

Recent ~~and~~ impressive gains in college enrollment among Hispanic<sup>1</sup> young adults continue to be driven in large part by increased participation at the community college level, while Hispanic youth remain less likely than their White counterparts to enroll in a four-year college (56% versus 72%) or to complete a bachelor's degree (22% vs. 11%; Fry & Lopez, 2012; Fry & Taylor, 2013). At the same time as the bachelor's degree has become the threshold for racial and ethnic parity in educational attainment (Carnevale & Strohl, 2013), ~~disparities in four-year enrollment and completion between Hispanic and White youth remain two of the nation's widest and most stubbornly persistent group-level disparities in educational outcomes (CITE).~~

~~A growing literature seeks to understand why~~ Why do Hispanic and White students exhibit such different patterns of college entry. ~~Some researchers~~ Lopez, 2009 (but see also Burciaga, Huber, & Solórzano, 2009) ~~has~~ have suggested that while most Latino students believe that a college degree is important, many have lower expectations and lower levels of enrollment relative to other racial/ethnic groups (~~Lopez, 2009; but see also Burciaga, Huber, & Solórzano, 2009~~). Others (e.g. Gándara & Contreras, 2009; Gonzalez et al., 2003; Klasik, 2010; Pérez & McDonough, 2008; Tornatzky, Cutler & Lee, 2002) have argued that while the majority of Hispanic students have ambitious educational goals, many encounter steep barriers as they attempt to convert high educational expectations into preparation for enrollment in a four-year institution (~~Gándara & Contreras, 2009; Gonzalez et al., 2003; Klasik, 2010; Pérez & McDonough, 2008; Tornatzky, Cutler & Lee, 2002~~). ~~O'Connor et al. (2010) argue that Most~~ most studies addressing enrollment gaps between Latinos and Whites have ~~also~~ focused on background differences in levels of parent income and education, and more recently differences in parent social capital, to try and explain these disparities (~~O'Connor et al., 2010~~). Nonetheless,

**Commented [BJ1]:** This is duplicative of previous sentence. Delete or combine.

**Commented [BJ2]:** Unless your paper is specifically about the poor state of the literature, readers do not need to be told how large the literature is.

**Commented [BJ3]:** I personally find it taxing on working memory to put a vague reference to "researchers" at the beginning of the sentence and then cite folks at the end. Sometimes it's unavoidable but I think it should be rare (like passive voice!).

**Commented [BJ4]:** It was hard for me to tell what the point of this sentence was, or how the OConnor reference is functioning. This is my guess: OConnor is a review of the literature that argues that most studies do XYZ. If instead OConnor is an example of a study that does XYZ, the phrase "most studies" should be deleted from the sentence (since you do not provide evidence that "most studies" do this, but rather only that OConnor's study does).