

California State University,

Fullerton

**FACTORS THAT INFLUENCE COLLEGE CHOICE AND PATHWAYS AMONG
VIETNAMESE AMERICAN HIGH SCHOOL STUDENTS**

A Dissertation

Submitted in partial fulfillment of the requirements
For the degree of

**DOCTOR OF EDUCATION
In**

**EDUCATIONAL LEADERSHIP
(PRE-K-12 LEADERSHIP)**

By
Huy Tran

Dissertation Committee:
Professor Lee Brown, Ed.D., Chair
Professor Ronald Oliver, Ph.D.
Expert Member Allan Mucerino, Ed.D.

2012

UMI Number: 3528260

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.

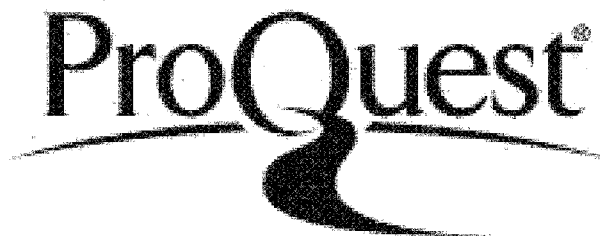


UMI 3528260

Published by ProQuest LLC 2012. Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against
unauthorized copying under Title 17, United States Code.



ProQuest LLC
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106-1346

The dissertation of Huy Tran
is approved and is acceptable in quality and
form for publication on microfilm and in digital formats:

Approved By

Expert Practitioner Allan Duncan

Professor Ronald Lina

Committee Chair [Signature]

California State University, Fullerton
2012

ABSTRACT

Asian Americans are often depicted as a highly successful group, attaining advanced levels of education and upward mobility. However, research indicates Southeast Asian Americans are underrepresented in higher education and earn less bachelor degrees than East Asian Americans. To explore the phenomenon of unequal representation between Southeast Asian and East Asian Americans at institutions of higher education and the disparity in the percentage of bachelor's degrees achieved, this study examines the factors that influence college choice and pathways among one of the largest groups of Southeast Asians in America, Vietnamese Americans.

This study surveys 388 Vietnamese American high school seniors in southern California and utilizes descriptive statistics, correlations, and multiple regression analyses to examine choice of college pathways and factors that influence college choice. The findings of this study indicate that Vietnamese American students do have a strong desire to attend a college and their choice of colleges are influenced by perceptions of prestige, cost, financial aid, and family. Students who chose a University of California (UC) or private or out-of-state institution as their first-choice colleges were more likely to be influenced by prestige and family than were students who chose to attend a California State University (CSU), while students choosing a CSU as their first-choice college were making informed decisions with the support of school guidance counselors.

Those students who choose to attend a community college with the intention of transferring to a four-year university are influenced by cost, financial aid, and their father or male guardian.

The results of this study indicate that family and counselors play an important role in how Vietnamese American students choose and rate their colleges of choice. Vietnamese American students may be overemphasizing the importance of institutional prestige, due to the influence of their siblings and parents, and forgoing opportunities and pathways that may be more beneficial to them. The finding that high school guidance counselors have an impact on students choosing CSUs indicates that educators can have an influence on how students choose college pathways.

TABLE OF CONTENTS

ABSTRACT	iii
LIST OF TABLES	vii
LIST OF FIGURES	ix
ACKNOWLEDGEMENTS.....	x
CHAPTER 1: INTRODUCTION.....	1
Background of the Problem	1
Problem Statement	3
Purpose of the Research	4
Research Questions	5
Significance of the Study	5
Definition of Terms.....	6
Limitations of the Study.....	7
Overview of the Study.....	8
CHAPTER 2: REVIEW OF THE LITERATURE	9
Theoretical Foundation	9
Conceptual Framework.....	11
Relative Functionalism	11
College-Choice Process.....	13
Predisposition.....	15
Search.....	16
Choice	18
College-Choice Factors Among Asian American Students	19
Prestige and Financial Aid.....	19
Two-Year Community College as a Means to Transfer	21
California Public Colleges and Universities.....	23
Summary and Implications.....	24
CHAPTER 3: METHODOLOGY	26
Setting.....	26
Research Design	27
Research Questions and Hypotheses.....	31

Population	32
Instrumentation	33
Data Collection.....	35
Data Analysis.....	36
Limitations of the Study.....	37
Chapter Summary	38
 CHAPTER 4: RESULTS	 39
Data Analysis.....	39
Student Backgrounds and College Goals	39
Pathways Toward First-Choice Institution	41
Alternative Pathways.....	42
Factors that Influence College Choice	45
First-Choice College Ratings	47
Importance of Factors and Ratings of Colleges	49
Friends and Family.....	58
Predictors of College Ratings.....	66
 CHAPTER 5: DISCUSSION	 73
Review of the Study.....	73
Discussion and Interpretation of Findings.....	76
Pathways Vietnamese American Students Take.....	77
Conclusion 1: First-Choice College	77
Conclusion 2: Alternate Colleges	77
Conclusion 3: Community College as an Alternative	78
Conclusion 4: Community College Pathway.....	79
Factors That Influence College Choice	79
Conclusion 1: Institutional Prestige and Financial Aid	79
Conclusion 2: Friends and Family	82
The Role of Guidance Counselors on College Choice	85
Strengths of the Study.....	86
Limitations of the Study.....	87
Implications and Recommendations	87
Implications for Practitioners	87
Recommendations for Future Research	88
 REFERENCES.....	 89
 APPENDIX: SURVEY QUESTIONNAIRE	 99

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Likelihood of Attending First-Choice College	42
2. Students' Alternate College if Not Admitted to Their First-Choice	44
3. Importance of Institutional Prestige, Cost, and Financial Aid.....	46
4. Ratings of Institutional Prestige, Cost, and Financial Aid for First-Choice College.....	49
5. Correlations Between Students' Perceptions of College Factors and Their Ratings of These Factors on Their First-Choice UC.....	52
6. Correlations Between Students' Perceptions of College Factors and Their Ratings of These Factors on Their First-Choice CSU	55
7. Correlations Between Students' Perceptions of College Factors and Their Ratings of These Factors on Their First-Choice Private or Out-of-State College	56
8. Correlations Between Students' Perceptions of College Factors and Their Ratings of These Factors on Their First-Choice Transfer College	57
9. Sources of Influence on Students' First-Choice College	58
10. Correlations Between Ratings of College Choice Factors on First-Choice UC and Sources of Influence on Students' First-Choice UC	61
11. Correlations Between Ratings of College Choice Factors on First-Choice Private or Out-of-State Colleges and Sources of Influence on Students' First-Choice Private or Out-of-State Colleges	62
12. Correlations Between Ratings of College Choice Factors on First-Choice CSU and Sources of Influence on Students' First-Choice CSU	64

13. Correlations Between Ratings of College Choice Factors on First-Choice Transfer Colleges and Sources of Influence on Students' First-Choice Transfer Colleges	65
14. Brother or Sister as a Predictor in UC Ratings	67
15. Coach or Activity/Club Advisor as a Predictor in UC Ratings	67
16. Brother or Sister as a Predictor of Private or Out-of-State College Ratings	68
17. School Guidance Counselor as a Predictor of CSU Ratings	70
18. Father or Male Guardian as a Predictor of CSU Ratings.....	71
19. Father or Male Guardian as a Predictor of Community College Ratings.....	72

LIST OF FIGURES

<u>Figure</u>	<u>Page</u>
1. The stages of college choice with four potential pathways	29

ACKNOWLEDGEMENTS

I would like to acknowledge and extend my heartfelt gratitude to the many individuals who have made this dissertation possible. First and foremost, my utmost gratitude to Dr. Lee Brown, who has served as my chair, advisor, and coach throughout this process. Your combination of patience and encouragement helped me jump over all the hurdles to completing my study.

I would also like to thank the members of my dissertation committee, Dr. Ron Oliver and Dr. Allan Mucerino, for their valuable time, contribution, and good-natured support. It never ceased to be a fun experience with this team.

I must also acknowledge the many friends and faculty of CSU Fullerton. I will never forget the great times we had together and how we truly supported each other like a family. A special thanks to Dr. Louise Adler and Crystal Barnett for bringing me into the Titan family from the beginning.

Finally, a very special thank you to my wife, Natalie Tran. Thank you for your unconditional love and support. I would not have accomplished any of this if it were not for your encouragement to pursue my dreams and the strength you lent me when I wavered. Every person needs a good foundation of support and you are truly my cornerstone.

CHAPTER 1

INTRODUCTION

This chapter provides an introduction to and an overview of the dissertation. The chapter begins with the background of the problem, followed by the statement of the problem and the purpose of the study. The research questions and significance of the study are then presented, followed by the limitations of the study. The chapter concludes with an overview of the proposal.

Background of the Problem

The University of California (UC) system enrolls the highest achieving students in California, selecting students from the top 12.5% of the state's high school graduates. Asian American students comprise 40% of the UC's student body, representing the largest ethnic group among UC graduates (Lew, Chang, & Wang, 2005). Thus, it is not surprising that Asian American students, as a group, are perceived as high achievers who favor more selective colleges (Suzuki, 2002; Teranishi, 2002). Further, Asian American student success in post-secondary education is not limited to the state of California. In 2000, only 15.5% of Americans aged 25 and over held a bachelor's degree or higher, compared to 25.2% of Asian Americans nationwide (Yang, 2004). Asian American students have been so well represented in institutions of higher education that some no longer consider them racial minorities (Pang, Kiang, & Pak, 2003). As such, Asian Americans are often depicted as a highly successful group, attaining

advanced levels of education and occupying high-paying careers (Sue & Okazaki, 1990; Zhou & Bankston, 1998).

Researchers have questioned the grouping of Asian Americans into one large homogeneous group because the various subgroups differ in significant ways (Hurh & Kim, 1989; Lee, 1996; Osajima, 1987). In particular, Southeast Asian Americans, consisting of Cambodian, Hmong, Laotian, and Vietnamese Americans, have lower educational attainment as compared to East Asian Americans, including Chinese, Japanese, and Korean Americans (Teranishi, Ceja, Antonio, Allen, & McDonough, 2004; Yang, 2004). Among the various Southeast Asian American groups, the percentage holding bachelor's degrees is proportionally closer to those of African Americans, Hispanics, and Native Americans than of East Asian Americans and Whites (Yang, 2004).

Further, Asian Americans are also not homogeneous with regard to college destinations (Teranishi et al., 2004). Teranishi et al. studied 18,106 first-time Asian American freshmen who attended 469 colleges and universities across the United States and found that, after controlling for a variety of factors, including socioeconomic background, achievement, and parental education, Chinese and Korean Americans had greater representation in selective institutions than any of the Southeast Asian American groups.

There is also a gap in education attainment and enrollment at highly selective institutions among Vietnamese Americans, who comprise the largest number of Southeast Asian Americans (U.S. Census Bureau, 2000) and have reached greater success in academics and education compared to their

Cambodian, Hmong, and Laotian counterparts (Bankston, 1998; Chao, 2000; Kim, 2002; Zhou & Bankston, 2001). Nevertheless, the percentage of Vietnamese Americans with bachelor's degrees trails that of their Chinese and Japanese peers (Yang, 2004). As such, the low attainment of bachelor's degrees by Vietnamese Americans does not conform to the perception that all academically successful Asian Americans are completing college degrees.

It may be that the differences in representation at highly selective institutions between Asian American ethnic groups is due to different emphases placed on college factors. Institutional prestige, however, has been considered a leading factor for many Asian American students when choosing a college (Stearns, Potochnick, Moller, & Southworth, 2010). If this were the case, then we would expect to see an equal representation of Asian American students at highly selective institutions. On the contrary, a greater proportion of Chinese and Korean American students enroll in highly selective institutions compared to Vietnamese American students (Teranishi et al., 2004).

Problem Statement

The problem that this study addresses is the lower rate of representation of Vietnamese American students at highly selective colleges and universities and the lower percentage of bachelor's degrees held by Vietnamese Americans when compared to East Asian Americans. Prior research indicates that not all Asian American students choose to attend highly selective colleges and universities and that Southeast Asian Americans are underrepresented in higher education when compared to East Asian Americans, after controlling for

socioeconomic background, achievement, and parental education (Teranishi et al., 2004; Yang, 2004). To explore the phenomenon of unequal representation between Southeast and East Asian Americans at institutions of higher education and the disparity in the percentage of bachelor's degrees achieved, this study examines the factors that influence college choice and pathways among the largest group of Southeast Asians in America, Vietnamese Americans. While there are data that indicate the percentage of Vietnamese Americans who obtain bachelor's degrees (Teranishi et al., 2004; Yang, 2004), there is a gap in the literature regarding how Vietnamese Americans are choosing their post-secondary pathways and the factors that influence their college choice, all of which may influence their attainment of bachelor's degrees.

Purpose of the Research

The purpose of this research is to identify how Vietnamese American students choose pathways toward their first-choice college and the factors that influence their decisions. While there is extensive research on Asian Americans' college trends and their college-choice process (Dundes, Cho, & Kwak, 2009; Stearns et al., 2010; Teranishi et al., 2004), the process for Vietnamese American students and the factors that affect their choice of college pathways have not been explored.

Despite several studies that have shown that Asian Americans represent a very diverse population, reflecting different cultures and backgrounds, combining Asian Americans into one homogeneous group is commonplace (Hune, 2002; Teranishi et al., 2004). Being subsumed within the Asian American category

makes it easy for subpopulations such as Vietnamese Americans to become underrepresented in the research and stereotyped into the general findings from studies that involve Asian Americans. This study proposes to examine the factors that influence college choice and pathways among Vietnamese American students, thereby adding to the body of knowledge in this area, specifically, and to the body of knowledge in the college-choice process among Asian Americans in general.

Research Questions

1. What are the pathways that Vietnamese American high school students pursue toward their first-choice college?
2. What are the factors that influence college choice among Vietnamese American high school students?

Significance of the Study

Vietnamese American students' attending less selective institutions and achieving lower rates of bachelor's degrees, compared to East Asian American students, is an interesting phenomenon, as Vietnamese Americans are a high-achieving subgroup. Like other Asian American groups, their success may be motivated by relative functionalism, which is the pursuit of academic success as a means of upward mobility (Sue & Okazaki, 1990). There is evidence that Vietnamese American students are encouraged by their parents to take advantage of the educational opportunities offered in the United States as a means to achieve financial security (Teranishi & Nguyen, 2009). Using the relative functionalism framework, we would expect to see Vietnamese

Americans' pursuing highly selective institutions upon high school graduation to obtain upward mobility, as do other East Asian American students.

This study examines factors that influence college choice and pathways among high school Vietnamese American students. An understanding of these factors can inform educational administrators in K-12 settings; high school guidance counselors; community college leaders; community college, California State University (CSU), and UC administrators; and policymakers about how to serve Vietnamese American students and how to adjust educational programs and pathways accordingly to fit their needs.

Definition of Terms

Asian American is a racial category used in the United States to include both Asian Americans and Pacific Islander Americans. In general, this term is used to describe a permanent resident of the United States with ancestry from West, Central, North, East, South, Southeast, or East Asia or someone whose ancestry is from the Pacific Islands.

California Community Colleges (CCC) is a system that consists of 112 community colleges in the state of California. Created by legislation in 1967, it is the largest system of higher education in the world, serving more than 2.9 million students who have a wide variety of educational and career goals.

California State University (CSU) is the largest public university system in the state of California, consisting of 23 campuses that serve over 400,000 students.

East Asian Americans are Americans with ancestry from East Asian countries, including China, Korea, and Japan.

Southeast Asian Americans are Americans whose ancestry is from Cambodia, Laos, or Vietnam, including ethnic Hmong.

University of California (UC) is the public university system in the state of California that serves over 191,000 students in nine campuses.

Vietnamese Americans are Americans of Vietnamese descent.

Limitations of the Study

There are certain delimitations and limitations associated with the research design. The researcher has identified three delimitations associated with the study. First, due to the time constraints inherent in the structure of the doctoral program, only a relatively small number of students can be recruited to participate in the survey study ($N = 388$). Second, although the survey allows the researcher to examine factors that are associated with students' college choice, causal claims cannot be made about these decisions. Third, due to the quantitative nature of this study, factors and processes associated with students' college choice not expressed in the questionnaire may not emerge.

The limitations of the study include the degree of willingness to participate and candor of the Vietnamese American high school students asked to participate. Students who choose not to participate may differ in appreciable ways from students who choose to participate, which could affect the results and their generalizability. Additionally, socially desirable or otherwise less-than-candid answers to the survey also will limit the results and generalizability of the

study. Another limitation is that the sample will be drawn from only two high schools from one school district, which limits the generalizability to populations with similar demographics.

Overview of the Study

This research concerns the factors that influence college choice among Vietnamese American high school students and the pathways that they pursue toward their first choice college. Chapter 2 provides a review of the relevant literature on the college-choice process and the factors that influence college choice among in Vietnamese Americans. The study utilizes a survey questionnaire administered to 388 high school students in California, and Chapter 3 presents the associated methodology and includes a description of the sample, procedures, survey instrument, and data analysis. Chapter 4 follows with a presentation of the results. Finally, Chapter 5 concludes with a discussion of the findings, limitations, implications, and recommendations.

CHAPTER 2

REVIEW OF THE LITERATURE

The review of literature provides a background for the study and the theoretical foundation of this study. This chapter begins with a presentation of the theoretical foundation, followed by the conceptual framework relevant to the problem and the research questions. The chapter concludes with a summary and a discussion of the implications of the proposed study.

Theoretical Foundation

Asian Americans are often depicted as a highly successful group, attaining advanced levels of education and occupying high-paying careers (Sue & Okazaki, 1990; Zhou & Bankston, 1998). The perceived ability of Asian Americans to navigate the U.S. educational system toward high achievement and success has contributed to their being seen as a “model minority” (Hurh & Kim, 1989; Lee, 1996; Osajima, 1987). As a model minority, Asian Americans are viewed as a group who succeed on their own by diligently following the rules of the U.S. educational system and who require little or no support or intervention (Hurh & Kim, 1989; Lee, 1996; Osajima, 1987).

Researchers have questioned the grouping of Asian Americans into one large homogeneous group, asserting that this is an inaccurate representation because the various subgroups differ in significant ways (Hurh & Kim, 1989; Lee, 1996; Osajima, 1987). This study examines Vietnamese Americans, who

comprise the largest number of Southeast Asian Americans with approximately 1.2 million living in the United States (U.S. Census Bureau, 2000). According to the U.S. Census Bureau, 38.1% of Vietnamese Americans aged 25 and above have less than a high school diploma, compared to 12.6% of Chinese Americans and 8.6% of Japanese Americans. In addition, 14.6% of Vietnamese Americans aged 25 and above hold a bachelor's degree or higher compared to 25.2% of all Asian Americans in the same age range. Overall, Southeast Asian American students have lower educational attainments compared to East Asian American students, which does not support the perception that all Asian Americans are equally high achieving.

The study examines the college-choice process among Vietnamese American students, utilizing a postpositivistic worldview and a quantitative research design. Postpositivists acknowledge that causes determine outcomes, yet they recognize that there is never absolute truth in the claims derived from studying human behavior (Creswell, 2008). According to Phillips and Burbules (2000), postpositivists accept the scientific method as an approach to research in which researchers begin with a theory, collect and analyze data to indicate whether it supports or refutes the theory, and then make revisions when necessary before any additional experiments are conducted. Further, postpositivists recognize that evidence derived from research is imperfect and, thus, does not prove hypotheses but, rather, indicates the failure to reject the hypotheses. Therefore, the researcher acknowledges that the evidence gathered from this study will not absolutely explain the behaviors of Vietnamese

American students; however, it will provide additional information regarding this subgroup of Asian Americans.

Conceptual Framework

Certain concepts provide a conceptual framework for this study of the factors that influence college choice among Vietnamese American high school students. As such, this section begins with the literature on relative functionalism, which is a factor in the motivation for academic achievement among Asian American students. This is followed by a presentation of research on the college choice process. Then college choice factors among Asian American students are presented. Finally, the California public college and university system is described.

Relative Functionalism

Sue and Okazaki (1990) popularized the term *relative functionalism* in their study of Asian Americans' academic achievement, claiming that relative functionalism was a key factor in their success. Relative functionalism posits that the academic achievements of Asian Americans are associated with the pursuit of social mobility and the opportunity structures provided to them (Sue & Okazaki, 1990). According to this framework, Asian American students succeed in education because they view it as the optimal pathway toward advancement in society, considering the limited access that they have to other, non-educational opportunities. Education, then, becomes an essential component for survival and advancement in an environment that offers few other opportunities for Asian Americans and is, thus, a functional path to social and economic mobility

(Okutsu, 1989). Understanding how relative functionalism influences the pursuit of education for Asian Americans can provide a context for examining their educational attainment.

Critics have questioned the utility of relative functionalism by challenging the notion that Asian Americans turn to education as a means to mobility because they are blocked from other opportunities by dominant cultures (Fox, 1991; Liu, 1991; Lynn, 1991). There is evidence, however, that Vietnamese American students do strive to achieve academically to attain economic mobility (Teranishi & Nguyen, 2009). Teranishi and Nguyen noted that Vietnamese American students cited their families' refugee experience as a factor that influenced their decision to attain a college education. Vietnamese American students stated that their parents shared their struggles with them, specifically the lack of educational opportunities in Vietnam. Teranishi and Nguyen also stated that Vietnamese American students were aware of their parents' struggles in the United States: that they often experienced poverty, low-wage jobs, and socioeconomic barriers. Within this context, Vietnamese American students were often told by their parents to take advantage of the educational opportunities provided by the United States as a means to obtain financial security.

Parental influence to pursue these educational opportunities affects the ways in which Vietnamese American students perceive the role of education in attaining social and economic mobility. Although Vietnamese American students may not encounter barriers to opportunities themselves, they are motivated to

achieve high levels of education in the hope of a better future. This motivation to achieve should affect the college-choice process for Vietnamese American students as they decide which college to attend upon high school graduation.

College-Choice Process

There is a considerable amount of literature on the process that students use to make decisions about post-secondary education and the choice of institutions (Alexander & Eckland, 1975; Chapman & Jackson, 1987; Hossler & Gallagher, 1987; Sewell, Haller, & Portes, 1969). The process of choosing colleges is often complex and involves the interactions of multiple factors, including race/ethnicity, socioeconomic status, gender, parental education levels, parental encouragement, teacher and counselor expectations, academic performance, and financial availability (Alexander & Eckland, 1975; Chapman & Jackson, 1987; Hossler & Gallagher, 1987; Sewell et al., 1969). Researchers have developed models to describe the interactions of these factors as well as the stages through which students progress in achieving their college choice decisions. As discussed below, research suggests that there are three stages in the college-choice process (Chapman & Jackson, 1987; Hossler & Gallagher, 1987).

Chapman and Jackson (1987) presented a three-stage college-choice process, consisting of "perception formation, preference judgment formation, and choice" (p. 3). During the perception formation phase, parental education, college characteristics, and other internal factors influence the students' perceptions of colleges. From these various sources of influence, students

develop a sense of value placed upon particular colleges. It is during this stage that students begin to form their preferences for some colleges over others. Finally, college preferences, coupled with financial and situational constraints, affect students' college choice. Students make their final decisions as to which college to attend based on these preferences in relation to the constraints and affordances.

Hossler and Gallagher (1987) also presented a three-stage college-choice process, similar to that of Chapman and Jackson's, which is widely cited in the college-choice literature. According to Hossler and Gallagher, the three stages of college choice include (a) developing predispositions to attend college, (b) searching for potential institutions, and (c) choosing among competing institutions. The development of predispositions to attend college is highly influenced by family background, parental education level, and students' academic ability. In this first stage, students develop an early set of college options and limit them to preferences based on local influences. Students then move into the second stage and search for potential institutions that possess similar characteristics to their preferences. In the final stage, students choose from the set of preferred institutions based on perception of school quality, total costs, and availability of financial aid. All three stages of the college-choice process interact with each other fluidly and in complex ways (Alexander & Eckland, 1975; Sewell et al., 1969). Below, each of these three stages of college choice is described in more detail.

Predisposition. During the predisposition stage, educational aspirations and intentions to attend college begin to emerge (Hossler & Gallagher, 1987). Students may develop educational aspirations as early as the eighth grade and begin to see higher education as a means to particular occupations (Eckstrom, 1985). Early college planning enables students and parents to build cultural capital and accumulate knowledge that will assist them in attaining their educational goals. Cultural capital that may assist students and parents in attaining access to college includes the knowledge that students should enroll in a college-track curriculum in high school, maintain good grades, participate in extracurricular activities, and obtain information on how to pay for college (Hossler, Schmit, & Vesper, 1999; McDonough, 1997). In this stage, parental encouragement has been found to be the strongest predictor of early development of educational aspirations and college planning (Hossler et al., 1999).

Parental encouragement is motivational and proactive. First, parents motivate their children by maintaining high expectations for their children's academic achievement and post-secondary goals. Second, parents proactively become involved in their children's school activities, actively plan for college with their children, and save money for college (Perna, 2000; Stage & Hossler, 1989). Research has shown that students whose parents frequently and consistently provide encouragement are also more likely to develop and maintain greater post-secondary aspirations for themselves (Conklin & Daily, 1981; Perna, 2000). Students who enter four-year colleges reported having consistent parental

encouragement and involvement throughout high school compared to mixed parental support as reported by students who enter two-year colleges (Conklin & Daily, 1981; Perna, 2000). Parents also influence the college destinations of their children.

Search. In the search stage, students form a list of potential institutions by actively gathering information about different colleges (Hossler & Gallagher, 1987). Again, this list of potential colleges is highly influenced by parental encouragement (Conklin & Dailey, 1981; Flint, 1992, Hossler, Braxton, & Coopersmith, 1989). Students may seek information through parents and by talking to friends, exploring college catalogs, and visiting college campuses (Hossler et al., 1989). The list of potential institutions is dependent on the thoroughness of the search process, and the thoroughness and degree of sophistication of the college search process is related to family socioeconomics (McDonough, 1997). Low-socioeconomic background students have less access to resources and cultural capital as compared to more affluent students. Thus, lower socioeconomic background students tend to conduct less-sophisticated college searches and tend to rely on high school guidance counselors as their main source of college information (Tierney, 1980). In contrast, students from high socioeconomic backgrounds tend to rely on a variety of sources of information, possess more knowledge of college costs and financial aid, search a broader geographical area, consider higher quality institutions, and have parents who save money to finance their college costs (Flint, 1992; Hamrick & Hossler,

1996; Hossler, Schmit, & Bouse, 1991; Hossler & Vesper, 1993; McDonough, 1997; McDonough, Antonio, Walpole, & Perez, 1998).

As students search for potential institutions, they develop preferences among institutions. These preferences emerge as students evaluate their own qualifications for admission, assess cost and ability to finance college, and navigate the application process (Berkner & Chavez, 1997; Choy & Ottinger, 1998; Hossler et al., 1989). Also shaping their college preferences are the perceived quality of the institution, availability of majors, and campus life (Choy & Ottinger, 1998; Hossler et al., 1999; McDonough, 1997). According to St. John, Paulsen, and Starkey (1996), high school seniors develop mental pictures of the colleges that they consider, and these images lead them to form preferences and commitments toward particular institutions.

Another important factor during the search stage is the perceptions of the availability of or access to financial aid (Choy & Ottinger, 1998; Hossler et al., 1999). A family's financial constraints have a greater impact on the development of institutional preferences for low-socioeconomic background students as compared to their peers from a high socioeconomic background (Leslie, Johnson, & Carlson, 1977). In addition, during the search stage, when information is crucial to developing a list of potential institutions, access to information regarding college financing is correlated to socioeconomic status (Ikenberry & Hartle, 1998). That is, higher socioeconomic status families possess more knowledge about college costs and college financing than do lower socioeconomic status families.

Choice. It is during this stage that students make their final decision about which institution of higher education they will attend. According to Hossler and Gallagher (1987), the leading factors that influence students' final choice are perceptions of school quality, total costs, and financial aid.

A college's academic reputation and prestige are important factors for students when choosing their college (Avery & Hoxby, 2003; Griffith & Rask, 2007; Weiler, 1996). At times, college reputation and prestige can be more influential than financial aid (Weiler, 1996). Studies on higher education institutional prestige or reputation have found that ratings on prestige generally correlate with institutional size and selectivity (Astin, 1970; Astin & Lee, 1972). Thus, colleges with large student enrollments and high average SAT/ACT scores for incoming freshmen generally receive the greatest prestige rating.

Weiler (1996), who used data from the College Board's Admitted Student Questionnaire, found that academic reputation was more important in determining college choice than was financial aid availability. Avery and Hoxby (2003) examined students' college choice when provided different financial aid packages and different ratings of selectivity. All students in their sample were more likely to choose the most selective school on their lists, regardless of the availability of financial aid. Griffith and Rask (2007) examined how the *US News and World Report Guide to America's Best Colleges* affected college choice among students and found that college choice was sensitive to school rank. Students generally preferred to attend higher ranked schools.

Research indicates that college costs and financial aid are also highly influential during the final stage of the college-choice process (Dynarski, 2002, 2003; Lillis & Tian, 2008; St. John, 1994). Heller (1997) estimated that every \$100 increase in tuition led to a 0.5-1.0% decrease in enrollment. It is important to note, however, that this negative relationship between tuition and enrollment disproportionately affects low-income students (Heller, 1997; St. John, 1994). Students of color and underrepresented populations are also more sensitive to price than are White students, and, as such, they are more likely to choose lower cost colleges (McPherson & Schapiro, 1998; St. John, 1994).

Differences in college choice between various racial and socioeconomic groups also can be attributed to differential access to information regarding finances and costs of college (Beattie, 2002; Perna, 2000). Financial aid, of course, can increase the likelihood that low-income students and students of color will attend college (Dynarski, 2003; McPherson & Shapiro, 1998; Paulsen, & St. John, 2002). Nevertheless, students of color have been found to have less access to information concerning costs and financial aid, which negatively affects their college enrollment rates (Hao & Bonstead-Bruns, 1998).

College-Choice Factors Among Asian American Students

Prestige and financial aid. Asian American students have a higher propensity than do African American, Latino, and White students to choose a college or university for its prestige (Stearns et al., 2010). Attending more prestigious colleges and universities may indicate that Asian American students place more emphasis on academic quality. According to Teranishi et al. (2004),

Asian American students who attended more selective colleges cited the college's academic reputation as a very important factor in their decision. Dundes et al. (2009) found that Asian American students prioritize prestige over happiness when selecting a college. More Asian American students (41%) than White students (9%) thought that the prestige and ranking of the college was more important than whether they thought that they would be happy at the college. Similar results were found when students were asked to assess their parents' perceptions of college and university prestige, with Asian American students' claiming that their parents emphasized prestige over happiness more so than White students reported in regard to their parents (Dundes et al., 2009).

Financial aid availability also affects Asian American students differently than it does African American and Latino students. Although financial aid and college costs are important factors for all students in choosing a college (Hossler et al., 1989; Hossler et al., 1999), Asian American and White students are less influenced by its availability than are African American or Latino students (Cho, Hudley, Lee, Barry, & Kelly, 2008). Kim (2004) found that only 56% of Asian American students thought that being offered financial aid was an important reason for choosing a particular college, while 66% of White, 71% of African American, and 83% of Latino students considered having financial aid as somewhat or very important in choosing a college. This suggests that, while financial aid plays a critical role in students' decisions to pursue post secondary education, its influence is less for Asian American students compared to students from other ethnic groups.

Kim (2004) also found that Asian American students were less likely to change college destinations from their first choice to an alternate institution that offered more financial aid. African American and Latino students were more likely than were Asian American students to forgo their first-choice institution and choose alternate institutions that provided more financial aid and lowered their total costs to attend. Another interesting finding was that more Asian American students took loans as their only form of financial aid, compared to African American, Latino, and White students. Asian American students also had a higher probability of attending their first-choice institution when receiving loans as their only form of financial aid, compared to their peers. White students, in contrast, were more likely to attend their first-choice institution if their only form of financial aid were grants. Overall, Kim found that Asian American students, regardless of family income, are more willing to borrow money to pay for college so that they can attend their first-choice college. Because Asian American students place a high value on attending their first-choice college, college costs are less of a concern in their choice process.

Two-year community college as a means to transfer. Perceived institutional prestige is also a primary factor for Asian American students when choosing a two-year community college. In 2000, almost half of the 4.3 million students of color enrolled in degree-granting colleges and universities enrolled in two-year community colleges (Laden, 2004). Among students of color, Asian Americans have had success in community colleges with high rates of transfer to four-year universities, while African American and Latino students have low rates

of persistence and of transfer. Wang, Chang, & Lew (2009) argued that the high rate of transfer from a community college by Asian American students, relative to other groups, may be attributed to the choice to attend a community college solely for the opportunity to transfer to a four-year university. In other words, Asian American students saw the two-year community college as a pathway to achieving a higher education degree. In particular, South Asian, Pacific Islander, and Vietnamese students ranked the community college's reputation for enabling transfer to four-year institutions as one of their top reasons for attending particular community colleges.

Similar patterns were found in Yang, Rendon, and Shearon (1994) in their study of Asian American students enrolled in North Carolina community colleges. The researchers compared Asian American students from North Carolina's 58 community colleges to the general student population at various colleges and found that more Asian American students (31%), as compared to the general population of students (21%), cited their primary goal of attending community college as providing preparation to transfer to a four-year college. This suggests that Asian American students attend community colleges with the intention of transferring to four-year institutions more so than do other groups of students.

Wang et al. (2009) found that Vietnamese students who attended community college ranked the community college's reputation for transferring students as the primary factor in choosing to attend that particular institution. This may suggest that Vietnamese American students may be forgoing

enrollment in four-year universities to attend highly reputable community colleges.

California Public Colleges and Universities

In 1960, California implemented the Master Plan for Higher Education, which involved a three-tiered system consisting of the University of California (UC), the California State Universities (CSU), and the California Community Colleges (CCC; California State Department of Education, 1960). This three-tiered public system of higher education currently serves four of every five college students in California and is, thus, the destination for most California residents who pursue post-secondary degrees (Shulock & Moore, 2005). Each segment of the three-tiered system was created to serve a specific role in educating post-secondary students.

The UC provides undergraduate, graduate, and professional degrees and has been designated by California as the state's primary research institution. The UC selects students from the top 12.5% of high school graduates, based on grade point average and, therefore, is the most selective public institution in California. The CSU, which draws students from the top 33% of high school graduates, provides undergraduate degrees and graduate degrees, mostly in the form of master's and professional degrees. The estimated tuition for the 2010-2011 academic year for attendance at a UC was \$11,000, compared to \$5,000 at CSU.

The CCC's primary role in the master plan was to provide vocational programs, remedial instruction, and workforce training for all students. It

currently serves more than 70% of students enrolled in the public system of higher education. The CCC's secondary role is to provide students with an alternative pathway to achieve a bachelor's degree by promising students who successfully complete a minimum set of lower division coursework a place at one of the UC or CSU campuses. Average tuition for attendance at a CCC for the 2010-2011 academic year, for 12 units a semester, was approximately \$624.

Summary and Implications

The literature indicated that the Asian American ethnic groups are not equally represented in highly selective institutions of higher education. Asian American students are diverse in their academic achievement as well as their college destinations. On average, East Asian Americans attend more highly selective colleges at higher rates as compared to their Southeast Asian American counterparts. More importantly, college prestige and financial aid seem to have differential effects on various Asian American groups when choosing their institutions of higher education. The research indicates that Asian American students are highly influenced by institutional prestige and will pay more to attend prestigious colleges, even at the cost of their own happiness.

Southeast Asian Americans do not attend highly selective colleges at the same rates as their East Asian American peers. Among these Southeast Asian Americans are Vietnamese Americans. The literature indicates that Vietnamese American students are aware of their parents' social and socioeconomic barriers and that their parents encourage them to take advantage of the educational opportunities offered in the United States. Based on the framework of relative

functionalism, one would expect to see Vietnamese Americans' pursuing highly selective institutions upon high school graduation to obtain upward mobility. This has not been shown to be the case, however, as the research indicates that Vietnamese American students are less represented at highly selective institutions and have lower attainments of bachelor degrees when compared to their East Asian peers.

CHAPTER 3

METHODOLOGY

This chapter presents the methodology used in the study. The chapter begins with a description of the study's setting and participants, followed by a presentation of the research design, including the research questions and hypotheses, instrumentation, data collection and analysis, and limitations. The chapter concludes with a summary.

Setting

The setting for this study consisted of two secondary schools, Lake High School (pseudonym) and Broad High School (pseudonym). Both high schools are part of a large, urban school district located in Southern California, serving students in grades K-12. The school district had a total enrollment of 48,659 students in the 2010-2011 academic year. According to 2010-2011 data, 15,049 students were enrolled in high schools. The student population was composed of 53% Hispanic, 32% Asian, 11% White, and 4% "other." Students who participated in the free/reduced-price meals program comprised 69% of the student population. Students designated as English Language Learners (ELLs) comprised 43% of the total district enrollment (Education Data Partnership, 2011).

Lake High School serves a diverse student population in Southern California. For the 2010-2011 academic year, Lake enrolled 2,159 students in

grades 9-12. The student population was composed of 77% Asian, 16% Latino, 5% White, and 2% "other." Students who participated in the free/reduced-price meals program comprised 63% of the student population. ELLs comprised 24% of the total student enrollment in the school (Education Data Partnership, 2011).

Broad High School also serves a diverse community in Southern California. For the 2010-2011 academic year, Broad enrolled 2,046 students in grades 9-12. The student population was composed of 54% Asian, 36% Latino, 6% White, and 4% "other." Students who participated in the free/reduced-price meals program comprised 71% of the student population. ELLs comprised 32% of the total student enrollment in the school (Education Data Partnership, 2011).

Both Lake and Broad serve a large Vietnamese ethnic enclave within Southern California. According to the U.S. Census Bureau (2000) Asians represented 37.5% of the total population of the community in which the schools are located. From the total Asian population, 83.4% were Southeast Asian. Among Southeast Asians in the community, 98.3% were of Vietnamese ethnicity. This provides an ideal setting to study Vietnamese American students.

Research Design

This study uses a quantitative survey approach to examine college choice among Vietnamese Americans. Survey research provides efficiency in collecting large amounts of data with minimal cost and in a non-intrusive manner (Bernhardt, 2004; Creswell, 2008). The survey questionnaire used in this study will provide a one-time snapshot of the perspectives and behaviors of the

Vietnamese American students in the sample as they relate to the college-choice process (Bernhardt, 2004; Creswell, 2008).

To address the first research question, "What are the pathways that Vietnamese American students take toward their first-choice college?" the researcher developed a college pathway model that is informed by the literature. The college pathway model displayed in Figure 1 includes the stages of college choice (Chapman & Jackson, 1987; Hossler & Gallagher, 1987) linked to a set of possible college pathways that Vietnamese American students may choose within the California higher education system. The first three stages concern students' development of a predisposition to attend college, search for potential institutions, and choose among competing institutions, respectively (Hossler & Gallagher, 1987). The fourth stage, the student's intention to enroll in a particular institution, was added by the researcher. All four stages are influenced by perception of school quality (Astin, 1970; Astin & Lee, 1972; Avery & Hoxby, 2003; Weiler, 1996), financial support (Dynarski, 2002, 2003; Heller, 1997; Lillis & Tian, 2008; McPherson & Schapiro, 1998; St. John, 1994), parental guidance (Chapman & Jackson, 1987; Hossler & Gallagher, 1987), peer influence (Teranishi et al., 2004), and student's academic ability.

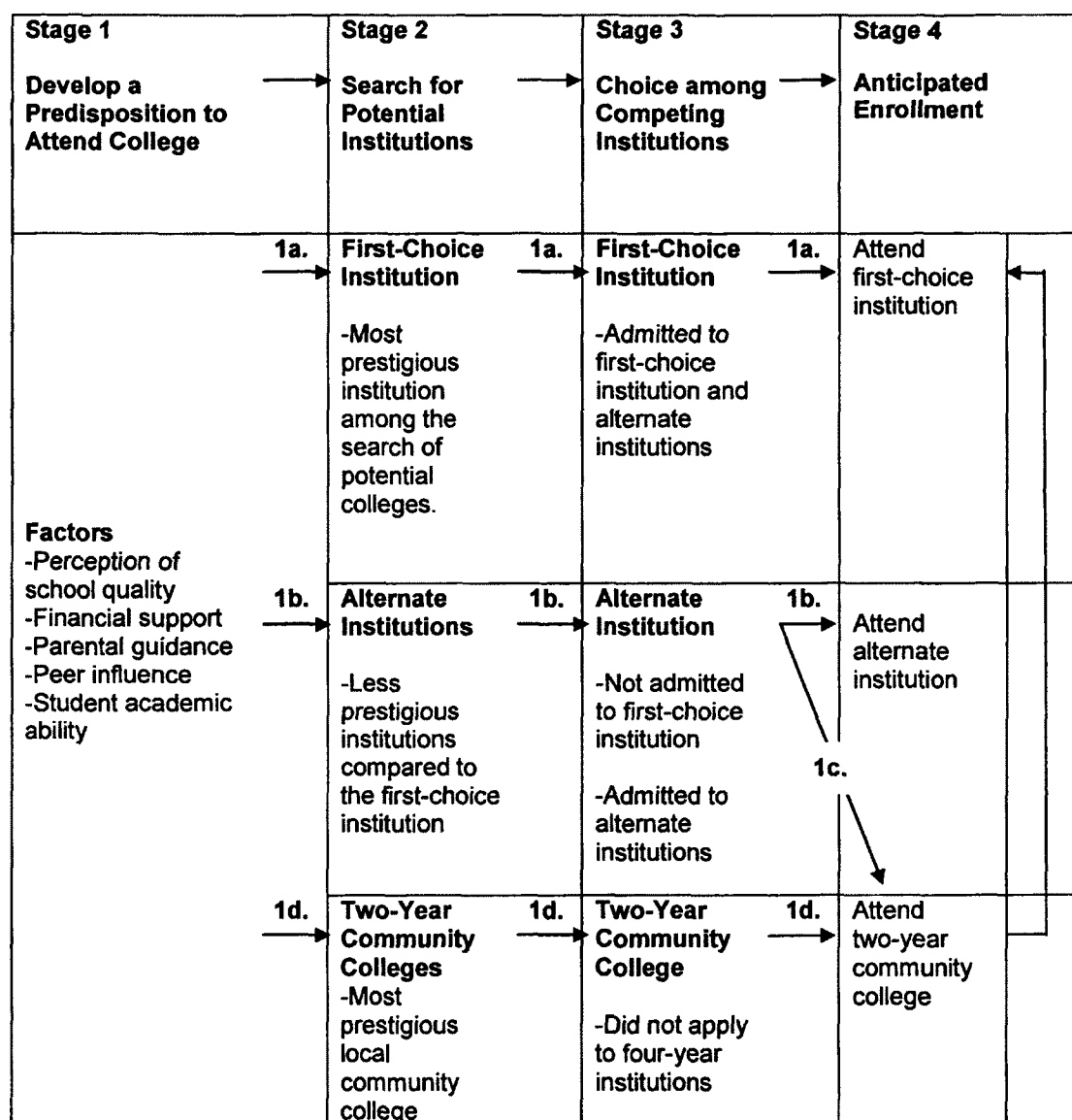


Figure 1. The stages of college choice with four potential pathways.

The researcher then developed hypotheses related to the pathways that students consider during the final selection stage of the college-choice process. Hypotheses were created for each potential pathway as a means to test assumptions about college choice.

If preferences for institutions are formed based on the perception of school quality, mainly prestige and selectivity (Astin, 1970; Astin & Lee, 1972; Weiler, 1996), then Vietnamese American students should pursue the pathway that leads to their first-choice institution. Thus, when given the option to attend their first-choice institution, Vietnamese American students will choose to attend the institution, regardless of total cost and financial aid availability. This is expressed in the first hypothesis (1a), which indicates that, accounting for various constraints and affordances, students who are admitted to their first-choice will choose to attend their first-choice institutions. The second hypothesis (1b) indicates that students list less-prestigious and moderately selective colleges as their alternate institution. Students who are not admitted to their first-choice institution will choose to attend one of their alternative institutions. The third hypothesis (1c) puts forth that students who are not admitted to their first-choice institution but were admitted to their alternative institutions, will opt to attend a two-year community college with the goal of transferring to their first-choice institution. The fourth hypothesis (1d) specifies that students will attend a two-year community college then transfer to their first-choice institution.

In addition to examining the choice of pathways that Vietnamese American students take toward their first-choice college, two hypotheses are presented to explore the second research question: "What are the factors that influence the college choice among Vietnamese American students?" Studies have indicated that Asian American students are highly influenced by institutional prestige when selecting their first-choice college and attend highly selective

institutions at higher rates than do African Americans, Latinos, and Whites (Dundes et al., 2009; Stearns et al., 2010; Teranishi et al., 2004). Kim (2004) stated that Asian American students place more emphasis on attending their first-choice college than on financial aid and are less likely than are their peers to attend an alternative college for more financial aid. Asian American students are also more likely than are African American, Latino, and White students to take loans to attend their first-choice college. Thus, hypothesis 2a indicates that, when choosing a college, Vietnamese American students are more influenced by institutional prestige than by cost or the availability of financial aid.

The literature also suggests that friends and family have a strong influence on Asian American students who select to attend less-selective institutions or community colleges (Teranishi et al., 2004; Yang et al., 1994). Yang et al. (1994) found that friends and family had the most influence on Asian American students who attend community college. This finding is consistent with that reported by Teranishi et al. (2004), which indicated that peer influence was greater among Asian American students who attended less-selective institutions. Therefore, hypothesis 2b states that Vietnamese American students are more influenced by friends and family when choosing less-selective or community colleges.

Research Questions and Hypotheses

This study addressed the following research questions by testing their corresponding hypotheses:

1. What are the pathways Vietnamese American students take toward their first-choice college?

- 1a. Students who are admitted to their first-choice will choose to attend their first-choice institution.
- 1b. Students who are not admitted to their first-choice institution will choose to attend one of their alternative institutions.
- 1c. Students who are not admitted to their first-choice institution, but were admitted to their alternative institutions, will opt to attend two-year a community college with the goal of transferring to their first-choice institution.
- 1d. Students will attend a two-year community college to transfer to their first-choice institution.
- 2. What are the factors that influence college choice among Vietnamese American students?
 - 2a. Vietnamese American students are more influenced by institutional prestige than by cost or availability of financial aid.
 - 2b. Vietnamese American students are more influenced by friends and family when choosing less-selective or community colleges.

Population

All participants in the study were 12th grade, Vietnamese American students enrolled in the general education curriculum at Lake and Broad High School. Students enrolled in the general education setting, as compared to those in English Language Development or Special Education programs, will have fewer constraints on their course selection that may disqualify them from eligibility for four-year universities.

The researcher completed California State University, Fullerton's Institutional Review Board Human Research Tutorial during spring 2011. Permission letters to conduct the research at Lake and Broad High Schools were obtained from the school principals during fall 2011. The student assent form and parent consent form were submitted along with the Institutional Review Board application during fall 2011.

Prior to completing the survey questionnaire, participants were informed that all precautions were taken to secure confidentiality and that the assent and consent forms collected would be kept confidential to the extent allowed by law. The surveys were anonymous, and no names were used. Only group characteristics were determined through the analysis, and, thus, no individual information was identified. The responses and data retrieved from the survey were stored digitally in password-protected computers accessible only to the researcher. No other person, including parents of the participants, were allowed to view the responses.

Instrumentation

As noted above, this study was used to gather quantitative data through a survey questionnaire. The questionnaire was adapted from an existing questionnaire from the U.S. Department of Education's Educational Longitudinal Study (ELS) of 2002 (U.S. Department of Education, 2005). The ELS of 2002's First Follow-Up Questionnaire was administered to high school sophomores to examine their post-secondary goals. The ELS questionnaire consists of survey items that provide details on student academic characteristics, post-secondary

goals, and factors that influence post-secondary goals. Although the ELS contains useful items related to factors that influence college choice, it does not include the hypothetical pathways that students may choose in attaining a college degree. Therefore, the researcher augmented the ELS questionnaire to include choices among various post-secondary pathways within California's system of higher education (Appendix A). The researcher-adapted questionnaire for this study includes items related specifically to California public colleges (i.e., UC, CSU, and CCC). The items that focus on California colleges and college pathways will provide information about the different routes that Vietnamese American students take toward attaining a college degree and how alternative pathways are used to attend their first-choice institution.

The questionnaire also includes items intended to obtain information on the importance of prestige, cost, and financial aid factors to Vietnamese American students when choosing a college. Students self-reported the importance of each factor on a 5-point scale from "unimportant" to "very important." Factors related specifically to institutional prestige included "a good record for placing graduates in jobs," "a good record for placing graduates in graduate school," "strong reputation of the school's academic program," and "easy admission standards." The factors included to gather information on importance of cost were "low expenses (tuition, books, room and board)," and factors to measure the importance of financial aid consists of "availability of financial aid in the form of grants" and "availability of financial aid in the form of loans."

An additional block of items on the questionnaire were included to obtain information on whether input from friends, family, and school staff were additional reasons for students to choose their particular colleges. This block of questions included items asking students to indicate (yes or no) if any of the following were additional reasons for choosing their college: "my mother (or female guardian) thinks I should attend this school," "my father (or male guardian) thinks I should attend this school," "my brother or sister thinks I should attend this school," "my close relative thinks I should attend this school," "my friends think I should attend this school," "my school guidance counselor thinks I should attend this school," "my favorite teacher thinks I should attend this school," and "my favorite coach or activity/club advisor thinks I should attend this school"

Finally, students were asked rate their colleges-of-choice on a scale from "F-poor" to "A-excellent" on each of the prestige, cost, and financial aid factors. The ratings of the colleges on these factors are used as the dependent variable to measure if their self-reported importance of the factors or additional people affected their ratings of the colleges.

Data Collection

During the winter 2011 semester, the survey questionnaire was administered to 12th-grade students during their English class as part of a presentation made by a guidance counselor. The assent form for the student and consent form for the parent or guardian and were distributed to students in their English classrooms. The assent and consent forms notified the students and parents or guardians of the purpose of the study and that participation was

optional and voluntary. Students who declined to participate or did not bring back consent forms were provided an alternate activity during the day of the survey.

Students were given access to a computer lab on the day of the survey. Students completed the survey questionnaire on computers, using Qualtrics, an online survey tool. The survey took approximately 15 to 20 minutes to complete. The data collected were then compiled into SPSS for analysis.

Data Analysis

First, descriptive statistics were generated to provide an overview and summary of the data collected (Field, 2009). The data consists of information on demographics (gender, free/reduced-price lunch eligibility, and achievement), individuals involved in the college-choice process (parents, family/relatives, friends, and school staff), factors that influence college choice (prestige/reputation, costs, financial aid), and college pathways (first-choice and alternate choices).

Second, a correlation analysis was conducted to determine the relationships between the factors that are associated with college choice (prestige, costs, financial aid, family, friends, and school staff) and ratings of their first-choice institution (UC, CSU, or CCC; Field, 2009). Specifically, a bivariate correlation analysis was used to determine the relationship between factors that influence college choice among Vietnamese American students and their ratings of their choice college on prestige, costs, and availability of financial aid. Bivariate correlations are correlations between two continuous variables and can

be expressed as either positive or negative relationships (Field, 2009). Because the data for the variables were ordinal, a Spearman rho was computed to examine the association between numerous variables (Field, 2009).

Third, multiple regression techniques were utilized to examine the extent to which the factors that are associated with college choice (prestige, costs, financial aid, family, friends, and school staff) predicted students' ratings of their first-choice institution (UC, CSU, or CCC; Field, 2009). Multiple regression analysis is a statistical method that allows for predicting an outcome variable (ratings of college-of-choice) from several continuous predictor variables (prestige, cost, financial aid, family, friends, and school staff; Field, 2009). Regression models utilize an equation that attempts to fit the data to show linear or non-linear relationships. The general equation utilized to predict outcome variables was as follows:

$$\begin{aligned} \text{Outcome}_i (\text{RATINGS OF COLLEGE-OF-CHOICE}) = & \beta_0 + \beta_1(\text{GENDER}) + \\ & \beta_2(\text{FREE/REDUCED LUNCH}) + \beta_3(\text{GPA}) + \beta_4(\text{PRESTIGE}) + \\ & \beta_5(\text{COST/FINANCIAL AID}) + \beta_6(\text{FAMILY/FRIENDS/SCHOOL STAFF}) + \varepsilon_i \end{aligned}$$

Limitations of the Study

There are several limitations to this study. The Vietnamese American participants surveyed were drawn from all socioeconomic backgrounds and levels of achievement available in the two high school settings. An effort was made to recruit and survey all Vietnamese American seniors in the general education program from the schools. However, because the students who participated in this study were drawn from only two high schools within the same

community the results of this study may not be generalizable to other Vietnamese American students from communities in which there may be different demographics.

Another limitation includes the degree of willingness of the participants to complete the survey honestly. An effort was made to address the importance of the research to the participants and that all data gathered is anonymous. This was provided on their assent and consent forms and again verbally before their taking their survey.

Chapter Summary

This chapter presented the methodology used in the study. Specifically, a survey questionnaire was administered to 388 12th-grade Vietnamese American high school students who were drawn from two high schools in Southern California with a majority Vietnamese American population. The research questions and hypotheses were drawn from the literature, and the data used to address these questions and determine whether the hypotheses were supported were analyzed for descriptive statistics, followed by a correlation and multiple regression analysis. The correlation analysis determined the relationships among the factors, and the multiple regression analysis determined the extent to which the pursuit of a first-choice institution would predict students' college pathways, controlling for individual characteristics. Because correlational analyses were used, causal inferences cannot be made.

CHAPTER 4

RESULTS

This chapter presents the results of the research study including analyses generated from descriptive statistics, correlations, and multiple regression. The chapter concludes with the summary of the results.

Data Analysis

Student Backgrounds and College Goals

The analysis begins with the examination of characteristics of the participants and their college goals. Three hundred and eighty-eight 12th-grade Vietnamese American students from Lake High School and Broad High School completed the online survey: 64.7% from Lake and 35.3% from Broad. Female students represented 55.2% of the participants and males consisted of 44.8% of the participants. Students participating in the free/reduced meals programs consisted of 71.4% of the participants. Students indicated they had exposure to rigorous college preparatory courses with 77.6% of students reporting they had completed or were currently enrolled in honors and Advanced Placement (AP) courses. The mean cumulative grade point average (GPA) of students was 3.12, which is above the minimum 3.0 requirement for admission to University of California System. Students also indicated they had taken the required college entrance exams with 80.9% taking the SAT and 44.8% taking the ACT.

The majority of the students surveyed (96.9%) indicated an intention to attend a two- or four-year college or university upon high school graduation. Of those, 68.6% of the students indicated that they would like to attend a four-year college or university upon high school graduation and 28.4% intended to attend a two-year community college. For students intending to attend a four-year university, 45.1% indicated they were planning to attend a CSU, 44.0% planned to attend a UC, 7.9% planned to attend a California private college or university, and 3.0% planned to attend an out-of-state college or university. Of the students who indicated that they would like to attend a two-year community college, 96.4% planned to transfer to a four-year university from the community college.

Examining participant backgrounds further, 97.9% of students surveyed responded that neither of their parents were born in the United States, and 25.3% of the students indicated they were born outside the United States. When students were asked about their parents' educational attainment, they indicated that 10.3% of mothers or female guardians and 11.6% of their fathers or male guardians had graduated from college. However, it is important to note that some students indicated that they had no knowledge of their parents' educational attainment with 26.5% reporting that they did not know their mother's or female guardian's highest level of education and 29.4% reporting that they did not know their fathers' or male guardian's highest level of education.

Although many of the parents, as reported by the students, did not attain college educations themselves, they expected their children to achieve. This is evident by the fact that 77.8% of students indicated their mothers or female

guardians wanted them to obtain at least a four-year college degree. Of those, 37.6% indicated their mothers or female guardian wanted them to obtain a graduate degree. According to the students, 70.4% of fathers or male guardians wanted them to obtain a four-year college degree, and 35.6% of students indicated their father or male guardian wanted them to obtain a graduate degree.

Pathways Toward First-Choice Institution

I use descriptive statistics to examine the first research question, "What are the pathways Vietnamese American students take toward their first-choice college?" Students were asked to indicate their first-choice college and to choose the likelihood of attending their chosen colleges or universities based on a 6-point scale (e.g., "I will definitely attend"; "I will very probably not"). Table 1 provides a summary of students' likelihood of attending their first-choice college if granted admission. Of the 388 students, 266 indicated they intended to enroll in a four-year college upon graduation. The data showed that 87.2% of the students who chose a UC as their first-choice college also indicated that they will definitely or very probably attend if admitted, and 86.2% of students who chose a CA private college or out-of-state college indicated they would definitely or very probably attend if admitted. Interestingly, a slightly lower number of students who chose a CSU as their first-choice college indicated they will definitely or very probably attend if admitted (81.2%). Overall, the high percentage of likelihood of Vietnamese American students choosing to attend their first-choice institution supports hypothesis 1a, which indicates that students who are admitted to their first-choice college will choose to attend their first-choice institution.

Table 1

Likelihood of Attending First-Choice College

First-Choice Institution	Percentage of Likelihood					
	I will definitely attend	I will very probably attend	I will probably attend	I will possibly attend	I will probably not attend	I will very probably not attend
CSU	54.2	27.5	8.3	7.5	2.5	0.0
UC	54.7	32.5	8.5	4.3	0.0	0.0
CA private or out-of-state	55.2	31.0	6.9	6.9	0.0	0.0

Note: N = 266 (120 CSU, 117 UC, and 29 CA private or out-of-state).

Alternative Pathways

To examine alternative pathways to Vietnamese American students' college of choice, students were asked to indicate what type of college they would attend if they were *not* admitted to the first-choice institution. The data indicates that Vietnamese American students are likely to attend an alternative college if they were not admitted to their first-choice college, thus supporting hypothesis 1b that students who are not admitted to their first-choice institution will choose to attend one of their alternative institutions (Table 2). Only a small percentage (1.6%) of students who chose to attend a CSU indicated they would join the military, go to a vocational school, or work if not admitted to their first-choice CSU. Otherwise, regardless of which type of institution their first-choice college was, students indicated they would attend an alternative four-year university if not admitted to their first-choice college.

In further detail, of the students who chose a UC as their first-choice college, 75.9% indicated they were most likely to attend an alternative UC if they were not admitted to their first-choice, followed by 16.4% indicating they would attend a CSU, and 5.2% indicated they would attend a two-year community college if they were not admitted to their first-choice UC. Of the students who chose a CA private or out-of-state college or university, a majority chose to attend either an alternative UC (44.8%), or an alternative private college (44.8%), and 6.9% indicated they would attend a CSU if they were not admitted to their first-choice college or university. None of the students from this group chose to attend a two-year community college as an alternative college.

Finally, of the students' whose first-choice college was a CSU, 71.4% reported they were most likely to attend an alternative CSU if they were not admitted to their first-choice. This group of students also represented the highest percentage of four-year college or university bound students who would attend a community college (21.8%) and military, vocational school, or work (1.6%) if not admitted to their first choice college.

Table 2

Students' Alternate College if Not Admitted to Their First-Choice

First-choice institution	Percentage Among					
	CSU	UC	Private	Public out-of-state	Community college	Military, vocational school, Or work
CSU	71.4	5.0	0.0	0.0	21.8	1.6
UC	16.4	75.9	1.7	0.9	5.2	0.0
CA private or out-of-state	6.9	44.8	44.8	3.2	0.0	0.0

Note: N = 264 (119 CSU, 116 UC, 29 CA private or out-of-state)

Hypothesis 1c, which indicates that students who are not admitted to their first-choice institution will opt to attend two-year a community college with the goal of transferring to their first-choice institution, does not seem to be supported by the results. Only 5.2% of students who chose a UC as their first-choice college indicated they would attend a community college with the intention of transferring if not admitted to their first-choice, while none of the students who chose CA private or out-of-state colleges indicated they would attend a community college if not admitted to their first choice. Interestingly, a much larger percentage of students (21.8%) who chose a CSU as their first-choice college indicated they would attend a two-year community college if not admitted to their first-choice CSU.

Finally, examining hypothesis 1d, the descriptive data indicated that 28.4% of students intended to enroll in a two-year community college upon graduation and of those 96.4% were planning to transfer to a four-year university.

Although a smaller percentage were intending to enroll in a two-year community college compared to four-year university bound students, almost all of them indicated their purpose in attending a community college was to transfer to a four-year university. These results support hypothesis 1d which suggests that students will attend a two-year community college to transfer to their first-choice college.

Factors That Influence College Choice

In the next level of analysis, I examine the factors that influence college choice among Vietnamese American students. The first set of factors the analysis will focus on are institutional prestige, cost of attendance, and availability of financial aid. To examine the influence of these factors on Vietnamese American students, the participants were asked to rate the importance of the following factors related to prestige: strong reputation of the school's academic program, a good record for placing graduates in jobs, a good record for placing graduates in graduate school, and easy admissions standards. "Easy admission standards" is an indicator that a college is not prestigious and is expected to have an inverse relationship to prestige. Students were also asked to rate the importance of cost and availability of financial aid through the following factors: Low expenses, availability of financial aid in the form of grants, and availability of financial aid in the form of loans. Students were asked to rate the factors on a 5-point scale (e.g., "unimportant"; "very important") on how important each item was to them when choosing a college. Students who chose to attend a two-year community college upon graduation with the intention of transferring

to a four-year university or college were asked to rate how important the college-choice factors were in choosing their transfer college or university. Consistent with the results shown in prior research, the analysis was narrowed to include only the groups of factors that were associated with institutional prestige, cost of attendance, and financial aid. Table 3 provides a summary of the results.

Table 3

Importance of Institutional Prestige, Cost, and Financial Aid

College-choice factors	Average rating of importance			
	CSU	UC	Private & out-of-state	Community college
Importance of institutional prestige				
Easy admission standards	3.56	3.33	2.66	3.51
Good record for placing graduates in jobs	4.38	4.34	4.48	4.29
Good record for placing graduates in graduate school	4.15	4.37	4.41	4.07
Strong reputation of the school's academic programs	4.11	4.35	4.24	3.90
Importance of cost & financial aid				
Availability of financial aid in the form of grants	4.53	4.54	4.55	4.42
Availability of financial aid in the form of loans	3.77	3.85	3.86	3.67
Low expenses (tuition, books, room and board)	4.13	3.76	3.21	3.74

Note: N = 368 (119 CSU, 116 UC, 29 private or out-of-state, 104 community colleges). Likert scale 1 = unimportant; 5 = very important.

The results show that Vietnamese American students on average placed high importance on institutional prestige. Students who reported UCs, CSUs, and private or out-of-state colleges as their first-choice institution also indicated

that a college's record of placing graduates in jobs and graduate school and a strong academic reputation were important to them. It is important to note that students who indicated CSU as their first-choice institution reported "easy admission standards" as far more important compared to their peers who selected other institutions.

The importance of institutional cost and financial aid are also observed among students intending to enroll in different institutions. Financial aid in the form of grants were important to all Vietnamese American students regardless of their first-choice colleges and financial aid in the form of loans were also important, although slightly less so. It is important to note that low-cost expenses such as tuition, books, room and board were ranked higher in importance by students who chose a CSU as their first-choice college, which is not surprising as the CSU system has the lowest rate of tuition among the CA public universities. Conversely, students who chose the private or out-of-state college as their first choice, which typically has the highest tuitions, rated "low expenses" as less important than other students.

First-Choice College Ratings

Next, students were asked to rate their first-choice college along the same college-choice factors by giving a grade to each factor on a 5-point scale (e.g., "unacceptable"; "excellent"). Thus, students were asked to grade their first-choice college in terms of prestige, cost, and financial aid availability. The results show that students who chose a private or out-of-state institution rated their first-choice college highest in having a good record for "placing graduates in jobs",

“placing graduates in graduate schools”, and having a “strong academic program” (Table 4). Students who chose a UC or a community college (transfer college) rated their colleges high in the prestige factors as well, although not as high as private and out-of-state colleges. It is important to note here that students taking the community college pathway to transfer to four-year universities were rating their transfer college of choice high in prestige factors, indicating that they were intending to choose prestigious institutions when transferring.

Students who chose a CSU rated their first-choice college lowest in the prestige factors. Not surprisingly, students also rated CSU institutions highest in “easy admission standards,” as CSU admissions are less competitive than those of UC institutions. Overall, private and out-of-state institutions were rated higher in the institutional prestige factors. CSU’s were rated lowest in institutional prestige.

Examining student ratings of cost and financial aid showed that students who chose private or out-of-state institutions also rated their first-choice colleges highest in availability of “financial aid in the form of grants” and in the form of loans.” This may be due the availability of financial aid available to low-income students to meet the high costs of tuition for private and out-of-state colleges, as students rated private and out-of-state colleges only average on the “low expenses factor. Students who indicated their first-choice college was a CSU had the highest rating in the “low expenses.” These results are consistent with

the average cost of attendance difference between a CA public university and private or out-of-state colleges.

Table 4

Ratings of Institutional Prestige, Cost, and Financial Aid for First-Choice College

College-choice factors	Average rating of importance			
	CSU	UC	Private & out-of-state	Community college
Rating of institutional prestige				
Easy admission standards	3.53	2.75	2.79	3.49
Good record for placing graduates in jobs	3.87	4.03	4.45	4.07
Good record for placing graduates in graduate school	3.91	4.06	4.48	4.03
Strong reputation of the school's academic programs	3.98	4.25	4.66	4.14
Rating of cost & financial aid				
Availability of financial aid in the form of grants	4.05	3.70	4.14	3.92
Availability of financial aid in the form of loans	3.82	3.65	3.90	3.58
Low expenses (tuition, books, room and board)	3.80	3.22	3.10	3.62

Note: N = 370 (119 CSU, 116 UC, 29 private or out-of-state, 104 community colleges). Likert scale 1 = unacceptable; 5 = excellent.

Importance of Factors and Ratings of Colleges

The next analysis seeks to compare how students rate their first-choice colleges with regard to the importance they placed on institutional prestige, institutional cost, and financial aid. More specifically, I examine the relationship between how important each factor is to students and how they rate their first-choice college on those factors through the use of a correlation analysis. The

correlation analysis conducted for students grouped by their first-choice college (CSU, UC, private/out-of-state, community college) suggests differences in how students rate the importance of institutional prestige, institutional cost, and financial aid and how they rated their college of choice along the same factors.

Students who selected a UC as their first-choice college generally rated the factors of prestige as important and they also rated their UC of choice “excellent” on the same factors (Table 5). Significant correlations were found for good reputation of placing graduates in jobs ($r = .192, p = .038$), good reputation of placing graduates in graduate school ($r = .293, p = .001$), and strong academic programs ($r = .289, p = .002$). Similarly, a significant correlation was found between students’ ranking “easy admission standards” as low in importance and their ranking “poor” in “easy admission standards” for their UC of choice ($r = .248, p = .007$).

However, there was no significant relationship between students’ perceptions of institutional cost and financial aid and their ratings concerning cost and financial aid for their UC of choice. For example, students who chose a UC as their first-choice college, on average, rated their college as being fair to good in terms of low-cost expenses and the availability of grants and loans. It is important to point out that although Vietnamese American students placed high importance on the availability of financial aid in the form of grants and loans, they chose to attend colleges that they did not rank as excellent in terms of availability of financial aid. This is evident in the fact that Vietnamese American students

rated their UC of choice *higher* in institutional prestige compared to other factors, such as low cost expenses and availability of financial aid.

Table 5

Correlations Between Students' Perceptions of College Factors and Their Ratings of These Factors on Their First-Choice UC

Importance of college choice factors to students	Ratings of first-choice college						
	Availability of financial aid in the form of grants	Availability of financial aid in the form of loans	Low expenses	Strong record for placing graduates in jobs	Strong record for placing graduates in graduate school	Strong reputation of academic programs	Easy admission standards
Availability of financial aid in the form of grants	.086	.018	.064	.083	.026	.187*	-.163
Availability of financial aid in the form of loans	.044	.144	.087	.049	.004	-.004	.027
Low expenses	.069	.075	.103	.011	-.038	.114	-.112
Strong record for placing graduates in jobs	.097	.077	.025	.192*	.202*	.215*	-.106
Strong record for placing graduates in graduate school	.037	.089	-.032	.184*	.293**	.280**	-.175
Strong reputation of academic programs	.098	.151	.043	.112	.159	.289**	-.110
Easy admission standards	.036	.030	.111	-.006	.051	.001	.248**

Note: * = $p \leq .05$, ** = $p \leq .01$.

When examining Vietnamese American students who chose a CSU as their first choice institution, significant correlations were found in their overall ratings of prestige, and cost and financial aid and how they rated their CSU on the same factors (Table 6). Unlike students who identified UCs as their first-choice institutions, students who identified CSUs as first-choice institutions were more likely to rate their college of choice in-line with the importance they placed on each factor of institutional prestige, financial cost, and financial aid. For example, positive correlations were found in every factor except for “easy admission standards” ($r = .175, p = .056$). This indicates that students in general rated “easy admission standards” as important and perceived their CSU of choice as fair to good in that category. In other words, students who sought colleges with easy admission standards also felt that their CSU of choice did not have as easy standards as they may liked.

For students who chose a private or out-of-state college, with the exception of the ratings for “Strong Reputation of Academic Programs” ($r = .417, p = .024$), there were no significant correlations between their perceptions of prestige, cost, and financial aid and their ratings of first-choice colleges on these same factors (Table 7). This result may be due to the variety of private and out-of-state colleges students can choose from and the limited number of students who in this category ($n = 29$). However, it also may be the case that students choosing to attend a private or out-of-state college are not choosing colleges that are in-line with what they perceive as important. Other than

providing a strong academic program, these institution's ratings may not match the importance students are placing on the college-choice factors.

Vietnamese American students en route to two-year community colleges with the intention of transferring to a four-year university rated their first-choice transfer college similarly to how they rated the importance of low costs and financial aid (Table 8). Positive relationships were shown between the importance of "low expenses" ($r = .283, p = .004$), "availability of financial aid in the form grants" ($r = .255, p = .009$), and "financial aid availability in the form of loans" ($r = .485, p = .000$) and students' ratings of their first choice college on the same factors. For example, students who indicated that availability of financial aid was important to them when choosing a college also graded that their transfer college of choice was excellent in terms of providing financial aid. However, the only correlation among the prestige factors was with "easy admission standards" ($r = .278, p = .004$). These results indicate that students choosing to attend community colleges were more concerned with cost and financial aid, as well as easy admission standards, than prestige such as a strong academic program and placing graduates in jobs and graduate school.

Table 6

Correlations Between Students' Perceptions of College Factors and Their Ratings of These Factors on Their First-Choice CSU

Importance of college choice factors to students	Ratings of first-choice college						
	Availability of financial aid in the form of grants	Availability of financial aid in the form of loans	Low expenses	Strong record for placing graduates in jobs	Strong record for placing graduates in graduate school	Strong reputation of academic programs	Easy admission standards
Availability of financial aid in the form of grants	.272**	.149	.236*	.090	.094	.088	.144
Availability of financial aid in the form of loans	.014	.336**	.218*	.095	.072	.012	.089
Low expenses	.162	.164	.357**	.259**	.135	.133	.157
Strong record for placing graduates in jobs	.249**	.018	.222*	.254**	.142	.164	.115
Strong record for placing graduates in graduate school	.239*	.144	.278**	.228*	.255**	.208*	.161
Strong reputation of academic programs	.197*	.216*	.222*	.257**	.194*	.326**	.054
Easy admission standards	.123	.186*	.295**	.181*	.133	.120	.175

Note: * = $p \leq .05$, ** = $p \leq .01$.

Table 7

Correlations Between Students' Perceptions of College Factors and Their Ratings of These Factors on Their First-Choice Private or Out-of-State College

Importance of college choice factors to students	Ratings of first-choice college						
	Availability of financial aid in the form of grants	Availability of financial aid in the form of loans	Low expenses	Strong record for placing graduates in jobs	Strong record for placing graduates in graduate school	Strong reputation of academic programs	Easy admission standards
Availability of financial aid in the form of grants	.176	.031	.023	-.203	-.009	-.097	-.191
Availability of financial aid in the form of loans	.133	.279	.255	-.199	-.069	-.054	.113
Low expenses	-.183	-.224	-.101	.182	.151	-.017	-.080
Strong record for placing graduates in jobs	.271	.282	.049	.070	.224	.413*	-.265
Strong record for placing graduates in graduate school	.156	.133	.050	.001	.151	.350	-.279
Strong reputation of academic programs	.294	.304	.167	.135	.294	.417*	-.050
Easy admission standards	.104	.059	.287	-.193	-.308	-.406*	.222

Note: * = $p \leq .05$, ** = $p \leq .01$.

Table 8

Correlations Between Students' Perceptions of College Factors and Their Ratings of These Factors on Their First-Choice Transfer College

Importance of college-choice factors to students	Ratings of first-choice college						
	Availability of financial aid in the form of grants	Availability of financial aid in the form of loans	Low expenses	Strong record for placing graduates in jobs	Strong record for placing graduates in graduate school	Strong reputation of academic programs	Easy admission standards
Availability of financial aid in the form of grants	.255**	.200*	.169	.139	.118	.200*	.137
Availability of financial aid in the form of loans	.124	.485**	.073	.301**	.243**	.237**	.276**
Low expenses	.281**	.058	.283**	.097	.171	.190	.217*
Strong record for placing graduates in jobs	-.051	.066	-.067	.085	.092	.122	.119
Strong record for placing graduates in graduate school	-.008	.017	-.055	-.037	.113	.135	.056
Strong reputation of academic programs	-.106	-.078	-.053	-.012	-.036	.171	.084
Easy admission standards	.015	.141	.076	.042	.005	-.017	.278**

Note: * = $p \leq .05$, ** = $p \leq .01$.

Friends and Family

In the next analysis, I investigated the influence of friends, family, and school personnel on Vietnamese American students' college choice. To examine the extent to which friends and family were influential in Vietnamese American students' selection of a first-choice college, students were asked to identify individuals who influenced their decisions concerning their first-choice college from a list of people that included member of their family, friends, and school personnel. More specifically, students were asked to indicate if any of the people listed thought "they should attend" their first-choice college and if that was an additional factor in their decision. Table 9 provides a summary of the results.

Table 9

Sources of Influence on Students' First-Choice College

Sources of Influence	Percentage among			
	CSU	UC	Private & out-of-state	Community college
Mother or female guardian	60.0	63.2	34.5	40.4
Father or male guardian	55.8	60.7	31.0	36.5
Brother or sister	52.5	55.6	27.6	33.7
Close relative	55.8	58.1	34.5	41.3
Friends	60.8	61.5	34.5	43.3
School guidance counselor	66.7	51.3	37.9	39.4
Favorite teacher	55.8	43.6	34.5	25.0
Favorite coach or activity/club advisor	42.5	41.0	20.7	26.0

Note: N = 266 (119 CSU, 116 UC, 29 CA private or out-of-state, and 104 community colleges).

The results show that students who chose to attend a CSU or UC are more likely to identify family members, friends, and school personnel as individuals who influenced their decision regarding first-choice college while students who chose a private, out-of-state, or community college were less likely to list individuals as additional reasons to choose their institution. Interestingly, students who indicated their first-choice college as a UC were more likely to list their mother, father, siblings, close relatives, and friends as additional reasons for choosing their college. Students who chose a CSU as their first-choice college were the most likely to indicate that a school guidance counselor thought they should attend their first-choice college.

A correlation analysis was then performed to examine relationships between others' perceptions of students' first choice college and how students' graded their first-choice college on various college-choice factors. This information provides insights on the extent to which outside influences may affect student perceptions of their first-choice colleges.

According to the correlation analysis (table 10), students who chose a UC as their first-choice college and identified their siblings as sources of influences also rated their UC of choice excellent in terms of "placing graduates in jobs" ($r = .205, p = .027$) and "placing graduates in graduate school" ($r = .199, p = .032$). In other words, students who graded their UC of choice high on placing graduates in jobs and graduate school also indicated that their brother or sister thought they should attend the UC as well. Club/activity advisors were also significantly related to how students graded their UC of choice in "placing

graduates in jobs" ($r = .204, p = .028$) and "placing graduates in graduate school" ($r = .206, p = .026$). Additionally, students who reported that their friends thought they should attend their UC of choice were also likely to grade their UC high in "placing graduates in jobs" ($r = .190, p = .041$). These results indicate that brothers and sisters, club and activity advisors, and friends may have an influence on how student perceive and rate their UC-of-choice.

Similarly, students who chose a private or out-of-state college and identified brothers or sisters, club or activity advisors, and friends as sources of influence, are also more likely to rate their college-of-choice high in "placing graduates in graduate school" (Table 11). Significant correlations were found with brothers or sisters ($r = .470, p = .010$), club or activity advisors ($r = .389, p = .037$), and friends ($r = .372, p = .047$) to students' rating of "placing graduates in graduate school." Similar to students who chose a UC as their first-choice college, results indicate that brothers and sisters, club and activity advisors, and friends may have an influence on how student perceive their private or out-of-state college.

Table 10

Correlations Between Ratings of College Choice Factors on First-Choice UC and Sources of Influence on Students' First-Choice UC

Ratings of first-choice college	Sources of influence on students' first-choice college							Favorite coach or activity/ club advisor
	Mother or female guardian	Father or male guardian	Brother or sister	Close relative	Friends	School guidance counselor	Favorite teacher	
Availability of financial aid in the form of grants	.078	.039	.068	-.013	.041	.034	-.079	-.005
Availability of financial aid in the form of loans	.026	-.036	.047	-.058	-.007	.031	-.035	.007
Low expenses	.013	-.052	.020	-.044	.015	.024	-.090	-.018
Strong record for placing graduates in jobs	.157	.134	.205*	.160	.190*	.143	.176	.204*
Strong record for placing graduates in graduate school	.092	.072	.199*	.125	.173	.182*	.152	.206*
Strong reputation of academic programs	.039	-.060	.094	.029	.107	-.035	.084	.058
Easy admission standards	.093	-.060	.021	-.069	.044	-.058	-.062	-.019

Note: * = $p \leq .05$, ** = $p \leq .01$.

Table 11

Correlations Between Ratings of College Choice Factors on First-Choice Private or Out-of-State Colleges and Sources of Influence on Students' First-Choice Private or Out-of-State Colleges

Ratings of first-choice college	Sources of influence on students' first-choice college							Favorite coach or activity/ club advisor
	Mother or female guardian	Father or male guardian	Brother or sister	Close relative	Friends	School guidance counselor	Favorite teacher	
Availability of financial aid in the form of grants	.144	.172	.287	.251	.116	.328	.144	.245
Availability of financial aid in the form of loans	.080	.073	.176	.080	.043	.088	.080	.056
Low expenses	-.055	-.051	-.044	.027	-.055	.147	.032	-.134
Strong record for placing graduates in jobs	.039	-.020	.241	.039	.162	-.024	.039	.127
Strong record for placing graduates in graduate school	.246	.196	.470*	.246	.372*	.172	.246	.389*
Strong reputation of academic programs	.214	.179	.345	.064	.255	-.045	.104	.285
Easy admission standards	-.348	-.376*	-.233	-.265	-.110	-.177	-.110	-.301

Note: * = $p \leq .05$, ** = $p \leq .01$.

School guidance counselors, on the other hand, had the most positive relationships to how students graded CSUs (Table 12). Students who chose a CSU as their first choice indicated school guidance counselors as influential in their perceptions concerning the CSU, which had positive associations on their ratings of the CSU on most college-choice factors. The only two factors that were not positively correlated to school guidance counselors were “reputation for placing graduates in jobs” ($r = .141, p = .124$) and “easy admission standards” ($r = .085, p = .354$). These results indicate that school guidance counselors may have an impact on how students perceive and rate their CSU-of-choice.

Students choosing community colleges with the intention of transferring may also be influenced by other individuals in their lives. Fathers or male guardians were found to have the most influence on how students graded their transfer college-of-choice (Table 13). Results show correlations between father or male guardian’s influence on students’ first-choice transfer college and students’ rankings on “availability of loans” ($r = .228, p = .020$), “record of placing graduates in jobs” ($r = .194, p = .048$), “record of placing students in graduate school” ($r = .250, p = .011$), and “easy admission standards” ($r = .264, p = .007$). Mothers or female guardians, however, were associated with students’ perceptions of “good record for placing graduates in graduate school” ($r = .194, p = .049$).

Table 12

Correlations Between Ratings of College Choice Factors on First-Choice CSU and Sources of Influence on Students' First-Choice CSU

Ratings of first-choice college	Sources of Influence on students' first-choice college							Favorite coach or activity/ club advisor
	Mother or female guardian	Father or male guardian	Brother or sister	Close relative	Friends	School guidance counselor	Favorite teacher	
Availability of financial aid in the form of grants	.063	.133	.137	.052	.002	.198*	.162	.158
Availability of financial aid in the form of loans	.115	.137	.030	.089	.035	.208*	.097	.086
Low expenses	.158	.223*	.173	.129	.092	.230*	.100	.062
Strong record for placing graduates in jobs	.109	.096	.113	.085	.132	.141	.051	-.013
Strong record for placing graduates in graduate school	.163	.129	.162	.153	.124	.236**	.129	.077
Strong reputation of academic programs	.067	.128	.085	.044	.068	.207*	.108	.039
Easy admission standards	.044	.123	.017	-.045	.017	.085	.129	-.016

Note: * = $p \leq .05$, ** = $p \leq .01$.

Table 13

Correlations Between Ratings of College Choice Factors on First-Choice Transfer Colleges and Sources of Influence on Students' First-Choice Transfer Colleges

Ratings of first-choice college	Sources of influence on students' first-choice college							Favorite coach or activity/ club advisor
	Mother or female guardian	Father or male guardian	Brother or sister	Close relative	Friends	School guidance counselor	Favorite teacher	
Availability of financial aid in the form of grants	.007	.062	.148	.040	.056	-.018	-.052	-.010
Availability of financial aid in the form of loans	.189	.228*	.100	.129	.030	.063	.059	.052
Low expenses	.064	.075	.160	.056	.033	-.003	.015	.038
Strong record for placing graduates in jobs	.185	.194*	.186	.149	.102	.030	.036	.037
Strong record for placing graduates in graduate school	.194*	.250*	.104	.114	.062	.058	.042	.096
Strong reputation of academic programs	.108	.159	.052	.117	.030	-.003	-.005	.146
Easy admission standards	.127	.264**	.125	.180	.118	.105	.136	.134

Note: * = $p \leq .05$, ** = $p \leq .01$.

Predictors of College Ratings

Regression analyses were then utilized to examine the correlations further and determine if friends, family, and school staff predicted college ratings among students who chose different first-choice institutions. The regression analyses were conducted with friends, family, and school staff as independent variables while controlling for demographic and achievement variables that include GPA, current high school, free/reduced lunch status, and gender. Each friends, family, and school staff factor were placed in a regression model independently while controlling for the demographic background and achievement.

The regression analyses found that among the Vietnamese American students who chose a UC as their first choice institution, brothers or sisters were influential for students' ratings of their college-of-choice in having a "good record for placing graduates in jobs," ($b = .30$, $t(111) = 2.02$, $p = .046$, and "placing graduates in graduate school," ($b = .28$, $t(111) = 2.01$, $p = .047$). Interestingly, coaches or activity/club advisors were also marginally significant predictors of students' ratings of their college high in having a "good record for placing graduates in jobs," ($b = .28$, $t(111) = 1.94$, $p = .055$) and "placing graduates in graduate school," ($b = .28$, $t(111) = 1.99$, $p = .049$). Tables 14 and 15 provide a summary of regression analysis.

Table 14

Brother or Sister as a Predictor in UC Ratings

Predictor	Good record for placing graduates in jobs			Good record for placing graduates in graduate school		
	b	SE	P	b	SE	P
GPA	.150	.185	.419	.179	.178	.318
High school	.126	.164	.444	.085	.158	.592
Free/reduced lunch	-.142	.172	.412	-.035	.166	.832
Gender	-.240	.146	.103	-.387	.140	.007**
Brother or sister	.296	.147	.046*	.283	.141	.047*

Note: * = $p \leq .05$, ** = $p \leq .01$.

Table 15

Coach or Activity/Club Advisor as a Predictor of UC Ratings

Predictor	Good record for placing graduates in jobs			Good record for placing graduates in graduate school		
	b	SE	P	b	SE	P
GPA	.159	.186	.394	.187	.178	.295
High school	.120	.164	.465	.081	.157	.609
Free/reduced lunch	-.160	.171	.352	-.051	.164	.757
Gender	-.230	.146	.117	-.378	.140	.008**
Coach or activity/club advisor	.285	.147	.055*	.281	.141	.049*

Note: * = $p \leq .05$, ** = $p \leq .01$.

Students who chose a private or out-of-state college followed a similar trend to students who chose a UC as their first choice (Table 16). Again, brothers or sisters predicted students' ratings in the prestige factor of having a "good record for placing graduates in graduate school" ($b = .68$, $t(23) = 2.54$, $p = .018$).

Table 16

Brother or Sister as a Predictor of Private or Out-of-State College Ratings

Predictor	Good record for placing graduates in graduate school		
	b	SE	P
GPA	.869	.305	.009**
High School	-.220	.251	.390
Free/reduced lunch	-.134	.248	.594
Gender	.093	.265	.729
Brother or sister	.685	.269	.018*

Note: * = $p \leq .05$, ** = $p \leq .01$.

Vietnamese American students who chose a CSU as their first-choice were more likely to be influenced by their school guidance counselors and father or male guardian (Table 17 & 18). School guidance counselors had an impact on how students rated their college of choice in the areas of "low expenses" ($b = .43$, $t(114) = 2.66$, $p = .009$), "financial aid in the form of grants" ($b = .41$, $t(114) = 2.70$, $p = .008$), "financial aid in the form of loans" ($b = .37$, $t(114) = 2.56$, $p = .012$), "good record for placing graduates in graduate school" ($b = .39$, $t(114) = 2.62$, $p = .010$), and "strong academic program" ($b = .40$, $t(114) = 2.50$, $p =$

.014)). Father's or male guardians were an additional predictor of "good record for placing graduates in graduate school" ($b = .42$, $t(114) = 2.73$, $p = .007$).

Finally, Vietnamese American students who chose the community college route toward transferring to a four-year university were most influenced by their parents when rating their transfer college-of-choice (Table 19). Fathers or male guardians were associated with students' ratings in "financial aid availability in the form of loans" ($b = .49$, $t(98) = 2.56$, $p = .012$), "good record for placing graduates in graduate school" ($b = .41$, $t(98) = 2.37$, $p = .020$), and "easy admission standards" ($b = .55$, $t(98) = 2.74$, $p = .007$).

Table 17

School Guidance Counselor as a Predictor of CSU Ratings

Predictor	Low expenses			Availability of financial aid in the form of grants			Availability of financial aid in the form of loans			Good record for placing graduates in graduate school			Strong reputation of school's academic programs		
	b	SE	P	b	SE	P	b	SE	P	b	SE	P	b	SE	P
GPA	-.062	.181	.734	.026	.170	.880	-.065	.162	.689	-.126	.169	-.084	-.151	.179	.403
High school	.313	.159	.051	.350	.148	.020*	.299	.142	.037*	.105	.148	.039*	-.044	.157	.780
Free/reduced lunch	.183	.171	.287	.191	.160	.234	.098	.153	.522	-.057	.159	-.046*	.130	.169	.444
Gender	-.062	.154	.687	.153	.144	.291	.132	.138	.340	.103	.144	.007**	.172	.153	.263
School guidance counselor	.429	.161	.009**	.408	.151	.008**	.370	.144	.012	.394	.150	.010*	.399	.160	.014*

Note: * = $p \leq .05$, ** = $p \leq .01$.

Table 18

Father or Male Guardian as a Predictor of CSU Ratings

Predictor	Good record for placing graduates in graduate school		
	b	SE	P
GPA	-.105	.180	.561
High school	.289	.158	.070
Free/reduced lunch	.230	.173	.186
Gender	-.098	.152	.523
Father or male guardian	.415	.152	.007**

Note: * = $p \leq .05$, ** = $p \leq .01$.

Table 19

Father or Male Guardian as a Predictor of Community College Ratings

Predictor	Financial aid in the form of loans			Good record for placing graduates in graduate school			Easy admission standards		
	b	SE	P	b	SE	P	b	SE	P
GPA	-.108	.173	.534	.135	.156	.388	-.414	.182	.025*
High school	-.179	.193	.357	.133	.174	.446	.088	.203	.667
Free/reduced lunch	.344	.227	.133	.026	.205	.901	.261	.239	.278
Gender	.071	.188	.708	-.389	.170	.024*	-.130	.198	.513
Father or male guardian	.488	.191	.012*	.407	.172	.020*	.552	.201	.007**

Note: * = $p \leq .05$, ** = $p \leq .01$.

CHAPTER 5

DISCUSSION

This chapter presents a summary of the findings of the study and an interpretation of the results. The chapter begins with a review of the study, followed by conclusions based on the findings. Implications are then discussed and recommendations are offered. The chapter concludes with a final summary.

Review of the Study

The purpose of this study was to identify how Vietnamese American students choose pathways toward their first-choice college and the factors that influence their decisions. While there is extensive research on Asian Americans' college trends and their college-choice process in general (Dundes et al., 2009; Stearns et al., 2010; Teranishi et al., 2004), the specific process for Vietnamese American students and the factors that affect their choice of college pathways have not been explored.

Asian American students are well represented in colleges and universities and are no longer considered racial minorities in institutions of higher education by many (Pang et al., 2003). In California's prestigious and selective UC institutions, Asian American students are the largest ethnic group among all graduates (Lew et al., 2005). Such data has supported the perception that Asian American students are high achievers who favor more selective colleges (Suzuki, 2002; Teranishi, 2002). According to Sue and Okazaki's (1990) theory of relative

functionalism, academic achievements of Asian Americans are associated with their pursuit of social mobility and the opportunity structures provided to them (Sue & Okazaki, 1990). Asian American students succeed in education because they view it as the optimal pathway toward advancement in society, socially and economically (Okutsu, 1989). According to Okutsu, Asian Americans have few opportunities outside of utilizing education to advance economically and, therefore, see achieving academically as a functional path toward attaining social status and occupations that provide economic mobility.

Vietnamese American students seem to follow the relative functionalism framework by referencing that their refugee parents often told them to take advantage of the educational opportunities provided by the United States to secure better lives (Teranishi & Nguyen, 2009). However, Vietnamese Americans achieve fewer bachelor degrees than their East Asian American counterparts (U.S. Census Bureau, 2000). This is consistent with the data that all Southeast Asian American groups have lower levels of educational attainments than East Asian Americans. If relative functionalism applies to Vietnamese American students, then it is expected that they achieve high levels of educational achievement as well. Therefore, this study examines Vietnamese American students' choice of college pathways and factors that influence those choices to identify possible reasons why Vietnamese American students are not achieving higher education degrees at the same rate as East Asian Americans.

The settings for this study were two secondary schools located in Southern California. Three hundred and eighty-eight 12th-grade Vietnamese

American students from Lake High School and Broad High School completed an online survey: 64.7% from Lake and 35.3% from Broad. The questionnaire included items intended to obtain information on the importance of prestige, cost, and financial aid factors to Vietnamese American students when choosing a college. In addition to prestige, cost, and financial aid the questionnaire also included items intended to obtain information on whether friends, family, and school staff were additional reasons for students to choose their particular colleges.

This study addresses the following research questions by testing their corresponding hypotheses:

1. What are the pathways Vietnamese American students take toward their first-choice college?
 - 1a. Students who are admitted to their first-choice will choose to attend their first-choice institution.
 - 1b. Students who are not admitted to their first-choice institution will choose to attend one of their alternative institutions.
 - 1c. Students who are not admitted to their first-choice institution, but were admitted to their alternative institutions, will opt to attend two-year a community college with the goal of transferring to their first-choice institution.
 - 1d. Students will attend a two-year community college to transfer to their first-choice institution.

2. What are the factors that influence college choice among Vietnamese American students?

2a. Vietnamese American students are more influenced by institutional prestige than by cost or availability of financial aid.

2b. Vietnamese American students are more influenced by friends and family when choosing less-selective or community colleges.

Discussion and Interpretation of Findings

According to Sue and Okazaki's (1990) theory of relative functionalism, Asian Americans pursue upward mobility through attaining high levels of education in order to obtain occupations that will provide status and economic gains. The findings of this study indicate that Vietnamese American students do have a strong desire to attend a college, and their choice of colleges are influenced by perceptions of prestige, cost, financial aid, and family. Students who chose UC, private, or out-of-state institutions as their first-choice colleges were more likely to be influenced by prestige and family than were students who chose to attend a CSU. Students choosing a CSU as their first-choice college were making informed decisions with the support of school guidance counselors. Those students who were choosing to attend a community college with the intention of transferring to a four-year university are influenced by cost, financial aid, and their father or male guardian.

Pathways Vietnamese American Students Take

Conclusion 1: First-choice college. Descriptive statistics indicated a high percentage of likelihood that Vietnamese American students will choose to attend their first-choice institution if admitted. This result supports hypothesis 1a, which indicates that students who are admitted to their first-choice college will choose to attend their first-choice institution. It is interesting to note that a slightly lower number of students who chose a CSU as their first-choice college indicated they will definitely or very probably attend if admitted compared to students who chose a UC or private or out-of-state college. A possible reason for this may be that Vietnamese American students in pursuit of upward mobility are seeking a more prestigious institution to attend in order to attain their goals. Asian American students have a higher propensity to choose a college or university for its prestige and may even prioritize prestige over happiness and availability of financial aid. (Dundes et al., 2009, Kim, 2004; Stearns et al., 2010). The CSU system may be perceived as less prestigious than the UC system because they are less selective and admit up to 33% of CA graduates. Therefore, utilizing the relative functionalism framework, some Vietnamese American students may be pursuing more prestigious institutions and dismiss attending a CSU to obtain a better opportunity at upward mobility with another institution.

Conclusion 2: Alternate colleges. Descriptive data also suggests that Vietnamese American students are likely to attend an alternative college if they were not admitted to their first-choice college. This result supports hypothesis 1b that students who are not admitted to their first-choice institution will choose to

attend one of their alternative institutions. Therefore, the assumption that Vietnamese American students pursue upward mobility through the use of education continues to be supported even after students are denied admission to their first-choice institution. Vietnamese American students are likely to attend their alternate choice college and continue their pursuit of higher education.

Conclusion 3: Community college as an alternative. Hypothesis 1c, which indicates that students who are not admitted to their first-choice institution will opt to attend a two-year community college with the goal of transferring to their first-choice institution, does not seem to be supported by the results. Vietnamese American students in general chose to attend an alternative four-year university if not admitted to their first choice instead of choosing to attend a community college. However, students who chose a CSU as their first-choice college provided a slightly different response to those who chose a UC or private or out-of-state institution. This group of students represented the highest percentage of four-year college or university-bound students who would attend a community college if not admitted to their first choice college. According to Yang et al. (1994), Asian American students were more likely to cite that their primary goal of attending a community college was to transfer to a four-year college. Wang et al. (2009) suggests that Asian American students attend community college solely for the opportunity to transfer to a four-year university, and they often ranked the community college's reputation for enabling transfer to four-year institutions as one of their top reasons for attending particular community colleges. Thus, it is likely that some Vietnamese American students may be

choosing to forgo the opportunity to attend a CSU and choose the community college pathway to transfer to another four-year institution. Again, Vietnamese American students may be pursuing more prestigious institutions for upward mobility, and some may choose to transfer through the community college system if not admitted to their first-choice CSU for more opportunities.

Conclusion 4: Community college pathway. The descriptive data indicated that 96.4% of the 28.4% of students intending to enroll in a two-year community college upon graduation planned to transfer to a four-year university. These results support hypothesis 1d which suggests that students will attend a two-year community college to transfer to their first-choice college and supports prior research that Asian American students attend community colleges for the sole purpose of transferring to four-year universities (Wang et al., 2009; Yang et al., 1994). Thus, Vietnamese American students who are intending to enroll in community colleges upon graduation are pursuing higher education with the ultimate goal of attending a four-year university, and attaining higher education. These students are pursuing higher education for upward mobility through an alternative route to those who intend to enroll in four-year universities upon graduation.

Factors That Influence College Choice

Conclusion 1: Institutional prestige and financial aid. The results of this study suggest that Vietnamese American students are more influenced by institutional prestige than by cost or availability of financial aid, which supports hypothesis 2a. The majority of Vietnamese American students surveyed

indicated their intent to enroll at a four-year college or university upon graduation; however, the likelihood of attending their first-choice college may be contingent upon the type of college and its perceived prestige. Asian American students tend to have a higher propensity to choose a college or university for its prestige (Stearns et al., 2010). Results indicate that Vietnamese American students who chose the community college pathway showed a desire to transfer to a four-year university. This is consistent with the finding that Asian American students attend community college with the primary goal of transferring to a four-year university (Wang et al., 2009). Wang et al. also suggest Asian American students choose particular community colleges based on their reputation for transferring students. Therefore, our results may suggest that Vietnamese American students are strategically choosing community colleges to transfer to universities that are more prestigious and to achieve a higher likelihood of upward mobility.

Another indicator that Vietnamese American students are highly influenced by institutional prestige is that students rated their first-choice CSU slightly lower in the prestige factors than those who chose UC, private, and out-of-state systems. They were also less likely to attend their CSU after being admitted. In addition, students who chose a CSU were more likely to take the community college transfer pathway if not admitted to their first-choice CSU than students who chose a UC or private or out-of-state college. If it is the case that Vietnamese American students are pursuing higher education in hopes of attaining social and economic mobility as suggested by Okazaki's (1990) theory

of relative functionalism, then students should choose to attend a CSU at the same rate as UC's and private or out-of-state colleges. However, this was not indicated by the findings as some Vietnamese American students are choosing to attend a community college and not an alternate CSU when they are not admitted to their first-choice CSU. This may be due to Vietnamese American students rating their CSU's lower in institutional prestige factors and preferring to attend more prestigious colleges, supporting Dundes et al.'s (2009) assertion that Asian American students prioritize prestige over even happiness in selecting colleges. Vietnamese American students were less likely to choose to attend their first-choice CSU even though they rated their CSU high in availability of financial aid and low costs, which suggests that college prestige overrides affordability. This is consistent with the literature that indicates Asian American students place less emphasis on financial aid than do other ethnic groups and may take less financial aid in order to attend a more prestigious college (Cho et al., 2008; Kim 2004). The results also support the suggestion that Asian American students are more likely to choose colleges for their prestige and academic reputation (Stearns et al., 2010; Teranishi et al., 2004).

Examining prestige further with students who chose a UC as their first-choice college resulted in Vietnamese American students generally placing high importance on institutional prestige and perceiving their UC of choice as being excellent in the prestige factors. However, there was no significant relationship between students' perceptions of institutional cost and financial aid and their ratings concerning cost and financial aid for their UC of choice. This suggests

that Vietnamese American students placed high importance on the availability of financial aid in the form of grants and loans; however, they chose to attend colleges that they did not rank as excellent in terms of availability of financial aid. This suggests they are willing to forgo the importance of cost and financial aid to attend a college they perceived as prestigious. It also supports the literature indicating Asian American students are more likely to take less financial aid in order to attend a more prestigious college (Cho et al., 2008; Kim 2004). Thus, Vietnamese American students place more importance on prestige than financial aid in choosing a UC to attend and are willing to pay more to attend a prestigious university. Again, this indicates that Vietnamese American students are placing a high value on institutional prestige, which may be due to their belief that these institutions will lead to high social and economic mobility.

Conclusion 2: Friends and family. The findings of this study support hypothesis 2b that Vietnamese American students are more influenced by friends and family when choosing less selective colleges, although with mixed results. Family members, specifically siblings and parents, were significant predictors of how students rated colleges; however friends were not predictors. Brothers and sisters as well as fathers are significant predictors of students' rankings of the *importance of colleges' placing students in graduate schools*. This suggests that, when considering their college of choice, Vietnamese American students rely on siblings and fathers for information regarding advanced degrees. Among the variety of factors that affect college planning and cultivating cultural capital, parental encouragement is the strongest predictor of early development of

educational aspirations and college planning (Hossler et al., 1999). However, after controlling for gender, free/reduced lunch status, GPA, and high school, brothers and sisters were significant predictors for Vietnamese American students who sought to attend more prestigious UC institutions and private or out-of-state colleges that they rated high on prestige factors. These findings suggest that brothers and sisters may be more influential than parents and any other source of information in influencing Vietnamese American students who choose highly prestigious colleges. This may be due to older siblings' having attended or currently attending these types of institutions.

The thoroughness and degree of sophistication of the college search process is related to family socioeconomics (McDonough, 1997). Low-socioeconomic students have less access to resources and cultural capital compared to more affluent students, thus they tend to have access to fewer sources of college information. Older siblings then may be the source of influence guiding Vietnamese American students toward prestigious UC's. This further implies that siblings serve as a form of cultural capital for Vietnamese American students regarding decisions about higher education. Cultural capital assists students in attaining knowledge of college access information and helps them navigate toward attaining a college degree (Hossler et al., 1999; McDonough, 1997). It is not surprising that Vietnamese American students may rely on their siblings for college information since the majority of Vietnamese Americans students in this study indicated that their parents were not born in the United States and very few had a college degree. Thus, Vietnamese American

students choosing more prestigious first-choice colleges may be utilizing siblings as their main resource for college information and are influenced by them.

The findings of this study also indicate that fathers or male guardians played a significant role with Vietnamese American students who chose the less selective community college route, which does support hypothesis 2b. Fathers or male guardians were associated with students rating their transfer college of choice high in prestige and financial aid availability factors. This follows prior research suggesting that among Asian American students family members have an impact on students choosing less-selective institutions or community colleges (Teranishi et al., 2004; Yang et al., 1994). If fathers are influential in how students rate their transfer college of choice in prestige then they may be encouraging students to take the transfer pathway in order to gain admittance to a prestigious university and gain upward mobility.

Conklin and Daily (1981) found that students entering four-year colleges reported having consistent parental encouragement through high school compared to mixed parental support from students entering two-year colleges. Vietnamese American students specifically have indicated that they are influenced by their parents to attain economic mobility through education (Teranishi & Nguyen, 2009). Wang et al. (2009) and Yang et al. (1994) has suggested that Asian American students may be choosing to attend community college for an opportunity to transfer to a four-year university. The results of this study support prior findings and suggest that fathers or male guardians of

Vietnamese American students are influencing their students to attend community colleges in order to transfer to prestigious four-year universities.

The role of guidance counselors on college choice. The results of this study expand on the current literature by identifying outside influences that may affect student perceptions of their first-choice colleges. School guidance counselors were the most influential in how students rated the CSU of choice and they may be the reason why students were choosing colleges in line with their needs. This result supports prior research that suggests school guidance counselors are sources of information for low-income students (Tierney, 1980). Regression analysis also indicated that the students' high school guidance counselor was a significant predictor of students' ratings of their CSU of choice. While guidance counselors have been shown to have a positive influence on students who have identified CSUs as their first choice, this effect is not observed for other students who have chosen UCs, community colleges, or private colleges as their first choice. There are several possible explanations. Guidance counselors may be more effective in transmitting knowledge about college choice to students who are CSU eligible or may be providing more support to these students. Alternatively, results indicated that students selecting UC and private or out-of-state institutions were more likely to be influenced by brothers or sisters while students choosing the community college route were affected by their parents. Vietnamese American students choosing a CSU as their first-choice institution may not have family members who have the cultural capital to influence their college pathway.

Interestingly, unlike students who identified UCs as their first-choice institutions, students who identified CSUs as first-choice institutions were more likely to rate their college of choice in line with the importance they placed on each factor of institutional prestige, financial cost, and financial aid. Students who chose to attend a CSU perceived their CSU of choice as rating appropriately in prestige, cost, and financial aid with the importance they placed on those factors. This implies that Vietnamese American students who chose to attend a CSU may be making more informed decisions and choosing colleges that are a match with their desires due to school guidance counselors. Thus, students who chose CSU's were choosing institutions that better matched their desires and were less drawn to institutional prestige. This may be due to high school guidance counselors being their main source of information regarding college choice. Therefore, school guidance counselors may be more effective in helping Vietnamese American students make informed decisions regarding college choice.

Strengths of the Study

The strength of this study is that it includes a large sample size of Vietnamese American students from the largest population of Vietnamese outside of Vietnam. Results were obtained through an online survey tool that gathered factors influencing college-choice in a subgroup of Asian Americans that have been understudied. Examining factors that influence college choice among Vietnamese American students provides data that may help support Southeast Asian Americans achieve higher education.

Limitations of the Study

There are several limitations of this study. First, the sample is drawn from only two high schools from one school district, which limits generalizability to other sub-populations of Vietnamese Americans. Between the two high schools, one provided twice the number of participants compared to the other which may have created an imbalance in the sample. Another limitation is the quantitative nature of this study, which may prevent factors and processes associated with students' college choice from emerging. The lack of qualitative data prevents a more in-depth discussion of the results. Finally, the questionnaire was distributed to students before they received admission decisions from the colleges where they applied, and all the questions were presented hypothetically. Students may choose their colleges differently after the final admittance and rejections are presented to them.

Implications and Recommendations for Research

Implications for Practitioners

The results of this study indicate that family and counselors play an important role in how Vietnamese American students choose and rate their colleges of choice. Vietnamese American students may be placing too much emphasis on institutional prestige due to the influence of their siblings and parents and forgoing opportunities and pathways that may be more beneficial to them. The findings that high school guidance counselors have an impact on students choosing CSUs indicate that educators can have an influence on how students choose college pathways. Educators can close the cultural capital gap

that currently exists and provide students with relevant and meaningful information regarding colleges while supporting students in choosing the ones the best fit their needs. Educators can also reach out to parents and provide them with the education necessary to navigate the school system toward higher education. Educators may target certain beliefs and values that parents possess regarding college and provide information that may broaden their knowledge.

Recommendations for Future Research

Future research may examine how schools might better inform students and parents of the college-choice process. Future researchers may also further examine the relationship between school staff and college choice among students. Effective strategies utilized by educators in providing support to students and parents in choosing the appropriate college and pathway may also be explored. Studying school staff and how they can provide the cultural capital needed to support students and families in achieving higher education among underrepresented populations will greatly impact the success of our schools.

The quantitative nature of this study limits further discussion with students and families regarding their perceptions and process in choosing colleges. Future research is recommended that utilizes a qualitative model in order to facilitate more in-depth analysis of this complex situation. Future studies may also include comparison groups and involve students from different subgroups to compare findings.

REFERENCES

- Alexander, K. L., & Eckland, B. K. (1975). Basic attainment processes: A replication and extension. *Sociology of Education*, 48(4), 457-495.
- Astin, A. W. (1970). How colleges are rated. *Change* 2(1), 11-86.
- Astin, A. W., & Lee, C. B. T. (1972). *The invisible colleges*. New York, NY: McGraw-Hill.
- Avery, C., & Hoxby, C. (2003). *Do and should financial aid packages affect students' college choices?* (NBER Working Paper No. 9482). Retrieved from <http://www.nber.org/chapters/c10102.pdf>
- Bankston, C. L., III. (1998). Sibling cooperation and scholastic performance among Vietnamese-American secondary school students: An ethnic social relations theory. *Sociological Perspectives*, 41(1), 167-184.
- Beattie, I. (2002). Are all "adolescent econometricians" created equal? Racial, class, and gender differences in college enrollment. *Sociology of Education*, 75(1), 18-19.
- Berkner, L., & Chavez, L. (1997). *Access to postsecondary education for the 1992 high school graduates* (NCES 98-105). Washington, DC: National Center for Education Statistics, U.S. Department of Education, U.S. Government Printing Office.
- Bernhardt, V. L. (2004). *Data analysis for continuous school improvement* (2nd ed.). New York, NY: Eye on Education.
- California State Department of Education. (1960). *A master plan for higher education in California: 1960-1975*. Sacramento, CA: Author.

- Chao, R. K. (2000). Cultural explanations for the role of parenting in the school success of Asian-American children. In R. D. Taylor & M. C. Wang (Eds.), *Resilience across contexts: Family, work, culture, and community* (pp. 333-363). Mahwah, NJ: Lawrence Erlbaum.
- Chapman, R. G., & Jackson, R. (1987). *College choices of academically able students: The influence of no-need financial aid and other factors*. New York, NY: College Entrance Examination Board.
- Cho, S., Hudley, C., Lee, S., Barry, L., & Kelly, M. (2008). Roles of gender, race, and SES in the college-choice process among first-generation and non-first-generation students. *Journal of Diversity in Higher Education*, 1(2), 95-107.
- Choy, S. P., & Ottinger, C. (1998). *Choosing a postsecondary institution* (NCES 98-080). Washington, DC: Office of Educational Research and Improvement, National Center for Education Statistics, U.S. Department of Education.
- Conklin, M. E., & Dailey, A. R. (1981). Does consistency of parental educational encouragement matter for secondary school students? *Sociology of Education*, 54(4), 254-262.
- Creswell, J. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Dundes, L., Cho, E., & Kwak, S. (2009). The duty to succeed: Honor versus happiness in college and career choices of East Asian students in the United States. *Pastoral Care in Education*, 27(2), 135-156.

- Dynarski, S. M. (2002). The behavioral and distributional implications of aid for college. *American Economic Review*, 92(2), 279-285.
- Dynarski, S. M. (2003). Does aid matter? Measuring the effect of student aid on college attendance and completion. *American Economic Review*, 93(1), 279-288.
- Eckstrom, R. B. (1985). *A descriptive study of public high school guidance: Report to the commissions for the study of precollegiate guidance and counseling*. Princeton, NJ: Educational Testing Service.
- Education Data Partnership. (2011). *Ed-data*. Retrieved from http://www.ed-data.k12.ca.us/App_Resx/EdDataClassic/fsTwoPanel.aspx?#!bottom=/_layouts/EdDataClassic/profile.asp?fyr=1011&county=30&district=66522&Level=06&reportNumber=16
- Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). London, UK: Sage.
- Flint, T. A. (1992). Parental and planning influences on the formation of student college choice sets. *Research in Higher Education*, 33(6), 689-708.
- Fox, D. (1991). Neuropsychology, achievement, and Asian-American culture: Is relative functionalism oriented times three? *American Psychologist*, 46(8), 877-878. doi:10.1037/0003-066X.46.8.877
- Griffith, A., & Rask, K. (2007). The influence of the *US News and World Report* collegiate rankings on the matriculation decision of high-ability students: 1995-2004. *Economics of Education Review*, 26(2), 244-255.

- Hamrick, F. A., & Hossler, D. (1996). Diverse information-gathering methods in post-secondary decision-making process. *Review of Higher Education*, 19(2), 179-198.
- Hao, L., & Bonstead-Bruns, M. (1998). Parent-child differences in educational expectations and the academic achievement of immigrant and native students. *Sociology of Education*, 71(3), 175-198.
- Heller, D. E. (1997). Student price response in higher education: An update to Leslie and Brinkman. *Journal of Higher Education*, 68(6), 624-657.
- Hossler, D., Braxton, J., & Coopersmith, G. (1989). Understanding college choice. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research* (pp. 231-288). New York, NY: Agathon.
- Hossler, D., & Gallagher, K. S. (1987). Studying student college choice: A three-phase model and the implications for policymakers. *College and University* 2(3), 207-221.
- Hossler, D., Schmit, J., & Bouse, G. (1991) Family knowledge of postsecondary costs and financial aid. *Journal of Financial Aid*, 21(1), 4-17.
- Hossler, D., Schmit, J., & Vesper, N. (1999) *Going to college: How social, economic, and educational factors influence the decisions students make*. Baltimore, MD: Johns Hopkins University Press.
- Hossler, D., & Vesper, N. (1993). An exploratory study of the factors associated with parental savings for postsecondary education. *Journal of Higher Education*, 62(2), 140-165.

- Hune, S. (2002). Demographics and diversity of Asian American college students. In M. K. McEwen, C. M. Kodama, A. N. Alvarez, S. Lee, & C. T. H. Liang (Eds.), *Working with Asian American college students* (pp. 11-20). San Francisco, CA: Jossey-Bass.
- Hurh, W. M., & Kim, K. C. (1989). The success image of Asian Americans: Its validity and its practical and theoretical implications. *Ethnic and Racial Studies*, 12(4), 512-538.
- Ikenberry, S. O., & Hartle, T. W. (1998). *Too little knowledge is a dangerous thing: What the public thinks and knows about paying for college*. Washington, DC: American Council on Education.
- Kim, D. (2004). The effect of financial aid on students' college choice: Differences by racial groups. *Research in Higher Education*, 45, 43-70.
- Kim, R. Y. (2002). Ethnic differences in academic achievement between Vietnamese and Cambodian children: Cultural and structural explanations. *The Sociological Quarterly*, 43, 213-235.
- Laden, B. V. (2004). Serving emerging majority students. In B. V. Laden (Ed.), *Serving minority populations* (pp. 5-19). San Francisco, CA: Jossey-Bass.
- Lee, S. (1996). *Unraveling the model minority stereotype: Listening to Asian American youth*. New York, NY: Teachers College Press.
- Leslie, L. L., Johnson, G. P., & Carlson, J. (1977). The impact of need-based student aid upon the college attendance decision. *Journal of Education Finance*, 2(3), 269-285.

- Lew, J. W., Chang, J. C., & Wang, W. W. (2005). UCLA community college review: The overlooked minority: Asian Pacific American students at community colleges. *Community College Review*, 33, 64-84.
- Lillis, M., & Tian, R. (2008). The impact of cost on college choice: Beyond the means of the economically disadvantaged. *Journal of College Admission*, 200, 4-14.
- Liu, I. (1991). A distinction between early and late educational achievements. *American Psychologist*, 46(8), 876-877. doi:10.1037/0003-066X.46.8.876
- Lynn, R. (1991). The educational achievements of Asian Americans. *American Psychologist*, 46, 875-877.
- McDonough, P. (1997). *Choosing colleges: How social class and schools structure opportunity*. Albany, NY: State University of New York Press.
- McDonough, P. M., Antonio, A. L., Walpole, M., & Perez, L. X. (1998). College rankings: Democratized college knowledge for whom? *Research in Higher Education*, 39(5), 513-538.
- McPherson, M. S., & Schapiro, M. O. (1998), *The student aid game: Meeting need and rewarding talent in American higher education*. Princeton, NJ: Princeton University Press.
- Okutsu, J. (1989). Pedagogic "hegemonicide" and the Asian American student. *Amerasia Journal*, 15(1), 233-232.

- Osajima, K. (1987). Asian Americans as the model minority: An analysis of the popular press image in the 1960s and 1980s. In G. Y. Okihiro, S. Hune, A. A. Hansen, & J. M. Lie (Eds.), *Reflections on shattered windows: Promises and prospects for Asian Americans studies* (pp. 166-174). Pullman, WA: Washington State University Press.
- Paulsen, M. B., & St. John, E. P. (2002). Social class and college costs: Examining the financial nexus between college choice and persistence. *Journal of Higher Education*, 73(2), 189-236.
- Pang, V. O., Kiang, P., & Pak, Y. K. (2003). Asian Pacific American students. In J. A. Banks & C. M. Banks (Eds.), *Handbook of research on multicultural education* (pp. 542-563). New York, NY: Macmillan.
- Perna, L. W. (2000). Differences in college enrollment among African Americans, Hispanics, and Whites. *Journal of Higher Education*, 71(2), 117-141.
- Phillips, D. C., & Burbules, N. C. (2000). *Postpositivism and educational research*. New York, NY: Rowman & Littlefield.
- Sewell, W. H., Haller, A. O., & Portes, A. (1969). The educational and early occupational attainment process. *American Sociological Review*, 34(1), 82-92.
- Shulock, N., & Moore, C. (2005). Diminished access to the baccalaureate for low-income and minority students in California: The impact of budget and capacity constraints on the transfer function. *Education Policy*, 19(2), 418-442.

- St. John, E. P. (1994). Assessing tuition and student aid strategies: Using price-response measures to simulate pricing alternatives. *Research in Higher Education, 35*(3), 301-335.
- St. John, E. P., Paulsen, M. B., & Starkey, J. B. (1996). The nexus between college choice and persistence. *Research in Higher Education, 37*(2), 175-220.
- Stage, F. K., & Hossler, D. (1989). Differences in family influences on college attendance plans for male and female ninth graders. *Research in Higher Education, 30*(3), 301-315.
- Stearns, E., Potochnick, S., Moller, S., & Southworth, S. (2010). High school course-taking and post-secondary institutional selectivity. *Research in Higher Education, 51*(4), 366-395.
- Sue, S., & Okazaki, S. (1990). Asian-American educational achievements: A phenomenon in search of an explanation. *American Psychologist, 45*(8), 913-920. doi:10.1037/0003-066X.45.8.913
- Suzuki, B. H. (2002). Revisiting the model minority stereotype: Implications for student affairs practice and higher education. *New Directions for Student Services, 97*, 21-32.
- Teranishi, R. T. (2002). The myth of the super minority: Misconceptions about Asian Americans. *The College Board Review, 195*, 16-21.

- Teranishi, R. T., Ceja, M., Antonio, A. L., & Allen, W. R., & McDonough, P.M. (2004). The college-choice process for Asian Pacific Americans: Ethnicity and socioeconomic class in context. *The Review of Higher Education*, 27(4), 527-551.
- Teranishi, R. T., & Nguyen, T. K. (2009). Southeast Asian educational mobility: Ethnicity, social capital, and the pursuit of higher education. In W. Allen, E. Kimura-Walsh, & K. Griffin (Eds.), *Towards a brighter tomorrow: College barriers, hopes and plans of Black, Latino/a, and Asian American students in California* (pp. 209-231). Charlotte, NC: Information Age.
- Tierney, M. S. "The Impact of Financial Aid on Student Demand for Public/Private Higher Education." *Journal of Higher Education*, 1980, 51(5), 527–545.
- U.S. Census Bureau. (2000). *Ancestry: 2000*. Retrieved from <http://www.census.gov/prod/2004pubs/c2kbr-35.pdf>
- U.S. Department of Education. (2005). *Education longitudinal study of 2002*. Retrieved from http://nces.ed.gov/surveys/els2002/pdf/FinalStudent_followup1.pdf
- Wang, W., Chang, J., & Lew, J. (2009). Reasons for attending, expected obstacles, and degree aspirations of Asian Pacific American community college students. *Community College Journal of Research & Practice*, 33(7), 571-593.
- Weiler, W. (1996). Factors influencing the matriculation choices of high ability students. *Economics of Education Review*, 15(1), 23-36.

Yang, K. (2004). Southeast Asian American children: Not the "model minority."

The Future of Children, 14(2), 127-133.

Yang, X., Rendon, L., & Shearon, R. W. (1994). A profile of Asian students in

North Carolina community colleges. *Community College Review*, 22(1),

19-32.

Zhou, M., & Bankston, C. L., III. (1998). *Growing up American: How Vietnamese*

children adapt to life in the United States. New York, NY: Russell Sage

Foundation.

Zhou, M., & Bankston, C., III. (2001). Family pressure and the educational

experience of the daughters of Vietnamese refugees. *International*

Migration, 39(4), 133-151.

APPENDIX

SURVEY QUESTIONNAIRE

1. What is your gender? (MARK ONE)

Male ☐
 Female ☐

2. Which best describes you? (MARK AS MANY AS APPLY)

American Indian or Alaska Native [skip to question 4] ☐
 Asian (East or Southeast Asian) [skip to question 3] ☐
 Black, not of Hispanic origin, or African American [skip to question 4] ☐
 Hispanic or Latino/Latina, regardless of race [skip to question 4] ☐
 Middle Eastern (e.g., Iraqi, Israeli, Lebanese) [skip to question 4] ☐
 Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian) [skip to question 4] ... ☐
 South Asian (e.g., Asian Indian, Bangladeshi, Pakistani, Sri Lankan) [skip to question 4] ☐
 West Asian (e.g., Iranian, Afghan, Turkish) [skip to question 4] ☐
 White, not of Hispanic origin [skip to question 4] ☐

3. If you marked Asian, which one of the following are you? (MARK ONE)

Burmese ☐
 Cambodian/Kampuchean ☐
 Chinese ☐
 Filipino ☐
 Japanese ☐
 Korean ☐
 Laotian ☐
 Thai ☐
 Vietnamese ☐
 Other Asian ☐

[Continue to question 4]

4. How far in school did your mother (or female guardian) go? Indicate your mother's (or female guardian's) highest level of education. (MARK ONE)

Did not finish high school ☐
 Graduated from high school or equivalent (GED) ☐
 Graduated from high school and attended a two-year school
 (such as a vocational or technical school, a junior college,
 or a community college), but did not complete a degree ☐
 Graduated from a two-year school (such as a vocational or technical
 school, junior college, or a community college) ☐
 Graduated from high school and went to college, but did not complete
 a four-year degree ☐
 Graduated from college ☐
 Completed a master's degree or equivalent ☐
 Completed a Ph.D., M.D., or other advanced professional degree ☐
 Do not know ☐
 Does not apply ☐

5. How far in school did your father (or male guardian) go? Indicate your father's (or male guardian) highest level of education. (MARK ONE)

- Did not finish high school..... ☐
- Graduated from high school or equivalent (GED) ☐
- Graduated from high school and attended a two-year school
(such as a vocational or technical school, a junior college,
or a community college), but did not complete a degree ☐
- Graduated from a two-year school (such as a vocational or technical
school, junior college, or a community college)..... ☐
- Graduated from high school and went to college, but did not complete
a four-year degree ☐
- Graduated from college ☐
- Completed a master's degree or equivalent..... ☐
- Completed a Ph.D., M.D., or other advanced professional degree..... ☐
- Do not know..... ☐
- Does not apply..... ☐

6. Do you qualify for free or reduced-price lunch?

- Yes, free ☐
- Yes, reduced-price ☐
- Yes, free, but I have not applied this year ☐
- Yes, reduced but I have not applied this year ☐
- No, I do not qualify..... ☐

7. How far in school do you think your mother (or female guardian) wants you to go? (MARK ONE)

- Less than high school graduation..... ☐
- GED or other equivalency only ☐
- High school graduation only ☐
- Attend or complete a 1- or 2-year program in a community college
or vocational school ☐
- Attend college, but not complete a 4- or 5-year degree ☐
- Graduate from college (4- or 5-year degree)..... ☐
- Obtain a master's degree or equivalent..... ☐
- Obtain a Ph.D., M.D., or other advanced degree ☐
- Do not know..... ☐

8. How far in school do you think your father (or male guardian) wants you to go? (MARK ONE)

- Less than high school graduation..... ☐
- GED or other equivalency only ☐
- High school graduation only ☐
- Attend or complete a 1- or 2-year program in a community college
or vocational school ☐
- Attend college, but not complete a 4- or 5-year degree ☐
- Graduate from college (4- or 5-year degree)..... ☐
- Obtain a master's degree or equivalent..... ☐
- Obtain a Ph.D., M.D., or other advanced degree ☐
- Do not know..... ☐

9. What do the following people think is the most important thing for you to do right after high school? (MARK ONE RESPONSE ON EACH LINE)

	Go to a two-year community college	Go to a four-year university	Go to a vocational or technical school	Enter the military	Get a full time job	He/she thinks you should do whatever you want	You do not know	Does not apply
a. Your mother (or female guardian)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your father (or male guardian)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your brother or sister	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A close relative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Your school guidance counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Your favorite teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Your favorite coach or activity/club advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Where have you gone for information about the entrance requirements of various colleges? (MARK ALL THAT APPLY)

Guidance counselor.....	<input type="radio"/>
Teacher.....	<input type="radio"/>
Coach	<input type="radio"/>
Parent	<input type="radio"/>
Brother or sister	<input type="radio"/>
Other relative	<input type="radio"/>
Friend.....	<input type="radio"/>
College representatives.....	<input type="radio"/>
A college's publication or website.....	<input type="radio"/>
College search guides, publications, or websites	<input type="radio"/>
School library	<input type="radio"/>
Public library	<input type="radio"/>
College or university library	<input type="radio"/>
None of the above	<input type="radio"/>

11. Have you taken or are you planning to take any of the following tests? (MARK ONE RESPONSE ON EACH LINE)

	You haven't thought about it	No, you don't plan to take it	Yes, you've already taken it	Yes, you plan to take it
a. PSAT (College Board Preliminary Scholastic Assessment Test)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. PLAN (American College Testing Program's PLAN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. SAT (College Board Scholastic Assessment Test)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ACT (American College Test)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ASVAB (Armed Services Vocational Aptitude Battery)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. What is your current cumulative 9th-12th grade weighted grade point average (GPA)? If you are unsure, please estimate. (MARK ONE)

- 1.99 and below ☐
- 2.00-2.49..... ☐
- 2.50-2.99..... ☐
- 3.00-3.49..... ☐
- 3.50-3.99..... ☐
- 4.0 and above..... ☐

13. How many of your friends . . . (MARK ONE RESPONSE ON EACH LINE)

	None of them	A few of them	Some of them	Most of them	All of them
a. plan to attend a vocational or technical school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. plan to attend a two-year community college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. plan to attend a four-year college or university?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. plan to enter the military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. plan to have a regular full-time job after high school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Which of the following will you most likely do upon high school graduation? (MARK ONE)

- Attend a four-year college or university [skip to question 25]..... ☐ O
 Attend a two-year community college [continue to question 15] ☐ O
 Attend a vocational, technical, or trade school [End of survey]..... ☐ O
 Enter the military [End of survey]..... ☐ O
 Get a full time job and not attend school [End of survey]..... ☐ O

Two-Year Community College

15. Which of the following are reasons why you have decided to attend a two-year community college right after high school? (MARK ONE RESPONSE ON EACH LINE)

- | | Yes | No |
|--|-------------------------|-------------------------|
| a. You don't think that your grades are high enough for admission to the four-year university that you wish to attend | <input type="radio"/> O | <input type="radio"/> O |
| b. You don't think your college admission scores (ACT/SAT) are high enough for admission to the four-year university that you wish to attend or you do not have scores | <input type="radio"/> O | <input type="radio"/> O |
| c. You are unsure of your major or career pathway | <input type="radio"/> O | <input type="radio"/> O |
| d. You believe that you will have a higher chance of being admitted to the four-year university that you wish to attend by transferring from a community college | <input type="radio"/> O | <input type="radio"/> O |
| e. You can't afford to go to a four-year university | <input type="radio"/> O | <input type="radio"/> O |
| f. You haven't taken the right courses for admission to a four-year university | <input type="radio"/> O | <input type="radio"/> O |
| g. No one in your family has ever gone on to a four-year university after high school | <input type="radio"/> O | <input type="radio"/> O |
| h. Most of you friends will be attending community college | <input type="radio"/> O | <input type="radio"/> O |
| i. You do not need a bachelor's degree for the career you want and do not plan on attending a four-year university | <input type="radio"/> O | <input type="radio"/> O |

16. Do you plan to transfer to a four-year college or university from the community college? (MARK ONE)

- Yes [Continue to question 17] ☐ O
 No [End of survey] ☐ O

Two-Year Community College Transfer

17. How important is each of the following in choosing the college or university to which you would like to transfer? (MARK ONE RESPONSE ON EACH LINE)

	Very Important	Important	Moderately Important	Of Little Importance	Unimportant
a. Low expenses (tuition, books, and room and board)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Availability of financial aid in the form of grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Availability of financial aid in the form of loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Availability of specific courses or curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Strong reputation of the school's athletic program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Active social life at the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability to attend school while living at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Chance to live away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. A low-crime environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. A good record for placing graduates in jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. A good record for placing graduates in graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Strong reputation of the school's academic programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Easy admission standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Availability of a degree program that will allow you to get a job in your chosen field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Racial or ethnic composition of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Size of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Geographic location of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Ability to attend the same school your parents attended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

s. Being able to apply college credits earned while you were in high school ☐ ☐ ☐ ☐ ☐

18. To which type of college or university are you planning to transfer? (MARK ONE)

- California State University (CSU) [continue to question 19]..... ☐
- University of California (UC) [skip to question 20]..... ☐
- Private CA college or university [skip to question 21] ☐
- Public out-of-state college or university [skip to question 21] ☐
- Private out-of-state college or university [skip to question 21] ☐

19. To which of the following California State Universities (CSU) are you planning to transfer? (MARK ONE)

- California State University Bakersfield ☐
- California State University Channel Islands..... ☐
- California State University Chico ☐
- California State University Dominguez Hills ☐
- California State University East Bay ☐
- California State University Fresno..... ☐
- California State University Fullerton ☐
- Humboldt State University..... ☐
- California State University Long Beach ☐
- California State University Los Angeles..... ☐
- California Maritime Academy ☐
- California State University Monterey Bay..... ☐
- California State University Northridge ☐
- California State Polytechnic University, Pomona ☐
- California State University Sacramento..... ☐
- California State University San Bernardino ☐
- San Diego State University ☐
- San Francisco State University ☐
- San Jose State University ☐
- California Polytechnic State University, San Luis Obispo ☐
- California State University San Marcos ☐
- Sonoma State University ☐
- California State University Stanislaus ☐

[CONTINUE WITH QUESTION 22]

20. To which of the following Universities of California (UC) are you planning to transfer? (MARK ONE)

- UC Berkeley..... ☐
- UC Davis..... ☐
- UC Irvine..... ☐
- UC Los Angeles..... ☐
- UC Merced..... ☐
- UC Riverside..... ☐
- UC Santa Barbara ☐
- UC Santa Cruz..... ☐
- UC San Diego..... ☐

[CONTINUE WITH QUESTION 22]

21. Please write the name of the college or university to which you are planning to transfer.

[CONTINUE WITH QUESTION 22]

22. In this question, we are interested in how you rate the college to which you would like to transfer. Please rate the college on each factor listed below. Choose the grade that you would assign to the college on each factor, where:

- a grade of *A* means that you believe that college is *excellent*
- a grade of *B* means that you believe that college is *good*
- a grade of *C* means that you believe that college is *fair*
- a grade of *D* means that you believe that college is *poor*
- a grade of *F* means that you believe that college is *unacceptable*

Even if you aren't sure, please answer in terms of your impression of the college.
(MARK ONE RESPONSE ON EACH LINE)

	A	B	C	D	E
a. Low expenses (tuition, books, and room and board)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Availability of financial aid in the form of grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Availability of financial aid in the form of loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Availability of specific courses or curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Strong reputation of the school's athletic program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Active social life at the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to attend school while living at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Chance to live away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. A low-crime environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. A good record for placing graduates in jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. A good record for placing graduates in graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Strong reputation of the school's academic programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Easy admission standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Availability of a degree program that will allow you to get a job in your chosen field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Racial or ethnic composition of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Size of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Geographic location of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Ability to attend the same school your parents attended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Being able to apply college credits earned while you were in high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Which of the following (if any) are additional reasons for choosing the school to which you plan to transfer? (MARK ONE RESPONSE ON EACH LINE)

	Yes	No
a. My mother (or female guardian) thinks that I should attend this school	<input type="radio"/>	<input type="radio"/>
b. My father (or male guardian) thinks that I should attend this school	<input type="radio"/>	<input type="radio"/>
c. My brother or sister thinks that I should attend this school	<input type="radio"/>	<input type="radio"/>
d. My close relative thinks that I should attend this school	<input type="radio"/>	<input type="radio"/>
e. My friends think that I should attend this school	<input type="radio"/>	<input type="radio"/>
f. My school guidance counselor thinks that I should attend this school	<input type="radio"/>	<input type="radio"/>
g. My favorite teacher thinks that I should attend this school	<input type="radio"/>	<input type="radio"/>
h. My favorite coach or activity/club advisor thinks that I should attend this school	<input type="radio"/>	<input type="radio"/>

24. What is the likelihood of your choosing to attend the college to which you would like to transfer if admitted? (MARK ONE)

- I will definitely attend ☐
 I will very probably attend ☐
 I will probably attend ☐
 I will possibly attend ☐
 I will probably not attend ☐
 I will very probably not ☐

[End of survey]

[FOUR-YEAR COLLEGE OR UNIVERSITY]

25. How important is each of the following in choosing the college or university that you wish to attend? (MARK ONE RESPONSE ON EACH LINE)

	Very Important	Important	Moderately Important	Of Little Importance	Unimportant
a. Low expenses (tuition, books, and room and board)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Availability of financial aid in the form of grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Availability of financial aid in the form of loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Availability of specific courses or curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Strong reputation of the school's athletic program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Active social life at the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ability to attend school while living at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

h. Chance to live away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. A low-crime environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. A good record for placing graduates in jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. A good record for placing graduates in graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Strong reputation of the school's academic programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Easy admission standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Availability of a degree program that will allow you to get a job in your chosen field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Racial or ethnic composition of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Size of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Geographic location of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Ability to attend the same school your parents attended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Being able to apply college credits earned while you were in high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Which type of college or university are you planning to attend if admitted? (MARK ONE RESPONSE)

- California State University (CSU) [skip to question 27] ☐ O
 University of California (UC) [skip to question 35] ☐ O
 Private CA college or university [skip to question 40] ☐ O
 Public out-of-state college or university [skip to question 40] ☐ O
 Private out-of-state college or university [skip to question 40] ☐ O

CALIFORNIA STATE UNIVERSITY (CSU)

27. Which one of the following CSU is your first-choice to attend if admitted? (MARK ONE)

- California State University Bakersfield ☐ O
 California State University Channel Islands ☐ O
 California State University Chico ☐ O
 California State University Dominguez Hills ☐ O
 California State University East Bay ☐ O
 California State University Fresno ☐ O
 California State University Fullerton ☐ O
 Humboldt State University ☐ O

California State University Long Beach	O
California State University Los Angeles.....	O
California Maritime Academy	O
California State University Monterey Bay.....	O
California State University Northridge	O
California State Polytechnic University, Pomona	O
California State University Sacramento	O
California State University San Bernardino	O
San Diego State University	O
San Francisco State University	O
San Jose State University	O
California Polytechnic State University, San Luis Obispo	O
California State University San Marcos	O
Sonoma State University	O
California State University Stanislaus	O

28. In this question, we are interested in how you rate the college that you have selected. Please rate the college on each factor listed below. Choose the grade that you would assign to the college on each factor, where:

- a grade of **A** means that you believe that college is *excellent*
 a grade of **B** means that you believe that college is *good*
 a grade of **C** means that you believe that college is *fair*
 a grade of **D** means that you believe that college is *poor*
 a grade of **F** means that you believe that college is *unacceptable*

**Even if you aren't sure, please answer in terms of your impression of the college.
(MARK ONE RESPONSE ON EACH LINE)**

	A	B	C	D	E
a. Low expenses (tuition, books, and room and board)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Availability of financial aid in the form of grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Availability of financial aid in the form of loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Availability of specific courses or curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Strong reputation of the school's athletic program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Active social life at the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to attend school while living at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Chance to live away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. A low-crime environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. A good record for placing graduates in jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. A good record for placing graduates in graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Strong reputation of the school's academic programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Easy admission standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Availability of a degree program that will allow you to get a job in your chosen field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Racial or ethnic composition of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

o. Size of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Geographic location of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Ability to attend the same school your parents attended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Being able to apply college credits earned while you were in high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Which of the following (if any) are additional reasons for selecting this college? (MARK ONE RESPONSE ON EACH LINE)

	Yes	No
a. My mother (or female guardian) thinks that I should attend this school	<input type="radio"/>	<input type="radio"/>
b. My father (or male guardian) thinks that I should attend this school	<input type="radio"/>	<input type="radio"/>
c. My brother or sister thinks that I should attend this school	<input type="radio"/>	<input type="radio"/>
d. My close relative thinks that I should attend this school	<input type="radio"/>	<input type="radio"/>
e. My friends think that I should attend this school	<input type="radio"/>	<input type="radio"/>
f. My school guidance counselor thinks that I should attend this school	<input type="radio"/>	<input type="radio"/>
g. My favorite teacher thinks that I should attend this school	<input type="radio"/>	<input type="radio"/>
h. My favorite coach or activity/club advisor thinks that I should attend this school	<input type="radio"/>	<input type="radio"/>

30. What is the likelihood of you choosing to attend this college if admitted? (MARK ONE)

- I will definitely attend ☐
 I will very probably attend ☐
 I will probably attend ☐
 I will possibly attend ☐
 I will probably not attend ☐
 I will very probably not ☐

31. If you are not admitted to your first-choice CSU, what is your second-choice CSU that you might attend if admitted? (MARK ONE)

- California State University Bakersfield ☐
 California State University Channel Islands ☐
 California State University Chico ☐
 California State University Dominguez Hills ☐
 California State University East Bay ☐
 California State University Fresno ☐
 California State University Fullerton ☐
 Humboldt State University ☐
 California State University Long Beach ☐
 California State University Los Angeles ☐
 California Maritime Academy ☐
 California State University Monterey Bay ☐
 California State University Northridge ☐
 California State Polytechnic University, Pomona ☐
 California State University Sacramento ☐
 California State University San Bernardino ☐
 San Diego State University ☐

- San Francisco State University ☐ O
 San Jose State University ☐ O
 California Polytechnic State University, San Luis Obispo ☐ O
 California State University San Marcos ☐ O
 Sonoma State University ☐ O
 California State University Stanislaus ☐ O

[Complete questions 28-30 for second-choice CSU]

32. If you are not admitted to your first or second-choice CSU, what is your third-choice CSU that you might attend if admitted? (MARK ONE)

- California State University Bakersfield ☐ O
 California State University Channel Islands ☐ O
 California State University Chico ☐ O
 California State University Dominguez Hills ☐ O
 California State University East Bay ☐ O
 California State University Fresno ☐ O
 California State University Fullerton ☐ O
 Humboldt State University ☐ O
 California State University Long Beach ☐ O
 California State University Los Angeles ☐ O
 California Maritime Academy ☐ O
 California State University Monterey Bay ☐ O
 California State University Northridge ☐ O
 California State Polytechnic University, Pomona ☐ O
 California State University Sacramento ☐ O
 California State University San Bernardino ☐ O
 San Diego State University ☐ O
 San Francisco State University ☐ O
 San Jose State University ☐ O
 California Polytechnic State University, San Luis Obispo ☐ O
 California State University San Marcos ☐ O
 Sonoma State University ☐ O
 California State University Stanislaus ☐ O

[Complete questions 28-30 for third-choice CSU]

33. If you are not admitted to your first-choice CSU, what would you do? (MARK ONE)

- Attend an alternate CSU to which you were admitted ☐ O
 Attend a University of California (UC) to which you were admitted ☐ O
 Attend a private school to which you were admitted ☐ O
 Attend a public out-of-state school to which you were admitted ☐ O
 Attend a two-year community college and transfer to your first-choice CSU ☐ O
 Attend a two-year community college and transfer to a University of California (UC) ☐ O
 Attend a two-year community college and transfer to a private or out-of-state school ☐ O
 Attend a vocational or trade school ☐ O
 Enter the military ☐ O
 Get a full-time job and not attend school ☐ O

34. If you are not admitted to your first, second, or third-choice CSU, what would you do? (MARK ONE)

- Attend a fourth choice CSU to which you were admitted ☐
- Attend a University of California (UC) to which you were admitted..... ☐
- Attend a private school to which you were admitted ☐
- Attend a public out-of-state school to which you were admitted ☐
- Attend a two-year community college and transfer to your first-choice CSU ☐
- Attend a two-year community college and transfer to a University of California (UC) ☐
- Attend a two-year community college and transfer to a private or out-of-state school ☐
- Attend a vocational or trade school ☐
- Enter the military..... ☐
- Get a full-time job and not attend school..... ☐

[End of survey]

UNIVERSITY OF CALIFORNIA (UC)

35. Which one of the following UCs is your first-choice to attend if admitted? (MARK ONE)

- UC Berkeley..... ☐
- UC Davis..... ☐
- UC Irvine..... ☐
- UC Los Angeles..... ☐
- UC Merced..... ☐
- UC Riverside..... ☐
- UC Santa Barbara ☐
- UC Santa Cruz..... ☐
- UC San Diego..... ☐

[Complete questions 28-30 for first-choice UC]

36. If you are not admitted to your first-choice UC, what is your second choice UC that you might attend if admitted? (MARK ONE)

- UC Berkeley..... ☐
- UC Davis..... ☐
- UC Irvine..... ☐
- UC Los Angeles..... ☐
- UC Merced..... ☐
- UC Riverside..... ☐
- UC Santa Barbara ☐
- UC Santa Cruz..... ☐
- UC San Diego..... ☐

[Complete questions 28-30 for second-choice UC]

37. If you are not admitted to your first or second-choice UC, what is your third-choice UC you might attend if admitted? (MARK ONE)

- UC Berkeley..... ☐
- UC Davis..... ☐
- UC Irvine..... ☐
- UC Los Angeles..... ☐
- UC Merced..... ☐

- UC Riverside..... O
 UC Santa Barbara O
 UC Santa Cruz..... O
 UC San Diego..... O

[Complete questions 28-30 for third-choice UC]

38. If you are not admitted to your first-choice UC, what would you do? (MARK ONE)

- Attend an alternate UC to which you were admitted O
 Attend a California State University (CSU) to which you were admitted O
 Attend a private school to which you were admitted O
 Attend a public out-of-state school to which you were admitted O
 Attend a two-year community college and transfer to your first-choice UC O
 Attend a two-year community college and transfer to a CSU O
 Attend a vocational or trade school O
 Enter the military..... O
 Get a full-time job and not attend school..... O

39. If you are not admitted to your first-, second-, or third-choice UC, what would you do? (MARK ONE)

- Attend a fourth choice UC to which you were admitted O
 Attend a California State University (CSU) to which you were admitted O
 Attend a private school to which you were admitted O
 Attend a public out-of-state school to which you were admitted O
 Attend a two-year community college and transfer to a UC O
 Attend a two-year community college and transfer to a CSU O
 Attend a vocational or trade school O
 Enter the military..... O
 Get a full-time job and not attend school..... O

[End of survey]

PRIVATE CA, PUBLIC OUT-OF-STATE, OR PRIVATE OUT-OF-STATE UNIVERSITY

40. Please write the name of the first-choice college or university that you plan to attend if admitted.

[Complete questions 28-30 for first-choice college or university]

41. If you are not admitted to your first-choice college or university, what is your second-choice college or university that you might attend if admitted? (WRITE THE NAME OF SCHOOL)

[Complete questions 28-30 for second-choice college or university]

42. If you are not admitted to your first- or second-choice college or university, what is your third-choice college or university that you might attend if admitted? (WRITE THE NAME OF SCHOOL)

[Complete questions 28-30 for third-choice college or university]

**43. If you are not admitted to your first-choice college or university, what would you do?
(MARK ONE)**

- Attend an alternate private college or university to which you were admitted ☐
- Attend an alternate public out-of-state college or university to which you were admitted ☐
- Attend a University of California (UC) to which you were admitted..... ☐
- Attend a California State University (CSU) to which you were admitted ☐
- Attend a two-year community college and transfer to your first-choice college
or university ☐
- Attend a two-year community college and transfer to a UC ☐
- Attend a two-year community college and transfer to a CSU ☐
- Attend a vocational or trade school ☐
- Enter the military..... ☐
- Get a full-time job and not attend school..... ☐

[End of survey]