On the path to college: What matters?

**Topics**

- Pathways
  - For college
  - For transfer
  - For degree completion
- What matters most
- What can be done
- What to assess & when to do it

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This study examined the three tasks that socio-economically (lowest-SES) disadvantaged 8th graders must complete on their path to college.

Those tasks are:

- Becoming college qualified
- Graduating from high school
- Applying to college
On the path to college
Some methodological notes

• Analyses are based on the National Educational Longitudinal Study of 1988 8th graders (NELS:88)

• Academic qualification index
  – High school rank
  – ACT/SAT scores
  – High school grades in academic track courses
  – NELS mathematics & reading test scores
What are an 8th grader’s chances to enroll at a postsecondary institution?
**College Choice Process for 1000 1988 8th Grade Students**

**College Qualifications**
- 463 Not Qualified
- 145 Minimally Qualified
- 393 Qualified

**High School Graduation**
- 357 Graduated
- 106 Did Not Graduate
- 144 Graduated
- 1 Did Not Graduate
- 393 Graduated
- 0 Did Not Graduate

**4-year College Applications**
- 82 Applied to 4-year Institution
- 275 Did Not Apply
- 69 Applied to 4-year Institution
- 75 Did Not Apply
- 321 Applied to 4-year Institution
- 72 Did Not Apply

**Institution Type of First Enrollment**

<table>
<thead>
<tr>
<th>None</th>
<th>Vocational</th>
<th>2-year</th>
<th>4-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>4</td>
<td>17</td>
<td>48</td>
</tr>
<tr>
<td>175</td>
<td>20</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>15</td>
<td>46</td>
</tr>
<tr>
<td>35</td>
<td>6</td>
<td>34</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>30</td>
<td>278</td>
</tr>
<tr>
<td>22</td>
<td>5</td>
<td>45</td>
<td>0</td>
</tr>
</tbody>
</table>

College Choice Process for 1000 High SES Students

Who is a lowest-SES 8th grader?

- 77% of lowest socioeconomic status (SES) 8th graders have parents unfamiliar with college.
- 99.3% of all upper-SES 8th graders grew up among college educated parents.

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Who is a lowest-SES 8th grader?

Poorest 8th graders were more likely to be exposed to at-risk factors:

- Low grades
- History of high school dropouts in the family
- Raised by a single parent
- Held back a grade
- Changing schools more than twice
Acquisition of College Qualifications
1988 Lowest SES 8th graders

• Only 285 out of 1000 poor 8th graders secured some degree of college qualifications by the end of their senior year.
  – 151 were college-qualified
  – 134 were minimally college-qualified
Only 760 out of 1,000 poor 1988 8th graders graduated from high school by 1992
Applying to College
1988 Lowest SES 8th graders

- Only 215 out of 1000 lowest-SES 8th graders applied to a 4-year institution by the end of their high school senior year.
- Only 144 out of 1000 lowest-SES students enrolled in a 4-year institution by 1994
Critical tasks for members of the 1988 8th grade cohort who are of minority origin.
Parents with some college

Percent showing at-risk factors:
- Held back one grade
- Single parent family
- Siblings dropping out from HS
- Changing schools more than twice
- Averaging C or less

<table>
<thead>
<tr>
<th></th>
<th>Hispanics</th>
<th>African Americans</th>
<th>Whites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents with some college</td>
<td>47.4%</td>
<td>61.8%</td>
<td>72.9%</td>
</tr>
<tr>
<td>Held back one grade</td>
<td>20.6%</td>
<td>27.5%</td>
<td>15.4%</td>
</tr>
<tr>
<td>Single parent family</td>
<td>20.6%</td>
<td>46.4%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Siblings dropping out from HS</td>
<td>20.5%</td>
<td>20.7%</td>
<td>12.2%</td>
</tr>
<tr>
<td>Changing schools more than twice</td>
<td>32.5%</td>
<td>35.6%</td>
<td>28.5%</td>
</tr>
<tr>
<td>Averaging C or less</td>
<td>44.4%</td>
<td>47.1%</td>
<td>33.6%</td>
</tr>
</tbody>
</table>

Based on National Educational Longitudinal Study 1988

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On the path to college
1988 eight graders

Based on National Educational Longitudinal Study 1988
Acquisition of college qualifications

- Becoming college-qualified correlated with socioeconomic status (r=.377)
- Lowest-SES students were 51%, 30% and 17% less likely to secure minimal college qualifications than their highest, middle-upper and middle-lowest SES counterparts.
What matters in becoming college-qualified?

The gap between lowest-SES and upper-SES students narrowed from 51% to 15% once factors such as at-risk characteristics and parental involvement were taken into account.
### Acquisition of college qualifications: What matters most

<table>
<thead>
<tr>
<th>Factor</th>
<th>Probability Of Becoming College Qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental involvement</td>
<td>+ 18.1 %</td>
</tr>
<tr>
<td>Planned for college at 8th grade</td>
<td>+ 16.8 %</td>
</tr>
<tr>
<td>Upper SES</td>
<td>+14.6 %</td>
</tr>
<tr>
<td>At-risk factors at 8th grade</td>
<td>-11.0 %</td>
</tr>
<tr>
<td>Ability at 8th grade</td>
<td>+2.9 %</td>
</tr>
</tbody>
</table>
• The rate at which 1988 8th graders graduated from their high school correlated with their SES (r=.291)

• The poorest 1988 8th graders' graduation rate lagged nearly 25% behind that of their upper-SES counterparts.
# High School Graduation: What matters most?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Probability of HS diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Securing college qualifications</td>
<td>+11.4%</td>
</tr>
<tr>
<td>Upper SES</td>
<td>+ 7.6 %</td>
</tr>
<tr>
<td>Parental involvement</td>
<td>+ 5.3 %</td>
</tr>
<tr>
<td>At-risk factors</td>
<td>- 4.6 %</td>
</tr>
</tbody>
</table>
Applying for college

- College application rates varied in direct relation with socioeconomic status \((r=0.414)\).
- The difference in college application rates between the poorest students and upper-SES students was 54\%.

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Controlling for the factors that influence the chance of applying reduced the gap in college application rates between lowest-SES and upper-SES from 54% to 26%.
<table>
<thead>
<tr>
<th>Factor</th>
<th>Probability of Applying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Aspirations</td>
<td></td>
</tr>
<tr>
<td>Bachelors’</td>
<td>+ 27.6 %</td>
</tr>
<tr>
<td>Advanced</td>
<td>+ 33.6 %</td>
</tr>
<tr>
<td>Parents’ expectations</td>
<td></td>
</tr>
<tr>
<td>Bachelors’</td>
<td>+ 25.5 %</td>
</tr>
<tr>
<td>Advanced</td>
<td>+ 21.9 %</td>
</tr>
<tr>
<td>College-qualifications</td>
<td>+ 14.0 %</td>
</tr>
<tr>
<td>Assistance in:</td>
<td></td>
</tr>
<tr>
<td>College application</td>
<td>+ 11.3 %</td>
</tr>
<tr>
<td>College essays</td>
<td>+ 8.1 %</td>
</tr>
<tr>
<td>Upper SES</td>
<td>+ 26.4 %</td>
</tr>
<tr>
<td>At-risk factors</td>
<td>- 6.5 %</td>
</tr>
</tbody>
</table>
**What matters most for each task on the path to college? A summary**

<table>
<thead>
<tr>
<th>Becoming college qualified</th>
<th>HS Graduation</th>
<th>Applying for college</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Parental involvement in school activities.</td>
<td>• Becoming college qualified.</td>
<td>• Students’ degree aspirations.</td>
</tr>
<tr>
<td>• Having planned for college by the 8th grade.</td>
<td>• Parental education &amp; income.</td>
<td>• Parents’ degree expectations.</td>
</tr>
<tr>
<td>• Parental education &amp; income</td>
<td>• Parental involvement in school activities.</td>
<td>• Becoming college qualified.</td>
</tr>
<tr>
<td>• At-risk factors</td>
<td>• At-risk factors</td>
<td>• Assistance in college application procedures.</td>
</tr>
<tr>
<td>• Ability</td>
<td></td>
<td>• Parental education &amp; income</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• At-risk factors</td>
</tr>
</tbody>
</table>
Pathways to a 4-yr Degree
Cabrera, La Nasa & Burkum (2001)

• This study examined postsecondary patterns exhibited by socio-economically (lowest-SES) disadvantaged 12th graders.

• Two major postsecondary behaviors studied
  – Transfer
  – Degree completion
The High School Class of 1982

- Representative sample of 15,000 high school sophomores.
- Data sources:
  - Students, parents and records (high school, college & financial aid)
- Sample weighted to represent 2,191,861 high school seniors who attended postsecondary education between 1982-84.
What are the chances for a high school sophomore to eventually secure a bachelor’s degree within 10 years?
Degree attainment by ACRES and first institution type for all students

Number of Students (1,913,269)

Academic Resources

First Institution of Attendance Type

Probability of Securing a 4-Year Degree

Low 11.8% (225,483)

4-Year 16.3% (36,653)

2-Year 57.5% (129,662)

Other 26.2% (59,168)

Medium 38.2% (730,759)

4-Year 31.3% (228,856)

2-Year 53.3% (389,713)

Other 15.4% (112,190)

High 50.0% (957,027)

4-Year 70.3% (672,914)

2-Year 24.3% (232,146)

Other 5.4% (51,967)

Degree attainment by ACRES and first institution type for Highest-SES students

Number of Students (1,179,749)

Low 7.3% (85,933)
- 4-Year 21.1% (18,135)
- 2-Year 59.0% (50,707)
- Other 19.9% (17,091)

Medium 33.3% (392,521)
- 4-Year 34.7% (136,267)
- 2-Year 54.2% (212,845)
- Other 11.1% (43,409)

High 59.4% (701,295)
- 4-Year 76.1% (533,478)
- 2-Year 19.7% (137,973)
- Other 4.2% (29,844)

Probability of Securing a 4-Year Degree

What matters in Transferring?

- Lowest-SES students were 20%, 17% and 6% less likely to transfer to a 4-year institution than their highest, middle-upper and middle-lowest SES counterparts.
What matters in Transferring?

![Graph showing the relationship between SES and transferring.](image)

- Lowest SES
- Medium Low
- Medium High
- Highest SES

- Actual
- Adjusted

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What matters most for transferring from the 2-year sector to the 4-year sector?
<table>
<thead>
<tr>
<th>Transferring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation for college</td>
</tr>
<tr>
<td>2. Educational aspirations</td>
</tr>
<tr>
<td>3. Number of college math &amp; science courses taken</td>
</tr>
<tr>
<td>4. Collegiate experiences</td>
</tr>
<tr>
<td>5. College GPA</td>
</tr>
<tr>
<td>6. Financial support</td>
</tr>
<tr>
<td>7. Children</td>
</tr>
<tr>
<td>8. Socioeconomic status</td>
</tr>
</tbody>
</table>

Source: Cabrera, La Nasa & Burkum (2002).
What matters for Degree Completion?

Poorest students' baccalaureate degree rate lags nearly 44% behind that of their upper-SES counterparts.

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What matters for Degree Completion?

[Graph showing data for different categories: Lowest, Second Lowest, Upper Middle, Upper. The graph compares Actual and Adjusted values.]
What matters most for getting a bachelor's degree within 10 years?
What matters most for:

<table>
<thead>
<tr>
<th>Degree Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation for college</td>
</tr>
<tr>
<td>2. Educational aspirations</td>
</tr>
<tr>
<td>3. Type of 1st institution attended</td>
</tr>
<tr>
<td>4. Continuous enrollment</td>
</tr>
<tr>
<td>5. Number of college math &amp; science courses taken</td>
</tr>
<tr>
<td>6. Collegiate experiences</td>
</tr>
<tr>
<td>7. Financial support</td>
</tr>
<tr>
<td>8. College GPA</td>
</tr>
<tr>
<td>9. Children</td>
</tr>
<tr>
<td>10. Socioeconomic resources</td>
</tr>
<tr>
<td>11. Percentage of college courses dropped, left incomplete, or withdrew</td>
</tr>
</tbody>
</table>

Source: Cabrera, La Nasa & Burkum (2002).
Pathways to degree completion

- Nine pathways when considering academic preparation for college and first type of postsecondary institution attended.
- Effectiveness of pathways vary:
  - High academic preparation for college & attending a 4-year institution is the most effective
  - Poor academic preparation & 2-year is the least effective
- Choosing pathways varies by SES
Determinants of Transfer

- Descriptive statistics show a substantial SES-based GAP
- Determinants of transfer have to do more with preparation for college, degree aspirations, performance in college, curricular choices, having children than they do with SES
Determinants of degree completion

- Descriptive statistics show a substantial SES-based gap.
- SES-based gap though substantially reduced still remains once other factors are taking into account.
- Most important factors
  - Preparation for college (ACRES)
  - Educational aspirations
  - Type of institution
  - Effort (DWI & continuous enrollment)
  - Curriculum
  - Academic performance
  - Children

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The diagram illustrates the College Choice Process, highlighting various factors that influence students' college choice. These factors include:

- **Parental Collegiate Experiences**
- **Availability of Information About College**
- **Parental Characteristics: Education, Occupation, Income**
- **Student’s Ability**
- **Saliency of Potential Institutions**
- **Parental Encouragement & Involvement**
- **Students’ Early Educational & Occupational Aspirations**
- **College Qualifications**
- **Cost of Attendance & Financial Aid**
- **Students’ College Choice**
- **Students’ Educational & Occupational Aspirations**

College Persistence as a Longitudinal Process

College Decision → College Experiences → College Outcomes

- Family Encouragement & Involvement
- Preparation for College
- K-16 Communication & Engagement
- Aspirations & Plans
- Awareness of College Characteristics, Admission Standards, & Costs

- Academic Integration
- Social Integration
- Facilities & Services
- Climate & Diversity

- Competencies
- Satisfaction & Commitment
- Persistence Transfer Stop-out
- Degree Completion

- Graduate School
- Employment & Income
- Job Performance
- Job Satisfaction
- Loan Repayment

Financial Aid Mix

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## What matters most on the path to college?

<table>
<thead>
<tr>
<th>Stage</th>
<th>Factors</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| Predispositions Grades: 7th- 9th | • Parental expectations, encouragement, support & involvement in school activities  
• Parental saving for college  
• Parental involvement in school activities  
• Socioeconomic status  
• Parental collegiate experiences  
• Academic preparation for college  
• Student ability  
• Information about college | • Reading, writing, math & critical thinking skills  
• Career/Occupational aspirations  
• Educational aspirations  
• Planning for college  
• Enrollment in college bound curriculum |

### What matters most on the path to college?

<table>
<thead>
<tr>
<th>Stage</th>
<th>Factors</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| Search Grades: 10th - 12th    | • Parental expectations encouragement, support & involvement in school activities  
• Educational aspirations.  
• Occupational aspirations.  
• Planning for college  
• Socioeconomic status.  
• Saliency of potential institutions.  
• Academic preparation for college  
• Student ability | • Listing of tentative institutions.  
• Narrowing list of tentative institutions.  
• Securing information on institutions  
• Taking Pre-SAT & Pre-ACT |

## What matters most on the path to college?

<table>
<thead>
<tr>
<th>Stage</th>
<th>Factors</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| Choice Grades: 11<sup>th</sup> - 12<sup>th</sup> | • Academic preparation for college  
• Educational aspirations.  
• Occupational aspirations.  
• Planning for college  
• Socioeconomic status.  
• Parental encouragement.  
• Perceived institutional attributes (quality, campus life, availability of majors, distance).  
• Perceived ability to pay (perceived resources, perceived costs). | • Awareness of college expenses & financial aid.  
• Awareness of institutional attributes & admission standards.  
• Attaining scholastic aptitudes, attitudes & competencies.  
• Perceived support from family & friends.  
• Institutional commitment.  
• Submission of applications.  
• Pre-registration  
• Attendance.  
• Application for financial aid. |

### What matters most on the path to college?

<table>
<thead>
<tr>
<th>Stage</th>
<th>Factors</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>Academic preparation for college</td>
<td>Gains in:</td>
</tr>
<tr>
<td></td>
<td>Parental encouragement &amp; support</td>
<td>• Personal development</td>
</tr>
<tr>
<td></td>
<td>Campus &amp; classroom climate</td>
<td>• Problem solving</td>
</tr>
<tr>
<td></td>
<td>Collegiate experiences</td>
<td>• Critical thinking</td>
</tr>
<tr>
<td></td>
<td>- <em>Out-of-classroom</em></td>
<td>• Understanding of science &amp; technology</td>
</tr>
<tr>
<td></td>
<td>- <em>Intensity &amp; quality of instruction</em></td>
<td>• Appreciation for art</td>
</tr>
<tr>
<td></td>
<td>- <em>Counseling</em></td>
<td>• Career Maturity</td>
</tr>
<tr>
<td></td>
<td>- <em>Interactions with peers &amp; faculty</em></td>
<td>• Occupational awareness</td>
</tr>
<tr>
<td></td>
<td>Engagement with the academic &amp; social components of the institution</td>
<td>• Group skills</td>
</tr>
<tr>
<td></td>
<td>Working on campus</td>
<td>• Tolerance &amp; openness to diversity</td>
</tr>
<tr>
<td></td>
<td>College GPA</td>
<td>Pursistence to graduation</td>
</tr>
<tr>
<td></td>
<td>Financial assistance</td>
<td>Incorporation into the labor force</td>
</tr>
<tr>
<td></td>
<td>Effort spent in academic related activities</td>
<td></td>
</tr>
</tbody>
</table>

**Sources:** Cabrera & La Nasa (2000), Cabrera et al., (2002).
## What can be done?

<table>
<thead>
<tr>
<th>Stage</th>
<th>Intervention Strategies</th>
</tr>
</thead>
</table>
| Predispositions, Grades: 7th–9th | • Academic tutorial session  
• Visitations to postsecondary institutions  
• Assessing academic potential and identifying gaps  
• Career exploration & decision making workshops  
• Curriculum planning  
• Parental involvement  
• Field trips to workplaces for different occupations  
• High Teachers’ expectations  
• Parental workshops on college & ways to finance it |

### What can be done?

<table>
<thead>
<tr>
<th>Stage</th>
<th>Intervention Strategies</th>
</tr>
</thead>
</table>
| Search Grades: 10th - 12th | • Counseling on postsecondary programs  
• Collecting & disseminating information about postsecondary institutions  
• Academic tutorial sessions  
• Participation in “College Days” activities  
• Peer group support  
• ‘Untracking’ & augmenting curriculum offerings |
### What can be done?

<table>
<thead>
<tr>
<th>Stage</th>
<th>Intervention Strategies</th>
</tr>
</thead>
</table>
| Choice Grades: 11\(^{th}\) – 12\(^{th}\) | • Assistance in filling out FAFSA  
• Assistance in filling out college application forms and meeting requirements  
• Collecting and disseminating information about sources of financial aid  
• Tutorial sessions & summer programs to enhance student academic ability  
• Peer groups  
• ‘Untracking’ & augmenting curriculum offerings |

<table>
<thead>
<tr>
<th>Stage</th>
<th>Intervention Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>• Pre-entry assessment &amp; placement of students according to needs</td>
</tr>
<tr>
<td>Freshman Year</td>
<td>• Study and learning workshops</td>
</tr>
<tr>
<td>Junior Year</td>
<td>• Faculty mentorship programs</td>
</tr>
<tr>
<td></td>
<td>• Learning communities (cluster programs)</td>
</tr>
<tr>
<td></td>
<td>• Co-curricular activities and programs</td>
</tr>
<tr>
<td></td>
<td>• Parental involvement</td>
</tr>
<tr>
<td></td>
<td>• Recognition of student enclaves &amp; their inclusion in campus governance</td>
</tr>
<tr>
<td></td>
<td>• Counseling/advising/job placement/summer programs</td>
</tr>
<tr>
<td></td>
<td>• Career exploration activities</td>
</tr>
<tr>
<td></td>
<td>• Internships on campus and outside campus</td>
</tr>
<tr>
<td></td>
<td>• Scholarships</td>
</tr>
<tr>
<td></td>
<td>• Work study programs</td>
</tr>
<tr>
<td></td>
<td>• Networking with alumni and potential employers</td>
</tr>
<tr>
<td></td>
<td>• Scholarships</td>
</tr>
<tr>
<td></td>
<td>• Financial aid planning and debt advising</td>
</tr>
<tr>
<td></td>
<td>• Multicultural education</td>
</tr>
<tr>
<td></td>
<td>• Workshops &amp; training on learning styles</td>
</tr>
<tr>
<td></td>
<td>• Use of validation strategies in the classroom &amp; out of the classroom</td>
</tr>
</tbody>
</table>

*Source: Cabrera & La Nasa (2000).*
What percentage of pre-college outreach address *what* matters for college enrollment?
Percentage of Pre-College Outreach Programs Having Components Related to College Enrollment
(Based on a 1999-2000 National Survey of 1,110 programs)


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Intervention strategies

• Academic readiness for college
  – College dropout begins in middle school
  – Make certain middle and high school curriculum is aligned with college curriculum

• Enrollment management
  – Should begin as early as the 8th grade
  – Use learning communities from 8th grade to college
  – Use financial aid as tool for involvement & engagement with the academic and social components of the institution

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Intervention strategies need to be **Holistic, Sustained over time and involve Multiple Partners**

- Elementary Schools
- Middle Schools
- Two-Year Institutions
- Four-Year Institutions
- Business organizations
- Community organizations
- PTAs
- GEAR-UP
- TRIO

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What to assess & when to do it?
<table>
<thead>
<tr>
<th>Preparation for College</th>
<th>Collegiate Experiences</th>
<th>Graduation/Post College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School Aspirations &amp; readiness (7th –10th)</td>
<td>High School Application &amp; readiness (11th-12th)</td>
<td>Freshman Year</td>
</tr>
<tr>
<td>School information &amp; transcript</td>
<td>School information &amp; transcript</td>
<td>Campus information &amp; transcripts</td>
</tr>
<tr>
<td>Academic Resources</td>
<td>Academic Resources</td>
<td>Enrollment information</td>
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References


*Dr. Cabrera*
References


Dr. Cabrera