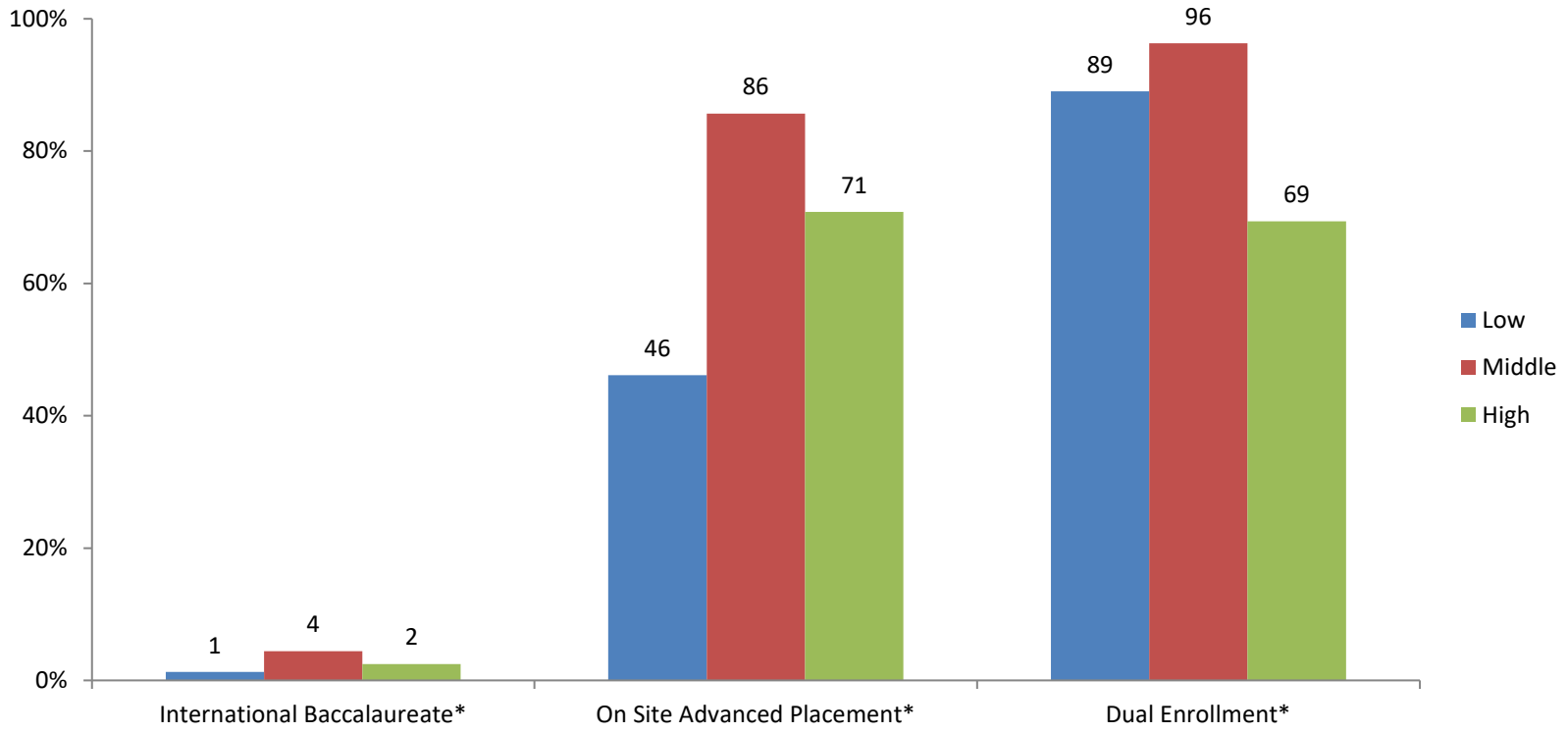
College-Level Courses, by High School Type



Notes: Estimates are weighted by W1SCHOOL. Differences that are statistically significant at the .05 level or below are indicated using a *.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

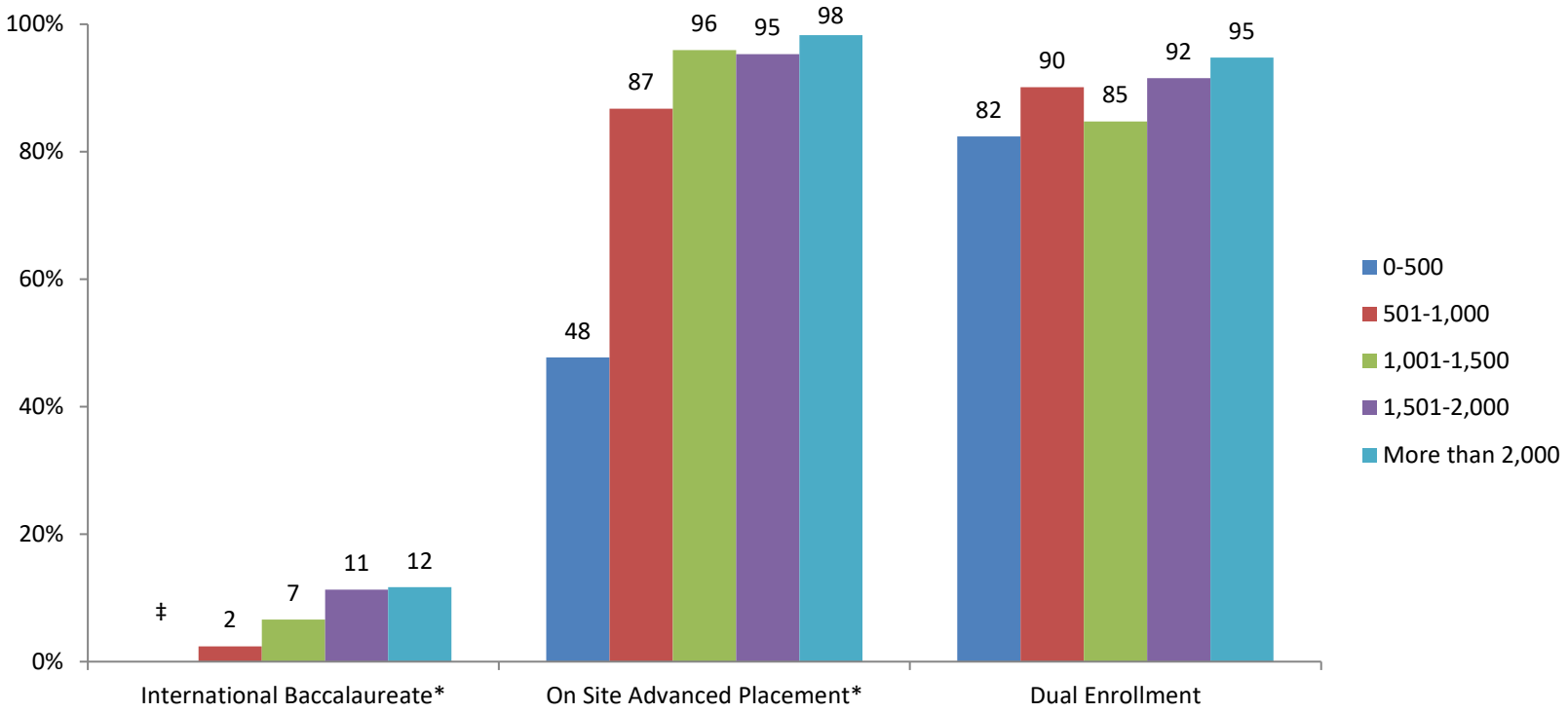
College-Level Courses, by Four-Year College-Going Rate



Notes: Estimates are weighted by W1SCHOOL. Differences that are statistically significant at the .05 level or below are indicated using a *. Low, middle, and high categories represent four-year college-going rates of 0-33, 34-67, and 68-100 percent, respectively.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

College-Level Courses, by School Size



‡ Reporting standards not met.

Notes: Estimates are weighted by W1SCHOOL. Differences that are statistically significant at the .05 level or below are indicated using a *.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

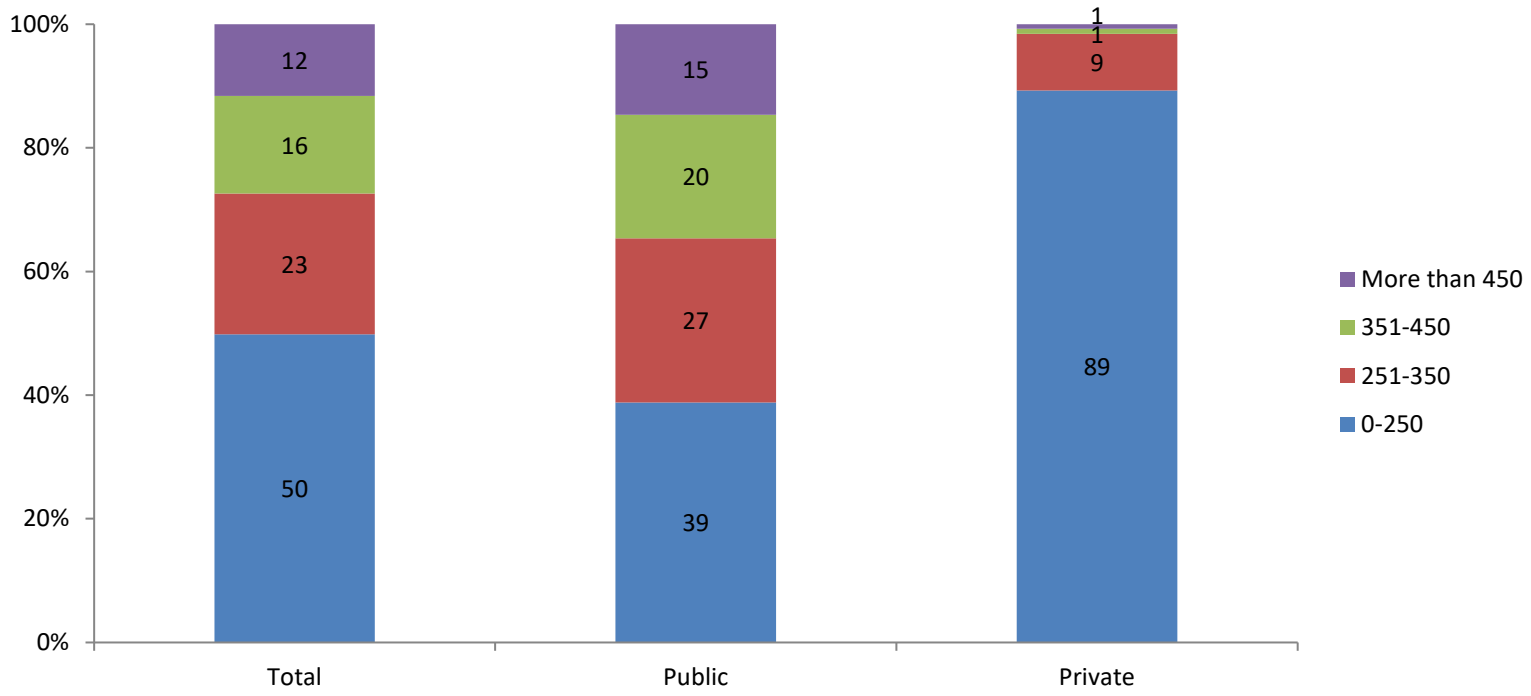
Percentage of Public Schools Offering AP Courses On Site and College-Prep Programs, by Percentage of Students Receiving Free or Reduced-price Lunch

	Offer AP courses On Site (%)	Offer College-prep Program Like Upward Bound (%)
Percentage of Students Receiving Free or Reduced-price Lunch		
0-19	93.8	28.2
20-39	76.3	33.4
40-59	49.6	47.6
60 or More	75.3	64.5

Notes: Estimates are weighted by W1SCHOOL.
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

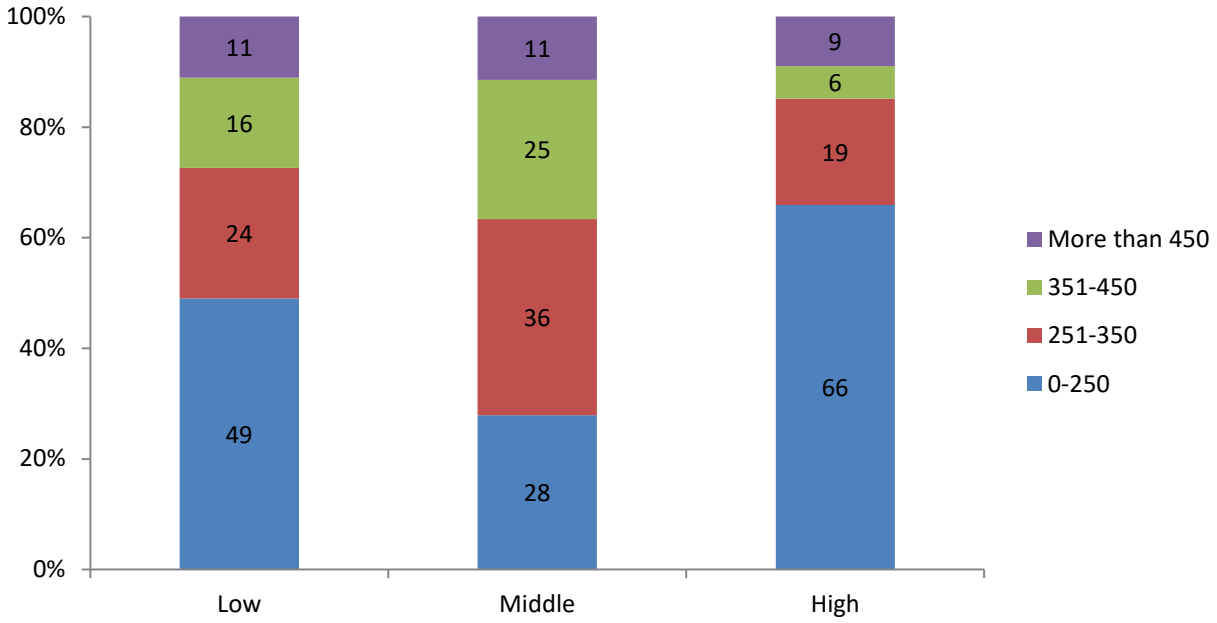
Counselors' Time

Median Caseload Per School Counselor, by High School Type



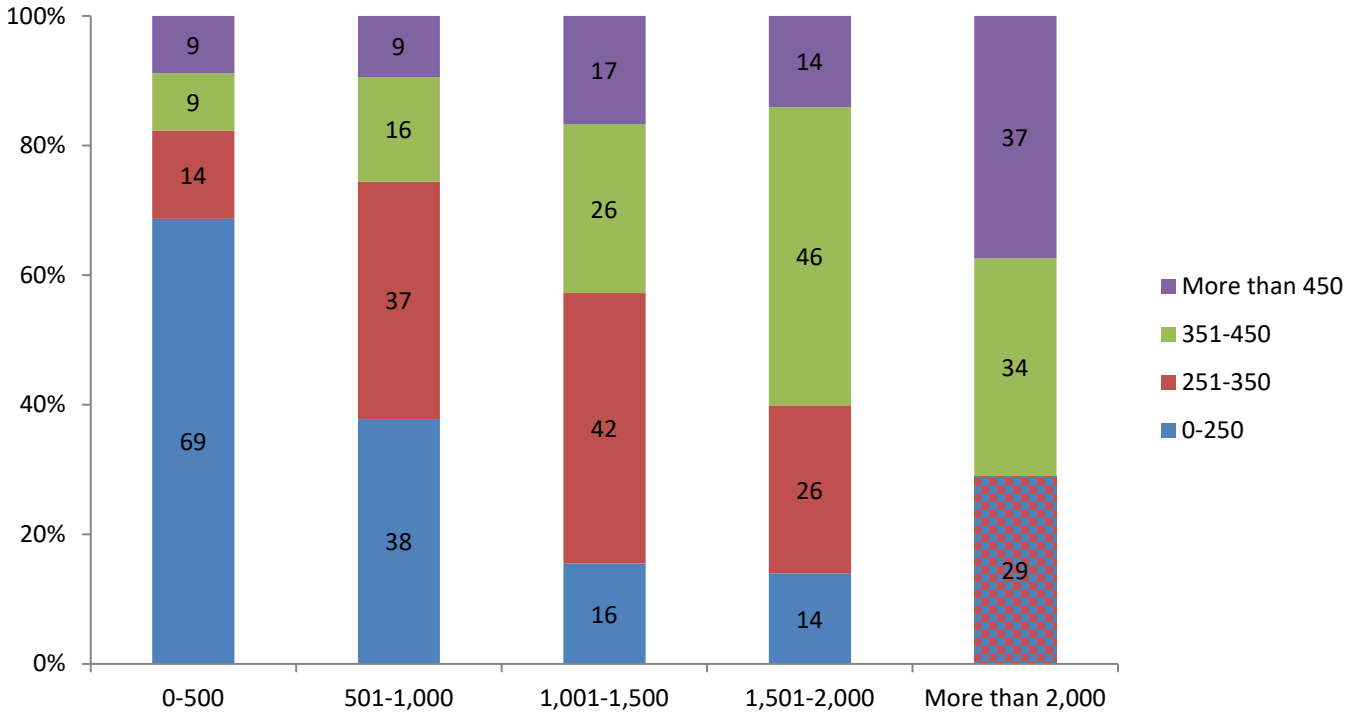
Notes: Estimates are weighted by W1SCHOOL. Details may not sum to totals due to rounding.
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

Median Caseload Per School Counselor, by Four-Year College-Going Rate



Notes: Estimates are weighted by W1SCHOOL. Low, middle, and high categories represent four-year college-going rates of 0-33, 34-67, and 68-100 percent, respectively. Details may not sum to totals due to rounding.
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

Median Caseload Per School Counselor, by School Size



Notes: Estimates are weighted by W1SCHOOL. Due to small sample sizes, caseloads of 0 to 250 and 251 to 350 were combined for schools with more than 2,000 students. Details may not sum to totals due to rounding.
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

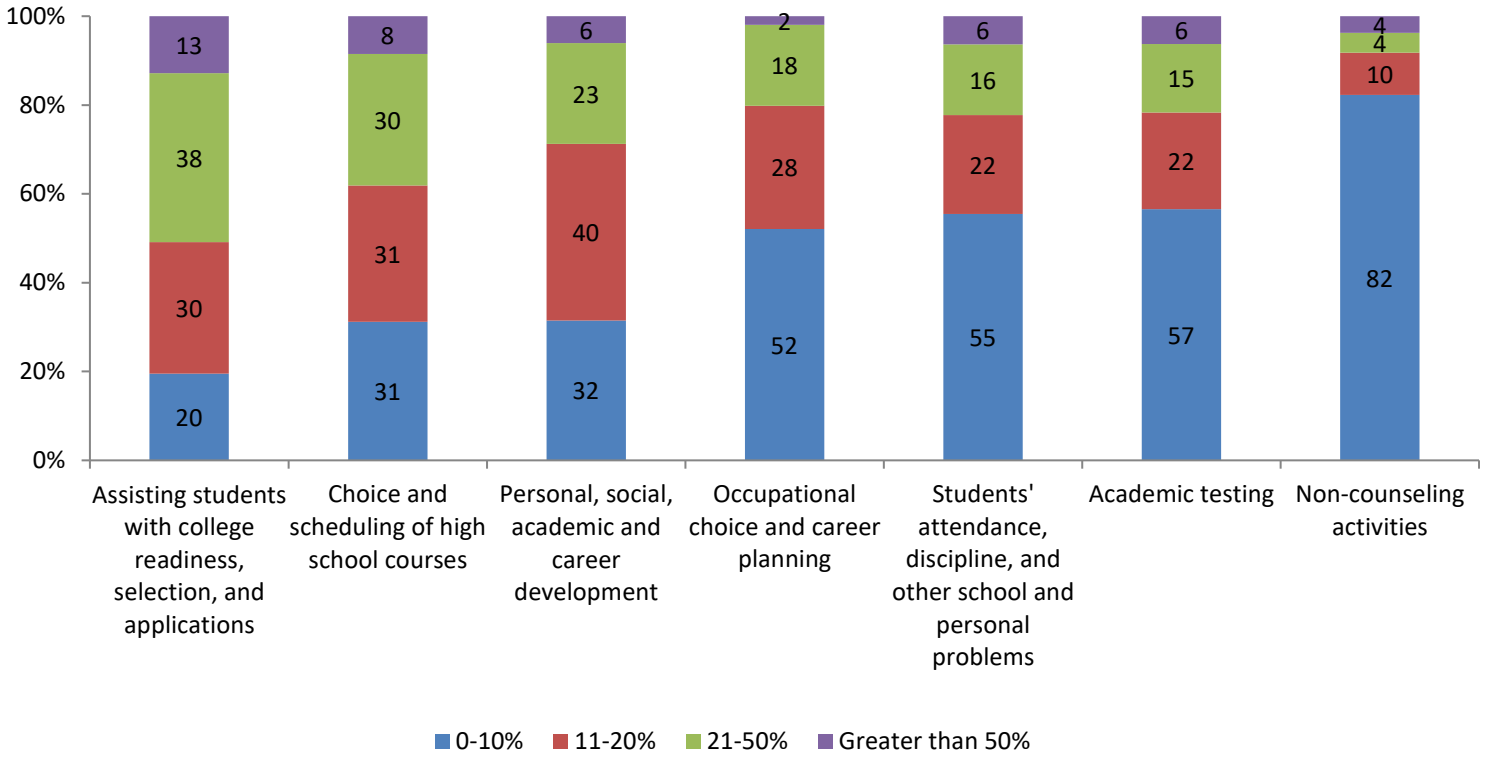
Median Counselor Caseload, by High School Characteristics

High School Characteristic	Caseload
School Type	
Public	299
Private	106
Four-Year College-Going Rate	
Low	261
Middle	323
High	234
School Size	
0-500	183
501-1,000	293
1,001-1,500	346
1,501-2,000	391
2,000+	423

Notes: Low, middle, and high categories represent four-year college-going rates of 0-33, 34-67, and 68-100 percent, respectively.

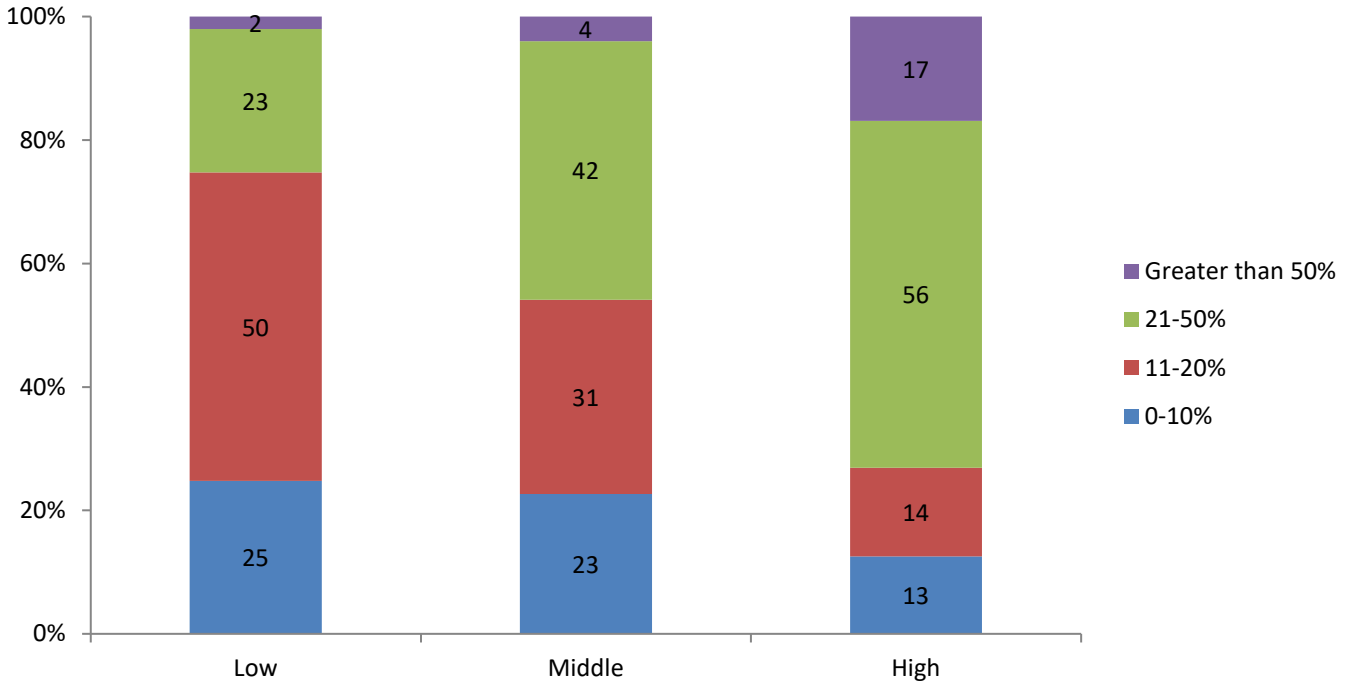
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

Percentage of Time Counseling Staff Spent on Various Counseling Activities



Notes: Estimates are weighted by W1SCHOOL. Details may not sum to totals due to rounding.
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

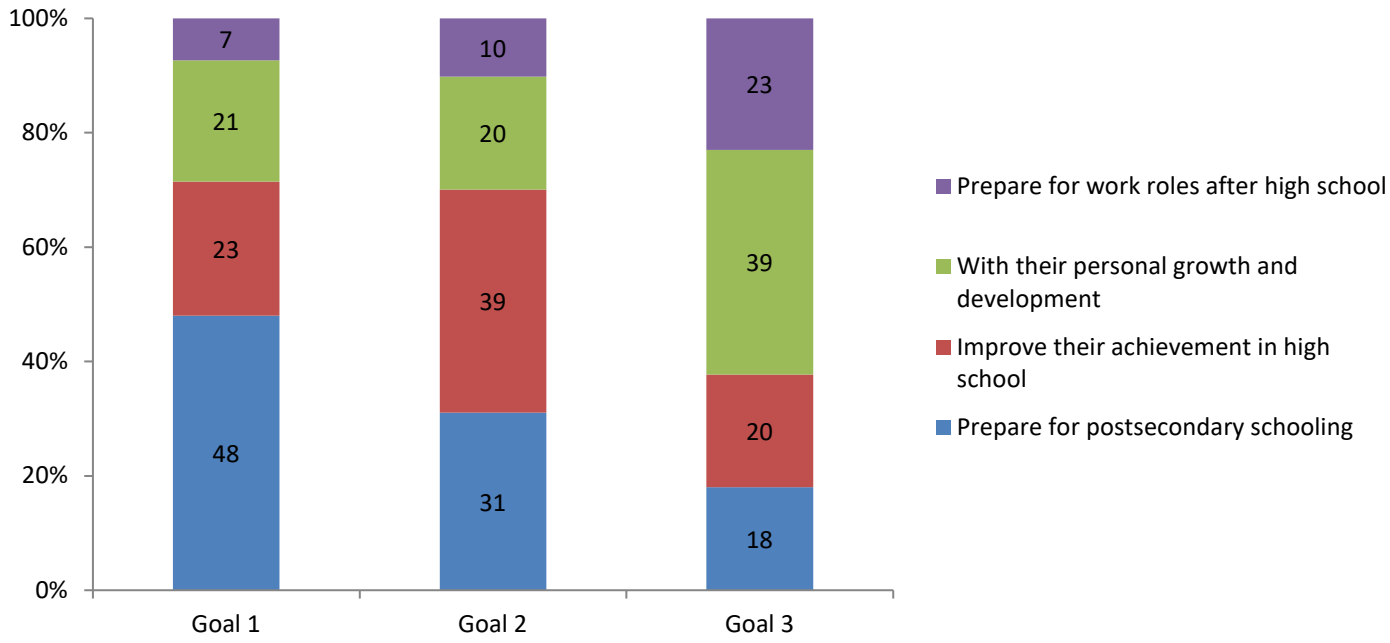
Percentage of Time Counseling Staff Spent Assisting Students with College Readiness, Selection, and Applications, by Four-Year College-Going Rate



Notes: Estimates are weighted by W1SCHOOL. Low, middle, and high categories represent four-year college-going rates of 0-33, 34-67, and 68-100 percent, respectively. Details may not sum to totals due to rounding.
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

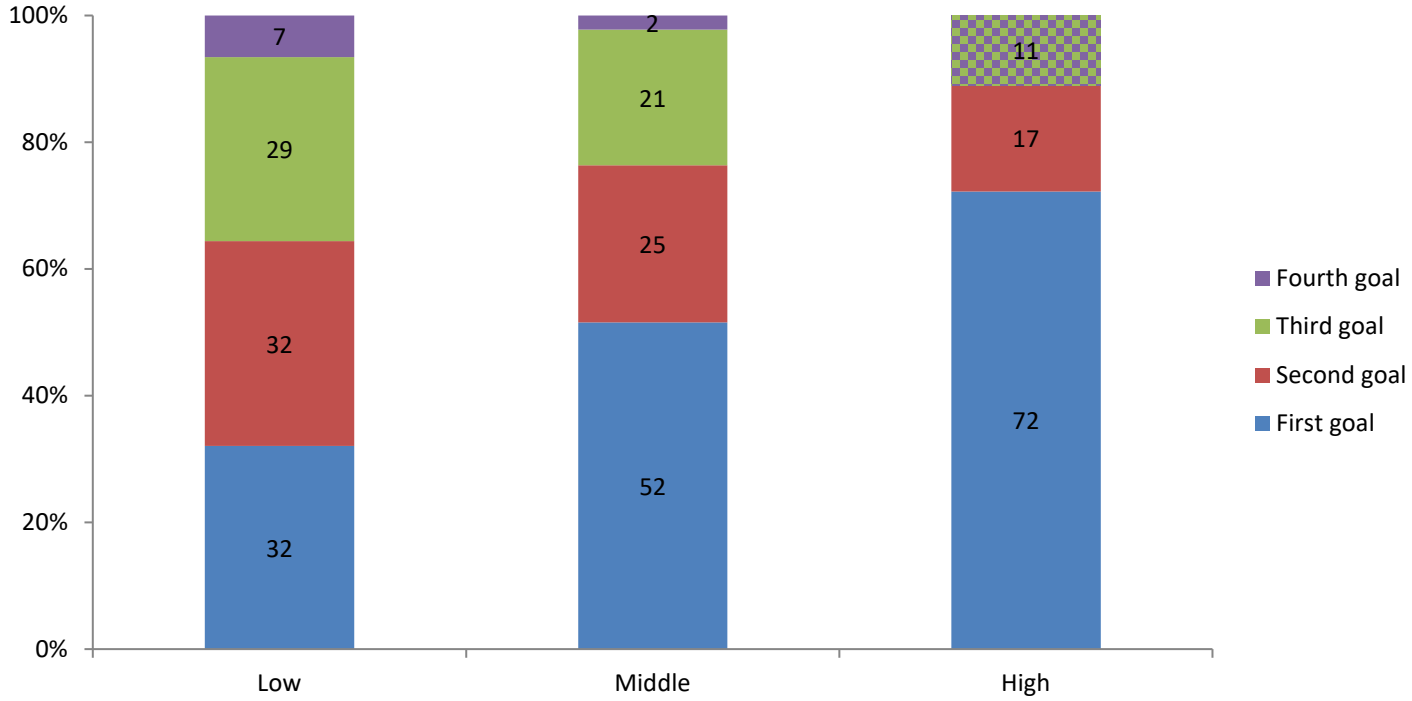
Counselors' Attitudes

Percentage of Counselors Reporting that their Program's Primary, Secondary, and Tertiary Goals are to Help Students



Notes: Estimates are weighted by W1SCHOOL. Details may not sum to totals due to rounding.
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

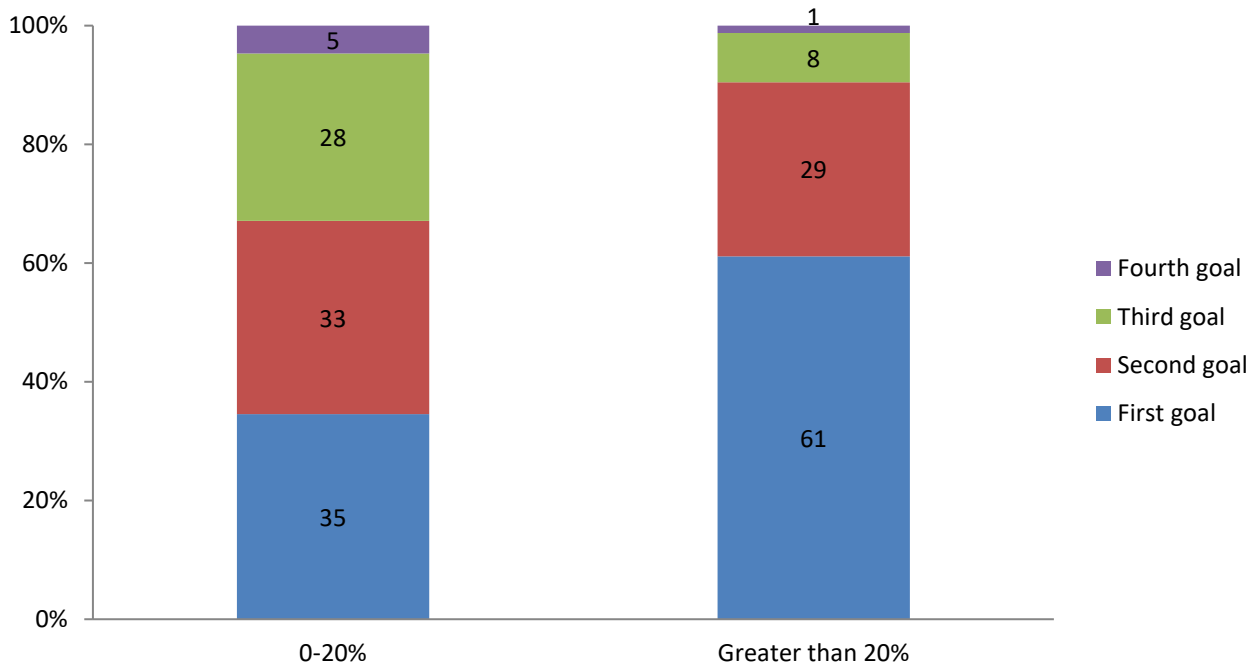
Emphasis Counseling Program Places on Preparing Students for Postsecondary Schooling, by Four-Year College-Going Rate



Notes: Estimates are weighted by W1SCHOOL. Low, middle, and high categories represent four-year college-going rates of 0-33, 34-67, and 68-100 percent, respectively. Due to small sample sizes, "third goal" and "fourth goal" categories were combined for high schools with high four-year college-going rates. Details may not sum to totals due to rounding.

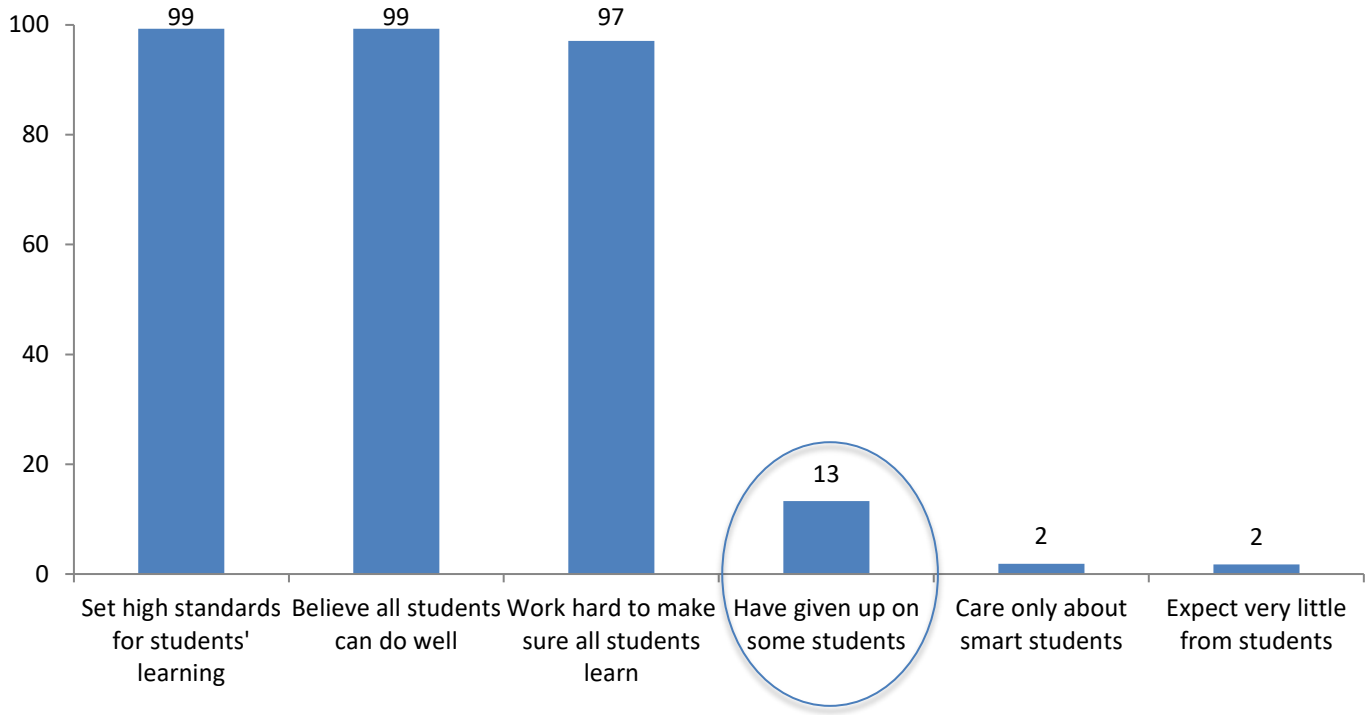
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

Emphasis Counseling Program Places on Preparing Students for Postsecondary Schooling, by Percentage of Hours Counseling Staff Spent on College Readiness, Selection, and Applications



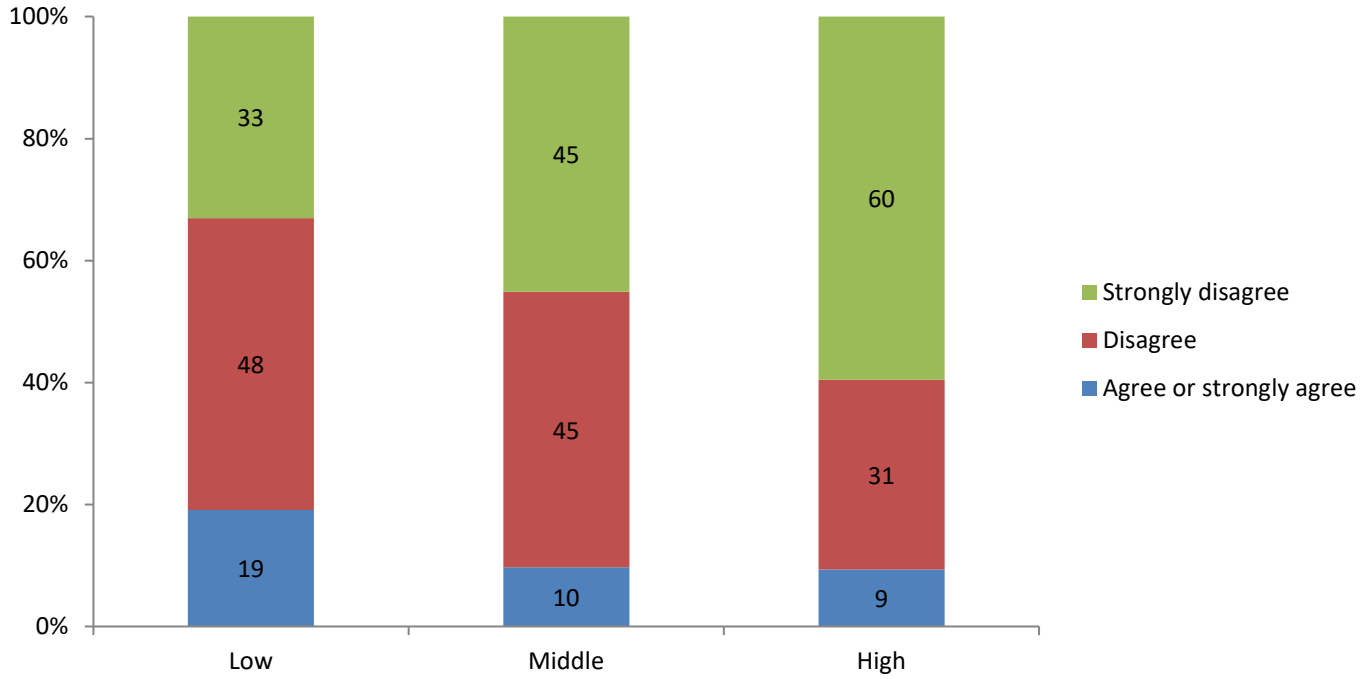
Notes: Estimates are weighted by W1SCHOOL. Details may not sum to totals due to rounding.
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

Percentage of Counselors Who Agreed or Strongly Agreed that Counselors at their School:



Notes: Estimates are weighted by W1SCHOOL.
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

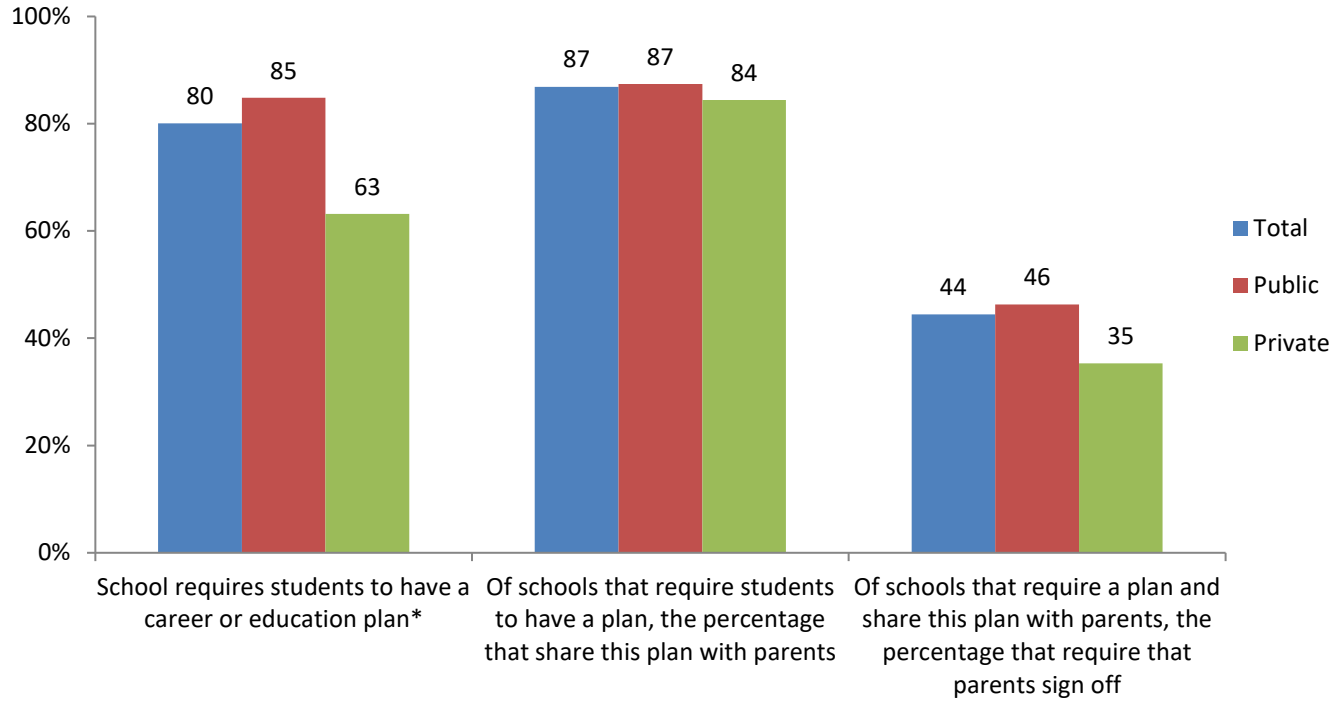
Percentage of Counselors Who Agree or Strongly Agree that Counselors at their School Have Given Up on Some Students, by Four-Year College-Going Rate



Notes: Estimates are weighted by W1SCHOOL. Low, middle, and high categories represent four-year college-going rates of 0-33, 34-67, and 68-100 percent, respectively. Details may not sum to totals due to rounding.
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

Counselors' Actions

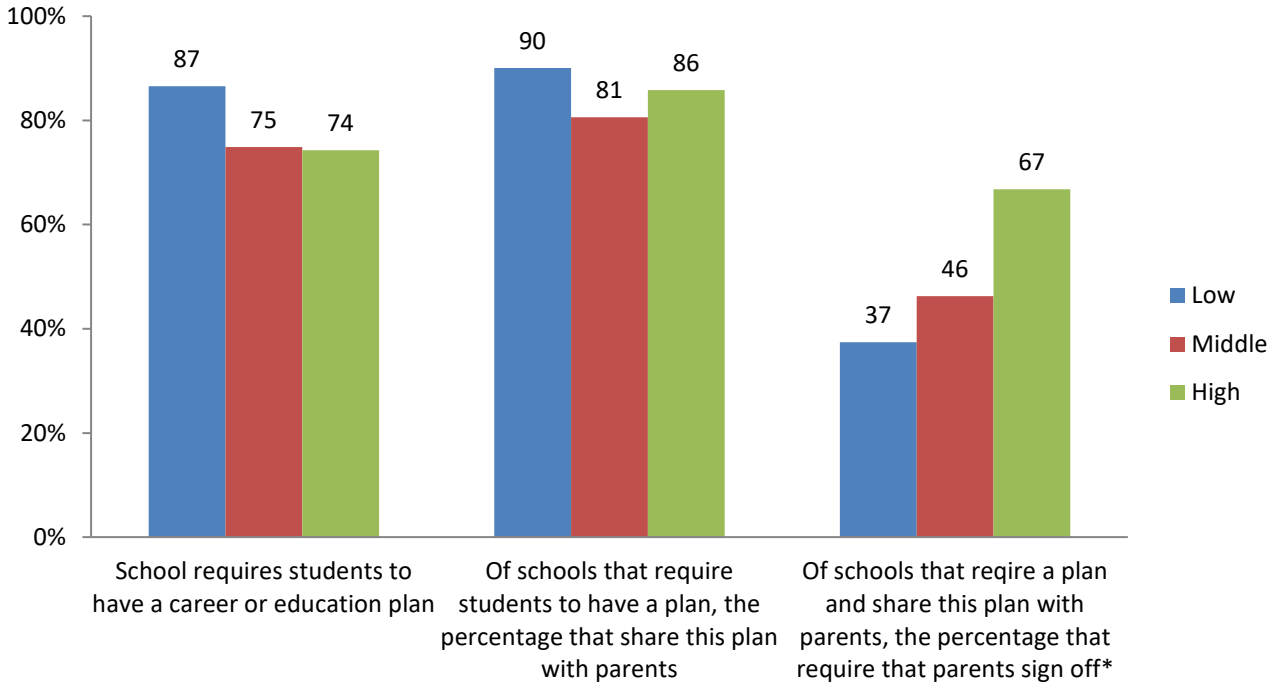
Career or Education Plan Requirements, by High School Type



Notes: Estimates are weighted by W1SCHOOL. Differences that are statistically significant at the .05 level or below are indicated using a *.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

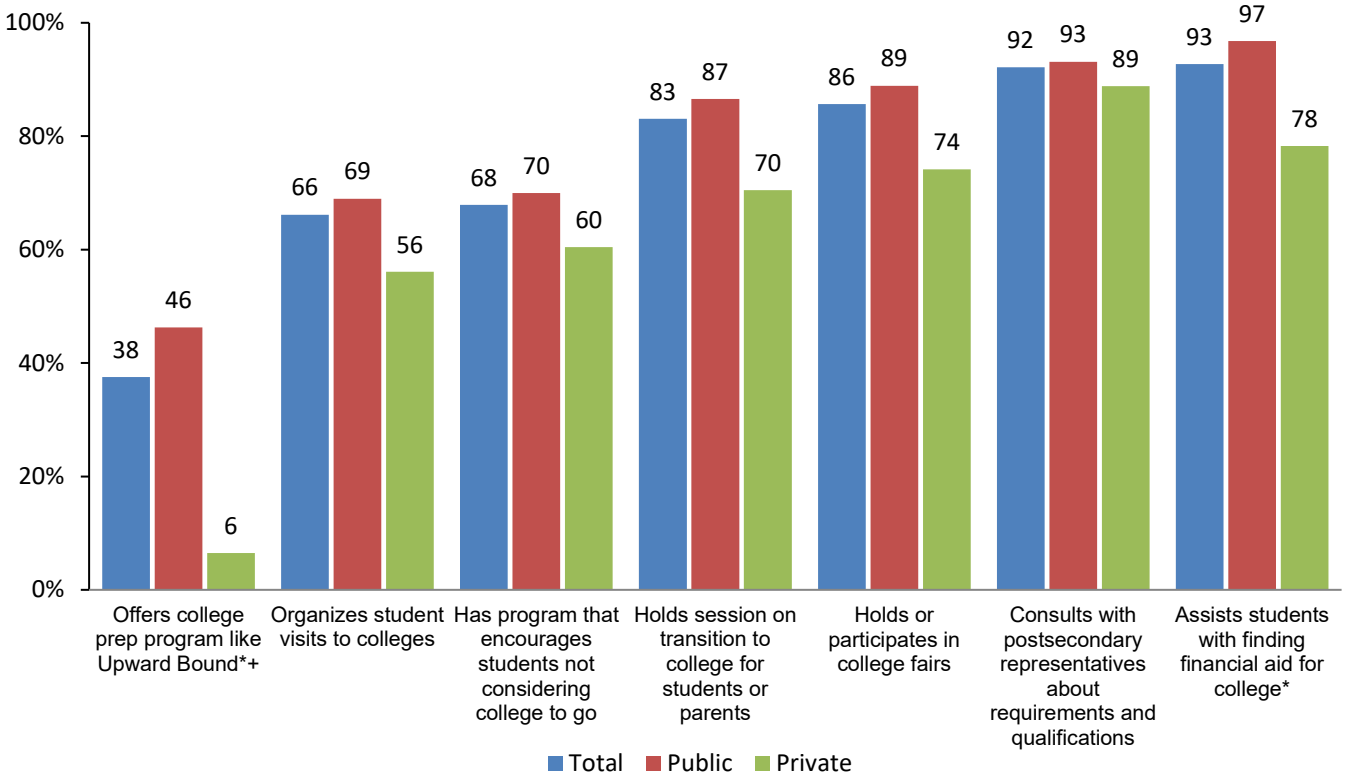
Career or Education Plan Requirements, by Four-Year College-Going Rate



Notes: Estimates are weighted by W1SCHOOL. Differences that are statistically significant at the .05 level or below are indicated using a *. Low, middle, and high categories represent four-year college-going rates of 0-33, 34-67, and 68-100 percent, respectively

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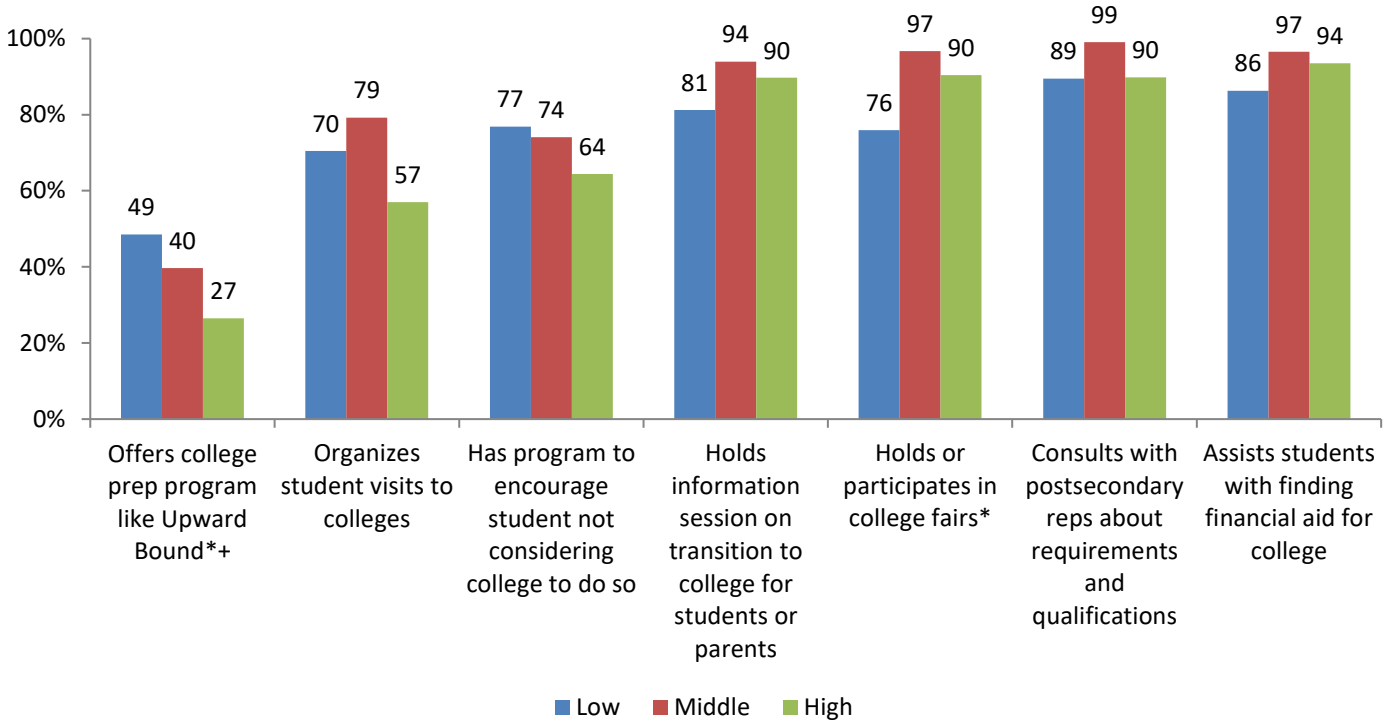
Percentage of Counselors that Report their High School Takes the Following Steps to Assist Students with the Transition to College, by High School Type



Notes: Estimates are weighted by W1SCHOOL. Differences that are statistically significant at the .05 level or below are indicated using a *. + Also includes programs like Gear Up, AVID, and MESA.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

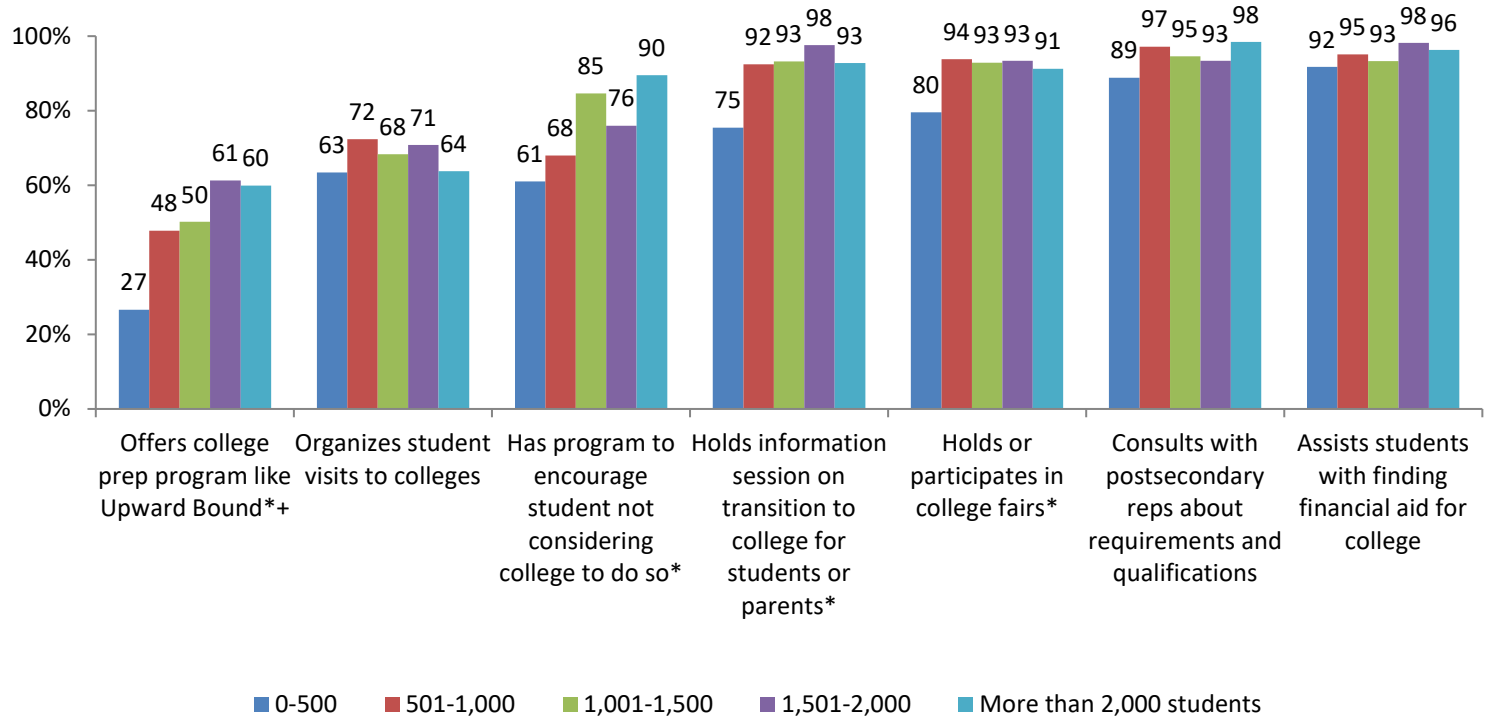
Percentage of Counselors that Report their High School Takes the Following Steps to Assist Students with the Transition to College, by Four-Year College-Going Rate



Notes: Estimates are weighted by W1SCHOOL. Differences that are statistically significant at the .05 level or below are indicated using a *. + Also includes programs like Gear Up, AVID, and MESA.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

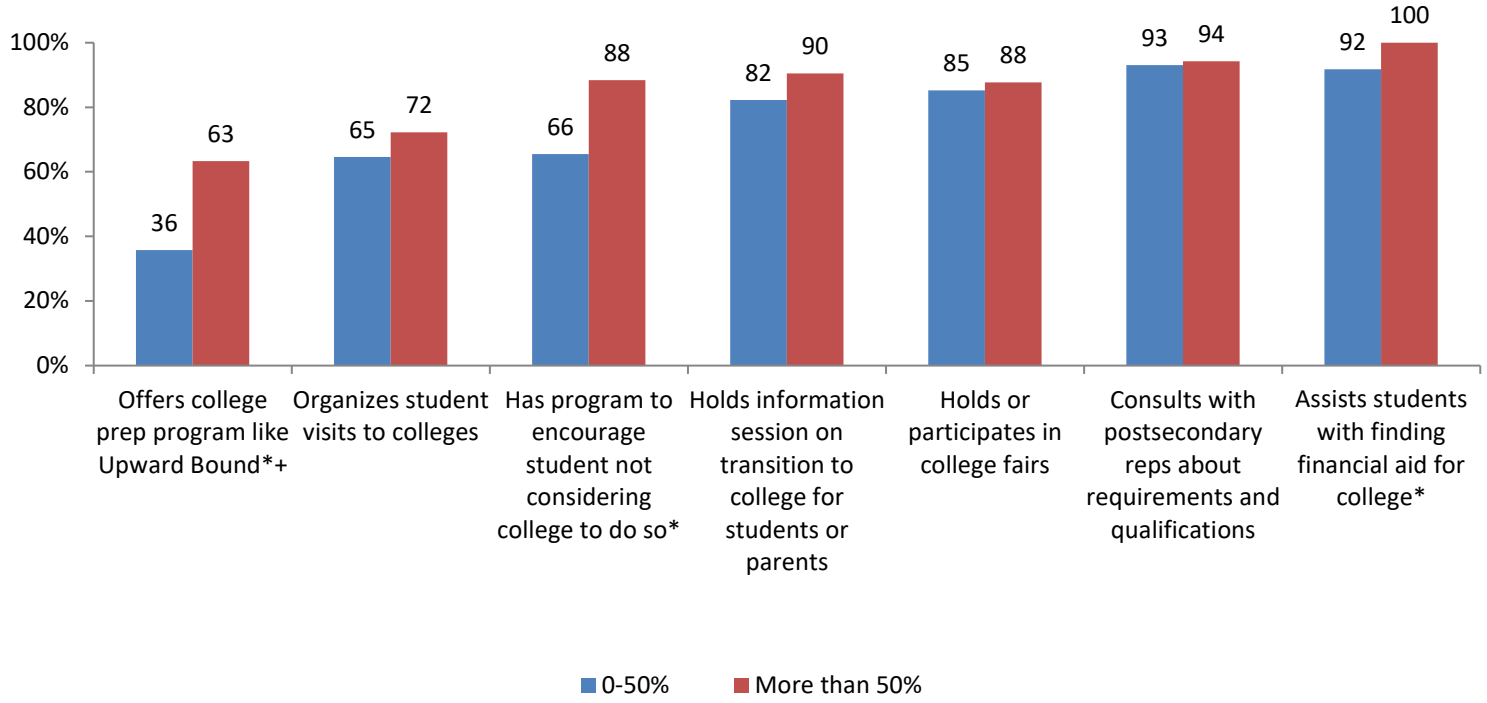
Percentage of Counselors that Report their High School Takes the Following Steps to Assist Students with the Transition to College, by School Size



Notes: Estimates are weighted by W1SCHOOL. Differences that are statistically significant at the .05 level or below are indicated using a *. + Also includes programs like Gear Up, AVID, and MESA.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

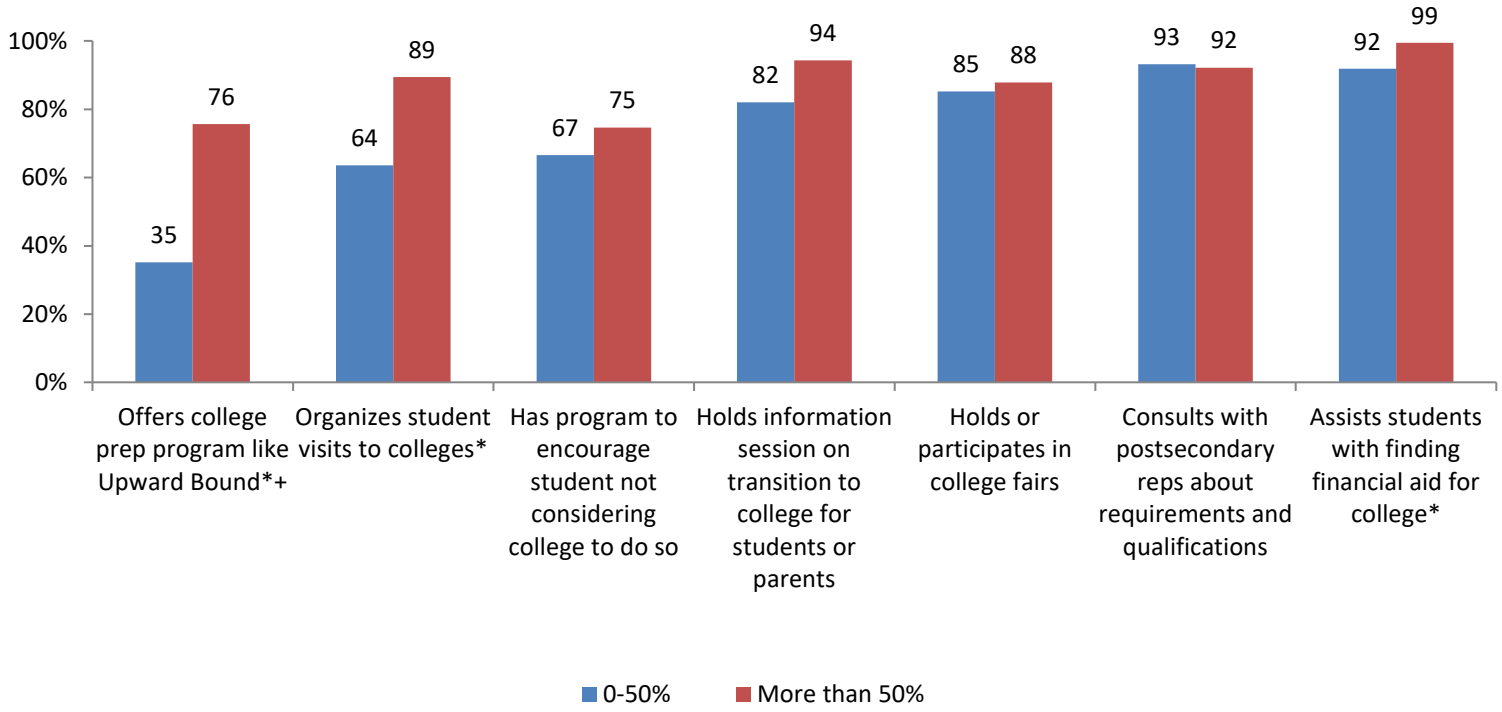
Percentage of Counselors that Report their High School Takes the Following Steps to Assist Students with the Transition to College, by Percentage of Hispanic Students in School's Student Body



Notes: Estimates are weighted by W1SCHOOL. Differences that are statistically significant at the .05 level or below are indicated using a *. + Also includes programs like Gear Up, AVID, and MESA.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

Percentage of Counselors that Report their High School Takes the Following Steps to Assist Students with the Transition to College, by Percentage of Black Students in School's Student Body



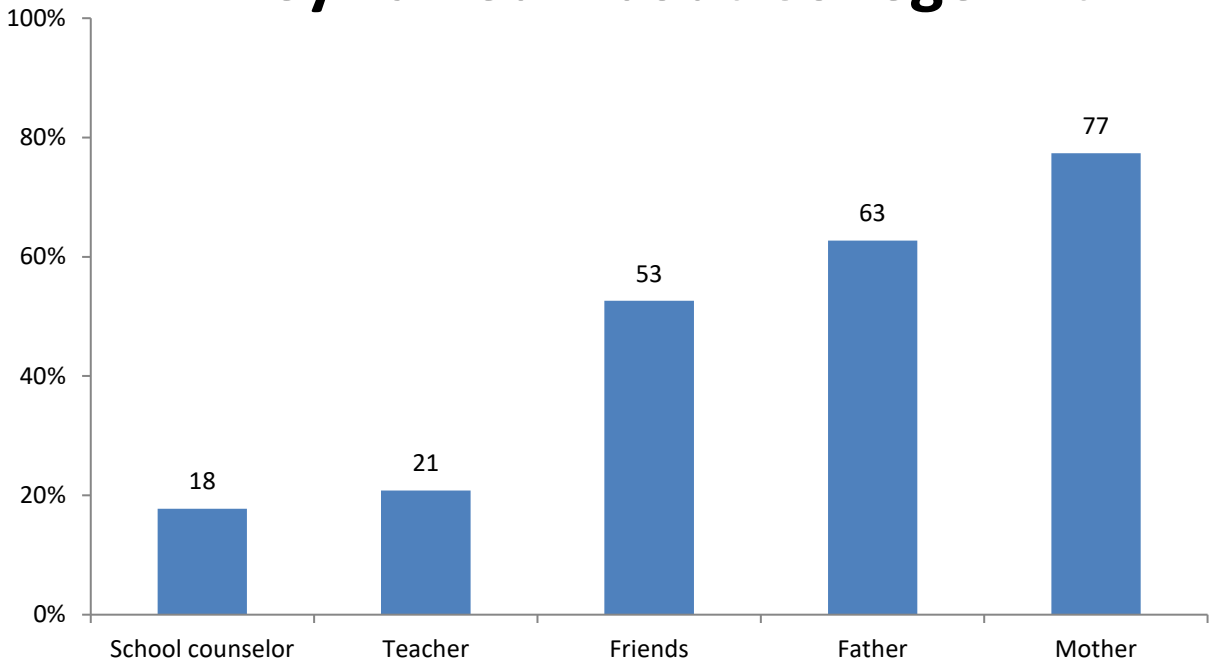
Notes: Estimates are weighted by W1SCHOOL. Differences that are statistically significant at the .05 level or below are indicated using a *. + Also includes programs like Gear Up, AVID, and MESA.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

Students' Interactions with Counselors

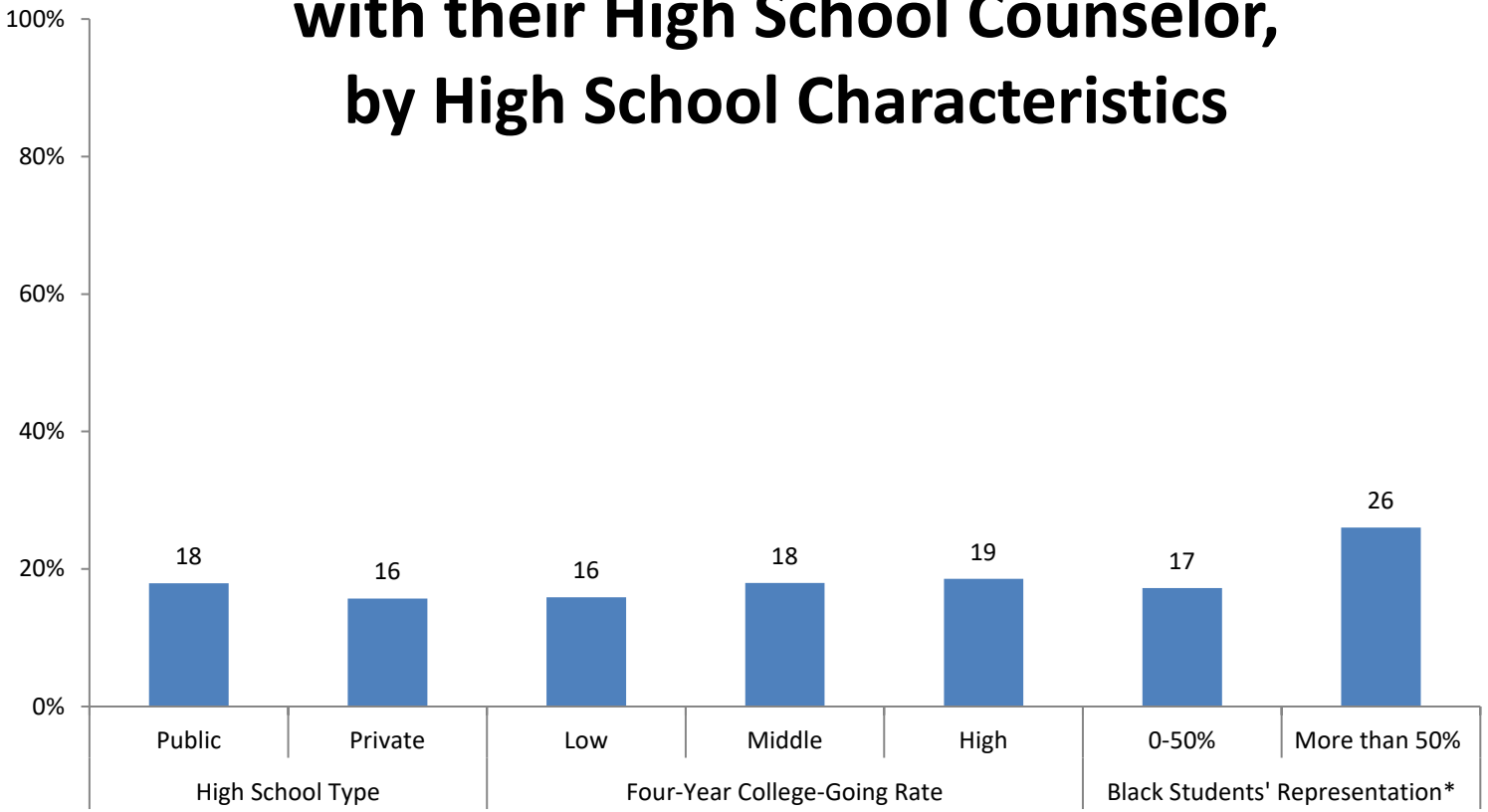
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Percentage of Students Who Reported They Talked About College with:



Notes: Estimates are weighted by W1SCHOOL.
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

Percentage of Students Who Reported They Talk About College with their High School Counselor, by High School Characteristics



Notes: Estimates are weighted by W1SCHOOL. Low, middle, and high categories represent four-year college-going rates of 0-33, 34-67, and 68-100 percent, respectively. Differences that are statistically significant at the .05 level or below are indicated using a *.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

Part II

Counseling Characteristics' Role in Ninth Graders' College Attitudes and Plans

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Background

- Analysis focused on three outcomes:
  - perceptions of affordability
  - intention to enroll in a Bachelor's program
  - plans to take the SAT/ACT

- The literature indicates that parents are extremely influential in shaping students' attitudes, aspirations, and college plans.[2]
  - Students with parents who have a Bachelor's or advanced degree are significantly more likely to enroll in college. High schools' counseling programs may thus have less of an impact on such students.
  - Counseling programs have the potential to be the most beneficial for students whose parents do not have a Bachelor's degree.

- Outcomes for the general student population as well as "first-generation college students" were both analyzed.

2. Bozick, R., and Lauff, E. (2007) *Education Longitudinal Study of 2002 (ELS:2002): A First Look at the Initial Postsecondary Experiences of the High School Sophomore Class of 2002 (NCES 2008-308).* US Department of Education. Washington, DC: National Center for Education Statistics.

Students' Perceptions of College Affordability

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Logistic Regression Results: Students' Perception of College Affordability

The following had a positive and significant effect on students' perceptions of affordability :

- school type
- student's Spring 2009 standardized math score
- student's race/ethnicity
- parents' highest degree attained

		Student disagrees or strongly disagrees with the statement: "Even if you study, your family cannot afford to pay for you to attend college."					
		1a			1b		
		All students			First-generation college students		
	VARIABLE	Odds ratio	Pr > ChiSq		Odds ratio	Pr > ChiSq	
	Intercept	0.685	0.3634		0.705	0.5130	
Counseling characteristics	Counselor caseload	1.000	0.4922		1.001	0.1802	
	Percentage of hours counseling staff spent on college readiness, selection and applications						
	10% or less	0.878	0.2115		0.820	0.1476	
	11 to 20%	0.839	0.0511	.	0.793	0.0416	*
	(Greater than 20%)	-	-		-	-	
	Postsecondary priority level	0.989	0.8129		0.996	0.9443	
	School assists students with finding financial aid for college	1.170	0.4363		1.219	0.5025	
	Student reports talking to school counselor about going to college	0.935	0.5198		0.940	0.6480	
	Parent respondent reports that someone in family has talked with counselor or teacher about postsecondary admission requirements	1.157	0.1117		1.119	0.3726	
School characteristics	School type						
	(Public)	-	-		-	-	
	Private	1.191	0.0465	*	1.276	0.0155	*
	Four-year college-going rate	1.002	0.3266		1.001	0.7050	
	Percentage of student body that is black	1.000	0.9410		1.000	0.9964	
	Percentage of student body that is Hispanic/ Latino/Latina	0.998	0.4334		0.999	0.5787	
Student characteristics	Student's standardized mathematics score	1.015	0.0111	*	1.016	0.0307	*
	Sex						
	(Male)	-	-		-	-	
	Female	1.034	0.6631		0.955	0.6216	
	Race						
	(White)	-	-		-	-	
	Black	0.995	0.9775		1.098	0.6339	
	Hispanic	0.791	0.0815	.	0.827	0.2138	
	Asian	0.877	0.7361		1.152	0.6958	
	Other race	0.701	0.0105	*	0.707	0.0843	.
Parent characteristics	Highest educational attainment parent respondent expects child to ever receive						
	Don't know	1.233	0.3069		1.057	0.7999	
	(High school diploma or less)	-	-		-	-	
	Associate's degree	1.224	0.2978		1.211	0.3568	
	Bachelor's degree or higher	1.800	0.0004		1.654	0.0074	**
	Parents' highest degree attained						
	(High school diploma or less)	-	-		-	-	
	Associate's degree	1.357	0.0136	*	1.370	0.0100	**
	Bachelor's degree or higher	2.327	<.0001		N/A	N/A	

Notes: First-generation college students include those who do not have a parent who has attained a bachelor's degree Estimates are weighted by W1PARENT.
p<.1, * p<.05, ** p<.01, *** p<.001

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

Logistic Regression Results: First-Generation Students' Perception of College Affordability

The following had a significant effect on first-generation students' perceptions of affordability:

- percentage of hours counseling staff spent on college counseling
- school type
- student's Spring 2009 standardized math score
- parents' having at least Bachelor's degree aspirations for their child
- parents' highest degree attained

	Student disagrees or strongly disagrees with the statement: "Even if you study, your family cannot afford to pay for you to attend college."			
		1c		
		First-generation college students		
	VARIABLE	Odds ratio	Pr > ChiSq	
	Intercept	0.937	0.8068	
Counseling characteristics	Percentage of hours counseling staff spent on college			
	10% or less	0.789	0.0187	*
	11 to 20%	0.753	0.0058	**
	(Greater than 20%)	-	-	
School characteristics	School type			
	(Public)	-	-	
	Private	1.377	0.0304	*
Student characteristics	Student's standardized mathematics score	1.011	0.0348	*
Parent characteristics	Highest educational attainment parent respondent expects child to ever receive			
	Don't know	1.123	0.4873	
	(High school diploma or less)	-	-	
	Associate's degree	1.289	0.1127	
	Bachelor's degree or higher	1.848	<.0001	***
	Parents' highest degree attained			
	(High school diploma or less)	-	-	
	Associate's degree	1.417	0.0012	**

Notes: First-generation college students include those who do not have a parent who has attained a bachelor's degree Estimates are weighted by W1PARENT. p<.1, * p<.05, ** p<.01, *** p<.001
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

Students' Plans to Enroll in a Bachelor's Degree Program

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Logistic Regression Results: Students' Plans to Enroll in a Bachelor's Degree Program

The following had a significant effect on students' plans to enroll in a Bachelor's degree program:

- counselor caseload
- student spoke with school counselor about college
- family member spoke with school counselor about college
- school type
- student's Spring 2009 standardized math score
- sex
- parents' having at least Bachelor's degree aspirations for their child
- parents' highest degree attained

		Student plans to enroll in a bachelor's degree program in the first year after high school					
		2a			2b		
		All students			First-generation college students		
	VARIABLE	Odds ratio	Pr > ChiSq		Odds ratio	Pr > ChiSq	
	Intercept	0.014	<.0001	***	0.009	<.0001	***
Counseling characteristics	Counselor caseload	1.001	0.0162	*	1.001	0.0288	*
	Percentage of hours counseling staff spent on co						
	10% or less	1.000	0.9995		1.071	0.6243	
	11 to 20%	1.084	0.3646		1.193	0.1705	
	(Greater than 20%)	-	-		-	-	
	Postsecondary priority level	1.029	0.5715		1.048	0.4624	
	School assists students with finding financial aid for college	1.069	0.6535		0.967	0.8941	
	Student reports talking to school counselor about going to college	1.359	0.0005	***	1.386	0.0022	**
	Parent respondent reports that someone in family has talked with counselor or teacher about postsecondary admission requirements	1.242	0.0062	**	1.400	0.0011	**
School characteristics	School type						
	(Public)	-	-		-	-	
	Private	1.226	0.0370	*	1.336	0.0646	.
	Four-year college-going rate	1.000	0.9093		0.999	0.8901	
	Percentage of student body that is black	0.999	0.7156		0.997	0.4573	
	Percentage of student body that is Hispanic/ Latino/Latina	1.001	0.8467		0.999	0.8072	
Student characteristics	Student's standardized mathematics score	1.054	<.0001	***	1.062	<.0001	***
	Sex						
	(Male)	-	-		-	-	
	Female	1.377	<.0001	***	1.380	0.0009	**
	Race						
	(White)	-	-		-	-	
	Black	1.191	0.2596		1.417	0.0654	
	Hispanic	0.839	0.1675		0.977	0.8961	
	Asian	0.917	0.6282		0.899	0.7072	
	Other race	1.030	0.8000		1.234	0.1544	
Parent characteristics	Highest educational attainment parent respondi						
	Don't know	1.865	0.0008	***	1.737	0.0065	**
	(High school diploma or less)	-	-		-	-	
	Associate's degree	1.443	0.0742	.	1.628	0.0206	*
	Bachelor's degree or higher	2.914	<.0001	***	2.760	<.0001	***
	Parents' highest degree attained						
	(High school diploma or less)	-	-		-	-	
	Associate's degree	1.062	0.4931		1.051	0.5646	
	Bachelor's degree or higher	1.744	<.0001	***	N/A	N/A	

Notes: First-generation college students include those who do not have a parent who has attained a bachelor's degree Estimates are weighted by W1PARENT.
p<.1, * p<.05, ** p<.01, *** p<.001

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

Logistic Regression Results: First-Generation Students' Plans Immediately After High School Graduation

The following had a significant effect on first-generation students' plans to enroll in a Bachelor's degree program:

- student spoke with school counselor about college
- family member spoke with school counselor about college
- school type
- student's Spring 2009 standardized math score
- sex
- parental expectations

	Student plans to enroll in a bachelor's degree program in the first year after high school			
		2c		
		First-generation college students		
	VARIABLE	Odds ratio	Pr > ChiSq	
	Intercept	0.017	<.0001	***
Counseling characteristics	Student reports talking to school counselor about going to college	1.365	0.0007	***
	Parent respondent reports that someone in family has talked with counselor or teacher about postsecondary admission requirements	1.416	0.0001	***
School characteristics	School type			
	(Public)	-	-	
	Private	1.331	0.0441	*
Student characteristics	Student's standardized mathematics score	1.057	<.0001	***
	Sex			
	(Male)	-	-	
	Female	1.348	0.0006	***
Parent characteristics	Highest educational attainment parent respondent expects child to ever receive			
	Don't know	1.566	0.0046	**
	(High school diploma or less)	-	-	
	Associate's degree	1.539	0.0172	*
	Bachelor's degree or higher	2.664	<.0001	***

Notes: First-generation college students include those who do not have a parent who has attained a bachelor's degree Estimates are weighted by W1PARENT. p<.1, * p<.05, ** p<.01, *** p<.001
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

Students' SAT/ACT Test-Taking Plans

NACAC

Logistic Regression Results: Students' SAT/ACT Test-Taking Plans

The following had a significant effect on students' intentions to take the SAT or ACT :

- student speaking with school counselor about college
- student's Spring 2009 standardized math score

		Of those planning to enroll in a bachelor's degree program in the first year after high school, student has taken or plans to take the SAT or ACT					
		3a			3b		
		All students			First-generation college students		
	VARIABLE	Odds ratio	Pr > ChiSq		Odds ratio	Pr > ChiSq	
	Intercept	0.135	0.0009	***	0.200	0.0601	.
Counseling characteristics	Counselor caseload	1.000	0.8453		1.000	0.6445	
	Percentage of hours counseling staff spent on col						
	10% or less	0.937	0.6789		1.001	0.9966	
	11 to 20%	0.890	0.3750		0.877	0.4578	
	(Greater than 20%)	-	-		-	-	
	Postsecondary priority level	0.985	0.8250		0.988	0.8973	
	School assists students with finding financial aid for college	0.862	0.5959		0.763	0.5787	
	Student reports talking to school counselor about going to college	1.896	<.0001	***	2.302	<.0001	***
	Parent respondent reports that someone in family has talked with counselor or teacher about postsecondary admission requirements	1.162	0.1358		1.208	0.1795	
School characteristics	School type						
	(Public)	-	-		-	-	
	Private	1.050	0.6706		1.002	0.9884	
	Four-year college-going rate	1.004	0.2430		1.007	0.1299	
	Percentage of student body that is black	1.004	0.3218		1.010	0.0492	*
	Percentage of student body that is Hispanic/ Latino/Latina	0.999	0.8154		1.001	0.8662	
Student characteristics	Student's standardized mathematics score	1.053	<.0001	***	1.048	<.0001	***
	Sex						
	(Male)	-	-		-	-	
	Female	1.264	0.0589	.	1.180	0.3632	
	Race						
	(White)						
	Black	0.747	0.1954		0.490	0.0074	**
	Hispanic	0.928	0.7419		0.912	0.7250	
	Asian	1.558	0.2257		1.699	0.3046	
	Other race	0.847	0.3468		0.811	0.4274	
Parent characteristics	Highest educational attainment parent respondi						
	Don't know	1.104	0.7646		0.907	0.7925	
	(High school diploma or less)	-	-		-	-	
	Associate's degree	1.001	0.9988		0.803	0.5662	
	Bachelor's degree or higher	1.606	0.1352		1.469	0.2541	
	Parents' highest degree attained						
	(High school diploma or less)	-	-		-	-	
	Associate's degree	0.898	0.5375		0.923	0.6554	
	Bachelor's degree or higher	1.131	0.3896		N/A	N/A	

Notes: First-generation college students include those who do not have a parent who has attained a bachelor's degree Estimates are weighted by W1PARENT.
p<.1, * p<.05, ** p<.01, *** p<.001

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

Logistic Regression Results: First-Generation Students' SAT/ACT Test-Taking Plans

The following had a significant effect on first-generation students' intentions to take the SAT or ACT:

- student speaking with counselor about college
- school's four-year college-going rate
- student's Spring 2009 standardized math score

	Of those planning to enroll in a bachelor's degree program in the first year after high school, student has taken or plans to take the SAT or ACT			
		3c		
		First-generation college students		
	VARIABLE	Odds ratio	Pr > ChiSq	
	Intercept	0.11	<.0001	***
Counseling characteristics	Student reports talking to school counselor about going to college	2.134	<.0001	***
School characteristics	Four-year college-going rate	1.008	0.039	*
Student characteristics	Student's standardized mathematics score	1.059	<.0001	***

Notes: First-generation college students include those who do not have a parent who has attained a bachelor's degree. Estimates are weighted by W1PARENT. p<.1, * p<.05, ** p<.01, *** p<.001
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.

Summary of Significant Predictors of First-Generation College Student's College Attitudes and Plans

		Student disagrees or strongly disagree with the statement: "Even if you study, your family cannot afford to pay for you to attend college."	Student plans to enroll in a bachelor's degree program in the first year after high school	Of those planning to enroll in a bachelor's degree program in the first year after high school, student has taken or plans to take the SAT or ACT
Counseling characteristics	Counselor caseload			
	Percentage of hours counseling staff spent on college readiness, selection, and applications	✓		
	Postsecondary priority level			
	School assists students with finding financial aid for college			
	Student reports talking to school counselor about going to college		✓	✓
	Parent respondent reports that someone in family has talked with counselor or teacher about postsecondary admission requirements		✓	
School characteristics	School type	✓	✓	
	Four-year college-going rate			✓
	Percentage of student body that is black			
	Percentage of student body that is Hispanic/Latino/Latina			
Student characteristics	Student's standardized mathematics score	✓	✓	✓
	Sex		✓	
	Race			
Parent characteristics	Highest educational attainment parent respondent expects child to ever receive	✓	✓	
	Parents' highest degree attained	✓		

Notes: First-generation college students include those who do not have a parent who has attained a bachelor's degree.
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009, Base Year Survey Restricted Use File.