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**The Growing Female Advantage in College Completion:
The Role of Family Background and Academic Achievement**

Claudia Buchmann
Ohio State University

Thomas A. DiPrete
Columbia University

THE COMPARABILITY OF THE RECENT GENERAL SOCIAL SURVEY DATA AND THE NELS DATA

In order to establish whether the recent surveys from the General Social Surveys (GSS) and the National Educational Longitudinal Survey (NELS) produce comparable results, we performed three supplementary analyses. First, we substituted the NELS data for white respondents for the period 2 GSS data from Panel B of Table 1, which also is for white respondents, and compared the trend results obtained from these two studies. Second, we compared the period 2 results in the GSS data from Panel B of Table 1 and the NELS data for white respondents. Third, we treated the two datasets as coming from the same source, combined them and reanalyzed the period 2 associations.

1. When we substitute the NELS data for period 2 GSS data and conduct two trend analyses we see that the two analyses produce almost identical results. Consistent with Table 2, both the period 1 GSS/period 2 GSS analysis and the period 1 GSS/NELS analysis show a statistically significant change in the relationship between father status (not present/high school or less education/some college or more education), gender, and college completion, such that father status became a more important determinant for the college completion of sons in period 2 relative to period 1. Also consistent with Table 2, neither the period 1 GSS/period 2 GSS analysis nor the period 1 GSS/NELS analysis shows a statistically significant change in the relationship between mother's education, gender, and college completion.

Table S1. Trend Analysis with GSS Data from Panels A and B of Table 1

Term	Wald X^2	df	$p > X^2$
Mother College*Female*College*Period	.726	1	.394
Father College/Present*Female*College*Period	7.900*	2	.019

* $p < .05$; ** $p < .01$

Table S2. Trend Analysis with GSS Data from Panel A of Table 1 and NELS Data from Panel A of Table 4

Term	Wald X^2	df	$p > X^2$
Mother College*Female*College*Period	.046	1	.829
Father College/Present*Female*College*Period	7.663*	2	.022

* $p < .05$; ** $p < .01$

2. Comparing the two datasets for period 2 alone also produces nearly identical results. The GSS does not show a statistically significant interaction between father's status, gender, and college

completion in period 2. The NELS also does not show a statistically significant interaction between father's status, gender, and college completion.

Table S3. Period 2 Analysis with GSS Data from Panel B of Table 1

Term	Wald X^2	df	$p > X^2$
Mother College*Female*College	2.195	1	.138
Father College/Present*Female*College	4.120	2	.127

* $p < .05$; ** $p < .01$

Table S4. Period 2 Analysis with NELS Data from Panel A of Table 4

Term	Wald X^2	df	$p > X^2$
Mother College*Female*College	1.815	1	.178
Father College/Present*Female*College	3.873	2	.144

* $p < .05$; ** $p < .01$

3. Finally, we conduct a direct test of whether the period 2 GSS data and the NELS data are different. When the two datasets are combined, we find that the association between parental status, gender, and college completion of the same sex child strengthens to the point of statistical significance, and there is no evidence that the period 2 relationship between parental status, gender, and college completion differs in the two datasets. The fact that the

relationship becomes significant in the combined dataset suggests that the lack of significance in the individual datasets is a result of inadequate sample size. This conclusion is reinforced by the analysis of Table 4 that finds a significant relationship between father's status, gender, and college completion in the NELS when the white and black samples are combined.

Table S5

Term	Wald X^2	df	$p > X^2$
Mother College*Female*College	4.400*	1	.036
Father College/Present*Female*College	6.614*	2	.037
Mother College*Female*College*Dataset	.974	1	.324
Father College/Present*Female*College*Dataset	2.709	2	.258

* $p < .05$; ** $p < .01$