1106-VX-1585 **Xiaofen Zhang*** (xzhang2@hotmail.com). *How Do Mathematics Courses Lift Students' Dream of Postsecondary Education?* Preliminary report.

ACT (2005) pointed out that Algebra 1, Geometry, Algebra 2, and at least one (or more) upper-level course such as Trigonometry prepare students better for postsecondary-level work than others. The levels of mathematics courses taken in high school influence students' math achievement and their completion of a bachelor's degree (Bozick & Ingels, 2008). The purpose of the research was mainly to analyze the influences of highest math courses taken in high school on students' expectations of postsecondary education. The data from the 2004 Educational Longitudinal Study of the National Center for Educational Statistics were used in this research. Logistic regressions were conducted with students' expectations of postsecondary education as a dichotomous dependent variable. Demographic characteristics and highest math course taken serve as independent variables in Model 1 and demographic factors were not included in Model 2. For both models, the intensive high school math courses, Algebra II, and Trigonometry, pre-calculus, or calculus, had strong and positive effects on students' expectations of postsecondary education. Women were more likely to expect at least a bachelor degree than men. SES had a strong positive influence on students' expectations. (Received September 14, 2014)