

Recent 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)?

Why do Hispanic and White students exhibit such different patterns of college entry. Lopez (2009, but see also Burciaga, Huber, & Solórzano, 2009) has 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. 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. O'Connor et al. (2010) argue that most studies addressing enrollment gaps between Latinos and Whites have 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.

Nonetheless, the extent to which students' educational expectations and college preparation, vs. their parents' socioeconomic resources, uniquely contribute to Hispanic-White differences in college enrollment is not entirely clear. Parents' economic and social resources are bound up with children's college expectations and preparation (CITE), and all of these factors together predict student college enrollment (CITE).